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Volume II

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Analysis of Indonesia Marine Fisheries With Economic Growth, Population and Effort Effectiveness

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Abstract

Fisheries, as part of the human food chain, have an environment that affects fisheries resources. The view of slowing the number of fish catches in the sea due to factors that drive such as economic growth, population and effort effectiveness will decrease the power of fish in the sea. This study carried out the circumstance of fisheries in sea Indonesia and analyzed empirically the relationship between economic factors, population, and effort effectiveness on the catch volume. We apply the random effect (RE) estimator method which is reviewed for 33 provinces for the period 2000-2015. We use catch as a proxy for marine ecosystems. Our results confirmed that the growth of fish catchment in the sea Indonesia experienced a positive trend and the relationship between economic factors, population and effort effectiveness positive and significant on the volume of catch thus we conclude that catch fisheries in Indonesia is sustainable

Keywords: Indonesia marine catch, Fish stock, Fisheries

Introduction

The oceans provide a vast amount of vital resources not only to provide the basic human needs, but also to support human wealth. However, the ocean abilities to provide sustainable benefits for human well-being is limited by its regeneration capacity, which is currently deteriorating due to over-exploitation, pollution and coastal development (Halpern et al., 2012). Pontecorvo and Schrank (2012) utilization of global fisheries resources by humans experienced a fluctuation growth trend during the period 1950 to 1989 with a linear trend of 1.67 million metric tons per year. It rose from 16.8 million metric tons in 1950 to 81.9 million metric tons in 1989. However, the annual catch rate growth slowed in the early 1990s. In the early 1990s seen a slowdown in world catches. This slowdown occurs with considerable variation from year to year. Annual catch decreased by more than 9% from 1996 to 2009.

The impact of an ongoing marine exploitation has been found by experts will affect the sustainability of sustainable fisheries, thereby reducing sea harvest. Olson (2009) states that the interactions between fish, climate and fishery populations deserve a thorough investigation. There is a growing sense that we have no objective to utilize fishery resources in a sustainable way. Olson provides a review of the scientific uncertainty about the complexity of the marine environment and its impact on fish stocks. Meanwhile, Beverton (1990) states that the rate of reproduction adjusts as a very deep stock measure so that stock collapse is not possible.

The reduction of fish resources in this case for the catch rate will be influenced by some of the key market demand factors for fish that respond to the increasing demand for fish products that mainly arise from the steadily rising incomes of the world and the human population, both of which have risen dramatically since the middle centuries ago and is expected to continue in the medium and long term (Westlund, 2005; Godfray et al., 2010), increasing the effectiveness of fishing effort due to increased capital and labor used. In the world's fisheries, as well as the continuing advantages in labor and capital productivity over the years, for instance, better vessels and equipment, and the use of expanded electronic equipment (Jin et al., 2002; Hannesson, 2007).

Indonesia is the largest archipelagic country in the world with 17,504 islands and a coastline of 104,000 km (Bakosurtanal, 2006). The total sea area of Indonesia is about 3.544 million km2 or about 70% of the Indonesian territory. Based on FAO Year Book 2009 report, Indonesia's fishery production up to 2007 is holding 3rd ranked in the world. So research about how the condition of fish stock at sea in Indonesia is very interesting which in this case will be proxy with the catch volume. This is interesting because some of the most important issues in Indonesia's marine fisheries are the degradation and pollution of the Indonesian sea in some areas resulting in decreased fish productivity. Economic pressures in some coastal areas

often trigger myopic (short-thinking) catching fish in destructive ways such as bombs and toxins, so these methods will damage ecosystems such as coral reef which has a direct impact on fish production process.

The study aims to learn about fishery conditions at the sea of Indonesia and analyze the relationship between fish stocks at sea by using proxy the number of catches affected by economic growth, population and effort effectiveness in fishing in Indonesian seas.

This paper will be arranged as follows: part 2 literature review. Section 3 discusses about the use of research methodology and estimates. Section 4 results and analysis. Section 5 presents the study's conclusions and policy implications.

Literature Review

Experts differ on the state of global marine fisheries in the last two decades. Some scientists believe that marine fisheries are not tend to be sustainable and the fish stocks at sea are threatened by depletion. This is marked by a decrease in catch rate. Pontecorvo and Schrank (2012) The Changes in fishing rate are borne out by revenue growth, population and fishing technology and increasing fishing efforts resulting in overall catches of fish decreasing indicating that marine ecosystems are declining.

Zeller and Pauly (2005) find that the global catch of fishes is declining faster than before, this is due to waste and garbage, thus indicating a decrease in the total availability of marine fish.

Myers and Worm (2003) states that the ecological effect of fishing on the ocean by using industry deception lowers biomass by 80% within 15 years of exploitation. In this study saw rapid growing potential species as well as large predatory fish species. Globally Myers and Worm (2003) concluded that the decline in the number of large predators in coastal areas has spread across the global ocean and has serious consequences for existing ecosystems at sea.

Pauly et al. (1998) suggest that unsustainable exploitation patterns are characterized by stagnant or declining fish catches. In a study conducted in 1950-1994. The trophic level of the species reflects a gradual transition in landings from long-lived, high trophic levels, piscivorous bottom fish toward short-lived, low trophic levels of invertebrates and planktivorous pelagic fish. This effect, also found to be occurring in inland fisheries, is the most pronounced in the Northern Hemisphere. Fishing down food webs (leads at first to increase catches), then to a phase transition associated with stagnating or declining catches. Pauly and Palomares (2005) use indicators The mean trophic level (TL) fisheries catch explains the finding that global trends towards catches are increasingly dominated by low-TL species. This illustrates no sustainability in the fishing process at the sea.

Merino (2012) in his research states that the expansion of human population and world economic development will increase demand for fish production in the future. Because fish productions are limited by productivity. The productivity of ecosystem management is endangering future aquaculture production and availability of fish products. On the other side, the argument concerns of the global oceanic collapse are a bit exaggerated and misleading. At this point, they argue that current catching practices are sustainable (Hilborn, 2007; Murawski et al., 2007).

Sugiawan et al. (2017) in his research explores global marine fisheries analyzing it with economic factors. Using the average group estimator for 70 countries in the period 1961-2010 using catch data and stock estimates as a proxy for marine ecosystems. The results show that the initial stage of economic growth, the level of income that leads to a decrease in the rate. Population growth puts continuous pressure on the catch level, further economic growth causes a decrease in catch. At the stage of economic development, the composition of the economic effects resulted in the creation of new environmental regulations and clean industry that preserve the environment and cancel the damage of the previous stage of development.

Methodology

Data

This research will use panel data with some annual series from provinces in Indonesia from 2000 to 2015. The volume of fish harvest is measured in a ton matrix. Economic growth measured from the GDP per capita per share is expressed in thousands of rupiah at constant prices in 2010. Population density is measured in people per square kilometer of land area and the effectiveness of the effort is seen from total boats or ships for marine fisheries in units. The data of fish production volume panels, real GDP per capita, population density data and total boats or ships are obtained from Indonesian Central Bureau of Statistics.

Estimation

This paper will look at the relationship between economic growth marked by per capita income, population, and fishing effort on Indonesian marine resource catches based on the parametric model:

$$lnC_{i,t} = \beta_0 + \beta_1 \, lnY_{it} + \beta_2 lnP_{it} + \beta_3 lnE_{it} + \varepsilon_{it}$$

Where C_{it} is the volume of fish catch region i, for period t; Y_{it} is gross regional domestic product per capita region i, for period t: $P_{i,t}$ is population density region i, for period t: $E_{i,t}$ is total boat or ship region i, for period t; ε_{it} is *error term*.

The data analysis used in this research is a form of regression analysis of data panel. The data panel is a combination of cross section and time series data. Using a data panel means doing an analysis on an observation on some units with a certain time range. According to Klevmarken (1989) and Hsiao (2003) in (Baltagi, 2005) using panel data provides several advantages: controlling individual heterogeneity, providing more informative data, more variability, reduced collinearity between variables, degrees of freedom and better efficiency. According to (Widarjono, 2013), when using the data panel, a combination of estimations such as intercepts and slopes of different coefficients will be produced. The approach used in panel data model in this research is Fixed Effect and Random Effects.

Approach that can be used in data panel model that is Fixed Effect and Random Effects, hence more according to (Widarjono, 2013), about model panel data can be explained as follows.

Fixed Effect Model

The characteristics of each cross section in the common effect model can not be captured by the model because it assumes the same intercept and slope across the entire cross section. In the fixed effect model, the differences between individuals can be accommodated by different intercept. To estimate Fixed Effects model panel data, a dummy variable technique is used to capture the differences between intercept companies, different intercepts can occur due to differences in work, managerial, and incentive cultures. Nevertheless, the parts are same between companies. This estimation model is also called the technique of Least Squares Dummy Variable (LSDV).

Random Effect Model

In the fixed effect model, the addition of variables with dummy variables will give consequences in degrees of freedom (degree of freedom). it will reduce the efficiency of parameters. This random effect model will estimate panel data where interference variables may be interconnected between time and individuals. In the random effect model, the intercept difference is accommodated by the error terms of each cross section.

The model specification test on the data panel is required to obtain the best model that represented the condition of the data. In the model panel, the model specification test data is done through Hausman Test. According to (Widarjono, 2013), in the Hausman test, there are two things into consideration. Firstly, whether or not correlation available between error term and independent variables, if it is assumed that there is a correlation between error term and independent variable then random effect model is more appropriate. Secondly, with the number of samples in the study. If the taken sample is only a small part of the population, then it will get random error conditions. So that the random effect model is more appropriate.

Result and Discussion

Analysis of the development of Indonesian marine fishery, in this case fish stock at sea can be represented by Proxy of catch this thing can be seen in figure 1.
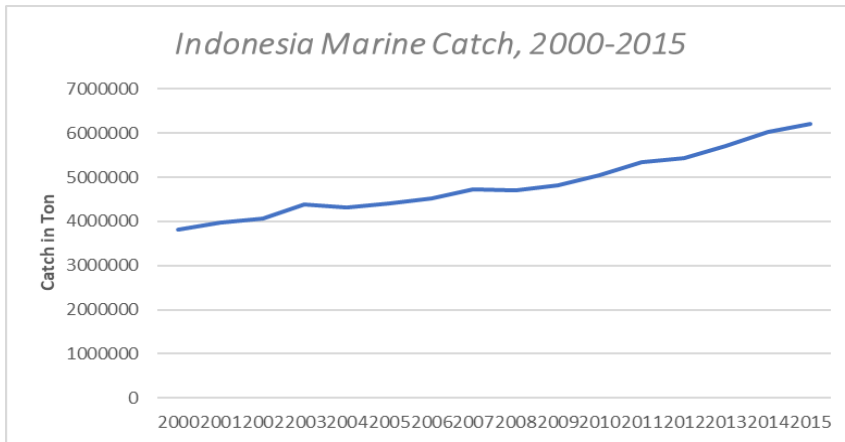
Figure 1. Indonesia Marine catch 2000-2015

As shown in Figure 1, the development of Indonesian fisheries production has experienced an increasing trend. The fisheries production rate in the period 2000-2015 having an average production increase of 1.03 percent. This supports the view (Hilborn, 2007 and Murawski et al., 2007) stating that fishing practices are sustainable, so concerns over the collapse of fish stocks at sea are marked by a decrease in the number of harvests at sea as feared by (Pontecorvo and Schrank, 2012; Zeller and Pauly, 2005) are not proven in Indonesian marine waters. More specifically, it can be seen from all provinces in Indonesia, some provinces such as Maluku, North Sumatra, South Sulawesi accounted for 26.6 percent of the national harvest in 2000 as percentage decreased to national catch percentage in 2015 amounting to 23.06 percent of the total national catch. Some areas having an increased in fish harvests by 2 percent from 2000 to supply total national income in 2015 such as North Maluku and DKI Jakarta.

The second section looks at the relationship of catch volume influenced by economic growth, population growth and effort effectiveness. Empirically to provide evidence of the role of economic growth, population growth and effort effectiveness on the volume of fish catch in estimation using RE (Random Effects) and FE (Fixed Effects). The data panel is used to overcome the problems that exist in the estimation model as there are constant variables across time that are in the error so that will affect the value of coefficients in the model. Fixed effects and random effects model are two methods to overcome the condition.

The estimation results from the main model are shown in the output in table 1 below. The output shows the variation of results based on model and variation when the regression is done. In addition for displaying regression results, the model test is seen from Hausman Test. Hausman Test is to provide limits so it can be concluded which model is the best model. After getting the best model based on model specification test then the next step is to analyze the coefficient value in the model so that can be interpreted result obtained by regression analysis of panel data.

The first step taken in analyzing the results of regression output on the panel data model is by testing the model specification.

Based on the results of Hausman test is used to test between Random Effects and Fixed Effects, in the test obtained p-value value of 0.6603 on the model so it can be concluded that the random effects model is the selected model.

The Random Effect method obtained the result as follows:

Table 1. Regression Estimation Results

Variabel	Coefisien	Std. Error	P>|Z|
lnY	.175734	.0868948	0.043
lnP	.2329193	.0745119	0.002
lnE	.4911982	.1055401	0.000

Source: processed data, 2017

The output analysis result of random effect for model is analyzed in relation between variable. Table 1 shows that economic growth is statistically significant and significant at the 0.05 level, which means that economic growth contributes to the harvests of fish in the sea. The value of economic growth coefficient is 0.175734 which is means that if there is an increase of 1 percent economic growth it will increase the harvesting of fish at 0.175 percent. The study of economic growth as a result of the catch as Sugiawan (2017) In the economic development stage of the composition of the economic effect resulted in the creation of new environmental regulations and clean industry that preserve the environment and cancel the damage of the previous stage of development of fish stock.

Another influence is also indicated by population growth, the effect of population growth is indicated by a positive and significant value at the level of 0.01 with a coefficient of 0.2329193 which means that if there is an increase of 1 percent population density, it will increase the fish catch in the sea of Indonesia of 0.232 percent. The influence of population on positive catch volume is in line with Sugiawan's (2017) study at global level which states that the population has positive effect on catchment. The higher population, the catch will increase. So, we can conclude that the stock of sea fish is still in sufficient supply.

Another effect for sea catch is shown by the effectiveness of the effort. Effect of effort effectiveness undertaken is indicated by the positive and significant value at the 0.01 level with the coefficient value 0.4911982 which means that if there is an increase of effort effectivity done by 1 percent, it will increase the catch in the sea of Indonesia by 0,491 percent. This is in accordance with the research conducted by (Jin et al., 2002) and (Hannesson, 2007) stating that better ships and equipment that used will increase the number of fish catches.

From the regression estimation it can be concluded that during the period 2000-2015 the number of fish catches at the sea in Indonesia increased. This indicates that the decreasing stock inventory that effect on the catch will decrease as feared by previous research (Pontecorvo and Schrank, 2012; Zeller and Pauly, 2005; Myers and Worm, 2003; Pauly et al., 1998; Merino, 2012) have not been proven in Indonesian seas.

Conclusion and policy Implementation

The purpose of this study is to examine the state of Indonesia's marine fisheries and to study its relation to economic factors, population growth and effort effectiveness. For this purpose, we use capture as a proxy for the abundance of marine resources. Our model uses panel datasets in 33 provinces in Indonesia in 2000-2015. We found no evidence of a reduction in Indonesian fishery catches that are affected by economic and population growth as much as experts fear.

Each important country like Indonesia is an important political entity that cares about the interests of the state, in relation to fisheries interest in policies focusing more on policy-specific for the improvement of national economy such as employment field in fishery industry, export value, utility satisfaction and so on. So the attention to the secondary issues tends to be lower, in this case the base of marine resources for the long term.

This is important considering that economic growth, population growth, and effort effectiveness in the form of ship quantities, environmentally friendly technologies will continue to increase it and keep the resource base maintained for the utilization of the sea as a basic human need and keep humans' wealth remain sustainable.

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Analysis of Teacher Effectiveness at ATSU Pedagogical Faculty

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Abstract

The aim of the paper is to find out if university teacher effectiveness is connected to the school-related experience. It also gives a brief overview of the related literature to the teacher effectiveness and tries to reveal the major qualities of effective teaching. Generally, teaching is a multidimensional process comprising a number of separable dimensions or instructor attributes, which sometimes are difficult to evaluate. The study was carried out to find out if university teacher effectiveness is connected to the school-related experience. We used primarily interviews, which were designed, as far as possible, to allow the students to talk freely about their University professors, using the terms and expressions of their own. Six university professors were selected; three of them did not have any school-related experience and three had experience of working at schools for different periods. The paper concludes that school-related experience is not a success factor in teacher effectiveness.

Keywords: teacher effectiveness, school-related experience, theoretical knowledge, practical teaching

Introduction

As Immanuel Kant suggests, "experience without theory is blind, but theory without experience is mere intellectual play." We live in the world which is changing rapidly and the knowledge base is expanding significantly. To be successful in this environment of the future, learners will need a rich base of content knowledge based on innovation and creativity, critical thinking and complex communication. Education systems and educators need to be transformed to meet the demands for the next generation learner.

Kutaisi Akaki Tsereteli State University (ATSU) Pedagogical Faculty is fully committed to the belief that each student will learn at high levels, graduating prepared for career, college and citizenry. The single most important element in improving student learning and achievement is providing highly effective teachers for each ATSU student. The realization of this belief requires a commitment to support and foster a wide range of activities to reform and enhance education system.

In Georgia we are well aware of the fact, that a quality education is essential to a successful democracy, lifelong learning, and a vibrant economy. For ATSU Pedagogical Faculty to achieve the goal of providing quality education for each learner, new methods for teacher preparation must be implemented. To provide the innovative learning environment for future generations, educators must also engage in ongoing professional growth throughout the lifespan of their career. For these purposes we conducted a survey at ATSU Pedagogical Faculty. The aim was to identify the qualities of effective teaching and to see if school-related experience has a positive impact on teaching.

History

Kutaisi Akaki Tsereteli State University was actually formed on the basis of Tbilisi State University. In 1918 under the direction of the great son of the Georgian nation Ivane Javakhishvili Tbilisi State University was founded. In July, 1930 the government abolished the Tbilisi State University and on its basis four independent higher education institutions were created. One of them was State Pedagogical Institute, which starting from that period to 1933 was functioning in Tbilisi. Under the resolution of January 8, 1933, the Tbilisi State University was restored. And the mentioned Pedagogical Institute moved to Kutaisi and continued functioning here from February 13 the same year. In 1933-1990 it existed under the name – Aleksandre Tsulukidze State Pedagogical Institute. The institute was accommodated in the city center, in the building were before a Real College was functioning. On the first academic year (1933) up to 700 students who had moved from

Tbilisi to our town were studying in their first and second years at the Pedagogical Institute founded in Kutaisi. In 1990 the higher education institution was transformed to Kutaisi Akaki Tsereteli State University, which was the logical conclusion of the great accomplishments done successfully by this institution during almost six decades of its existence.

The Research Method

The article gives the brief overview of the related literature to the teacher effectiveness and tries to reveal the major qualities of effective teaching, in order to develop the descriptive components and indicators which were used in the questionnaire. The questionnaire was designed to find out if university teacher effectiveness is connected to the school-related experience. The study depends primarily on interviews as they are a useful source of information. They provide researchers with detailed and in-depth accounts relating to participants' experiences, ideas, opinions, and personal feelings (Bryman 1988; Fontana and Frey 1994). [1] They also reveal seemingly ambiguous matters to researchers and help provide a better understanding of the actions observed through providing access to ideas only obtainable by establishing a dialogue with the participants (Hammersley and Atkinson 1995).[2] Interviews are useful techniques to access the personal experience of the academics at the university and to gain insights into and detailed information about how the academic respondents make sense of the formal culture of t the heir institute.

Interviews were designed, as far as possible, to allow the students, to talk freely about their University professors, using the terms and expressions of their own. Six university professors were selected; 3 of them did not have any school-related experience and 3 had experience of working at schools for different periods. We used semi-structured interviews, which gave us greater flexibility to establish a dialogue with the students by asking them open-ended questions. We interviewed 150 students and the interviews were conducted between October and the end of December 2016. Our analysis of the interview material was guided by the concern to understand how school-related experience can be beneficial for teacher effectiveness.

While conducting the study, we took into consideration that there is a debate on the issue surrounding the study of the students' evaluations to measure the teaching effectiveness.

Teaching is a multidimensional process comprising a number of separable dimensions or instructor attributes, which sometimes are difficult to evaluate in a quantitative way (Arreola, 1995; Centra, 1993; Boex, 2000). An instructor's overall reaching effectiveness, that is an aspect of teaching, is influenced by a combination of teacher characteristics (such as clarity, capacity to motivate the students and to help them in the study of his topic, ability to organize the lesson also with exercises and handouts, for example but also gender, age, previous experiences), physical aspects of the classroom or laboratory (too crowded or with an insufficient number of computers) and class characteristics (such as students' characteristics: gender, age, high-school of origin, mark obtained at the end of compulsory or high school, faculty attended by the student, or class size).[3]

Proponents of the multidimensional view of education process argue that, because of the multidimensional nature of teaching, instruction can not be captured by one single measure such as a global effectiveness rating (Marsh, 1987). [4]Using factor analysis Marsh identified nine separate dimensions of teaching (learning, enthusiasm, organization, group interaction, individual rapport, breadth of coverage, examination/grading, assignments and workload/difficulty). He concluded that each of these dimensions are important and each of them has to be exanimated to evaluate the instructors.

However Abrami (1989)[5] recognized that the nature of effective teaching could vary across instructors, courses, students and settings. He recommended using global evaluation items whenever summative judgments about teaching effectiveness are called for.

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For our study, we have selected questions, which could better reveal qualities of the effective teacher from students' point of view. We were mostly interested in those qualities which imply using theoretical knowledge in practice.

What is Teacher Effectiveness?

There is no single definition of teaching effectiveness. One recent comprehensive definition of effective teaching characteristics forwarded from researchers from the National Comprehensive Center for Teaching Quality (NCCTQ) was based upon a review of policy documents, professional literature, and research. This five-point definition included the following characteristics:

(1) Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.

(2) Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.

(3) Effective teachers use diverse resources to plan and structure engaging learning opportunities, monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.

(4) Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.

(5) Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particular the success of students with special needs and those at high risk for failure.[1]

(6) Through analysis, Curran C. M. [2] selected five essential spheres of teaching effectiveness. These five spheres represent major domains of teacher qualities and skills related to effective teaching. These spheres of teaching effectiveness include:

a) Dispositions, Self-Awareness, and Self-Efficacy;

b) Developmental and Contextual Knowledge of Learners

c) (3) Content Knowledge Domains (Content Knowledge, Pedagogical Content Knowledge, Academic and Multiple Literacies)

d) Responsive Pedagogy and Effective Instruction (Learner-Centered Instruction; Teaching for Understanding; Rigorous and Relevant Curriculum; Formative and Balanced Assessment; Differentiated Instruction for Learner Differences; Organized, Well-Designed Learning);

e) Collaboration, Leadership, and Advocacy.

Which factors contribute to teacher effectiveness? Fortunately, there has been a convergence of the available research data pertaining to this question over the past 15 years (Brophy 2001; Creemers 1999; Hay McBer 200; Scheerens 2003). Some of these factors fall under the general heading of "teacher characteristics". Teacher characteristics are relatively stable traits that are related to, and influence, the way teachers practice their profession. Hay McBer[3] (2000) identifies 12 teacher characteristics based on a large-scale study conducted in the United Kingdom. These characteristics are organized into four "clusters":

1. Professionalism – Commitment, Confidence, Trustworthiness, Respect
2. Thinking/reasoning – Analytical thinking, Conceptual Thinking
3. Expectations – Drive for improvements, Information seeking, Initiative
4. Leadership – Accountability, Passion for learning

Research Findings

Interviews included 10 questions. Students were asked the same questions about two professors, one of them had a school-related experience, though they were not informed about it. Students eagerly gave their feedbacks. They are very

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experienced in it, as at the end of each term, Pedagogical Faculty Quality Insurance Department conducts "Faculty Teacher Evaluation by Students". The results are displayed in the tables:

University Professor without school-related experience

University Professor with school-related experience

Table 1

Percentage of respondents to the question: Does the teacher motivate you to think about the subject?

Yes   75 %
No   25%
Yes   78%
No   22%

Table 2

Percentage of respondents to the question: Does the teacher appear to be interested in assisting you to learn better?

Yes   67 %
No   33%
Yes   65%
No   35%

Table 3

Percentage of respondents to the question: Does the teacher listen and understand your point of view; he/she may not agree, but you feel understood and respected?

Yes   84 %
No   16%
Yes   81%
No   19%

Table 4

Percentage of respondents to the question: Does the teacher organise learning activities for effective and efficient use of time?

Yes   88 %
No   12%
Yes   82%
No   18%

Table 5

Percentage of respondents to the question: Was the feedback on assignments marked by this teacher helpful?

Yes   64 %
No   38%
Yes   54%
No   46%
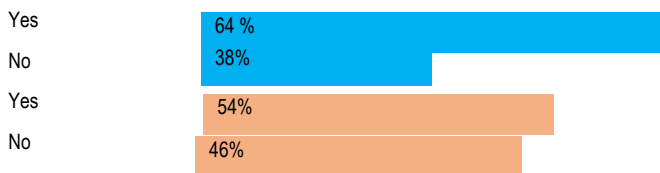
Table 6

Percentage of respondents to the question: Does the teacher explain material clearly and Indicate important points to remember?

Yes	81 %
No	19%
Yes	73%
No	27%

Table 7

Percentage of respondents to the question: Does the teacher inspire you to be a teacher?

Yes	84 %
No	16%
Yes	86%
No	14%

Table 8

Percentage of respondents to the question: Is the teacher professional on his/her major but he/she can't teach according to students' level.

Yes	26%
No	74%
Yes	28%
No	72%

Questions 9 and 10 were: What is one thing that your teacher does well? And what is one thing that you can suggest to help this teacher improve? These open questions gave possibility to students to speak freely about their professors and portray their ideal teacher. The answers to the first question were mostly positive and students thought that their teachers or course content did not need any change. They pointed that the course content and explanations were clear; teachers were motivating and used various interesting methods to stimulate learning. The answers to the second question were really surprising for us. It showed that professors with school-related experience devote some lecture time to discussing personal life and family experience which students find rather uninteresting for them.

Conclusions

The article presents finding of effective teacher assessment from students' point of view, analyzing the questionnaires given to the students of ATSU Pedagogical Faculty. We wanted to look at the problem of teacher effective using theoretical knowledge in practice and to check if school-related experience contributes at lot in teacher effectiveness. In fact we found little or no differences in these two categories of professors.

University professors with theoretical knowledge and good qualifications perform as well as professors with school-related experience. Thus, we came into conclusion that school-related experience is not a success factor in teacher effectiveness. Professors with good theoretical knowledge and university teaching background are as effective in using their theoretical knowledge in practice and explaining material as school-related teachers. We intend to pursue the issue of revealing effective teaching qualities in future studies to achieve the goal of providing quality education for our students.

Concerns About Teaching: The Case of Preservice Social Studies Teachers

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Abstract

The purpose of this study was to investigate preservice social studies teachers' concerns about teaching. Comparisons were made between self, task, and impact-related teaching concerns. The effects of gender, year of study, fallback career choice, and satisfaction with choice of the teaching profession were also investigated. The data were obtained from 188 (98 female, 90 male) preservice social studies teachers in the faculty of education at a state university in Turkey. Findings showed that preservice social studies teachers had more task-related teaching concerns than self- and impact-related teaching concerns. They also had more self concerns than impact concerns about teaching. Preservice social studies teachers who were less satisfied with their choice of becoming a teacher showed more self, task, and impact concerns than those who were more satisfied. No significant differences were found in preservice social studies teachers' teaching concerns in terms of gender, year of study, and fallback career choice.

Keywords: preservice social studies teachers, concerns about teaching, teaching profession

1. Introduction

Since investigating preservice teachers' concerns about teaching through their training in universities is essential for teacher educators to help them become effective teachers, a considerable amount of research has emerged following Fuller's (1969) seminal work regarding teaching concerns (Berg & Smith, 2014; Y. Boz, 2008; Y. Boz & Boz, 2010; Poulou, 2007; Smith, Corkery, Buckley, & Calvert, 2013). Initially, Fuller (1969) identified two types of teaching concern: Concern with self and concern with pupils. Drawing upon this initial model (Fuller, 1969) in following studies (Fuller & Bown, 1975; Fuller, Parsons, & Watkins, 1974; Parsons & Fuller, 1974), three types of teaching concern were distinguished, namely self, task and impact, which have become the focus for teaching concern research (Conway & Clark, 2003; Stair, Warner, & Moore, 2012). Concerns related to self about teaching include teachers' worries about their own ability to bear the responsibility of being a teacher, whether students, parents, other teachers, and administrators would think positively about them as teachers, and whether they have sufficient knowledge of subject-matter, etc. Concern about the task is related to worries about routine teaching responsibilities such as planning, preparation, teaching methods and assessment, and classroom management, etc. Concerns with impact include teachers' worries about whether they meet students' emotional, social, individual, and learning needs (Anhalt & Rodríguez Pérez, 2013; Y. Boz, 2008; Y. Boz & Boz, 2010; Fuller & Bown, 1975; Ghaith & Shaaban, 1999; Meek & Behets, 1999).

Although these three types of teaching concern—self, task, and impact—are experienced by all pre- and in-service teachers, their intensity may vary depending on a variety of factors (Marso & Pigge, 1994). Some of these factors include *gender* (Akgün & Özgür, 2014; Campbell & Thompson, 2007; Çubukçu & Dönmez, 2011; Donmuş, Akpınar, & Eroğlu, 2017; Gümrükçü Bilgici & Deniz, 2016; Kalemoğlu Varol, Erbaş, & Ünlü, 2014; Karakaya, Avgin, Gömlek, & Balık, 2017; Mergen, Arslan, Mergen, & Arslan, 2014; Özen, Yıldız, & Yıldız, 2013; Pigge & Marso, 1986, 1987; Türkdoğan, 2014; Uygun, Avaroğulları, & Oran, 2016; Yaylı & Hasırcı, 2009), *rank of field choice* (Gümrükçü Bilgici & Deniz, 2016), *satisfaction with the field* (Gümrükçü Bilgici & Deniz, 2016), *experience in preservice teacher training/*year of study (Y. Boz, 2008; Y. Boz & Boz, 2010; Campbell & Thompson, 2007; Conway & Clark, 2003; Çubukçu & Dönmez, 2011; Eser Ünaldı & Alaz, 2008; Fuller, 1969; Kavanoz & Yüksel, 2017; Mergen et al., 2014; Pigge & Marso, 1986, 1987; Smith et al., 2013; Stair et al., 2012; Üredi, Akbaşlı, & Demirtaş, 2016; Yaylı & Hasırcı, 2009), *choosing the major willingly or not* (Donmuş et al., 2017), *time of decision to become a teacher* (Pigge & Marso, 1986), and *occupational attitude* (Kalemoğlu Varol et al., 2014; Pigge & Marso, 1986; Serin, Güneş, & Değirmenci, 2015). Moreover, studies have reported that the *teaching field* has an impact on concerns about teaching as well (Atmaca, 2013; Çakmak, 2008; Çubukçu & Dönmez, 2011; Kara & Yılmaz Güngör, 2015; Özen et al., 2013; Pigge & Marso, 1986, 1987; Türkdoğan, 2014; Üredi et al., 2016; Yalçın, 2014). Thus, this study investigated the impact of *gender, year of study, choosing the teaching profession as a fallback career or*

not, and *satisfaction with choice of becoming a teacher* on preservice social studies teachers' concerns about teaching. With this aim, five research questions were determined, as follows:

Research Question 1. What type of concerns about teaching is most intensively felt by preservice social studies teachers?

Research Question 2. Do preservice social studies teachers' concerns about teaching differ significantly by gender?

Research Question 3. Do preservice social studies teachers' concerns about teaching differ significantly by year of study?

Research Question 4. Do preservice social studies teachers' concerns about teaching differ significantly according to whether the teaching profession was chosen as a fallback career?

Research Question 5. Do preservice social studies teachers' concerns about teaching differ significantly by satisfaction with choice of becoming a teacher?

2. Methodology

2.1. Research Design

Since this study was carried out to investigate preservice social studies teachers' concerns related to teaching in terms of gender, year of study, fallback career choice, and satisfaction with choice, the causal-comparative research design was used (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2012).

2.2. Participants

One-hundred and eighty-eight preservice social studies teachers participated in the study at the end of the 2016-2017 academic year in the faculty of education at a state university in Turkey. Of the 188 participants, 98 (52.1%) were female and 90 (47.9%) were male. The mean age of the participants was 21.14 years (*SD* = 1.86). Forty-four (23.4%) of the participants were freshmen, 48 (25.5%) were sophomores, 45 (23.9%) were juniors, and 51 (27.1%) were senior students.

2.3. Data Collection Tools

To measure participants' concerns about teaching, the Teacher Concerns Checklist (TCC) (Borich, 1992; Rogan, Borich, & Taylor, 1992), which was adapted into Turkish by Y. Boz (2008), was used. The Turkish TCC consisted of 42 items with 17 items measuring self, 10 items measuring task, and 15 items measuring impact-related teaching concerns. Participants indicated their opinions on a 5-point Likert scale (1 = *not concerned*; 5 = *completely preoccupied*) (Y. Boz, 2008). In the current study, Cronbach's alpha reliability coefficients were found to be .90 for self, .84 for task, and .93 for impact-related teaching concerns.

To measure participants' level of choice of the teaching profession as a fallback career and level of satisfaction with the choice of becoming a teacher, *fallback career* and *satisfaction with choice* subscales of the Factors Influencing Teaching Choice (FIT-Choice) scale (Richardson & Watt, 2006; Watt & Richardson, 2007), which was adapted into Turkish by Eren and Tezel (2010), were used. Each subscale consisted of three items, and participants indicated their opinions on a 7-point Likert scale (1 = *not at all important*, 7 = *extremely important* for the *fallback career subscale;* 1 = *not at all,* 7 = *extremely* for the *satisfaction with choice subscale*) (Eren & Tezel, 2010; Richardson & Watt, 2006; Watt & Richardson, 2007). In the current study, Cronbach's alpha reliability coefficients were found to be .78 for the fallback and .81 for the satisfaction with choice subscales.

2.4. Data Analysis

Analyses were conducted using SPSS. Paired-samples *t* test, independent samples *t* test, and one-way analysis of variance (ANOVA) were performed to analyze the data. Although the fallback career and satisfaction with choice subscales produce continuous variables (Eren & Tezel, 2010; Richardson & Watt, 2006; Watt & Richardson, 2007), to make comparisons between those choosing teaching profession as a fallback career and those not choosing it as a fallback career and between those who are less satisfied with the choice of becoming a teacher and those who are highly satisfied with the choice of becoming a teacher, dichotomous variables were generated using the median split method (Büyüköztürk, 2014; Field, 2009; Iacobucci, Posavac, Kardes, Schneider, & Popovich, 2015).

3. Findings

Differences between teaching concerns. To determine differences between teaching concerns, comparisons were made between self, task, and impact-related teaching concerns using paired-samples *t* test (see Table 1).

As seen in Table 1, preservice social studies teachers had significantly more task-related teaching concerns than both self [$t(187)$ = -7.37, $p < .001$] and impact concerns [$t(187)$ = 8.00, $p <. 001$]. In addition, they also had significantly more self than impact concerns about teaching [$t(187)$ = 2.18, $p < .05$].

Differences by gender. To determine whether significant differences existed on teaching concerns by gender, comparisons were made between females and males using independent samples t test (see Table 2).

As shown in Table 2, there were no significant differences between female and male students' self [$t(186)$ = 1.33, $p > .05$], task [$t(186)$ = -.33, $p > .05$], and impact [$t(186)$ = .30, $p > .05$] related teaching concerns.

Differences by year of study. To determine whether any significant differences existed on teaching concerns by year of study, comparisons were made among freshmen, sophomores, juniors and seniors using one-way analysis of variance (ANOVA) (see Table 3).

As can be observed in Table 3, there were no significant differences among freshman, sophomore, junior, and senior students' self [$F(3, 184)$ = .74, $p > .05$], task [$F(3, 184)$ = .25, $p > .05$], and impact [$F(3, 184)$ = .31, $p > .05$] related teaching concerns.

Differences by fallback career choice. To determine whether any significant differences existed on teaching concerns according to fallback career choice, comparisons were made between those choosing the teaching profession as a fallback career and those not choosing it as a fallback career using independent samples t test (see Table 4).

As seen in Table 4, no significant differences were found between preservice social studies teachers not choosing the teaching profession as a fallback career and those choosing the teaching profession as a fallback career on self [$t(186)$ = -.66, $p > .05$], task [$t(186)$ = -1.42, $p > .05$], and impact [$t(186)$ = -.63, $p > .05$] related teaching concerns.

Differences by satisfaction with choice. To determine whether any significant differences existed on teaching concerns according to satisfaction with choice of becoming a teacher, comparisons were made between those who were less satisfied and those who were highly satisfied with their choice of becoming a teacher using independent samples t test (see Table 5).

As observed in Table 5, there were found to be significant differences between preservice social studies teachers who were less satisfied with their choice and those who were highly satisfied with their choice of becoming a teacher on self [$t(186)$ = 2.17, $p < .05$], task [$t(186)$ = 2.53, $p < .05$], and impact [$t(186)$ = 2.13, $p < .05$] related teaching concerns, indicating that preservice social studies teachers in the less satisfied group had more concerns about all aspects of teaching.

4. Discussion and Conclusions

The present study set out to examine preservice social studies teachers' concerns about teaching. The findings showed that they had significantly more task concerns than both self and impact concerns. They also had more self than impact concerns. This result is consistent with other studies (Atmaca, 2013; N. Boz & Boz, 2014; Y. Boz, 2008; Y. Boz & Boz, 2010; Çubukçu & Dönmez, 2011; Taşdemir, 2015; Türkdoğan, 2014; Üredi et al., 2016), which also found that preservice teachers had a higher level of task-related teaching concerns compared to impact and self concerns. However, it differs from some previous research studies which found that self (Fuller, 1969; Fuller et al., 1974; Mergen et al., 2014; Parsons & Fuller, 1974; Serin et al., 2015) and impact (Campbell & Thompson, 2007; Marso & Pigge, 1994; Özen et al., 2013; Reeves & Kazelskis, 1985) concerns about teaching were higher.

The current study found no significant differences between the teaching concerns of female and male preservice social studies teachers. This finding is in agreement with previous studies (Atmaca, 2013; Çakmak, 2008; Eser Ünaldı & Alaz, 2008; Fuller et al., 1974; Ghaith & Shaaban, 1999; Kafkas, Açak, Çoban, & Karademir, 2010; Kırali, 2017; Parsons & Fuller, 1974; Taşdemir, 2015; Üredi et al., 2016; Yalçın, 2014) that did not find any significant differences by gender in teaching concerns. On the other hand, some studies (Akgün & Özgür, 2014; Campbell & Thompson, 2007; Çubukçu & Dönmez, 2011; Kalemoğlu Varol et al., 2014; Mergen et al., 2014; Pigge & Marso, 1986, 1987; Türkdoğan, 2014; Yaylı & Hasırcı, 2009) found that female preservice teachers had more teaching concerns, while other studies (Donmuş et al., 2017; Gümrükçü Bilgici & Deniz, 2016; Karakaya et al., 2017; Özen et al., 2013; Uygun et al., 2016) reported male preservice teachers to have more teaching concerns. These inconsistent results show that further studies are needed to better understand the impact of gender on the teaching concerns of preservice social studies teachers.

The present study indicated no significant differences in preservice social studies teachers' teaching concerns in terms of their year of study. Although this finding is in contrast with previous studies that found differences in preservice teachers'

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concerns about teaching by their *experience in teacher training/*year of study (Y. Boz, 2008; Y. Boz & Boz, 2010; Campbell & Thompson, 2007; Conway & Clark, 2003; Çubukçu & Dönmez, 2011; Eser Ünaldı & Alaz, 2008; Fuller, 1969; Kavanoz & Yüksel, 2017; Mergen et al., 2014; Pigge & Marso, 1986, 1987; Smith et al., 2013; Stair et al., 2012; Üredi et al., 2016; Yaylı & Hasırcı, 2009), it supports previous studies not finding any significant differences between preservice teachers' teaching concerns by their *experience in teacher training/*year of study (N. Boz & Boz, 2014; Fuller et al., 1974; Karakaya et al., 2017; Parsons & Fuller, 1974; Serin et al., 2015; Taşdemir, 2015; Türkdoğan, 2014).

The results of this study did not show significant differences between preservice social studies teachers not choosing the teaching profession as a fallback career and those choosing it as a fallback career. Similarly, in line with this finding, Akgün and Özgür (2014), Kafkas et al. (2010) and Karakaya et al. (2017) also found no significant differences in preservice teachers' teaching concerns in terms of their motivation to become a teacher. However, some studies found differences in preservice teachers' teaching concerns in terms of their teaching career choice. For example, Donmuş et al. (2017) reported that preservice teachers who chose the teaching profession willingly had more teaching concerns (Donmuş et al., 2017). Similarly, Pigge and Marso (1986) found that preservice teachers who decided to become a teacher earlier (in their elementary or high school years) had more impact concerns than those deciding to become a teacher after high school. In contrast, Gümrükçü Bilgici and Deniz (2016) found that preschool teacher candidates who wanted their field of study more exhibited less teaching concerns.

In the current study, there were found to be significant differences between preservice social studies teachers who were less satisfied with their choice of becoming a teacher and those highly satisfied with their choice on self, task, and impact-related teaching concerns, suggesting that preservice social studies teachers who were less satisfied with their choice of becoming a teacher held more self, task and impact-related teaching concerns compared to highly satisfied preservice social studies teachers. Consistent with this finding, Gümrükçü Bilgici and Deniz (2016) also found that preschool teacher candidates who were satisfied with their field of study had less teaching concerns. Moreover, some other studies (Kalemoğlu Varol et al., 2014; Pigge & Marso, 1986; Serin et al., 2015) showed that the more preservice teachers possessed a positive attitude towards the teaching profession, the less teaching concerns they had. When positive correlations among satisfaction with teaching as a career choice and professional engagement and career development aspirations of preservice teachers (Eren, 2012a, 2012b; Eren & Tezel, 2010; Watt & Richardson, 2007) are taken into account, this finding is an expected result.

To sum up, the results of this study suggest that preservice social studies teachers need more support for task-related concerns such as planning, dealing with crowded classrooms, administrative work, etc. (N. Boz & Boz, 2014; Y. Boz, 2008) and those who are less satisfied with their choice of becoming a teacher need more support in self, task, and impact-related concerns. Teacher educators should be aware of the fact that preservice teachers may have concerns about teaching and provide opportunities to help them overcome these concerns, beginning in the early years of teacher training (Smith et al., 2013; Stair et al., 2012).

The current research was limited by participants from only one faculty of education in a state university enrolled in the social studies teacher education program. Thus, more studies in different faculties of education are needed to understand more comprehensively preservice social studies teachers' concerns about teaching.

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Tables

Table 1. Teaching concern differences of preservice social studies teachers

Teaching Concerns	M	SD	df	t	p
Self	2.22	.66	187	-7.37	< .001
Task	2.57	.70			
Self	2.22	.66	187	2.18	.030
Impact	2.15	.71			
Task	2.57	.70	187	8.00	< .001
Impact	2.15	.71			

Table 2. Results for teaching concerns by gender

	Female		Male				
Teaching Concerns	*M*	*SD*	*M*	*SD*	*df*	*t*	*p*

Self	2.28	.65	2.15	.67	186	1.33	.185
Task	2.55	.67	2.59	.73	186	-.33	.741
Impact	2.16	.71	2.13	.71	186	.30	.763

Table 3. Results for teaching concerns by year of study

	Freshman		Sophomore		Junior		Senior			
Teaching Concerns	M	SD	M	SD	M	SD	M	SD	F(3, 184)	p
Self	2.27	.67	2.11	.62	2.22	.68	2.29	.70	.74	.528
Task	2.61	.73	2.53	.77	2.52	.60	2.61	.70	.25	.862
Impact	2.12	.74	2.09	.75	2.17	.73	2.22	.65	.31	.819

Table 4. Results for teaching concerns by choice of teaching profession as a fallback career or not

	Not Fallback		Fallback				
Teaching Concerns	M	SD	M	SD	df	t	p
Self	2.19	.70	2.25	.63	186	-.66	.507
Task	2.50	.68	2.64	.71	186	-1.42	.158
Impact	2.12	.70	2.18	.73	186	-.63	.532

Table 5. Results for teaching concerns by satisfaction with choice of becoming a teacher

	Less Satisfied		Highly Satisfied				
Teaching Concerns	M	SD	M	SD	df	t	p
Self	2.33	.63	2.12	.68	186	2.17	.031
Task	2.70	.68	2.45	.70	186	2.53	.012
Impact	2.26	.66	2.04	.74	186	2.13	.035

Popular Participation Through ICTs In Lawmaking Processes

Frederico de Carvalho Figueiredo

Abstract

The participation of the population in the drafting, analysis, and evaluation of State rules can improve their efficacy and make its contents more realistic. It also is a democratic device for control by the people, viewing and reviewing the laws debated in a certain State. This paper aims to analyze theoretically the possible influence of participation using ICTs in the lawmaking process, under the scope of Legistics. Thus, the participation in lawmaking can be a huge advance in the creation of laws. Especially using ICTs, enabling more and more people to be part of the process – be it as an information provider, reviewer, evaluator or proponent. This paper proposes a literature review, and based on the authors' considerations, points the benefits and issues present in the digital participation in lawmaking. As results, the paper points the benefits of public participation in lawmaking process, the ease provided by ICTs in this participation, and probable results of that.

Keywords: Popular Participation Through ICTs In Lawmaking Processes

Introduction

The search for regulatory quality should always be supported by the State, for the purpose of acting in accordance with the results envisioned by the law. The ease of understanding of the law and the consensus towards its necessity are factors that contribute to the legislative effectiveness.

The regulatory quality also permeates the connection between its raison d'être and the pragmatic change in society. The legislative assessment guarantees a feasibility analysis of the law before it was even proposed, therefore monitoring its outcomes, which determine whether or not that specific law is suitable, according to its purposes (SOARES, 2002).

Palmirani (2008) shows many defects in the lawmaking, including language errors; misspelling; tacit and implicit repeals, which difficult the relationship between the law and the legal system; generic terms and norms *et cetera*. These flaws could be avoided by assuring greater care in legislative drafting and the participation of other parties interested in its formulation. Romano (2003) also points out formal aspects that result in loss of regulatory quality, such as semantic or syntactic ambiguities, contradictions and inaccuracy regarding the recipient of the law. Pagano (2004) also points out inflation and legislative pollution as contemporary relevant factors in counterproductive lawmaking.

Considering the above, this work seeks popular participation tools for combating the legislative shortcomings. The use of information systems and communication technologies aim to streamline the lawmaking process, both from formal and material perspectives. Popular participation, that is to say, allowing those who are interested parties in a legislative draft to exercise their rights to participate and influence the final decision, is also positive to the law, making it more realistic and closer to society.

This work uses the qualitative methodology, realizing a literature review of relevant authors who address these themes. Based on their considerations the benefits of the digital participation in the lawmaking process will be identified.

The results are favorable to greater permissibility of popular participation, which may be encouraged by the use of digital tools through information and communication technologies.

About the Regulatory Quality

On the one hand, the legal innovation must take as fundamental elements the reasons for the existence of the rule itself and its relationship with the current legal system. The disordered legal system, disconnected from reality, creates contradictory situations within the legal set (SOARES, 2007; BROCHADO, 2010). Faced with the imposition of a myriad of requirements and regulations, the inevitable results are a systematic instability in the legal system and legal uncertainty.

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On the other hand, one of the recipients of the legislation – the very person who will be affected by the rule – is a mere spectator of the legislative process. This person, who has great interest in the analysis of the rule, on whom it will realize its effects, is unaware of its content and, occasionally, not even understand what is been said on that law, which ceases to impose its effects and change the reality as desired by the legislator.

According to Bobbio (1997), the search for connection between participation and representation is feasible and should be encouraged, since it would promote citizen's greater immersion in the public decisions while maintaining the stability due to representation.

Although the Constitution, in Article 14, establishes the indirect representation model in Brazil, the instruments listed there are completely underutilized.

As Bonavides (2001, p. 117) states, "Article 14 of the 1988 Constitution is part of the bedrock of our political system, which is based on two dimensions: the representative dimension, operating since the promulgation of the Supreme Law, for about a decade; and the direct democracy; both written expressly in the First Article of the Fundamental Statute of the Federative Republic of Brazil".

The popular participation in the lawmaking process is thus incipient in Brazil. Especially at the federal level, in which were applied only a plebiscite and a referendum in the whole democratic history of the country. The popular initiative, which represents the direct participation in lawmaking, is often taken over by congresspersons, who make it "their" proposal.

When the possibility of creating, editing and understanding laws is taken away from the population, it becomes not possible to show the interested parties the solution proposals for everyday problems. The logical consequence of treating citizens as mere spectators is the emergence of dilemmas and shortcomings in the legislation, especially regarding the relationship between its origin and effectiveness.

But such processes of participation are able "to create a bridge between the legal sphere (whose understanding is difficult for its recipients; nevertheless, it is presumed it is well known) and the social representatives of people's needs and aspirations, on which the legislator should work" (SOARES, 2002, p. 3). Hence the base-purpose-form relation of the legislative production is presented, which was already debated and whose importance was outlined earlier.

The participation also allows the population to play an important role, as they possess relevant knowledge and insider information on their area of interest and everyday life. The providing and subsequent use of such data for analyzing and defining decisions is an important activity of the citizens, promoting an exchange of information and acting in the debate (AURIGI, 2005).

Besides the mentioned tools, some countries have been developing new ways to enable the population participation in legal-legislative decisions. As a result of an ongoing democratization movement (Brazil is an example of it), these countries are trying new forms of management that enable citizen participation (SANTOS; AVRITZER, 2002).

It should be remembered that participation tools, in spite of being a dialogic and different process between interested parties – especially the citizen and the administration –, are still closely linked to the current system (SAMPAIO; ROBALLO, 2010). Accordingly, the perception of the influence, the respect for people's decision and the comprehensive implementation of their choice are mandatory for full involvement.

One of the forms of popular participation is the influence and acting in the legislative power. The making of better laws is deeply analyzed by the legal system, starting from the reasons for its creation, whether or not it is necessary and future effects, the social debate regarding its approval, among other things. Popular participation may improve these aspects, hence the legal quality.

The Legislative Drafting thus cares about the legal pragmatism, aiming at full legal application within the legal context (ATIENZA, 1989; MERCATALI; ROMANO, 2013). The legal effectiveness is ideologically related to consensus, proper motivation, and tools for legal observance. The material legislative drafting deal with the legislation content, while the formal legislative drafting deals with the linguistic and legal content of the rule (MORAND, 1999), always aiming at its effectiveness.

Another important aspect is the combination of the reason for creating that specific law with its expected effect, its achieved effect and the real and legal context in which it will be inserted. The impact of this new law must be viewed intrinsically, within its systemic analysis, and extrinsically, within its real context and generation of effects.

Not only the adequacy of the lawmaking is analyzed, but also its planning. The creation of rules should be viewed as a system that works effectively, realizing the purposes for which the law is created (SOARES, 2007). Such process imposes legislative limitations when editing rules, as well as the duty to assess the impacts of that law intrinsically and extrinsically (CASTRO, 2007; SOARES, 2007; DELLEY, 2004; SOARES, 2002). The importance of the legislative planning should be remembered especially because of legality, which is often translated into determinations and restrictions to citizens when not into rights and benefits.

The production of rules should be guided by the assessment of social problems and complaints, which would be evaluated by the legislative power. The search for the causes of the tension between reality as it is and reality as it should be must be regulated by legislative actions (SOARES, 2013; DELLEY, 2004). According to Castro (2007, p. 2), the prior legislative assessment, "subject of particular interest in this study, is the set of analysis of potential and actual results of legislation, made by means of a scientific method. It is characterized by being a systematic and assertive procedure to access and verify data relevant for the legislative purposes".

During the legislative process, there are various possibilities of action commonly found in lawmaking. Discussions among those who hold elected office constitute the backbone of the legislative creation. Nevertheless, the Executive's approval or veto and the recognition of judicial decisions are also legislative mechanisms (MENDES, 1992). The possibility of popular participation here, through the legislative adversarial proceedings, should be taken into account (SOARES, 2013), as it may participate directly, not through representatives, interfering in the lawmaking process (SOARES, 2002).

Finally, it should be performed an analysis *ex-post facto* in order to verify the effectiveness of that law in adjusting itself to the physical world (CASTRO, 2007; SOARES, 2007; DELLEY, 2004). The planning is completed in the inspection phase, in which are conducted researches on the adequacy of the law to a certain purpose determined before.

In a brief summary, these aspects deal with the material examination of the law. For the analysis of the regulatory quality, another aspect should also be thought, for a proper understanding and better interpretation by the legal operators.

The formal concern with the legislative instruments is due to its understanding by legal agents. The law is still within an isolated area that makes it difficult for citizens to understand its content. The writing is convoluted and long-winded, impede the comprehension of the law, which should appreciate the clarity and simplicity, ensuring its accessibility (HESPANHA, 2013).

It is clear that knowing that the text – and particularly the law – bear symbolic power, there is no intention to its complete rationalization (BOURDIEU 1986; HESPANHA, 2013). However, the aim is to make comprehension and understanding of the terms as wider as possible. After all, as Bobbio (2001) said, it is a set of words that carries a meaning.

The formal and material aspects form a circular model, in which ease of understanding and awareness of the law depend on and is influenced by its design and implementation.

In order to improve the legislative process, several countries have sought to standardize the lawmaking process. Canada, for example, released the "Federal Regulations Manual" and the "Statutes Repeal Act". The Organization for Economic Cooperation and Development (OECD) developed the "Guiding Principles for Regulatory Quality and Performance". Portugal has a book on "Regras de Legística a Observar na Elaboração de Actos Normativos da Assembléia da República". The European Union established a Council for drafting the "Mandelkern Group on Better Regulation Final Report". In Italy, they were created the "Regole e raccomandazioni per la formulazione tecnica dei testi legislativi" and the simplification laws.

Today, however, a gap can be seen between legislation drafters and the citizens, who are the target of the legislation. This detachment is a consequence of several factors, including the crisis of legitimacy of the representatives/managers in the current political context (FREY, 1996; TRECHSEL et al, 2003). A greater relationship between these spheres, allowing the popular participation in the lawmaking process, might lead to an increase in regulation quality, both formal and material (SOARES, 2007; BROCHADO, 2010; DELLEY, 2004; HESPANHA, 2013).

Information and Communication Technologies to Facilitate Participation

The increasing use of information technologies, the ease of access to these mechanisms and the internet development demonstrate the importance of exchanging information, data, languages and symbols (SILVA, 2001). Authors agree that the use of ICTs and internet can change deeply and radically the democratic processes (LEVY, 1999; CASTELLS, 2002; PITTERI, 2007). The potential of this relationship is based on a non-hierarchical structure that favors interactivity, especially

due to its interdisciplinary and fluid character (FREY, 2000). In particular, the development of computing law and public computing law (FINOCCHIARO, 1995, p.13, cited SOARES, 2002), regarding issues such as electronic debates and voting, supply and circulation of information, transparency and accountability.

For the achievement of electronic democracy, it is necessary to encourage the expression of problems and the development of solutions by the population itself. Furthermore, transparency and allowing interested parties to express their thoughts towards the rule increase the population's relevance and influence in decision process (LÉVY, 1999). Through online participation the political debate may be kept alive and genuine. The worldwide network has the ability to increase the accountability of politicians; connect people with similar ideas; and change the citizens' way of acting, which will become more demanding with the transparent governance.

The law – and thus the lawmaking – is inserted in the communicative rationality (HABERMAS, 1997; SANTOS, 2002); hence, it may greatly benefit from the communication technologies.

One of the examples of participatory processes in lawmaking is the Digital Participatory Budget. This tool allows citizens to decide how the public budget will be spent, including demands selected in the Annual Budget Law, before it is sent by the Executive (which has the power of initiative) to the Legislative. (FIGUEIREDO, 2010). This mechanism allows popular activity in the material part of the law.

But the digital activity of the population has bottlenecks, which are actually another aspect of social exclusion. Citizens, companies and various stakeholders should be able to access and evaluate the information. A set of skills is still required to enable the relationship between people and the new participatory model. The Government should, therefore, provide mechanisms to facilitate this interaction, reducing the differences between those who have the means and knowledge to use the digital city and those who do not (CRUZ-JESUS; OLIVEIRA; BACAO, 2012; WONG; FUNG; LAW; LAM; LEE, 2009; DEURSEN; DIJK, 2010). Accessing technology and information means to be part of the new society, that is to say, the information society.

The participation mediated by ICTs has the comprehensiveness as its greatest asset. It is possible to obtain opinions of several people in a short time, making the lawmaking process more participatory.

Before the lawmaking process, there is one aspect to be analyzed: very need for regulation, as well as the presentation of alternatives to legislation. Social problems do not necessarily need to be solved through the publication of new laws and can be treated by infra-legal means, or even by actions of the population itself. The prior legal assessment (CASTRO, 2007) will be held by citizens themselves, assessing the need/use of that rule.

This assessment aims to determine whether there is a need for formulating new laws and, if it is necessary, which the required content is for solving the problems that originated these laws. The citizens may express themselves through mediated participation, determining whether and how such a law would achieve them, since they are its target.

Still in regard to the ex ante analysis of the law or lawmaking process but now in the material viewpoint of the document – the content analysis of the law –, the first item to be dealt with is whether the population will be able to participate in the making of that rule, that is to say, about the idea in which the rule is based and its expected results. The very creation of the law may be derived from citizen participation that brings to the lawmaking process the debate on community problems that must be addressed by the law.

Accordingly, creating opportunities to debate the problems of the population's everyday life, as well as the requirements that must be met by law would provide a lawmaking process more focused on the problems shown by the population, to ensure that the citizens themselves will be responsible for solving their own problems.

Citizens have access to information on the legislative framework through ICTs, that is to say, content that might affect their analysis of the need for legislation and the way it is executed. As an example, the municipal information about diseases by neighborhood might help the population in determining whether there is a need for new legislation that addresses this issue.

It also enables the distance participation, so it is possible to exercise citizenship even without the physical presence. This makes the debate wider, given the number of participants and the variety of arguments that such diversity provides.

The debate continues during the legislative approval process, in which the legislative adversarial proceedings will be carried out, that is to say, the contrast of ideas about the proposition. ICTs, then, allow the expansion of the debate, in order to allow the manifestation of the different layers of society. The possibility of the population to present arguments and be

heard using its own voice goes beyond mere parliamentary discussion, as a clear and relevant manifestation of democracy written in the Constitution of the Republic.

This same population that suffers the impact of the rules can provide information on their effectiveness. The provision of data by the population allows the analysis of the actual enforcement of the law and its practical effects. The use of digital mediation allows more and more people to provide the necessary information for the legislative assessment. A good example of providing information for the analysis of the rules is the use of internet for filing police reports online, which allows (in relation to this subject) the assessment of the criminal law based on information provided by the population.

Regarding the formal part of the legislation, a broad consultation of a bill may facilitate the identification of difficulties in the interpretation of the population at some point of the text. Another possibility is to use a less elaborated writing, which has been a characteristic of legislation for a long time (WYDICK 1978; HESPANHA, 2013). The use of a simpler and more accessible vocabulary provides a better understanding of the rights, restrictions, and procedures established by the law.

When suggesting changes in laws that have already been created – with an *ex-post facto* analysis (CASTRO, 2007; SOARES, 2007; DELLEY, 2004), popular participation may demonstrate aspects of the law itself that did not match what was intended by the legislative power. The citizens are an important source of data for performing an analysis of the legislation, since they see whether the rule is effective or not during their daily routine – especially those suffering its effects.

It is noteworthy that the political exclusion would diminish with the possibility of digital participation in lawmaking process. The digital divide goes beyond the inability to search for information and communicate, interfering with the relationship between the State and the citizen.

Searching for inserting the population in the digital model of actual society and democracy that it follows (LÉVY, 1999) is a duty of the State, thus allowing citizenship, which is also determined by the possibility of action with the State, to be more effective. Digital inclusion is a condition without which the digital participation is impossible.

Final Considerations

This study aimed to examine the possibility of using information and communication technologies in the context of popular participation in the lawmaking process. It was therefore based on literature review, in order to collect data for dealing with this theme.

The benefits that the popular participation may bring were identified; citizen participation through ICTs is relevant due to the number of people that may be achieved, thus participating in the process. The provision of information and the possibility of criticism and opinions about a particular subject makes the law better, due to the ease of inserting information and obtaining the necessary data for analysis of a particular rule.

Finally, the necessary aspects for the effective digital participation in the lawmaking process (besides the skills necessary for the use of digital tools) are digital inclusion and transparency, in order to make possible the effective assessment and legislative planning.

As it is a theoretical work, conducting new research on this topic will be of great importance for the area. Empirical studies, especially, may analyze whether all the theoretical background presented here would be confirmed in the practice of digital participation in lawmaking and legal monitoring processes.

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Tracking the New Demand for Justice in the Big Data Ecosystem

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Abstract

Many studies have focused on the possibilities that organizations have to mine and analyze, through computational analytics, the huge amount of structured and unstructured data that is now available, to determine correlations and thus reveal patterns, trends, and associations to predict human behaviour; and to transform this information into knowledge for companies and governments. That is, just from the point of view of the suppliers of good and services. In this paper we contribute to the Law and Economics literature by showing that the logic of Big Data, the access to the cloud, and the use of Artificial Intelligence are drastically changing the ordinary citizen's way of making decisions in the field of justice; and that this new paradigm in the Demand for Justice will mean improvements in terms of both equity and efficiency, and ultimately an improvement in social welfare.

Keywords: Litigation, Justice, Legal, Courts, Law and Economics, Big Data, Ecosystem, Demand.

JEL Classification: A12 C81 D11 D43 D63 D82 H49 H50 K40 K41 K49

Introduction

Big Data logic and solutions are increasingly penetrating all economic and productive industries. It provides a wide range of benefits, including innovation, communication, and freedom of expression. And as the Big Data ecosystem deepens its incorporation into everyday life, economic and social activity, it generates value and provides actionable intelligence for governments, businesses, and individuals.

Both the definition and the scope of Big Data have evolved exponentially in a short period of time. Big Data and the use of Artificial Intelligence allow us to convert that enormous amount of structured and unstructured data into knowledge, and it can be of great help in making decisions in any field. For example, many applications have been developed in the business environment, ranging from increasing and valuing the performance and productivity of businesses -enabling them to leverage data of different types and optimize their warehousing- to improving the security of companies in all industries.

As Siegel (2016) points out, predictive analytics may help find ways to increase consumer buying, limit bank loan defaulting, anticipate employees quitting, or predict which people will drop out of school, cancel a subscription or get divorced before they are even aware of it themselves. And of course, these applications include how insurers use life expectancy estimates to make policy approval and pricing decisions; how the state of Maryland (US) uses predictive models to detect inmates more at risk to be perpetrators or victims of murder; or how software like PredPol predicts progressions that could lead to waves of crime.

Today, Artificial Intelligence tools are used in a wide range of areas such as national security, disaster and resource management, climate change, conflict prevention, disease eradication, economic development, good governance, management of cities and many government economic policy instruments. On an individual level, an overwhelming majority of citizens participate in the Big Data on a day-to-day basis. To begin with, having his life so digitalized, the ordinary citizen is continuously transmitting a huge amount of data about where he is and how long he stays in each place, what device he is using, what he is doing with it, what he is searching for, what kind of physical or virtual products he is interested in, etc. And at the same time, Big Data allows him to receive personalized suggestions on purchases, know the time of the next bus, automatically include his next trip in his agenda, receive (official or other drivers´) alerts about traffic jams on the road, know the problems a patient has had in a hospital he is going to, or see photos in real time, made by tourists with their

mobile phones and posted on tourist services websites; in addition to all the information shared on social networks. Almost without realizing it, humanity produces and sends millions of bytes to the Internet every second[1].

Various interesting applications already exist in the field of justice. For example, a large number of Cloud-based legal practice software applications have appeared, enabling lawyers to improve their performance by reducing search time for legislation and legal precedents, including tools for time tracking, billing and case management, among others. In addition, using the tools of Collective Intelligence, some researchers have conducted a crowdsourcing study that predicts Supreme Court decisions. And other studies look at how Big Data techniques are impacting environmental justice activism or how predictive policing software can contain and generate biases as pernicious feedback loops are created.

Surprisingly, little attention has been paid to the effect of Big Data, the access to the Cloud and the use of Artificial Intelligence on the demand for judicial and legal services. The aim of this article is to show that the logic of Big Data and these technologies are drastically changing the way the average citizen makes decisions in the field of justice; and that this new paradigm in the Demand for Justice will mean improvements in terms of both equity and efficiency, and ultimately an improvement in social welfare.

In the next Section we briefly discuss some examples of the breakthroughs that the use of Big Data has had in various spheres of economy and society, showing the challenges that it still presents; and in the third Section we describe the use of Big Data and Artificial Intelligence (AI) in the field of Justice in general. In the fourth Section, we analyze the effect that the Big Data ecosystem has on litigation. Finally, the last section presents some conclusions and final ideas on the new risks that its use can bring to the generation of new statistics in this field and to decision making in general.

The Big Data Breakthroughs

Although the first reference to the term Big Data at an academic level appears in Cox and Ellsworth (1997)[2], the widespread use of Big Data as we know it today dates back only from 2012 (a lifetime ago in the Internet time).

In this short space of time, the definition of Big Data has evolved significantly. The initial concept incorporated only a flat definition, which only associated it with the existence of large volumes of structured and unstructured data that could not be processed with traditional tools[3]. Later on, the concept was expanded to include not only the data itself, but also the set of technologies that allowed data mining and its conversion into useful information, and into tools for making business decisions using Artificial Intelligence (AI).

In the business world, during the last 30 years, we have talked about Business Intelligence (BI) to make reference to the set of strategies and tools that a company has at its disposal to be able to analyze the data of its organization. And about Data Mining, which uses mathematical analysis to derive patterns and trends in data, making it possible to detect actionable information from large datasets (Puyol Montero, 2014). We now use a broader concept, which incorporates a change in the way in which a diversity of areas of society such as trade in goods and services of all kinds, industry, technology, healthcare, education, arts, humanities and social sciences, among many others, will develop in the coming years, thus becoming a paradigm shift in the use of information. As Hilbert (2016) writes, "*the key feature of the paradigmatic change is that analytic treatment of data is systematically placed at the forefront of intelligent decision-making. The process can be seen as the natural next step in the evolution from the' Information Age' and 'Information Societies'... to 'Knowledge Societies*' ".

During these years, a good part of the effort related to Big Data has been concentrated on the development of software that allows the management of this enormous amount of data, not only according to its volume but also according to the many and diverse sources from which it could come; and on the possibility of not hosting these data in a centralized way - which at first was thought to reduce costs-, but distributed in many nodes. This eventually led to the introduction of Block

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[1] According to Mikal Khoso from Northwestern University, 2.5 exabytes are produced every day, which is equivalent to 530.000.000 songs, 5 million laptops or 90 years of HD video. http://www.northeastern.edu/levelblog/2016/05/13/how-much-data-produced-every-day/.

[2] *"Visualization provides an interesting challenge for computer systems: data sets are generally quite large, taxing the capacities of main memory, local disk, and even remote disk. We call this the problem of Big Data. When data sets do not fit in main memory (in core), or when they do not fit even on local disk, the most common solution is to acquire more resources."* Cox and Ellsworth (1997).

[3] The most widely used initial definition includes the three V's of Volume, Variety and Velocity by analyst Doug Lane of Gardner Consulting. Subsequently, many definitions have emerged incorporating other V's such as Value, Veracity, Visualization, Viability, Variability, Validity, Vulnerability or Volatility. See for example PowerData (2014).

Chain technologies that, having their origin in the management of BitCoins, added advantages in terms of information security (transactions)[1].

Recognition of Big Data's scope has also grown significantly in this short period of time. The first practical advantages of Big Data were evident in its ability to predict customer behaviour, both on the type of products to be consumed -which allows the organization of the production structure- and on the quantity, place and dates of consumption -to speed up the distribution of goods in those places and moments where they will be demanded. This has made it clear that a substantial part of the company's revenue flow depends on the data provided by customers. In the digital age the most valuable resource is data, so since the dawn of this new era -the Big Data one- it became clear that the first requirement for selling in the Cloud was to convince potential customers to give up their data.

At this point it is also worth mentioning that, in parallel with this development, and particularly in recent years, various sources of concern have arisen from governments, citizens and experts in these technologies, both for the privacy of personal information and its ecological impact, and for the inability of old computer security systems to counteract new methods of cyberattack[2]. According to Kate Crawford, principal researcher at Microsoft, it is dangerous to think that Big Data, including that large-scale data, can be made anonymous are inherently objective and include tacit or explicit consent or an opt-out function; research by computer scientists continue to show that even anonymized data can be reidentified and attributed to specific individuals[3].

Much of Big Data's potential lies in discovering, with the help of the fastest equipment and new analytical techniques available today, the hidden correlations that may exist between the hundreds or thousands of existing variables in these enormous volumes of data. This allows patterns, trends, and associations to be revealed, with the aim of predicting human behaviour. One of the best known pioneering examples is that of Amazon company which, in order to increase book sales, used to have a team of editorial advisors. This team, after studying the past purchases of each individual client, offered recommendations for the purchase of other publications. This sales incentive system was not only expensive -as it was very intensive in the use of qualified personnel who dedicated individually to each former purchaser- but its effectiveness was not very high as it generally ended up in the mere recommendation of titles similar to those already purchased by each client. When Amazon began to use its own Big Data, compiled from the data of hundreds of thousands of its customers, not only with respect to their past purchases but also to countless personal characteristics, purchase recommendations began to become much more profitable. First, it allowed a wide variety of editorial suggestions, which became effective purchases at a higher rate[4]. In addition, being a result of digital algorithms, the service could be offered at a very low cost, in a massive way, and in a very short period of time.

Big Data's ability to predict future behaviour has been one of the main arguments for promoting the massive use of technologies to harness its potential. In some cases, this fervent defence of its use has come to the extreme, saying that these technologies will replace the statistical-econometric analyses that study causality[5]. The underlying argument would be that it is no longer necessary to know Why things happen. To give an example from the health sector, if Big Data can predict when the next peak of purchase of anti-flu drugs will occur, it would seem irrelevant to the laboratory to know how the virus entered the country or how it spread among the population[6]. In our view, however, it is quite clear that the sole predictive capability of Big Data does not solve the health problem. Although the possibility of predicting which people will develop cancer in the future has enormous value for early diagnosis, it does not solve the underlying problem. In order to obtain a cure or vaccine for this disease, it is necessary to study its mechanism; in other words, in order to finally discover how to reverse the process from its origin, it is necessary to analyze how the disease is born and how it spreads in the

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[1] The most popular strategy for analyzing these vast amounts of information is the Hadoop open source platform, inspired by Google GFS (Google File System) and the MapReduce programming model, which provides a parallel and distributed data processing system. See for example: https://www.ibm.com/developerworks/ssa/local/im/que-es-big-data/.

[2] See for example O'Neil (2016).

[3] See Neff (2013).

[4] See Mayer-Schönberger and Cukier (2013).

[5] In 2008 the editor-in-chief of Wired magazine had made the bold statement that Big Data has the potential to render the scientific method obsolete (Anderson, 2008).

[6] In 2009, the results of an already famous algorithm that allowed Google to detect influenza epidemics using search engine query data and CDC records were published in Nature. This made it possible to predict the next flu outbreak well before the health authorities. This could potentially lead to better health authorities preparedness and better distribution of medicines by laboratories, increasing their profitability. Although the results could not be replicated effectively in subsequent years, these results gave a great boost to the dissemination of the benefits of the Big Data exploitation (Ginsberg et al., 2009).

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organism. As Dunham (2015) writes, "*problems arise when decision makers rely solely on data and omit vital knowledge about the subtleties of citizens and processes*".

These limitations of Big Data for problem-solving are extrapolated to almost any other field, including of course the field of justice. While it is true that the possibility of predicting a sudden peak of demand for judicial services in a given geographical area could be very useful in the early allocation of support staff, it is clear that this short-term measure will not solve at all the structural problems of justice delay, as the increased supply of court services will most likely lead to a subsequent increase in litigation, largely offsetting the benefits of the reinforcements allocated. This feedback effect between supply and demand -which explains why continuous increases in the resources devoted to justice do not usually reduce delay-, is well known in the field of law and economics[1] and only working on it will help to mitigate it. Thus, the mere prediction of future litigation levels based on the new correlations generated by Big Data, although very useful for the study of new causal relationships, is not sufficient for the solution of existing problems. As Google's chief economist Hal Varian says, "*It's not the ingredients that are critical, it's the recipe... the algorithms, the analysis, the business decisions that come from looking at that data and analyzing and understanding it*".

Despite these shortcomings, the potential of the predictions offered by Big Data logic, along with the use of AI, is huge. And the scope of these technologies can be endless. For example, it is now publicly known that, using AI technologies, the US National Security Agency analyzes foreign communications, including screening locations, words and transactions in Internet searches, obtained from a range of sources including US-based communication providers such as Microsoft, Yahoo, Google and Facebook (Cumbley and Church, 2013). The justification given is that the analysis of that unstructured data, including facial recognition technology, has helped prevent many terrorist attacks. Also, with the use of AI, banks and insurance companies are improving their credit scoring systems, and tax offices increase the detection of benefit fraud or tax evasion cases. In addition, these technologies make it possible to predict some macroeconomic variables ahead of official statistics, allowing for earlier economic policy actions[2]. And the use of the Big Data, the Cloud and the AI applications in the field of justice is no exception. We are devoted to this subject in the following Section.

The Current Use of Big Data and Artificial Intelligence in the Field of Justice

Forty years ago Prendergast (1977) offered the first insights into how data processing could benefit legal practitioners. Of course, the World Wide Web did not exist at that time and there was no mass gathering of information. However, this author showed that it was already possible to visualize the potential that systematization of information could have[3] and also the reluctance of some law professionals to rely on the results obtained.

For years many professionals have not considered the data as a source of value but only as a source of more work[4]. And although there were already some advocates, in the legal area mistrust of the potential of digital tools emerged long before the current concern about the problems that the Cloud and the AI could pose for the security of personal data[5].

What benefits has the current use of Big Data brought in the legal and judicial sphere? The IT tools associated with the Big Data ecosystem offer cost, time and money savings and increased profitability for law firms. As Prendergast (1977) forecasted, "*with an understanding of data processing, the attorney will be able to provide better service to his clients at reduced cost and handle complex cases involving masses of information. Using the technology available, he can effectively and efficiently marshal the masses of data at his disposal and correlate this data to his legal knowledge of the case; and this combination will be highly effective*".

In recent years, a large number of cloud-based legal practice software applications have appeared enabling lawyers to improve their performance by reducing time spent searching for legislation and legal precedents, including tools for tracking time, billing and case management, among others[6]. According to Nelson and Simek (2013), analytics software can speed up management tasks, such as distributing cases, projecting revenues, projecting case budgets and -most important of all- predicting outcomes and make a fee estimate based on previous matters involving similar factors. With all this, it is also

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[1] See Priest (1989), Dakolias (1999), Vargas Perez and Peñaloza Figueroa (2017) or the book by Pastor Prieto (2016).

[2] Hilbert (2016) presents a fairly detailed overview of the application of Big Data for Development.

[3] *"Once the attorney gains an understanding of data processing, the outstanding capabilities of this technology can be available to him, with imagination again being the only real constraint"* (Prendergast, 1977).

[4] For a discussion of this point in the medical field, see Neff (2013).

[5] Regarding the difficulties in disseminating the creation and use of digital databases in the field of Spanish justice, see for example Pastor Prieto and Vargas Perez (2001) and Consejo General del Poder Judicial (1997).

[6] See for example http://www.capterra.com/legal-case-management-software/ .

possible that law firm management budget forecasts may be more reliable[1]. Moreover, in recent times, as a result of the increasing power of computers, large law firms start to incorporate Big Data in their private activity and their internal operations, gathering information from thousands of their own prior clients, which allows them to estimate their chances of success in each specific case, depending on which court the case has been assigned to and other specific factors[2].

In addition, although its use has not spread too widely, there are several interesting essays that apply Big Data and Collective Intelligence in the field of justice. For example, as mentioned above, a group of researchers has conducted the largest crowdsourcing study to predict Supreme Court decisions[3]. Players of Fantasy SCOTUS (an online fantasy league) do not need any special qualification, but as Katz et al. (2017) have shown, crowds can make surprisingly successful decisions, sometimes even better than the smartest among them. In fact, this type of results led these authors to construct a model designed to predict the behaviour of these courts in a generalized, out-of-sample context, achieving outstanding results (70.2% accuracy at the case outcome level).

In addition, as in the commercial field, AI's tools begin to help to advertise legal services more effectively. And at the same time, they increase the quality of services offered to clients by allowing lawyers to have easier access to more information on precedents and legislation (Vargas Perez and Peñaloza Figueroa 2017).

Of course, although its potential is enormous, the logic of Big Data and the AI cannot do without the expert judgment of lawyers and legal analysts. It is necessary to make sense of the data in order to transform that information into knowledge and be able to make efficient decisions. And that should be the goal of any Artificial Intelligence software applied to the field of justice. As Ford (2016) states, after observing patterns and trends of behaviour we need theoretical frameworks to interpret that behaviour: "*Once the goals are defined, the attorney, with the assistance of data processing personnel, can work backwards from these goals and define, step by step and in minute detail, exactly how the computer is to use the information to reach those goals. This process results in the systems design*". That is, we need what Wang (2013) calls Thick Data: "*Big Data delivers numbers; Thick Data delivers stories. Big data relies on machine learning; Thick Data relies on human learning*".

Finally, it should be remembered that the quality of justice received by the average citizen does not depend solely on the services received from their legal representatives. The functioning of justice depends on many other factors, being delay particularly worrying. This is the reason of why the study of the supply and especially the demand for court services has occupied a large part of the economic analysis of law in the last forty years[4]. The demand for justice in the new Big Data ecosystem is what we will discuss in the next Section.

The Potential of the Big-Data Ecosystem in Litigation

The way citizens approach the world of justice is changing. The lack of information, as a barrier to access to justice, is disappearing thanks to the thousands or millions of users who exchange experiences on the Internet. Thanks to the Internet of Things (IoT) and other devices, we all contribute to Big Data on a regular basis and can make use of the existing information on the Internet and the advantages of Artificial Intelligence. And there is not a big distance between asking other internet users about the characteristics and properties of an item for sale, and asking them about hiring one lawyer or another, or about the convenience of filing a lawsuit or rather reaching an out-of-court settlement.

In the last decade, the Internet has replaced the telephone -and even part of face-to-face direct communication- as the basic, bidirectional and general-purpose means of communication. Cloud computing allows an on-demand self-service of information and most individuals now have instant access to vast amounts of information, which provides a wide range of benefits.

Unlike the legal business environment where it may be necessary an investment in software and, above all, a change in the mindset of lawyers to make intensive use of the logic of Big Data in their daily work, in the case of ordinary citizens this obstacle no longer exists. A large part of the population, at least in developed countries, has a smartphone or another

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[1] On this topic see Vargas and Peñaloza (2017).

[2] Attention should be paid to this type of software, as it handles private data about millions of citizens and their cases, and is being used by (law) firms who, despite knowing the legislation on data protection, are not used or prepared to protect that information, so it could easily be captured via the internet for unintended uses.

[3] Emerging Technology from the arXiv (2017).

[4] See for example Voigt (2016), Dimitrova-Grajzl et al. (2012), Rosales-López (2014), Mora-Sanguinetti (2016), Pastor Prieto (2016) and Pastor Prieto and Vargas Perez (2001). And seminal papers by Landes (1971), Posner (1973) and Shavell (1982).

device for accessing the Internet and they are increasingly used to turning to it for information, opinions, and experience of other citizens on various subjects.

In the last 40 years, several papers have examined the possible determinants of the demand for court services[1]. Decisions on whether or not to go to trial depend on, among others, the estimates of the costs of going to trial, the estimates of the chances of winning, the estimates of the waiting times to obtain a court judgement, the believe that obtaining a judgment means that the defendant will automatically pay what the sentence states or the belief that no tax must be paid on the amounts received after the trial (which includes the winning party's costs paid by the losing party). That is, the demand for court services crucially depends on the information parties have (and the estimations they make) on different variables that are often unknown to a greater or lesser extent and/or factors that are not under their control, even after filing the lawsuit and during the legal proceedings (Vargas Perez and Peñaloza Figueroa, 2017).

In the first place, with respect to the estimation of the Chances of Winning the Case, Voigt (2016) concludes that if both parties have a "realistic" evaluation of their chances of winning (but also of losing) the case, then we should not observe any civil trials as a pre-trial bargain is expected to be systematically cheaper than taking the case to court. On the other hand, Pastor (1993) states that agreements occur when the perception of results coincide, or when the parties are very pessimistic[2]. As demonstrated in Vargas Perez and Peñaloza Figueroa (2017) such negotiation does not depend on whether their estimates are realistic or not, but on the relationship (and difference) between such estimates. To a great extent, in the absence of more information, those estimates depend on the information transmitted by lawyers to their clients and in general on the amount of information that the parties have. But now, in the Big Data ecosystem, these estimates will be increasingly similar -as this same information will be available to both parties- which is likely to increase the number of cases solved by out-of-court settlement and will lead to a reduction in the demand for court services.

In the second place, when estimating the Litigation and the Agreement Costs, clients usually have much less information than lawyers about the stages of the proceedings, the time that can elapse until a final judgment is reached, the private costs of the proceedings or the possibility of an out-of-court settlement. With such lack of information, the estimations may be influenced by the strategic behaviour of lawyers[3], as their incentives to go to trial or to bargain may be different from those of their clients[4]. However, the increasing use of the logic of Big Data not only allows for more and better information obtained from "real users", but it also changes the way the client deals with the legal proceedings. When the ordinary citizen makes use of the logic of Big Data, he can get first-hand information about court proceedings and other possible ways of resolving the conflict, and also on the costs incurred by hundreds of users in the past; everything in real time, detailing the type of matter, the amount at issue, the place or any other variable that may alter the outcome; variables that may influence his decision to go to court, and the strategies to follow.

Also, the Big Data ecosystem not only changes the "estimates" of the costs of the proceedings but the costs themselves, especially those relating to lawyers' fees, for a couple of reasons. First, as the market becomes more competitive, the fees per case tend to fall; and secondly, because in the Big Data environment prices move towards contingency fees.

In addition, as shown in Vargas Perez and Peñaloza Figueroa (2017), this lack of information makes consumers of court services face a number of Asymmetric Information issues, including Adverse Selection and Moral Hazard/Principal-Agent Problems and has important effects on the possibility of reaching out-of-court agreements. Nevertheless, with the greater access to the Big Data ecosystem, the problem of adverse selection will be reduced as potential clients will be able to obtain very extensive information from previous clients about the type and quality of the services offered by different law firms, which will allow them to better choose the services they need to contract. And although the individual citizen will only have few additional tools to carry out the monitoring of his own lawyer´s performance, by making use of the logic of Big Data he will be able to get information from other clients' experience. This will be perceived by law firms as a greater control over their work and will change the lawyers´ performance, their strategies in court and the overall effectiveness of their work, thus reducing the moral hazard issues.

Moreover, the fact that citizens can study in depth the conditions they will face in a possible lawsuit, from their own home or office, encourages clients to be more daring[5] in hiring new services or professionals with whom they have not previously

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[1] See for example the survey by Voigt (2016).

[2] See also Voigt (2016).

[3] For some evidence on the effect of lawyers on litigation see Mora-Sanguinetti and Garoupa (2015).

[4] See for example Wistrich and Rachlinski (2013).

[5] See Johnson et al. (2002) and Universidad Barcelona, AQR Lab and Cambra de Comerc de Barcelona (2018).

dealt, allowing new law firms and lawyers to open up a place in the market. This further enhances competition, allowing customers to afford lower prices and access services closer to their preferences, thereby increasing efficiency in the professional services market.

Besides, the new exchange of information between users of justice will allow the number of disputes initiated by overly optimistic expectations to be reduced, so that some of the inefficient disputes will disappear (thus reducing the -inefficient- collapse of the courts). In turn, this will allow these courts to resolve cases of other citizens or companies that do require a judicial solution, in a shorter period of time.

In addition to the benefits mentioned above, this new access to the Big Data logic will encourage the ordinary citizen to have more incentives to know his rights and options for action in society. The breakthrough of the Big Data ecosystem into the environment of the potential user of justice will allow him to better understand the content and meaning of the laws in general, and the law applicable to his particular case, while improving his perception of having made the right decision.

Finally, with access to Big Data and the use of Artificial Intelligence tools, the potential user of the legal and judicial system begins to make his decisions with a broader knowledge of the existing alternatives and the results that each had in cases similar to his. This can be interpreted as a better-informed decision-making process -which increases the efficiency of the actions taken-, a greater and better access to justice in its broadest sense and also an incentive for users to become more involved in the process and to take more responsibility for the results.

Therefore, it is clear that although Big Data and the use of AI are generating enormous improvements in efficiency -with the consequent increase in profits- for suppliers of goods and services, considering Big Data as a useful logic just for companies and governments means underestimating the great potential that changes in human interactions with new technology have for the well-being of the average citizen. In short, this new Big Data ecosystem promotes greater information symmetry, more access to services that meet consumer needs, freer entry of new professionals and lower costs faced, increased competition, better services of lawyers to their clients and better decision making by and for citizens. Overall, it is a clear gain in terms of Efficiency and Equity, and ultimately an increase in Social Welfare.

Final ideas

The access to the Internet, the Cloud and the Big Data ecosystem, and the use of Artificial Intelligence are significantly changing the demand for court and legal services. It is not just a matter of having more data to make decisions. As we have seen, it is a new strategy that allows complementing -in important ways- the information usually offered by the lawyer, who usually gave a specific recommendation on the option to choose. This set of experiences, alien but useful, allows the potential user of courts to participate more fully in deciding how to resolve the initial conflict, reduces uncertainty and information asymmetry, allows him to make better-informed decisions and encourages him to play a more important role in the decision to litigate -or not- and in the steps to be taken at each stage of the process. At the same time, and through a variety of mechanisms, the market for professional legal services is becoming more competitive, improving the services offered to clients, reducing costs for clients and allowing greater access to the market for younger law firms. Thus, the new Big Data Ecosystem is increasing the quality of court and legal services, improving the access to justice and increasing the efficiency in the judicial sphere, which is definitely leading to an increase in social welfare.

Of course, we still need to be more aware that these technological changes, which will soon penetrate the judicial sphere, can be a double-edged sword. In addition to the dangers already known coming from their ecological impact and the invasion of privacy -blurred in the increasingly confusing distinction between private and nonprivate data-[1] and the risky temptation to mistake "correlation" for "causality" discussed earlier in this paper, the immersion in the Big Data Ecosystem introduces new challenges.

Although the results of an algorithm, such as those that emerge from Artificial Intelligence applied to Big Data, have the appearance of being totally rational and objective, we must bear in mind that its application may introduce new biases. For example, in crime prevention, even small crimes threaten to skew the analysis, because once this data flows into a predictive model, more police are drawn in those areas, and they are more likely to arrest more people. This may lead to the conclusion that crime has increased in this more closely monitored area, whereas in reality, it is the application of the algorithm that is introducing a bias into the new statistics obtained on crime rate, in addition to promoting discriminatory

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[1] See for example Mayer-Schönberger and Cukier (2013).

criteria[1] [2]. As Neff (2013) claims, "*Data are not neutral... Put simply, data is only data in the eye of the stakeholder*". This kind of biases can be extrapolated to any field, from the detection of new needs for judicial services to the location of potential clients of professional services or the detection of underperforming employees or departments in a law firm. If the Big Data algorithms are applied blindly, regardless of this feedback loop, and without expert surveillance by specialists, this will lead to the generation of distorted statistical data that will lead to the application of biased corrective or preventive measures and to wrong decisions in general. Not only will the potential benefits of Big Data be largely offset, but new problems will be unknowingly introduced, reducing the well-being of citizens and the corporate profits.

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Perceived Performance on Tutors During Process of Certification in Four Teacher Training Institutions in Durango

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Abstract

Higher Education Institutions (HEI) currently face a major issue: low levels of certification and thus the terminal efficiency. The present research emerged on the need to know what the perceived performance of tutors on postgraduate levels during the certification process in four teacher training institutions in the State of Durango. The research has a quantitative approach. This work is presented both as descriptive and explanatory. The methodology used is survey, which was used as a technique and an instrument. Variables were considered to building up 177 items, with an Alpha Cronbach reliability = .93. A total of 85 students were surveyed, who are the total of students on process to obtain the MA degree on Education in the four institutions where the research was conducted. These institutions also hold the Institutional Tutoring Program (ITP). Some common traits on tutors were found, which may strengthen or weaken the process of certification; also, some factors that make certification difficult.

Keywords: Tutoring, tutor, certification, teacher training institution, academic, development

Introduction:

The present research aims to identify the performance on tutors during the process of certification on postgraduate level in four teacher training institutions in the state of Durango.

From the main objective, three specific sub objectives were derived:

a) To describe the characterization of the participants in the research.
b) To identify the common key traits on tutors which Foster the process of certification.
c) To know the common traits on tutors which weaken the process of certification.

The institutions that participated were: Centro de Actualización del Magisterio, la Universidad Pedagógica de Durango, la Benemérita y Centenaria Escuela del Estado de Durango y la Escuela Normal Rural "J. Guadalupe Aguilera", It is imperative to state that these three institutions offer the MA degree by means of a thesis; besides, these institutions operate under the ITP.

First of all, this research is relevant because there is little research based on the tutors' performance and how this impacts on the process of students' certification in these teacher training institutions in Durango.

Secondly, this research underlines the awareness on the different problems which impact on the quality on these HEI which offer post graduate studies either in public or private. It also highlights the low levels in certification and thus the terminal efficiency. This research does not make emphasis on the terminal efficiency, but on the intentions of certification students have.

Thirdly, the results and final outcome this research found helps to identify the different factors that are either blocking or favoring the performance on tutors during the certification process.

Finally, based on these given factors which are blocking or favoring the certification process, after the analysis, a proposal will be possible to suggest suiting the tutors in the three teacher training institutions in the state of Durango.

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Postgraduate Tutoring

Tutoring has a different approach from that in bachelor's degree. Postgraduate Tutoring emphasizes on the process oriented to the fundamentals, designing and execution of a research, in other words, on the generation of new knowledge (Martínez, Laguna, García, Vásquez & Rodríguez, 2005).

A postgraduate tutor fosters the interaction with the one being tutored and highlights the importance of the problems and questions on his surroundings; research problem analysis is conceived as a process of questioning and strategies to build up the new knowledge, from the previous knowledge and the active participation of the student. This way, tutoring supports the approaching of real problems and allows the one being tutored be the responsible of his own learning. (Martínez et al., 2005).

Current State of Knowledge

Experience has shown that after completing their studies, many students do not graduate immediately, but they let years go by. Some do not complete the process of the thesis, leaving behind the research that once was started; consequently, they do not go through the process to present their thesis and do not obtain the MA certification. Jaik, "states that the answers or approaches to the roots which originate the phenomenon are endless". (2013 p.40)

Postgraduate studies are on the rise bringing along several serious concerns to national level; among those are: quality, relevance and terminal efficiency. Terminal efficiency reflects the quality in education and it is an indicator to evaluate the functioning and goals reached by an educational institute.

Postgraduate studies in Mexico face a chronic problem related to terminal efficiency. Most recent data indicate these levels are around 30% (Jaik, Guzmán & Ortega, 2010) as cited in (Navarro M, Jaik A. & Barraza A., 2010).

According to a recent research report at Centro de Actualización del Magisterio in Durango, students who graduated between 2016 and 2011 only 41% took tutoring. It is less than the half who concluded. These students where starting their thesis; 59% of those graduate students did not attend therefore were not able to obtain their certification. (Espinosa, 2013).

García Herrera (s.f.) conducts a research named "terminal efficiency in postgraduate studies oriented to researching", and states that among the factor related to the terminal efficiency are the lack of research formation and the difference on programs and curricula. Kala (2003) and Piña and Pontón (1997) as cited in (Jaik, 2013) stated that some of the causes are: a) variety of subjects with a lack of expert tutor son the given subject; b) a scarcity of tradition to complete a thesis during the postgraduate studies. Similarly Lopez Villegas (cited in Sánchez and Arredondo, 2001) who conducted a research with the terminal efficiency concludes there is a direct relationship in the lack a systematized research work, cited in (Jaik, et al. 2013).

This research aims at identifying the performance of tutors during the certification process, so it turns out to be essential to creating new researchers; according to Cruz, Cruz Barriga & Abreu-Hernández (2010) it is a great potential to revive knowledge, integrate collaborative networking, innovation and knowledge transfer. These authors suggest tutors do not have it easy, for they lack proper instrument to guide their performance; thus their performance is according to their beliefs and own criteria, lacking a continuous reflection as trainers.

It is stated that the richness and cultural capital they possess related to their academic staff in sciences humanities and arts, is manifested in the tutoring system.

Postgraduate tutor must fulfill the mission to training new generations, to train them to conduct relevant research, high quality research with a social commitment, which contributes to the solution to national problems and at the same time strengthen the educative system at all levels. (Martínez, Laguna, García, Vásquez, & Rodríguez, 2005).

Methodological Design

The research was conducted with a qualitative approach, this study is both descriptive and explanatory. The methodology used is the survey. A questionnaire was used as the technique and an instrument. It is build up to have 8 complex variables, which derived up to 158 simple variables to measure the trend with values from 0 to 10 where 0 is the lack of value and the 10 is the highest value to a given question. There are a total of 177 items, nominal variables are 19 and they allow to demonstrate the characteristics of the subjects who were studied.

The questionnaire was revised under these three aspects: content validity by means of expert judgments; reliability with three pilot tests, obtaining a .93 value in Alpha Cronbach; and objectivity, adding questions to pilot tests. The population

subject to study was the total of students in process of certification (85), data and analysis of data was made with the SPSS 15 software.

In this article, the complex variable to be analyzed is "The tutor", and it is composed of 33 questions. (Table 1).

Results and Discussion

Characterization of the participants

The following is the characterization of the participants which was elaborated through a descriptive study. Based on the questionnaire answers applied to the students, the following profile is understood: a population where most of them are women (61%); a high percentage of the interviewed are married (55%), although those single are (44%) and those with any family legal arrangement (free union 2% and divorced 2%); the predominant age is 39 years, with a slight standard variation of 10.47, the youngest student was 23 years old and the oldest 63 years old.

As for labor status, 96% work for an educational institute (84% public sector and 14% private sector); therefore, they are students who not only study but also work, most of them (84%) does not have a study scholarship (only 14% stated to have one). From those scholarships 6% are given by Durango Secretary of State Education (SEED) and 4% by Secretary of Public Education (SEP), 2% by the National Union (SNTE) and a final 4% by other institution not specified. Some interviewees are economical supported by their parents (14%) and 5% are supported by their work companies. In conclusion most of the students pay their own postgraduate studies.

It is important to highlight that half of the interviewees are school teachers: 44% elementary level, 11% kindergarten, 11% high school, 4% remote secondary, 1% kindergarten supervision, 2% pedagogical technical adviser, 1% maternal and 3% did not specify.

The postgraduate studies of the four institutions where this survey was conducted, 59% is formed of groups of students who graduated at least 10 years ago from bachelor degree. This data indicates the great interest of newer generations to obtain their certification well after graduating from college.

It was requested to the interviewee to indicate their work schedule. 85 different answers were obtained. 39% of them work around 5:30 to 7:30 hours a day, 45% work around 3:30 to 5:30 hours a day and surprisingly 16% of the students who took part in this study work 7 or more hours a day. Only the 8% of the interviewee work 1 to 3 and a half hours a day.

When asked how much time is invested on the thesis research, 60% stated that from 1 to 5 hours weekly, and 21 % from 6 to 10 hours weekly, 7% between 11 and 15 hours and the 2% dedicates 16 to 20 hours and only 5% dedicate 21 to 25 hours to research.

Last nominal question indicates how many books postgraduate students read yearly. 62% reads 1 to 5 books yearly, on average the candidate reads 5.04 books with a standard deviation of 6.5, which indicates that 6% does not read a single book a year. The most repeated answer was: 2 books.

As a cultural background statement it is important to mention that from 108 countries, UNESCO gives Mexico the one place before the last one on reading levels. On average Mexican read 2.8 books a year, but only 2% of the population has the reading habit. (Proceso magazine, 2013)

Descriptive statistics

1) Students perception on the common key traits on tutors which allow them to foster their process of certification.

Next, the results are presented on the descriptive statistics about the perception on the common key traits on tutors which allow them to foster their process of certification. The most significant variables are introduced; they foster the process of certification.

The general average obtained in the application of the instrument in the Tutor Factor was 8.8. it can be stated that students from the four institutions that participated in this research considered as strengths the following traits:

a) Students consider to be important that the tutor has a high knowledge on the subject matter and on the different contents; thus, he is able to conclude his thesis and obtain the degree. (X=9.6) (S=1.6).
b) Students consider important that there should be empathy between the two parties. (X=9.2) (S=2.3)

c) Tutor is accessible to meet when there has not been a previous meeting agreement to receive guidance. (X=8.9) (S=2.0)
d) Tutor suggests bibliography from different sources (books, authors) so as to consolidate students' research thesis. (X=8.8) (S=2.6)
e) Students are motivated to conclude the research on time. (X=8.7) (S=2.6)
f) Students are encouraged to present advances on a written basis. (X=8.7) (S=2.2)

Based on these results it is possible to identify the common key traits tutors have which Foster the process of certification, among those are: students consider to be crucial tutor has a high knowledge on the subject matter and on different contents that allow the student to conclude his research. Students value empathy between the tutor and the one being tutored. Students value the fact to meet even if there has not been an agreement to meet. Students also care about the fact that the tutor offers suggestions on bibliography sources to consolidate the research work. Students value the tutor who motivates the postgraduate student to conclude the research thesis on time and also motivates him to present work in advance in written form.

2) From the student's point of view, it is concluded that the common traits on tutors with less value in the process of certification are:

On the other hand there are also common traits, which according to students, do not foster at all the process of certification:

a) Tutor involves students on collaboration with other research groups. (X=5.4) (S=4.2)
b) Tutor encourage students to write journals to be published. (X=5.9) (S=3.9)
c) Tutor motivates students to have his papers published. (X=6.5) (S=4.0)
d) Tutor has explained the nature of the certification process in order to obtain the certification degree. (X=6.6) (S=4.1)
e) Tutor offers guidance on the nature of the research and the expected standards. (X=6.7) (S=3.6)
f) Tutor has recommended congress talks, collaborations, etc. which Foster the knowledge on the given discipline field. (X=6.9) (S=3.7)
g) Tutor keeps frequent contact through scheduled meeting at least once a week. (X=6.8) (S=3.7)

Based on the results, data indicate that from student's perception the traits which weaken the process of certification are:

Tutor does not involve students on collaboration with other research groups, does not encourage students to write journals to be published, does not motivates students to have his papers published, has not explained the nature of the certification process in order to obtain the certification degree. Tutor also does not offer guidance on the nature of the research and the expected standards, has not recommended congress talks, collaborations, etc. which Foster the knowledge on the given discipline field, Tutor does not keep frequent contact through scheduled meeting at least once a week.

Conclusions

Based on the answers to the given questionnaire, the following profile is derived: population is women, mostly (61%), predominant age average is 39 years. 55% are married 96 % of the students work for an educational institution, 84% on the public sector and 84% does not hold a scholarship for completing his studies. More than half of the students are teachers to basic level and 44% are elementary teachers.

An alarming fact is that 62% stated that reads up to 5 books yearly, the average is 5.04 books a year with a standard error of 6.5, which indicates that 6% of the students does not read a single book a year and the most repeated answer was two books a year. According to the results obtained in the characterization of the students, it is conclusive that postgraduate programs and tutoring promote reading which in turn will activate knowledge, motivate intelligence, increase cultural awareness and gives information, new knowledge, good writing skills and consequently ideas, projects, thoughts, argumentation and the building up of the thesis will be much more focused whether it is written or oral.

One of the purposes of education is to promote the processes of personal growth framed in a cultural group where he belongs. This knowledge will not be produced satisfactorily unless proper and specific assistance is given to the student through the student involvement in international activities, which must be planned and systematic to foster the constructivist mental awareness. (Díaz-Barriga & Hernández 2002). Delors, proposed in 1996 one of the most suitable ways to promote universal values to incite Young students to study great books from the past and perpetuate the beautiful traditions.

The master degree programs within the four institutions where this questionnaire was implements, 59% is conformed by groups of students with less than 10 years after being graduated from bachelor, and this percentage indicates they are interested on improving academically. 39% of the interviewed students work between 5:30 to 7:30 hours a day. 60% indicated that they dedicate around 1 to 5 hours a week to thesis research

Regarding the results in the descriptive statistics about students perception on common tutor traits, it is conclusive that the graduate students considers important that the tutor has a high knowledge on the subject matter and different contents in order that the student is able to conclude his thesis and obtains his degree (X=9.6) (S=1.6); students also consider important that the tutor and the very student share empathy (X=9.2) (S=2.3); Tutor motivates students to conclude their thesis within the established time. (X=8.7) (S=2.6); Student is motivated to present periodically his advances in a written form. (X=8.7) (S=2.2).

On the other hand, it is concluded that the common traits tutors have which weaken the process of certification are: tutor involves students onto collaboration with other research groups. (X=5.4) (S=4.2); Tutor encourage students to write papers to be published. (X=5.9) (S=3.9); Tutor motivates students to have his research published. (X=6.5) (S=4.0), d) Tutor has explained the nature of the process to obtain the degree. (X=6.6) (S=4.1); Tutor gives guidance on the nature of the research and the expected standards. (X=6.7) (S=3.6); Tutor has recommended congress, collaborations, workshops etc. to enhance knowledge related to the subject matter students are researching about. (X=6.9) (S=3.7); Tutor keeps regular contact trough frequent sessions with students at least once every three weeks. (X=6.8) (S=3.7).

Experience revels that students let years go by after concluding their studies and dome of them never take their thesis back to have it concluded; therefore, they do not have the experience to start the procedures to present their thesis and thus graduate and obtain the degree of master. Jaik, "states that the answers or the causes that originate this issue are endless". (2013 p. 40).

Based on this research, it is concluded that in order to increase certifications and thus terminal efficiency, it is necessary to straighten tutors in the Teacher Training Institutions, they are essential to those students who really want to certificate their degree, writers such as Martínez, Laguna, García, Vásquez, & Rodríguez (2005), state that postgraduate tutors must fulfill with the mission to train the new generations, tutors must train them to undertake relevant, high level academic research and a social commitment which contributes to the solution of social problems, and at the same time, to enhance the national educational system at all levels.

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Table 1. Items on variable "the tutor"

Did he perform a personal interview with you to identify your academic profile, your interest to study a postgraduate degree; and your personal and professional goals?
Did he explain which the tutoring criteria are?
Did the tutor and you previously agree on the frequency of the tutoring?

Were you given the study guide about the nature of the research and the expected standards?

Does he keep in contact through regular sessions with you at least once every two weeks?

Does he keep in contact with you at least once every three weeks?

Is he flexible to meet with you to provide guidance and answer the emerging problems even if there is no previous fixed agreement to meet?

Were you informed about the institutional facilities available (library, computer labs, etc.)?

Were you given guidance on ethical and legal aspects concerning your research?

Does he Foster the application of ethical norms?

Does he provide information necessary on dates and stages of work so as to accomplish established deadlines?

Are you asked written work and required reports and then are you given back those papers with the proper positive feedback?

Are you asked written work and required reports and then are you given back those papers at a reasonable time (usually two weeks after)?

Does he offer guidance on strategies to prepare the thesis?

Does he suggest bibliography in order to consolidate the research?

Are you oriented through strategies to develop abilities for the correct usage of written language on the thesis elaboration?

Are you motivated to present periodically your advance orally?

Are you motivated to present your advance written?

Do you receive guidance on the methodology of the research?

Do you receive guidance on the interpretation of the results of the research?

Has he recommended theatrical or practical courses, congress, etc. to strengthen the knowledge in the subject matter or related disciplines?

Are you motivated to write research papers to be published?

Are you recommended to attend drafting courses on scientific papers?

Are you involved to collaborate with other research groups?

Has he maintained a systematic scheduled on agreements and established activities?

Has he explained the process of the final exam to obtain the degree of Master?

Does he motivate you to conclude your research on the given time?

Does he motivate you to publish your research?

Do you consider important the existence of empathy between you and the tutor?

Do you consider important the existence of communication to a higher level between you and your tutor?

Do you consider important that the tutor has a high level of knowledge to help you conclude your thesis and obtain your degree?

Do you consider it is up to you solely to conclude the thesis and obtain the mater degree?

Does he treat you respectfully?

Source: Own ellaboration.

Regional Disparities of the Social Innovation Potential in the Visegrad Countries: Causes and Consequences

György Kocziszky

Dóra Szendi

Abstract

The international literature is paying significant and increasing attention to the analysis of the regions' innovation potential, and its active contribution to economic growth and competitiveness. Beside the classical, technical innovation, also the social innovation is getting even more emphasis. It can solve as alternative basically in the case of the peripheral territories. The convergence of peripheries is a stressed priority in the European Union. The territorial disparities are resulting in significant social and political problems also in the case of the Visegrad countries' regions. The authors in their research represent a possible method for the measurement of regional (NUTS-2) level social innovation potential on the example of the Visegrad countries, and they also analyse the causes and consequences of disparities. The applied complex social innovation index can be calculated as a result of three pillars (economic, social, culture and attitude), and several components. As a result of the created patterns can be concluded that compared to the economic indicators, the disadvantage of the peripheries is not so significant in the case of the social innovation index, because of the complex character of the index. In the second part of the research, the authors analyse and evaluate also the methods, which can be adequate for increasing the social innovation potential.

Keywords: social innovation, Visegrad countries, inequalities.

JEL-code: O35, R12.

Introduction

The literature is paying increasing attention to the analysis of the so-called social innovations; it means such new or recent solutions which can solve given social problems in a more efficient and effective way as before. Based on our experiences the problems of regions which are in a relatively underdeveloped and peripheral situation (e.g.: low educational attainment level, low activity rate, high unemployment rate, low human development index, poverty, etc.) cannot be solved by a single technical or technological based innovation because of the moderate level of innovation potential (e.g.: low level of R&D&I absorption capacity, passivity, resignation, etc.). Because of this fact, there is a need for such new or recent solutions, which can give creative answers for these problems (European Commission, 2013; Moulaert et al. 2014; Benedek et al. 2016; Kocziszky - Veresné Somosi, 2017).

The social innovations can be very different based on their objectives, forms, funding method and their innovators (Figure 1).

```
    ── product                          ── improving the quality of
    ── technology                          life
    ── service                          ── increasing employment
    ── organization                        level
    ── marketing, image                 ── improving public security
    ── institutional system             ── improving environmental
                                           conditions
      ┌──────────────┐                    ┌──────────────┐
      │     form     │                    │  objectives  │
      └──────────────┘                    └──────────────┘
              ┌──────────────────────────┐
              │     social innovation     │
              └──────────────────────────┘
      ┌──────────────┐                    ┌──────────────────┐
      │  innovators  │                    │  funding method  │
      └──────────────┘                    └──────────────────┘
    ── local and central                ── self-financing
       government                       ── state funds
    ── R+D+I places                     ── EU funds
    ── business sector
    ── civil organizations
       (networks)
    ── households
```

Figure 1. Typology of social innovations

Source: compiled by the authors

The socio-economic problems of the territories in a peripheral situation are permanent and recurrent. This has got partially inner (e.g.: increasing income inequalities, aging society, etc.) and outer (e.g.: migration waves) causes, which cannot be solved by a particular financial intervention or by periodical projects. The economic and natural science based innovations are clustering by territories and sectors, as it can be verified also through the international statistics. There is a need for a paradigm shift. Beside the natural science and engineering based R&D – which require more and more expenditures – there is a need for new and adequate solutions for nowadays' challenges to manage the socio-economic problems of the small communities (settlements, regions) (OECD – European Union, 2015).

The aim of our research is to examine the so-called social innovation capabilities (potential) of the peripheral regions, to analyse the innovation willingness of the local communities (how it can be increased, e.g.: searching innovators and new solutions or developing the initiatives for this type of innovation), and to study the creation and the sustainability conditions of the new or recent solutions.

The Visegrad cooperation (V4)

The regional participant of the most recent history of the Central-Eastern European political space, the Visegrad cooperation was created by three post-communist countries (Czechoslovakia, Poland, and Hungary), which was increased to four members after the collapse of Czechoslovakia in 1993. The agreement was signed in Visegrad in 1991.

The political cooperation intensity and the advocacy skills of the four countries are varying, it depends and it depended on the one hand on foreign policy interests (e.g.: actual relationship with Russia, Belorussia, etc.), and on the other hand on domestic politics (e.g.: ethnic, party politics, etc.). Accordingly, the relationship of the cooperation partners was looser in

the middle of the 1990s, partially because of the collapse of Czechoslovakia, and partially because of the Slovak-Hungarian opinion differences in the ethnic questions.

In the last years, despite the existing and sensible opinion differences (e.g.: the assessment of the Benes' decree, energy security, etc.), both the political, cultural and economic relations have improved/strengthened, the meetings and common foreign policy appearances among the leaders of the V4 countries became regular.

The economic situation of the so-called Visegrad countries was improved further after the EU accession (2004), a small convergence/catch up can be identified, but parallel with this also the territorial inequalities were increasing (Figure 2).
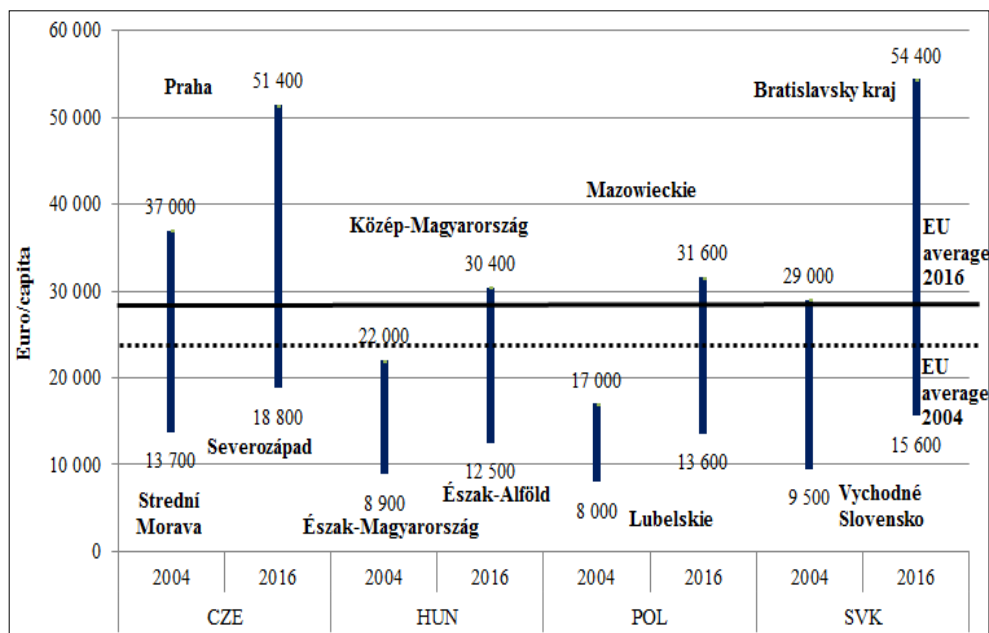
Figure 2. Size and standard deviation of the GDP per capita in the Visegrad countries

Source: compiled by the authors

There is a strong correlation between the GDP per capita and the natural sciences based innovation potential of the V4 regions (Figure 3). The analyses verify that the capital regions and the regions with big universities or research centres are the core regions, while mainly the eastern regions of the given countries are in a relatively peripheral situation based on their GDP per capita and R&D&I expenditures.

From the examined 35 regions, three can be ruled in the first cluster, which has got a strong innovation activity, two regions belong to the second, 16 to the third, 7 to the fourth, and 7 to the fifth cluster (this last one contains the least innovative territories).

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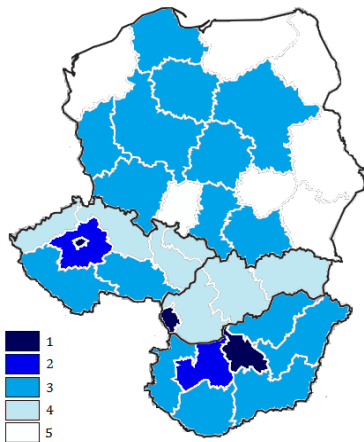
Figure 3. Clusters of the Visegrad countries' regions based on their natural science based innovation capabilities (2015)

Source: compiled by the authors based on Pylak & Wojnicka-Sycz, 2016.

(Note: (1) Rich regions with modern services and high endowment of human resources; (2) Moderately rich regions, with a high share of market services in employment and modern industry; (3) Medium-poor regions with low R&D expenditure and patent activity; (4) Poor regions with very weak R&D activity and patent applications; (5) Regions without significant patent activity)

Aims and model of the research

Our research's main objective is to define the social innovation potential of the V4 countries' NUTS2 regions (35 regions). Through our research, we have created three basic components (Figure 4) and 14 indicators (Table 1) which are in our opinion in a strong connection with the social innovation potential.
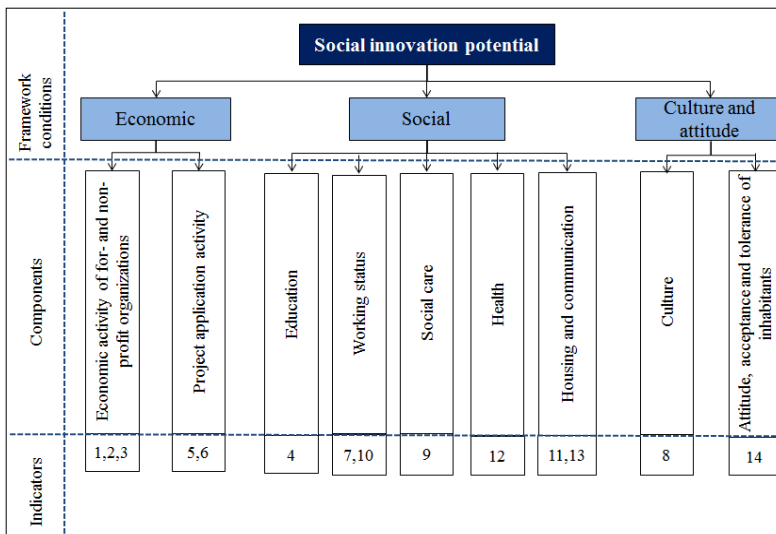
Figure 4. Measuring the local level social innovation potential, Source: compiled by the authors based on Szendi (2017)

Table 1. Applied indicators

No.	Indicator
1	Number of NGOs per 1000 inhabitants (I1)
2	Number/density of enterprises per 1000 inhabitants (I2)
3	Number of non-profit organizations per 1000 inhabitants (I3)
4	Educational attainment: Share of population with higher education attainment per 1000 inhabitants (I4)
5	Application activity: size of obtained EU support per 1000 inhabitants (I5)
6	Number of supported EU projects per 1000 inhabitants (I6)
7	Number of persons in "public employment" per 1000 inhabitants (I7)
8	Number of traditional cultural events per 1000 inhabitants (I8)
9	Number of people who gets social care per 1000 inhabitants (I9)
10	Unemployment rate: Number of unemployment per 1000 inhabitants (I10)
11	Housing (I11): Number of houses with 4 or more rooms per 1000 inhabitants; and newly built floor space per 1000 inhabitants
12	Health (I12): number of doctors and pediatrist per 1000 inhabitants
13	Communication (I13): number of Internet subscribers per 1000 inhabitants
14	Number of foreigners among the population per 1000 inhabitants (I14)

Source: compiled by the authors based on Szendi (2017)

By the creation of the complex index, there was a need for the modification of the given indicators to get summable, comparable data. The first step was that from the absolute dates with the help of the population we have created specific data, and we have computed the indicator values per 1000 inhabitants. After that, to develop comparable indicators we have applied a normalization method, similarly to the method of the Economist Intelligent Unit in 2016. The minimum and maximum values correspond the territorial minimum and maximum values. After the normalization, all index values are between 0-100 scores.

After that, the complex social innovation index can be created, which is the geometrical mean of the given component values (we have also used geometrical mean by the components' creation). The method can be described as follows:

$$I_{economic} = \sqrt[2]{\sqrt[3]{I_1 * I_2 * I_3} * \sqrt{I_5 * I_6}}$$

$$I_{social} = \sqrt[5]{I_4 * \sqrt{I_7 * I_{10}} * I_9 * I_{12} * \sqrt{I_{11} * I_{13}}}$$

$$I_{cultural} = \sqrt{I_8 * I_{14}}$$

$$SI = \sqrt[3]{I_{economic} * I_{social} * I_{cultural}}$$

where the index numbers correspond the index numbers of Table 1.

Calculation results and conclusions

We have made our analysis for two time periods (2008 and 2016) based on the dates of the EUROSTAT for the following components:

Social:

- Share of population with higher education attainment in the population aged 25-64 (%)
- Unemployment rate (%)
- Number of doctors per 1000 inhabitants
- Institutions of social care per 100000 inhabitants

Economic:

- Number/density of registered enterprises per 1000 inhabitants
- R&D expenditure per capita (Euro/capita)
- Share of employment in the high-tech sector in % of the total

The analysis results clearly verify that the social innovation potential is very high in the regions (e.g.: Praha, Bratislavsky kraj, Közép-Magyarország, Mazowieckie), where also the natural science based innovation potential is high (Figure 3).

The regions which are in the worst situation (Moravskoslezsko, Lubuskie, Severozápad, Podlaskie, Warminsko-Mazurskie, Podkarpackie, Swietokrzyskie) can be found in a complex disadvantaged situation. In the case, if the social innovation potential of this regions cannot be improved significantly, there will be expected no substantive position change.
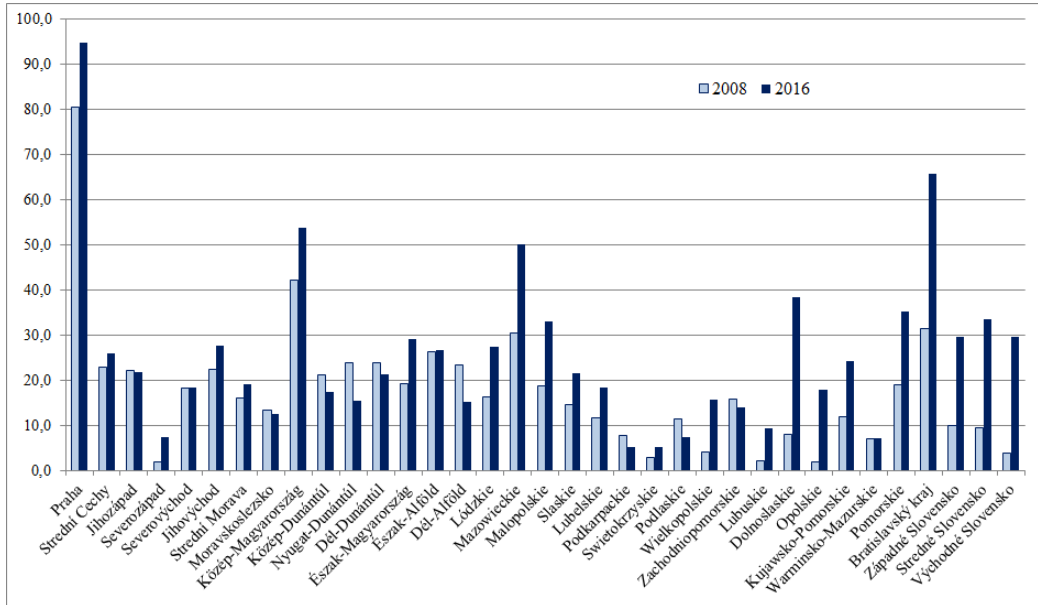
Figure 5. Change of the social innovation potential (2008, 2016), Source: compiled by the authors

This can be verified also by the cluster dates (Figure 6).
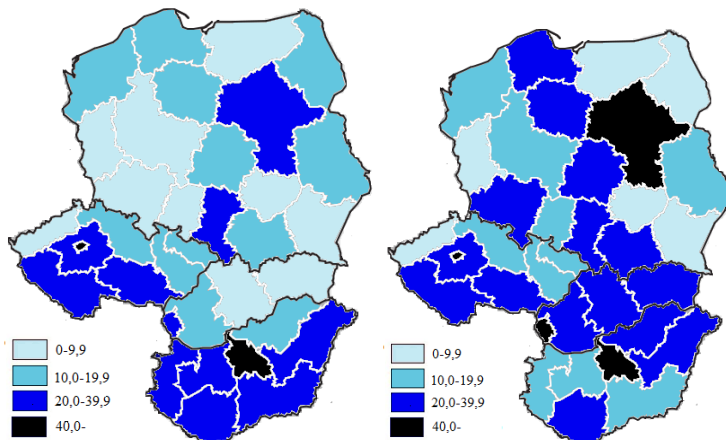
Figure 6. Clusters of the social innovation potential (2008 – left; 2016 – right), Source: compiled by the authors

Concluding remarks

The economic performance of the Visegrad countries was improved in a higher amount than the EU average after their EU accession (2004). The stagnation of the country group's peripheral, disadvantaged regions is slowing down the convergence process in different intensity. In the case, if there will be no significant change in the causes of stagnation (low activity rate, lower level value-added, low density of enterprises, lack of initiatives, depression), there is a risk of forming such a growth trap, from which it is very hard to break out. These regions - also in the future - cannot get greater financial solidarity than before.

The social innovation is not a magic weapon; it cannot solve the problems of the peripheral settlements, communities at one go, but it can help by the breakout.

Based on our experiences, in this process, the local innovators (religious and nonprofit organizations) and their cooperations and networks can have a crucial role. Because of this in the future, there should be given more methodological and empirical support to these initiatives.

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Relationship Between Economic Factors and Non-Performing Loans- the Case of Albania

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Abstract

The financial system in Albania is dominated by the banking system and therefore its performance is of great importance for the financial and economic stability of the country. The share of banking sector assets at the end of 2016 reached 95.8% of Gross Domestic Product (GDP). On the other hand, the banking system does not operate isolated and it is consequently linked to the country's economic cycle, at the same timed affected by economic developments. Credit risk is the biggest risk to which the banking system is exposed because the credit occupies the main weight in the banking system assets. In this paper there is a description of lending activity and credit risks in Albania. The analysis focuses on problem loans and analyzes their performance over the years. This paper analyzes the links between non-performing loans and some economic factors through the statistical program, using the simple and multi-linear regression method. As a function of our working regarding non-performing loans, they are presented as a dependent variable and as independent variables, some economic indicators are thought to have an impact on the level of non-performing loans such as GDP growth rate, unemployment, inflation and rate of interest on the loan.

Keywords: non performing loans, credit risk, GDP, banking system, economic factors

Introduction

The financial system in Albania consists of banks, non-banking financial institutions, savings and loan associations, pension funds and investment funds. The structure of assets of the financial system is dominated by banks, whose assets account for about 89.7% of assets of the entire financial system. Thus, the banking system dominates the financial system in Albania, therefore its development and performance is of great importance for the financial and economic stability of the country. The share of banking sector assets to GDP has been increasing from 60.40% at the end of 2005 to 84.7% in 2011 and it reached 95.8% at the end of 2016. On the other hand, developments in the banking system are affected from the economic development of the country.

Credits constitute the main voice of the banking system assets. As a result, credit risk is one of the biggest risks to which the Albanian banking system is exposed. Credit rating and measurement, and in particular the valuation and forecasting of the non performing loans, have a significant impact on the economic development of the country. For this reason, the analysis of non-performing loans and factors influencing this indicator has been and it already is in the focus of many scholars, academics, supervisory authorities, international institutions etc. In the first years of transition, the causes of non-performing loans were mainly due to the inefficiencies of enterprises and state-owned banks, while attention has now been concentrating in analyzing microeconomic and macroeconomic factors of the environment in which banks operate. Bank credit risk performance depends on internal and external factors. Internal factors are linked to specific characteristics of particular banks and external factors are linked to the economic and financial situation as well as to the institutional environment. Generally, for the purpose of analysis, the factors determining credit risk are grouped into four main categories: macroeconomic factors, factors related to creditors, factors related to creditworthiness and factors related to the structure of assets and liabilities of the banking system. The global financial crisis of 2008 had its impact on the Albanian financial system as well. Starting from this year onwards, the Albanian banking system has experienced a rise in high levels of non-performing loans, reaching the highest value in 2013 with 23.5%. The objective of this paper is to analyze the

relationship between the economic factors and the quality of the loan. Through the statistical program "Stata 14" an econometric analysis was conducted. As a function of working non-performing loans, they are presented as a dependent variable, and as independent variables, some economic indicators are thought to have an impact on the level of non-performing loans such as GDP growth rate, unemployment, inflation, rate of interest on the loan. Using the simple and multiplicative linear regression method, the links between these variables for the period 2003-2016 were analyzed and the analysis resulted in important links between them.

2. Literature Review

After the global crisis of 2008, non-performing loans have been at the center of the attention of researchers almost all over the world. We will focus on a quick overview of literature in the last 10 years to analyze mutual relations between economic factors and bad credit.

Beck, Jakubik and Piloiu (2013), using a new panel data set studied the macroeconomic determinants of non-performing loans (NPLs) across 75 countries. According to their dynamic panel estimates, the following variables are found to significantly affect NPL ratios: real GDP growth, share prices, exchange rate and the lending interest rate. Louzis, Vouldis and Metaxas (2010) examined the determinants of NPLs in the Greek banking sector and found that credit quality among Greek banks can be explained mainly by macroeconomic fundamentals and management quality. Ričardas Mileris (2012), also studied the effects of macroeconomic conditions, on the credit risk of credit portfolio, measured by non-performing loans and the banking system's income, for the 27 European countries. Jakubik and Reininger (2014) based on the quarterly data of some European countries (Bulgaria, Croatia, Czech Republic, Hungary, Poland, Romania, Russia, Slovakia and Ukraine), confirmed a negative statistically significant correlation between non-performing loans and economic growth.

Jordan and Tucker (2013) examined the impact of non-performing loans on economic growth in Bahamas using a vector correction model. The main findings revealed that growth in macroeconomic activity tends to lead to a reduction in non-performing loans. Espinoza and Prasad (2010), estimated a dynamic panel over 1995-2008 on approximately 80 banks in the Gulf Cooperation Council, lower economic growth and higher interest rates triggered a rise in NPLs. Bucur and Dragomirescu (2014), studying the impact of macroeconomic factors on credit risk. For the Romanian banking system over the years 2008 - 2013. Nkusu (2011), used panel data techniques on a sample of 26 advanced economies that spanned from 1998 to 2009, to quantify the relationship between the quality of banks' loan portfolio and macro-financial vulnerabilities. Klein (2013) extended his analysis of the central, eastern and south-eastern European region, pointing out that specific bank factors played a decisive role in addition to the broader macroeconomic situation. It also used SVAR estimates and reported a negative impact of growth in NPL ratios on credit, growth and employment in emerging Europe in the aftermath of the 2008-09 financial crisis. Nkusu (2011), Klein (2013) directly incorporated unemployment in their models, and also found a strong positive relationship between unemployment and NPLs.

Kjosevski & Petkovski (2017) examined the macroeconomic and bank-specific determinants of NPLs for a panel of 27 banks from the Baltics using annual data for the period 2005-2014. They investigated the feedback between NPLs and its macroeconomic determinants. The results suggested that the real economy responded to NPLs and that there are strong feedback effects from macroeconomic conditions such as domestic credit to private sector, GDP growth, unemployment and inflation to NPLs. Beaton, Myrvoda, and Thompson (2016) in their paper assessed the determinants of NPLs in the Eastern Caribbean Currency Union (ECCU) and whether a deterioration in asset quality might result in negative feedback effects from the banking system to economic activity. The results suggested that the deterioration of asset quality could be attributed to both macroeconomic and bank-specific factors. Balgova, Nies and Plekhanov (2016) used their newly-collected data on non-performing loans (NPL) reduction episodes and policies, their paper analyzed the problem of NPLs and the burden they imposed on the economy. Many scholars and academics in Albania have also analyzed the relationship between economic factors and NPLs. Shingjergji in (2013) analyzed the impact of macroeconomic variables on the non-performing loans level in the Albanian banking system, using quarterly data from 2005 to 2012. Gabesh (2016) employing data over the period 2005-2014, concluded that the banking credit is significantly affected by macroeconomic environment. In the same line are Gremi (2017) and Kurti (2016).

3. An overview on the situation of non-performing loans in Albania.

A loan is assessed as a non-performing loan when the borrower is unable to settle the obligations to the bank or when it delays the repayment of the loan for more than 90 days from the deadline. According to Albanian legislation, credits by date are classified in 5 categories: standards, pursuits, sub-standards, suspicious and lost. Loans with problems are assessed only the last 3 categories.

3.1. Non-performing loans dynamics for the period 2003-2016

Over the last years NPLs have marked a significant increase both in value and percentage of total loans. Figure 1 shows the dynamics of NPL values over the period 2003-2016 (in%).

Figure 1. Non-performing loans to total loans
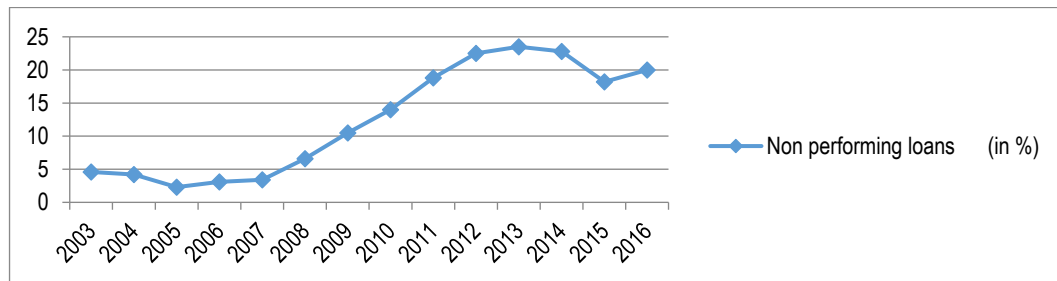
Source: World Bank database

As seen from the chart for the period 2003-2007, the level of NPLs has been low. This period is characterized by favorable macroeconomic conditions, relatively high and stable rates of economic growth, inflation within the limits set by the monetary authority, relatively high interest rates on credits. This situation has positively impacted the crediting process and the growth of the intermediary role of the banking sector by generating high return rates on equity and assets. Starting from 2008 we have a very high growth trend of NPL reaching the highest value in 2013 with 23.5%. The deterioration of this indicator influenced a number of micro and macroeconomic factors, such as the effects of the global financial crisis, the sharp decline in economic growth which led to the insolvency of individuals and businesses, the lack of credit records, problems with the execution of collateral, in some cases the non-qualitative work of banks in the management of loan portfolio, lower lending in recent years etc. Starting from 2015 bad credit has begun to decline, but still remain at very high levels. This decline was due to credit cancellations under the Bank of Albania's relevant regulatory framework, effective restructuring by banks or other measures taken by them.

3.2. Non-performing loans in Albania compared to other countries candidate and potential candidate to enter EU.

One of the main challenges of the financial stability of countries preparing for EU membership is related to credit risk, which remains high for most countries despite some progress in reducing the level of non-performing loans. In Figure 2, NPL rates for the period 2010-2015 in EU candidate and potential candidate countries are presented, ie. Albania, Bosnia and Herzegovina, Kosovo, the former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey.

Figure 2. NPLs to total loans (EU candidate and potential candidate countries)
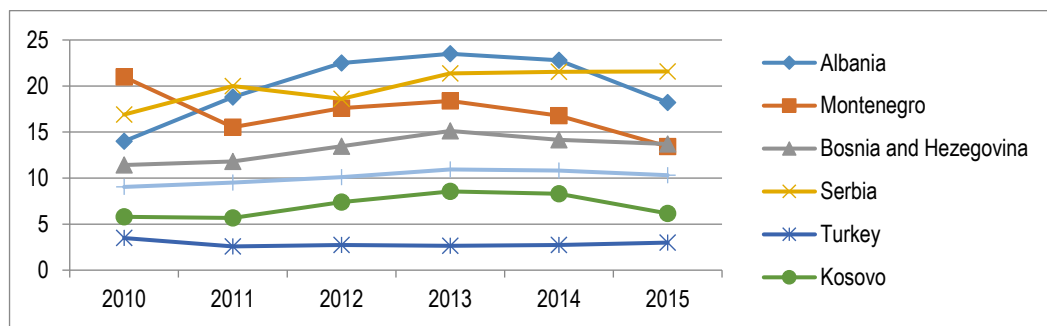
Source: World Bank database

Non-performing loans are at high levels and progress in reducing their levels remains unchanged, they are slow despite the introduction of comprehensive settlement strategies in Albania and Serbia. As we can observe in this graph (Fig 2), Albania compared to the other countries is characterized by high levels of NPLs, to emphasize is the fact that in the years

2012, 2013, 2014 it has had the highest levels of NPLs in the group. For the period 2014-2016 the private sector credit growth remained positive in most EU candidate and potential candidate countries. In particular, credit growth was high in Turkey and the former Yugoslav Republic of Macedonia and Kosovo. In other countries, credit dynamics were more subdued, with even negative nominal growth rates recorded in Albania (due to the negative developments in corporate sector loans in 2015, 2016)

In line with credit developments, the level of financial intermediation grew only in Turkey and more moderately, in Kosovo. Meanwhile the latter and Albania have the lowest level of financial intermediation. The situation of banks in Albania and Serbia (where the ratio of NPLs to total loans stood at around 20% and was concentrated predominantly in the corporate sector) is a particular source of concern. In this context, authorities in both countries have come up with comprehensive NPL resolution strategies aimed at tackling the high NPL burden in their respective jurisdictions.[13]

4. Date and methodology

Analysis of the factors affecting credit risk to the banking system is an important analysis of credit risk management. Table 1 shows annual data on the NPL rate as well as on some economic indicators such as GDP growth rate, inflation, lending interest rates and unemployment for a period of 14 years (2003-2016). The data source for table 1 has been a World Bank database. We think these indicators have a significant impact on the value of NPLs.

Table 1. Economic indicators affecting NPLs

Years	Non performing loans (in %)	Unemployment (in %)	Inflation (in %)	Rate of interest on the loan (in %)	GDP growth (in %)
2003	4.6	14	0.49	14.27	5.77
2004	4.2	13.9	2.28	11.76	5.71
2005	2.3	13.8	2.36	13.08	5.72
2006	3.1	13	2.37	12.94	5.43
2007	3.4	13.5	2.93	14.1	5.9
2008	6.6	13	3.35	13.02	3.76
2009	10.5	13.8	2.28	12.66	3.35
2010	14	14.2	3.55	12.82	3.71
2011	18.8	14	3.45	12.43	2.55
2012	22.5	13.4	2.03	10.88	1.42
2013	23.5	15.6	1.94	9.83	1
2014	22.8	17.5	1.63	8.66	1.78
2015	18.2	17.1	1.91	8.73	2.23
2016	20	15.2	1.28	9.65	3.37

The hypothesis that we aim to substantiate in this paper is: *There is an important link between economic and non-performing loans.* To validate this hypothesis, an econometric analysis was carried out through the statistical program Stata 14. Using the simple and multiplicative linear regression method, the links between these variables were analyzed for the period 2003-2016. Non-performing loans are presented as dependent variables, and as independent variables are evidenced GDP growth rate, unemployment, inflation and interest rate on loan.

5. Analysis and discussion

The results from the regression analysis are summarized in Table 2. Initially, 5 regression models were implemented.

Table 2.Regression results

Models	Variable of interest	Control variable(s)	Estimated cofficients	P values	R squared
1	bad_loans	gdp_g_rate	-4.48	0.000*	0.8934
2	bad_loans	loan_int_rate	-3.52	0.000*	0.6399
3	bad_loans	unemp_rate	3.76	0.002*	0.4082
4	bad_loans	inflrate	-1.36	0.629	0.0197

5	bad_loans	gdp_g_rate	-3.74	0.000*	0.9128
		loan_int_rate	-0.93	0.006*	

*Note: Significant at 0.05

Model 1. Regression analysis: NPL (bad loans) versus GDP growth

The effect of GDP growth (b =−4.48, p = 0.000) is significant and its coefficient is negative. This shows that there is a negative relationship between GDP and NPLs. Thus, an increase of 1 unit in GDP yields a decrease of 4.48 NPL units. The 89.34% of the "squared R" value indicates that 89.34% of the variation of the NPL variable is explained by the model created, the rest is explained by mistakes. This result is in line with our theoretical expectations, so GDP is a significant indicator of NPLs.

Model 2. Regression analysis: NPL (bad loans) versus lending interest rate.

The independent variable of the interest rate of the loan results in this model statistically significant because the value p = 0.000. From the regression data analysis, this variable explains 63.99% of the NPL value variation. The beta coefficient is −3.52, so we have a tight link between the interest rate on the loan and the NPL. This means that an increase in a single interest rate unit will result in a decrease of 3.52 units of NPL. So there is an important link between the loan interest rate and the NPL's values. This is in line with our theoretical expectations, while regarding the sign of this connection (positive or negative) the results of the studies conducted in this field are mixed.

Model 3. Regression analysis: NPL (bad loans) versus unemployment

Analyzing the regression data above, unemployment appears to be an important factor because p <0.05 (p = 0.02). The model explains 40.82% of the NPL value variation. The coefficient value is positive (b = 3.76), which means that the 1 unit increase in the unemployment rate will bring 3.76 increase in NPL. This conclusion is in line with our theoretical expectations and previous studies.

Model 4. Regression analysis: NPL (bad loans) versus inflation

In this model the coefficient is negative (b = −1.36). So there is a negative relationship between the variables. This sign of connection was even expected theoretically. But in our model, inflation is not statistically significant, because p> 0.05 (p = 0.629) and "R squared" = 1.97%. So in our country the changes in inflation did not affect the values of NPL. This can be explained by the fact that the level of inflation has fluctuated within the Bank of Albania's objectives.

Model 5. Regression analysis: NPL versus GDP growth and lending interest rate

The variation of two independent variables in this model explains 91.28% of the non-performing loans variation (R squared = 0.9128). In this model, the two independent variables are statistically significant and have a negative correlation with the dependent variables. For the GDP growth variable, p = 0.000 and b = −3.74 and for the loan interest rate p = 0.006 and b = −0.93.

An analysis of multiple regression was also carried out.

Model 6. NPLs versus GDP growth, lending interest rate, unemployment and inflation

In this model, the combined effect of all factors (independent variables) in the NPL (dependent variables) is considered. This model explains 91.8% of the NPL value variation. In the multiple regression model, only GDP growth is statistically significant, while other variables are not significant, while in simple linear regression unemployment and interest rates on loans resulted statistically significant. The result of multiple regression analysis is presented below:

```
Linear regression                                    Number of obs   =          14
                                                     F(4, 9)         =       78.67
                                                     Prob > F        =      0.0000
                                                     R-squared       =      0.9180
                                                     Root MSE        =      2.8679

-----------------------------------------------------------------------------------
             |               Robust
   bad_loans |      Coef.   Std. Err.      t    P>|t|     [95% Conf. Interval]
-------------+---------------------------------------------------------------------
   unemp_rate |   .3698418   .9084334     0.41   0.693    -1.685177    2.424861
     inflrate |  -.6442042   .9364744    -0.69   0.509    -2.762656    1.474248
loan_int_rate |  -.4535912   .9647596    -0.47   0.649    -2.636029    1.728847
    gdp_g_rate |   -3.94513   .5648083    -6.98   0.000    -5.222815   -2.667445
         _cons |   28.50359   23.28466     1.22   0.252    -24.16996    81.17715
-----------------------------------------------------------------------------------
```

In order to study multicolinearity problems and to explain this model, VIF test for multicolinearity was performed (the value of VIF> 4 was acceptable) and also calculated the covariance matrix between the estimated regression coefficients (VCE test). Correlation between them is above 0.5, so there is a strong link between the variables. We can consider GDP as a complex variable that carries the effect or influence of a number of other economic variables.

6. Conclusion

Credit risk is one of the biggest risks to which the banking system is exposed in Albania. The valuation and management of NPLs plays an important role in the economic and financial stability of the country, region and beyond. After 2008, as a consequence of the global financial crisis, the Albanian banking system experienced a rise in high levels of non-performing loans, reaching the highest level in 2013 by 23.5%. Compared with other candidate countries and potential candidates for EU, during the period 2013-2015 Albania has had the highest level of NPLs. Meanwhile, along with Kosovo, both are rated at the lowest level of financial intermediation in this group.

The objective of this paper is to analyze the relationship between economic factors and loan quality. Through the statistical program Stata 14, an econometric analysis was performed, depicting as dependent variables NPLs (bad credit) and as independent variables were identified some economic indicators such as: GDP growth rate, unemployment, inflation and interest rate of the loan. At the end of the analysis it can be said that the models built for the period 2003-2016 clearly show that there are strong links between the economic indicators and the rate of NPLs in Albania.

So from this analysis we came to the conclusion that:

There is a direct negative, statistically significant relationship between GDP growth and the level of NPLs. A GDP growth will lead to a significant decrease in NPLs. The model was constructed well in 89.34% of it.

From the analysis, the variable of the interest rate on the loan results a determinant factor. An important negative link has been found between it and NPLs. The model explains 63.99% of the variation of the dependent variables values.

From the analysis as an important element that affects the level of NPLs has resulted unemployment. There is a significant positive relationship between unemployment and the level of NPLs.

In relation to inflation there is a negative correlation between it and the NPLs, but it results from model a non statistically significant indicator (p = 0.629).

From the analysis of the combined impact of GDP growth and the loan interest rate, the two variables were statistically significant. The variation of the two independent variables in this model explains 91.28% of the variation of non-performing loans.

The combined impact analysis model of all independent variables in the dependent variables (multiple regression) explains 91.8% of the NPL variation but in this model only GDP growth results statistically significant. This is because of the strong correlation between independent variables and it does not violate our conclusions. We can consider GDP as a complex variable that carries the effect or influence of a number of other economic variables and reflects this impact directly on the NPL rate.

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Appendixes:

```
Linear regression                              Number of obs   =         14
                                               F(1, 12)        =     501.20
                                               Prob > F        =     0.0000
                                               R-squared       =     0.8934
                                               Root MSE        =     2.8328

-------------------------------------------------------------------------------
              |               Robust
    bad_loans |    Coef.    Std. Err.      t     P>|t|     [95% Conf. Interval]
--------------+----------------------------------------------------------------
    gdp_g_rate |  -4.483012   .2002465   -22.39   0.000    -4.919312   -4.046713
        _cons |   29.02037   1.140339    25.45   0.000     26.53579    31.50496
-------------------------------------------------------------------------------
```

```
Linear regression                              Number of obs   =         14
                                               F(1, 12)        =      45.63
                                               Prob > F        =     0.0000
                                               R-squared       =     0.6399
                                               Root MSE        =      5.206

             |               Robust
   bad_loans |      Coef.   Std. Err.      t    P>|t|     [95% Conf. Interval]
-------------+----------------------------------------------------------------
loan_int_rate|   -3.52031   .5211317    -6.76   0.000    -4.655759   -2.384862
       _cons |   53.91091   6.280074     8.58   0.000      40.2278    67.59401


Linear regression                              Number of obs   =         14
                                               F(1, 12)        =      15.27
                                               Prob > F        =     0.0021
                                               R-squared       =     0.4082
                                               Root MSE        =     6.6736

             |               Robust
   bad_loans |      Coef.   Std. Err.      t    P>|t|     [95% Conf. Interval]
-------------+----------------------------------------------------------------
   unemp_rate|   3.763337   .9631326     3.91   0.002     1.664851    5.861823
       _cons |  -41.83529   14.75782    -2.83   0.015    -73.98982   -9.680766
.

Linear regression                              Number of obs   =         14
                                               F(1, 12)        =       0.25
                                               Prob > F        =     0.6294
                                               R-squared       =     0.0197
                                               Root MSE        =     8.5889

             |               Robust
   bad_loans |      Coef.   Std. Err.      t    P>|t|     [95% Conf. Interval]
-------------+----------------------------------------------------------------
     inflrate|   -1.36976      2.766    -0.50   0.629    -7.396356    4.656836
       _cons |   15.58049   7.232085     2.15   0.052    -.1768692    31.33785
```

```
Linear regression                                 Number of obs   =        14
                                                  F(2, 11)        =    153.73
                                                  Prob > F        =    0.0000
                                                  R-squared       =    0.9128
                                                  Root MSE        =    2.6758


   -------------------------------------------------------------------------------
               |               Robust
     bad_loans |      Coef.   Std. Err.      t    P>|t|     [95% Conf. Interval]
   ------------+------------------------------------------------------------------
 loan_int_rate |  -.9248257   .6875113    -1.35   0.006    -2.438028    .5883765
    gdp_g_rate |  -3.736915   .5677466    -6.58   0.000    -4.986517   -2.487313
         _cons |   37.15348   6.305069     5.89   0.000     23.27612    51.03084
   -------------------------------------------------------------------------------


     Variable |       VIF       1/VIF
   ------------+----------------------
 loan_int_r~e |      5.77    0.173164
   unemp_rate |      3.66    0.272900
   gdp_g_rate |      2.65    0.377618
     inflrate |      1.33    0.753822
   ------------+----------------------
    Mean VIF  |      3.35


Correlation matrix of coefficients of regress model

         e(V) | unemp_~e   inflrate   loan_i~e   gdp_g_~e      _cons
   ------------+-----------------------------------------------------
   unemp_rate |   1.0000
     inflrate |   0.5767     1.0000
 loan_int_r~e |   0.7699     0.5615     1.0000
   gdp_g_rate |  -0.3836    -0.3895    -0.8119     1.0000
        _cons |  -0.9629    -0.6449    -0.9065     0.5582     1.0000
```

Culture, Pillar of Development in Cameroon

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Abstract

The balance of development policies and its implementation in Africa since the 1970s is quite mixed. Development is not the only economic growth function; it also constitutes a means to access an intellectual, emotional, moral and spiritual existence. This participates to indicate that as such, development is indivisible of culture. Today, it is increasingly found that development is rooted in culture, and sensitive to local context which is in fact likely to be sustainable. The objective of this reflection is to raise the fundamental place that culture has occupied in the process of Cameroon's development, and suggest the mechanisms by which it could actually be incorporated into the national project of emergence. This work is mainly based on an empirical analysis of international institutions' documents, and the experience of countries that have emerged in relying on their culture throughout the world. We hypothesize that the identification of social cultural models and their taking into account in the formulation of Cameroon's development policies could be a significant asset to the achievement of an inclusive and sustainable development in Cameroon. Clearly, these procedures may allow Cameroon to take into account local cultures in the national development long term projects and incorporating It in its education and the enhancement of local languages.

Keywords: Culture, development, sustainable development, emergence, education.

Introduction

The formulation of the national development project or "Vision 2035" shows that Cameroon is engaged in obtaining objectives which are to reduce poverty at a socially acceptable level, to reach and strengthening national unity through the consolidation of the democratic process and the promotion of human rights. For the first 10 years of the project (2010-2020), this will depend on Economic growth and promotion of employment. However, this important project does not seem to have taken Culture, not as an economic activity, but as a fundamental dimension of any process of development that is inclusive and sustainable in order determining the place and importance given to culture in any dynamic development, **R. WEBER [1]**. That the failures of certain economic policies and models of development, often imposed by the North, Have led to a reconsideration of developmental approaches. Indeed, he says, "It appears today, moreover, more clearly, that the non-development, or poor development, of some African countries does not depend on Economic, ecological, social or political parameters, but that the driving or braking culture is an enormous influence and is of equal importance to good governance, gender equality or education. A culture that is self-contained, highly hierarchical and focused solely on traditional values can become too rigid and make it more difficult to adapt to profound changes.

On the other hand, traditions, as is the case in Africa, places great emphasis on tolerance and debate, as well as on the dignity of each and a harmonious life together, they can facilitate the transition to another form of society, which will find its place in a more humane globalization and in a knowledge-based society that respects cultural diversity. "Thus, as demonstrated by the failure of the development policies implemented in Africa since the 1970s, development is not synonymous with economic growth alone. It is a means of gaining access to Intellectual, emotional, moral and spiritual existence, which participates in indicating that as such, development, is an indivisible part of culture. At this stage, culture can already be seen as a sphere in which society expresses its relation to the world, its originality, analyzes and projects its future. The basis on which the organization and the functioning of society, it determines the style and content of economic and social development [1]. The consideration by the international community of the role of culture in development is now effective. Indeed, according to R. Weber, even though the World Bank became aware, at the end of the 1990s, that "the Culture account "is a consideration, by the Johannesburg Summit on Sustainable Development (September 2002) Culture and cultural diversity as the "4th pillar" of sustainable development (alongside the environment, and other Social factors) and the publication of the UNDP's 2004 Human Development Report, Cultural freedom in a diverse world ", which have drawn a new conception of development that is more respectful of Culture and counting on it to give new vigor and dynamism to the different development. Today, it is increasingly clear that development is rooted in culture and sensitive

to the context which is in fact the only sustainable mode of development. This idea is shared by the Nobel **AMARTYA SEN [2]**, who affirmed that "cultural aspects are an integral part of our lives. If development can be seen as the promotion of our living conditions, development-oriented efforts will hardly ignore the world of culture".

Faced with this manifest reality of the place of culture in the formulation and implementation, one might wonder On the relevance of taking into account the cultural dimension of Cameroonian society, in the national project to emerge at the 2035 horizon. This question leads us to assume that the identification of models, cultural policies and their inclusion in the formulation of Cameroon's development policy constitute a significant asset to the achievement of an inclusive and sustainable development in Cameroon. In relation to these objectives; this reflection is to highlight the fundamental place that culture must occupy in the process of Cameroon development and to suggest the mechanism by which it can effectively be integrated into the National emergence project. As part of our analysis, we will adopt the definition of **UNESCO [3]** for which culture is the set of traits distinctive, spiritual and material, intellectual and emotional characteristics that characterize a society or a social group, as well as **JB ONANA [4]**, which considers it as the beliefs, values and ways of life through which individuals acquire identity, forge a destiny and give meaning to their existence. The development, meanwhile, will be understood in the Of the United Nations Declaration on the Right to Development, that development Economic, social, cultural and political life, which seeks to improve the well-being of the entire population and all, on the basis of their active, free and meaningful participation in the development and equitable sharing of benefits. The present work, which focuses on the importance of the cultural component of local societies in building Inclusive and sustainable development in Cameroon, is largely based on an empirical analysis. The aim is to go through the actions of international institutions and some experiences, the importance of taking into account the factors Cultures of a society in the formulation and implementation of its development policies. Our Approach should not be interpreted as an attempt to make value judgments, nor to stigmatize certain cultures by comparing them to others. We are motivated by the need to see no significant relevance in the definition and formulation of Cameroon's long-term development policy. In believing that the path to development is not universal, but singular to each country, region or locality (the evidence that the implementation of development policies modeled on the Western model in Africa), it is really a question of laying the groundwork for future research in favor of the definition of development models in Cameroon and its dependent on socio-cultural characteristics, while encouraging the dissemination by public authorities of moral values capable of encouraging a popular acceptance of the national project. Verification of our research hypothesis will lead us to highlight in turn the cultural dimension of the development in its conceptual and theoretical approach, some illustrative development experiences of the relationship between culture and development and, finally, some ways of taking culture into account in the draft development of Cameroon.

2. The Cultural Dimension of Development

While up to date, the causal relationships between cultural values and development are not yet unanimously viewed by most scientific communities, it is still necessary to recognize, in the light of the facts and experiences of development the peoples of the world, that there is a close link between the values, beliefs and aspirations of a social group, and Its ability to understand and transform its environment. This is at least what many authors believe, Development actors and organizations with a global and regional vocation. The cultural dimension of development will be analyzed through their contributions as stated by R. WEBER [1].

2.1 The Contribution of Unesco

The Mexico Declaration on Cultural Policies of 1982, drawn up on the occasion of the World Conference on UNESCO on cultural policies, recognizes that culture gives man the capacity to reflect on himself. It is that which makes human beings specifically human beings, rational, critical and ethically committed, and it is through it that one can discern values and make choices. It is also through it that man expresses himself, becomes aware of itself, recognizes itself as an unfinished project, question its own achievements, tireless of new meanings and creates works that transcend it. Culture is a fundamental dimension of the development process and contributes to Independence, sovereignty and identity of nations. Growth has often been conceived in quantitative terms without being taken into account its necessary qualitative dimension, that is to say, the satisfaction of spiritual and cultural aspirations of the human being. According to this declaration, genuine development aims at the well-being and constant satisfaction of each and every one. To this end, it is essential to humanize development, which must have as its ultimate person his individual dignity and social responsibility. Development assumes that, each individual and every people have the opportunity to learn, to learn and to communicate their experiences. According to the United Nations, every culture represents a unique and irreplaceable set of values since it is by its traditions and forms of expression that people can manifest in the most accomplished way and highlight their presence in the world. In this sense, the affirmation of cultural identity then contributes to the liberation of people and conversely, any form of denied domination or compromises that identity. Cultural identity is a wealth stimulating factor that enhances the

opportunities for the human species to flourish. By inciting people, each group has to feed on its past, to welcome external input compatible with it and thus to continue the process of its own creation. Finally, the cultural identity of a people renewed and enriched by contact with the traditions and values of other people, and by this be assimilated to dialogue, exchange of ideas and experiences, appreciation of other values and traditions. Historically, according to R. WEBER [1], UNESCO has distinguished itself by adopting a holistic approach to illustrate the key role of culture in socio-economic development. A long process marked by the Conference **MONDIACULT [3]**, the World Decade for Cultural Development (1988-1997), the World Conference on Cultural Report of the World Commission on Culture and Development our creative diversity [11], the Conference Intergovernmental Conference on Cultural Policies for Development in Stockholm, [12] the Universal Declaration on Cultural diversity [13] and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions [14] Have all contributed to understand culture as a tool for economic and social development as well as a Purpose and development objective per se. Precisely, the two works of the World Report on Culture [16], [15] address different perspectives vis-à-vis The link between culture and development. They explicitly address the need to develop methodologies to measure the contribution of culture to human development and the challenges that accompany it. In general, the organization recommends that states "make cultural policy one of the key elements of the development strategy."

2.2 The UN Economic and Social Council on the Role of Culture in Development

The ECOSOC [2] argued that a critical weight of culture must be given the place it deserves. International community is fully convinced that, faced with the consideration of culture as something "Or sustainable development, to integrate it and to place it in Development is a crucial task in order to tackle much of the global, effective and sustainability. According to this body, culture gives impetus to the economic dimension, provides income and employment, brings multiple development processes and has an impact on entrepreneurship, new technologies and tourism. Culture brings creativity and innovation to the economy; it is linked to the social dimension, constitutes the accelerator resilience and roots, provides instruments to combat poverty, and facilitates the participation of citizenship, intercultural dialogue and equal rights. Culture also embraces the environmental dimension because it explains identities and responsibility.

2.3 The Vision of the World Bank and the United Nations Development Program (UNDP)

The conference on the theme "Culture counts: financing, resources and the economy of culture for a Sustainable Development ", organized by the World Bank in October 1999 in Florence, marks the World Bank, culture in development. **James W. WOLFENSOHN**, then president of the institution, said: The poor are the most likely to see their traditions, relationships, knowledge and know-how Ignored and denigrated (...). Their culture can be both their most important asset and what will be most ignored and destroyed by development programs "[1]. This conference in Florence was followed by another conference on "Culture and Development in Africa Organized by the World Bank and UNESCO in Washington in April 1992 on the central theme: "Development Economic growth " For its part, UNDP in its Human Development Report 2004 [17] on the theme "Freedom Cultural diversity in a diverse world ", emphasizes that the protection of cultural freedom - understood both as the possibility of expressing one's own cultural identity and the right not to be discriminated against on the basis of one's cultural identity - is as important as the protection of human rights or the promotion of democratic principles. According to this Report, **Mark MALLOCH BROWN**, the Administrator of UNDP, stated that "if we want our world achieving the Millennium Development Goals and ultimately eradicating poverty, it must begin by the victorious challenge of building inclusive societies that respect cultural diversity. The report has the merit of "demonstrating", with an argument that is essentially economic, that culture diversity is neither a threat to the unity of the State, nor the source of inevitable "clashes", nor an obstacle to development. On the contrary, cultural diversity is at the heart of human development: the ability of individuals to choose to be what they wish to be.

2.4 THE CONTRIBUTION OF EUROPE

The Report "Culture in the Heart", published by the Council of Europe in 1997, the result of the work of an independent Politicians, researchers and cultural administrators, was intended as a contribution to the Commission's debate World Conference on Culture and Development (see above). It aimed to reintegrate into society the millions of Europeans disenfranchised people who find themselves marginalized and place cultural policy, also marginalized, at the heart of the acting government. In a chapter on the economic and social impact of culture, it is stated that "art and Culture are strategic factors in long-term economic, social and political development ".

2.5 The African Vision of the Role of Culture in Development

R. WEBER [1] notes that in Africa, awareness of this new "culture-development" paradigm has been as indicated in the "Cultural Charter for Africa" (Port Louis 1976) was adopted and the "Declaration on cultural activities of the Lagos Plan of Action "(Addis Ababa, 1985). Today, even if the crop is reduced to the congruent portion In the NEPAD (New Partnership for Development), Africa has, with texts such as the "Charter for the Cultural renaissance of Africa "(Nairobi / Kartoum, 2006) and the" Nairobi Action Plan for Cultural Industries in Africa (2005), or the texts and action plans adopted within the framework of the ACP or regional organizations, Strategies that enable it to meet the new challenges facing the development of the continent. However, this awareness of the importance of culture in development processes is slow to Translate into concrete actions, aimed at integrating culture as a strategy, in the formulation and implementation public policies for economic and human development. The evocation of some development experiences can be a means of reinforcing the arguments for an Integration of the cultural component of society into development policies.

3. Culture in the Development Experiences of Asian Countries

In the Strategy Paper for Growth and Employment (GESP), Cameroon opted to take reference, in the area of economic emergence; Asian countries are dependent on their remarkable development experiences and their proximity as a country of the South. This strategic choice leads us to consider the variables explanation of the emergence of these countries, including the cultural variable. According to **P. JUDET [5]**, "the most astounding success story of economic development comes from East Asia; Launched at From Japan, it drew a gigantic growth of prosperity to the countries of Southeast Asia. It has often been before, to explain this movement, the role of Asian culture, especially the Confucian tradition encouraging: Discipline, hard work, frugality, and respect for authority and passion for education. But Confucianism is not alone in Cause; we must also count with Buddhism and Shintoism". This author reveals that if economic success of Asians can be explained by culture, even partially, the practical implications are immense. As in order to see if the Asian model can be applied by other companies, an Enterprise on the Chinese Diaspora (50 million people). It emerges to the extent that the vast majority of Chinese enterprises in the Diaspora are family-owned, family culture reinforces dedication, Self, discreet pragmatism, cohesion and flexibility of their staff. This also has implications for the size of the Company: most of these companies are small. According to **G. DONNADIEU [6]**, the last half-century will have led many observers, among economists, Sociologists, historians, to wonder about the unequal capacities of development which the people seem to possess.

To remain in countries that were at comparable levels at the end of the Second World War, all ranked then, among the Third World nations, the author would like to point out that 50 years later, many Asian countries experienced economic take-off. Indeed, "After Japan, the first Asian country to have launched more than a century ago (Meiji revolution, 1867-1868) in the path of the modern economy and succeeded brilliantly in the 1980s Growth of the five small dragons (Hon Kong, Singapore, Taiwan, South Korea, Thailand), some of which have reached the level of Western wealth ". DONNADIEU [6] explains this success by exploiting the work of **Max WEBER** and **Ernst TROELTSCH** on the role of Christianity in Western economic development. He concludes that just as religion has played a positive role in economic development in Europe, the conjunction of two Cultures, Pillar of development in Cameroon ISSN: 2351-8014 Vol. 16 No. 1, Jun. 2015 52 Religions - Confucianism and Buddhism - has also contributed to the economic development of several Asian countries, Japan first.

For J-B ONANA [4] finally, "While noting that there is no unanimity as to the role played by factors of Cultural differences in the determination of individual or collective economic behavior, it can be said with affirmation that certain human cultures would lend themselves more than others to the requirements and constraints of development. For example, there is no doubt that a culture that encourages work, education, a sense of saving and a restrictive conception of kinship will have some advantage - from the point of view of economics - that would promote idleness, prodigality, men. "He said, however, that "In no way does it mean that the individuals of the first category will necessarily succeed, nor that those of the second will fail irreparably. In reality, many other factors are likely to lead to failure or success of economic status than the cultural characteristics of a society. Thus, economic and fiscal policies, nominal exchange rates and or social mechanisms for the redistribution of national resources. "According to **HELLMUT SCHÜTTE [7]**, culture profoundly influences the way people perceive, perceive Limits imposed by society and the place they occupy. These perceptions are often internalized to the point where it is difficult to express them clearly, but they are revealed in the behaviors and in particular through the modes of consumption. This is one way for individuals to express their personality and aspirations. If Asia is more heterogeneous, on a cultural level, that Europe, the importance accorded to social harmony is unifying common to all societies. Asian societies are fundamentally collectivist; rights of the individual are subordinated to those of the group, a mode of operation considered necessary for the maintenance of the social order. This way of thinking, rooted in Confucianism, Buddhism and Islam, contrasts sharply with Western individualism. On the analysis, without wanting to make value judgments of the

superiority or not of certain cultures vis-à-vis others, the author demonstrates that certain cultural values characterizing a given social group can make it to contribute more to its economic development. In the light of what has been developed above, it really seems that culture occupies a significant place in the economic and social development of people. In this respect, it seems appropriate to consider seriously and take account of the cultural component in the local development project. Some modalities can then contribute to the promotion of local cultures, as a prerequisite for their inclusion in the overall development in Cameroon, which is going through an emergence in 25 years, so as to achieve the Vision 2035.

4. Some Modalities to Be Taken into Account in the Cameroon Development Project

At this stage, and subject to further research, two modalities may enable Cameroon to include local cultures into the national long-term development project. We will discuss education and development of local languages.

4.1 Education: a Factor for Promotion and Enhancement of Local Crops

J-B ONANA [4] suggests that, with regard to developing countries, particular emphasis should be placed on two aspects Education: "civic education - at the borderline between politics and culture - which is multiracial, multi-ethnic or multi-religious societies in the sense that it unites diverse aspirations citizen of belonging to one and the same nation, beyond the cultural particularities otherwise claimed and maintained; And economic education, necessary because it enhances productive activity while preparing youth to the requirements of an economy in the process of modernization. He pointed out, in order to highlight the role of education in dissemination and consolidation of the cultural values of a society that "... Latin America offers an instructive counter-example for Africa: despite the existence of a small elite with the concern and the means to train its children the most prestigious intellectual professions - lawyer, doctor, accountant, magistrate, professor, banker, Industrial, etc. - the education system has largely forged mentalities that discredit the world of business, science and of technology to the benefit of abstract humanitarianism ". It is clear that the Government of Cameroon should not only pay particular attention to education in order to create a quality workforce capable of contributing effectively to the production of wealth, but also disseminate and promote local cultures. This thesis is supported by the UNESCO Declaration [3], which states that the overall development of society requires complementary policies in the fields of culture, education, science and to establish a harmonious balance between technical progress and the intellectual and moral elevation of mankind. Education is a means of transmitting national and universal cultural values and must make it possible to assimilate scientific and technical knowledge without undermining the capacities and values of people. Today it is comprehensive and innovative education, not only to inform and transmit, but also to train and renew; An education that enables pupils to become aware of the realities of their time and environment, the development of personality, which teaches self-discipline, respect for others, social and international solidarity, Which prepares for organization and productivity, the production of goods and services really necessary; Which encourages renewal and stimulates creativity. Finally, the same declaration recommends the upgrading of national languages as vehicles of knowledge.

4.2 The Revaluation of National Languages as a Mechanism for the Transmission and Consolidation of Cultural Identities of People in Cameroon

The relationship between languages and local cultures is established and is indicative of the important revalorization of the Cameroonian languages. Regarding this relationship, **NDONGO MBAYE [8]** quotes AGUESSY, who states: "When we speak of orality as a characteristic of the African cultural field, we think of a dominant and not exclusivity. In this sense, orality promulgates cultures to privilege the oral aspect in the acquisition and transmission of knowledge and values, while possessing a specific means of fixation ". If, for **SIL [9]**, local languages are a means of achieving the Millennium Development Goals, must first be recognized as a means of communication, transmission and perpetuation of the culture of generations. It is in this sense that one can understand **STENDHAL [10]** when he says: "The first Instrument of the genius of a people is his language." given the close link between local languages and culture, it would be very appropriate to promote them in order not to cause the disappearance of certain local cultures already threatened with extinction. If it is to be recognized that the choice of power after colonization, is to establish as official languages of French and English in Cameroon, it will be to condemn the local languages to a programmed disappearance, it is necessary to welcome the initiative of the government to engage in a policy of revalorization of the said languages, an ideology dear to the late Professor Maurice TADADJEU. Although it is not yet truly effective as it faces the difficulty imposed by linguistic multiplicity in Cameroon, one has the right to think that this is a salutary step.

5. Conclusion

In conclusion, it was a question of analyzing the relevance of taking into account the cultural dimension of the Cameroonian society, in the national project of emergence to the horizon 2035. Following this, we posed the assumption that the identification of socio-cultural models and their inclusion in the formulation of Cameroon could be a significant asset in achieving inclusive and sustainable development in Cameroon. This hypothesis could be verified by analyzing the cultural dimension of development, which demonstrates through contributions from institutions of a global and regional nature that

culture occupies a place which is dominant in any development process. They also recommend that States should promote cultural diversity and integrate culture as much as possible into their development policies. In addition an analysis of the role of culture in the development experiences of Asian countries, reinforce the thesis of the importance of cultural values in the process of economic and social emergence. On the bases of this demonstration and elaboration, we felt it necessary to suggest the promotion of culture through education as an Instrument of dissemination of cultural norms and values, and the upgrading of local languages as a mechanism for transmission and sustainability of local cultures. At the end of this study, it appears that the relevance of local cultures in the definition and implementation of Cameroon's development and that this integration requires prior investments in education and the promotion of local languages and cultures.

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Service Quality and Education Cost Implication the Decision to Stay Active Re-Study Mediated by Student Satisfaction – A Study at Private University in West Java

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Abstract

This study aims to analyze the implication of service quality variables and education costs in relation to student satisfaction variables as well as variables of Student Decision to Stay Active Re-study at Private University in West Java. This research was conducted by survey method, the data obtained by the distribution of student questionnaires. The population of this research is private university student in West Java. Data were analyzed using Structural Equation Modeling (SEM) with AMOS 18. From the results of this study can be concluded that the decision of students to Stay Active Re-study is implication the variable Services Quality and Education Cost through student satisfaction variable.

Keywords: Quality of Service, Cost of Education, Student Satisfaction, Student Decision

Introduction

Education is a necessity for every young generation as the nation successors, so the young generation must strive to achieve the highest education as a provision to compete in seizing the opportunity to work in the workplace. Private Universities present to accommodate students who cannot be accommodated by State Universities. Private Universities are growing and developing like the service industry in general. Of whom students are one of the customers of Private Universities.

The quality of a Private University is determined by the service quality that is provided, in which the service quality can be identified through customer satisfaction in this case is the students. For Private Universities, service satisfaction is more oriented towards the students because they are the primary customers of the universities. Private universities as service industry should continue to think more maturely about the importance of service to students, it is now increasingly perceived that Quality of Service and Customer Satisfaction is a vital aspect in order to survive in the service business and win the competition (Tjiptono, 2004). Student satisfaction will be achieved if there is a match between services that are provided to students with what is expected by them. As it is expressed by Wadhwa and Radja (2006) that student satisfaction to the services that are received is seen from the match between the expectation and the service performance that is received. This is in accordance with the statement of Lupiyoadi (2001), that Cost is a factor which influences the level of customer satisfaction.

Currently there are 58 private universities in West Java. Source: http://dikti.go.id, 2017. The number of many universities when it is viewed from the university perspective results in a fairly tight competition in obtaining prospective students. The potentials and advantages of each private university will be deployed as much as possible and become a positive selling point, but otherwise the Private Universities which are unable and unrivaled competitiveness will feel the impact of this competition in the form of the lack of student number.

On the other hand, the growth of private universities make the prospective students have many alternatives in choosing a university. This causes the distribution to be very lame between one particular Private University with other although with relatively similar characteristics of Private University eg study programs which are managed, facilities and infrastructure which are owned for example permanent lecture, laboratory, education cost, etc. There are certain private universities that are in great demand, on the other hand some are less desirable. The following data is the the number of Active students at Private Universities in West Java which can be seen in table 1.1 below:

Tabel 1. The number of Active students at Private Universities in West Java

No.	Nama Universitas	Jumlah Mahasiswa Aktif
1	Universitas Ibn Khaldun	4.518
2	Universitas Islam Bandung	8.513
3	Universitas Islam Nusantara	5.329
4	Universitas Pakuan	12.578
5	Universitas Islam Syekh Yusuf	3.992
6	Universitas Katolik Parahyangan	8.203
7	Universitas Kristen Maranatha	8.114
8	Universitas Pasundan	17.295
9	Universitas Swadaya Gunung Djati	9.987
10	Universitas 17 Agustus 1945 Cirebon	2.108
11	Universitas Advent Indonesia	1.635
12	Universitas Wiralodra	3.561
13	Universitas Langlang Buana	2.828
14	Universitas Bandung Raya	1.597
15	Universitas Islam 45	7.303
16	Universitas Djuanda	3.402
17	Universitas Nusa Bangsa	695
18	Universitas Jenderal Achmad Yani	8.356
19	Universitas Winaya Mukti	167
20	Universitas Galuh Ciamis	6.979
21	Universitas Garut	3.511
22	Universitas Nurtanio	2.093
23	Universitas Swiss German	1.323
24	Universitas Komputer Indonesia	8.973
25	Universitas Muhammadiyah Cirebon	2.609
26	Universitas Suryakancana	2.877
27	Universitas Nasional Pasim	1.781
28	Universitas Mathla ul Anwar	2.856
29	Universitas Pamulang	35.261
30	Universitas Widyatama	6.466
31	Universitas Putra Indonesia	370
32	Universitas Kebangsaan	313
33	Universitas Al-ghifari	833
34	Universitas Kuningan	3.936
35	Universitas Pramita Indonesia	2.166
36	Universitas Muhammadiyah Sukabumi	2.578
37	Universitas Presiden	220
38	Universitas Subang	2.695
39	Universitas Majalengka	2.095
40	Universitas Sangga Buana	304
41	Universitas Informatika Dan Bisnis Indonesia	706
42	Universitas Wanita Internasional	754
43	Universitas Bale Bandung	111
44	Universitas Serang Raya	6.471
45	Universitas Teknologi Nusantara Cilegon	451
46	Universitas Muhammadiyah Tangerang	11.912
47	Universitas BSI	1.714

48	Universitas Pembangunan Jaya Tangerang	472
49	Universitas Nahdlatul Ulama Cirebon	1.704
50	Universitas Banten Jaya	1.058
51	Universitas Surya Bogor	980
52	Universitas Telkom	13.982
53	Universitas Buddi Dharma	2.691
54	Universitas Muhammadiyah Tasikmalaya	853
Jumlah		244.597

Source : http://dikti.go.id, 2017

From the data in table 1.1, it can be seen that the number of student distribution which is unequal between Private Universities in West Java. Therefore, in an effort to maintain ... maintaining students who have entered the university then the decision-making process of students in deciding to remain studying at a particular Private University is very important to be known by its managers.

Literature Review

Service Quality

Quality for students can be defined as the overall assessment of students about experience in study, (Zeithamel, 1988). Most of the dimensions of service quality are based on student perspective so students become the determinants to measure the service quality, and it is not the decision makers in Universities. Service quality is grouped into several dimensions: Tangibles, Competence, Content, Delivery, Reliability, (Parasuraman, et al., 1991) thereby generating trust to Universities for fulfilling best promises and acts for students (Gronroos, 2008). Whereas, the reliability of Universities in delivering the services that have been promised in a timely and accurate manner will be satisfactory, (Ghobadian, et al., 1994).

Education Cost

Competition between Private Universities forces them to be careful in setting prices or so-called tuition fees so as not to get caught up in the increasingly fierce competition in the education world. In creating student satisfaction, the factor of service quality itself is not enough because students always involve the relation between tuition fees and benefits that are provided by the university (Lee and Cunningham, 1996). In fact, tuition fees not only as a component in value creation but also a decisive factor in measuring customer satisfaction. The lower the tuition fee is in accordance with perceived by the student, the more satisfied the student will be for the tuition fees which are set by the university (Clemes, 2008). Tuition fees can be assumed as compensation for benefits that are received. Tuition fees are defined as student perceptions of what is sacrificed to obtain university services (Zeithaml, 1998; Lien and Yu, 2001). Tuition is a sum of money which is exchanged by students with the services and reputation that are provided by Universities (Monroe, 2003; Kotler and Armstrong, 2010; Hanif, et al., 2010).

The education cost of Private Universities according to Lupioyadi (2001) argues that the term of price in university services business can be found with the term *SPP* (tuition), including 1). Registration fee/re-registration at the beginning of each semester, 2). Tuition fees that include fees for the education administration and are also related to the development and founding of curricular and extra-curricular activities such as book money, equipment, etc. For per semester; 3) Cost per credit/*SKS*; 4) Building donation money; 5) Exam money and others.

Student Satisfaction

The rapid growth of the number of universities significantly increases the cost of conducting education so as to encourage universities to think differently about the role of student satisfaction in influencing its sustainability (Kotler and Fox, 1995). The value which is created by universities through the service quality that is offered, the reputation of universities and the fairness of the set price will influence student satisfaction.

Kotler and Keller (2008: 177) express satisfaction is the feeling of pleasure or disappointment of someone that emerge after comparing the perception/impression to the performance or the outcome of a product and expectations. Satisfaction is a function of perception/impression of performance and expectation. According to Jurkowitsch, et al (2006), "Student satisfaction is defined as the student's fulfillment response." This means that student satisfaction is defined as the response to the needs fulfillment of the students. Wijaya (2012) argues that "Customer satisfaction of education service is one of the

determinants on educational competition success." Satisfaction is a positive emotional state that is resulted from student and university interaction over time (Li-wei and Tsung-chi, 2007).

The Decision in Remaining Active to Study

According to Peter and Olson (2013) define purchasing decision making as follow: The core process in consumer decision making is the integration process which is used to combine knowledge to evaluate two or more alternative behaviors and choose one of them.

Schiffman and Kanuk (2007) argue that decision-making process as important process that is influenced by the external environment that consists of marketing mix (product, promotion, price, distribution) and socio-cultural environment (family, informational source, non-commercial sources, social class, culture and sub-cultures). Then, the internal environment (psychological factors) consists of motivation, personality, learning, perception, and attitude. Similarly, as it is proposed by James F. Engel, Rogerd D. Blackwell, Paul W. Miniard, (1992) who state that consumer decisions in choosing a product/service is influenced by three things: 1) Environmental/external influences that consist of cultural factors, social class, personal influence, family, and situation; 2) The Influence of Individual/Internal Differences that consist of Consumer Resources (time, money, attention), motivation and involvement, knowledge, attitude, personality, lifestyle, and demography 3) Psychological influences that consist of processing, information, learning, changing attitudes and behavior.

2.5 Research Framework and Hypotheses

2.5.1 Research Framework

The following is the research framework which can be seen in Figure 1 below:
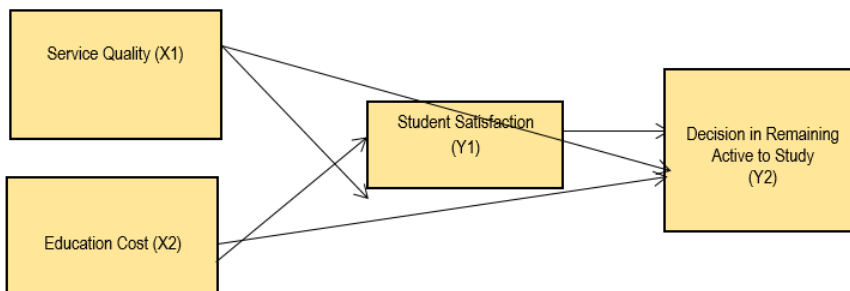
Figure 1. Research Framework (Source: Processed Data, 2018)

Based on the framework in Figure 1, the research hypothesis is as follows:

1. H_1: There is an influence between Service Quality to Student Satisfaction.
2. H_2: There is an influence between Education Cost to Student Satisfaction.
3. H_3: There is an influence between Student Satisfaction to Decision in Remaining Active To Study.
4. H_4: There is an influence between Service Quality to Active and Decisions in Remaining Active to Study which is mediated by Satisfaction.
5. H_5: There is an influence between Education Cost to to Active and Decisions in Remaining Active to Study which is mediated by Satisfaction.

Research Methods

Research Design

This study is done by using Crosssectional development method. Cross-sectional research is a study whose data collection is done at a certain point in time.

Data Analysis Method

The method which is used to analyze the data of this study is using structural equation model (SEM). According to Ferdinand (2014), Measurement model is intended to confirm a dimension or factor based on its empirical indicators. Structural models are models of relation structures that form or explain causality between factors.

Research Variables

The research variables can be grouped into two: first, exogenous variable (free) is Service Quality (X_1), and Education Cost (X_2). Second, endogenous variable consists of Satisfaction (Y_1) and Decision in Remaining Active to Study (Y_2) (dependent variables).

Population and Sample

In this study, the population is the students in Faculty of Business and Management at Private Universities in West Java which are still active in 2016/2017 Academic Year which are 244,597 students. Of the population of 244,597 students, researchers only take some of the population as research subjects (Sekaran, 2006). While the sample size in the study is the appropriate sample size in a research, it is 30 to 500. Furthermore, the guidelines for sample size depend on the parameters that are estimated. The guidelines are 5 to 10 times of the variables that are estimated. The number of variables in this study are 5 variables, then based on Maximum likelihood (ML) estimation technique estimate on SEM with percentage of uncertainty clearance which is used in research by 5%. Then the number of samples in this study is 350 students.

Sampling method with certain criteria (purposive sampling), i.e. the sampling which is done by taking the selected people according to the specific characteristics that are possessed by the sample. Researchers use purposive samples because researchers use students with certain criteria to be sampled. The criteria are the minimum students who are in the $\geq 3^{rd}$ semester, and the students are still active studying.

Research Results and Discussion

Analisis Structural Equation Modeling (SEM)

The result of data analysis with structural equation modeling method or SEM, with the help of AMOS program 18 version can be made the measurement table of Goodness Of Fit research model as follows: presented in table 2.

Table 2. Feasibility Test Results of Structural Equation Model (SEM) Model

Criteria	Cut-Off-Value	Analysis Results	Evaluation Model
$\chi 2$ (Chi-Square)	Expected small	389.988	Fit
Probability	≥ 0.05	0.266	Fit
RMSEA	≤ 0.083	0.018	Fit
CMIN/DF	≥ 2.00	1.047	Fit
GFI	≥ 0.90	0.916	Fit
AGFI	≥ 0.90	0.876	Marginal
TLI	≥ 0.96	0.997	Fit
CFI	≥ 0.95	0.988	Fit

Source: Processed Data, 2018

These results indicate that the model which is used is acceptable. Measurement indexes TLI, CFI, CMIN/DF and RMSEA are within the expected value range even though AGFI is received marginally. Thus the feasibility test of the SEM model has met the acceptance requirement.

Hypothesis Testing

After all assumptions can be met, then hypothesis will be tested as it is proposed in the previous chapter. To test the hypothesis which is proposed, it is done by analyzing the regression weights for each of its exogenous constructs against its endogenous constructs. By looking at the C.R value which is identical with t-count, on the processing result compared with the critical value is ± 1.96 at the 0.05 significance level (5%). The results of hypothesis testing are presented in table 3.

Tabel 3. Regression Weight Structural Equational Model

Relation between variables	Estimate	S.E.	C.R.	P-val
KM ← KP	0.493	0.106	3.929	0.002
KM ← BP	0.398	0.101	2.887	0.000
KTAK ← KP	0.491	0.090	3.495	0.000
KTAK ← KM	0.478	0.113	3.897	0.001
KTAK ← BP	0.465	0.108	2.874	0.000

Source: Processed data, 2018

From the testing results in table 3, it is found that all CR values are above 1.96 or with probabilities which is smaller than 0.05. Thus all hypotheses are accepted.

Discussion of Hypothesis Test Results

1. Hypothesis Test 1: Service Quality influences Satisfaction.

The test result to the estimation parameter coefficient for the influence testing which is the relation between two variables that are hypothesized (learning with satisfaction) shows the value of estimation parameter coefficient of 0.493 and CR value of 3.929 with probability of 0.002. This means there is a positive influence of Service Quality to Satisfaction. This suggests that the increase in service quality will have an impact on the increase in Satisfaction. So the results of this study in accordance with the research of Alma, Buchari (2007), Andini (2010), and Nahan (2013) which indicates that service quality influences on satisfaction.

2. Hypothesis Test 2: Education Cost influences Satisfaction.

The test result to the estimation parameter coefficient for the influence testing which is the relation between two variables that are hypothesized (education facility with satisfaction) shows the value of estimated parameter coefficient of 0.398 and the C.R. value of 2,887 with probability of 0.000. This means there is a positive influence of Education Cost on Satisfaction. The increase in education cost will increase student satisfaction. The results of this study are in accordance with the research of Tuan (2012) which shows that Education Cost influences Satisfaction.

3. Hypothesis Test 3: Satisfaction influences Decision in Remaining Active to Study.

The test results to the estimation parameter coefficient for the influence testing which is the relation between two variables that are hypothesized (Satisfaction with Decision in Remaining Active to Study) shows the value of estimated parameter coefficient of 0.491 and CR value of 3.495 with probability of 0.000. This means there is a positive influence of learning methods on satisfaction. The increase in Student satisfaction will make students decide to remain active studying in university. The results of this study are in accordance with the research of Guolla which proves that Satisfaction is strongly related to Decision in Remaining Active to Study (Owusu, 2013).

4. Hypothesis Test 4: Service Quality influences Decision in Remaining Active to Study.

The test result to the estimation parameter coefficient for the influence testing which is the relation between two variables that are hypothesized (Service Quality with Decision in Remaining Active to Study) shows the value of estimated parameter coefficient of 0.478 and CR value of 3.897 with probability of 0.000. This means there is a positive influence of Service Quality to Decision in Remaining Active to Study. This means the increase in Service Quality will support students deciding to remain active studying. The results of this study reinforce the research of (Sylviana, A., 2006). which states the Service Quality of Customer has the greatest influence on the Decision in Remaining Active to study for students.

5. Hypothesis Test 5: Education Cost influences on Decision in Remaining Active to Study

The test result of the estimation parameter coefficient for the influence testing which is the relation between two variables that are hypothesized (Education Cost with Decision in Remaining Active to Study) shows the value of estimated parameter coefficient of 0,494 and CR value of 2,874 with probability of 0.000. This means that there is a positive influence of Education Cost to Decision in Remaining Active to Study. Compatibility of Education Costs with benefits will make students decide to stay active studying.

Conclusions

Service Quality has a positive and significant influence on Student Satisfaction, it means that Hypothesis 1 is accepted and answers the first research problem of this study.

Education cost has a positive and significant influence on Student Satisfaction, it means that Hypothesis 2 is accepted and answers the second research problem of this study.

Student Satisfaction has a positive and significant influence on decision in remaining active to study, it means that Hypothesis 3 is accepted and answers the third research problem of this study.

Service Quality has a positive and significant influence on Decision in Remaining Active to Study. And the indirect influence of Service Quality to student satisfaction which is mediated by Student Satisfaction variable is significant, it means that Hypotersis 4 is accepted and answers the fourth research problem of this study.

Direct Influence of Education Costs to Decisions in Remaining Active to Study, And indirect influence of Service Quality to Decision in Remaining Active to Study which is mediated by Student Satisfaction variable is significant, it means that Hypotersis 5 is accepted and answers the fifth problem research of this study.

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Public Service Employee Motivation Issues in Georgia

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Abstract

The motivated employee represents the essential condition of any organization's success. Public and private sector managers should constantly work toward coordinating and increasing employee motivation in order to ensure the timely and effective implementation of the plans set by the organization. Accordingly, proper assessment of processes and prompt determination of individuals' driving motives are needed. Studies have shown that public service employees from all around the world face challenges, such as: incompatibility of knowledge, experience and position, as well as hard and lightweight work. Consequently, public managers should be aware of modern human resource management methods that can be used in effective and efficient ways to increase employee work quality. The main purpose of the paper is to determine the current situation of the public sector in Georgia. In addition, the research seeks to identify and examine the factors that influence employee demotivation and to determine under what conditions motivation can be a worthwhile investment in a public organizations. Methodologically, the work is based on analysis of the available literature and the results of the research statistically processed based on the survey example of 449 respondents from different Georgian ministries selected by a random simple.

Keywords: Human Resource Management, Motivation, Public Sector Employee, Performance Appraisal, Maslow Hierarchy of Needs.

Introduction

Human Resource Management is an important process which plays a significant role in the success of any organization. It was established in the mid-twentieth century in the US (Paichadze, Chokheli, Paresashvili, 2011, p.22). Globalization, technology development, demographic changes and economic challenges had an exceptional impact on it. The main objective of the management is to make current job analyses, that includes candidates attration, selection, trainning, communication, remuneration and motivation (Dessler, 2009, p. 2).

In the 21st century the motivated employee is the essential condition for any organizations' success. Their individual motivation is influenced with various biological, intellectual, social and emotional factors. Based on this, Georgian public sector managers need to take a series of expedient measures in order to create and provide effective system which has impact on employees' individual performance and their work quality.

The main purpose of the paper is to determine the current working environment of the public sector in Georgia. The research has exposed the main demotivation elements that needs to be eliminated in order to ensure effective and efficient functioning of human resource management system in the country.

Literature Review and Theoretical Framework

Public employee motivation is important to improve public sector efficiency. In developing and developed countries motivation for public sector workers, their trust toward managers, professional liability, satisfaction and ethical development is gradually reduced (Global Center for Public Service Excellence, 2014, p. 1). **Elmer Staats** believes that the public service is the integrity of attitude, a sense of responsibility and a sense of morality (Perry, Wise, 1990, p. 368). In **Vandenabeele's** opinion public service motivation is 'the belief, values and attitudes that go beyond self-interest and organizational interest, that concern the interest of a larger political entity and that motivate individuals to act accordingly whenever appropriate' (Belle, Cantarelli, 2010, p. 6). It is important to note that the resources to support motivation process in the public sector always will be a limited factor.

Some of the scholars believe that the main reason to decrease the public sector employee motivation is lack of autonomy and diversity, low salary, organization policy and ineffective communication. Recent research has shown that 83 percent

of the public servants of OECD Member States are dissatisfied and 84 percent express their distrust toward managers (Global Center for Public Service Excellence, 2014, p. 2). Furthermore, in several countries' public institutions the researches were conducted, for e.g.:

In 2013, around 1000 public employees were interviewed in the UK. 70% of respondents felt low motivation. At the same time, 80% of respondents thought to leave the current service within the next three years. The reason for this was the reduced salary and the absence of appropriate equipment required to perform the work effectively (Global Center for Public Service Excellence, 2014, p. 5);

According to the research conducted in 2010 in Netherlands, only 1 in 10 citizens thought that public employees worked hard and effectively. Additionally, 45% of respondents believed that the same work in public service organizations could be done with fewer employees (Loon, 2015, p. 34);

Jung and **Rainay** have observed that in the United States clear organizational mission and perceived goal relevance increased civil servants motivation (Belle, Cantarelli, 2010, p. 16).

According to **Perry** and **Wais**, the high rate employee public service motivation positively reflects on work performance and are less dependent on utilitarian incentives. Additionally, increases the public organization membership desire (Belle, Cantarelli, 2010, p.5). As stated by, **Brewer's** and **Selden's** definition, strong motives are necessary to perform public, community and social services (Belle, Cantarelli, 2010, p. 6). As reported by one study, there are four main factors that draw individual's motivation in public agencies: the attractiveness of public policy making, commitment to public interests and civic duties, self-sacrifice and compassion (Global Center for Public Service Excellence, 2014, p. 6).

According to **Bright**, public service motivation is strongly linked to gender, education, management and individual monetary desire. **Dahart** and **Davis** have examined that women had a high level attraction to policy making and compassion. Additionally, **Perry's** study showed, that men had higher public interest and commitment than women (Belle, Cantarelli, 2010, pp. 15-16). **Perry** argues, that public service motivation depends on individuals' socialization through sociohistorical institutions. As stated by **Moianah** and **Pandey** (Moynihan, Pandey, 2007, pp. 42-43):

The level of education positively reflects the public service motivation;

Membership of the professional society has a positive effect on individuals motivation;

Organizational culture affects an employee's motivation;

Employees who experience a hierarchical culture have lower level motivation in the civil services;

Organizations that have red tapes (regulations, procedures and etc.) have lower level employee motivation;

Employees who work in a friendly environment and have the right to make decisions are more likely to have a higher level motivation;

Motivation is also effected through length of organizational membership.

Perry and **Wise** argue that individuals with high public interest are more likely to choose public institutions. In addition, individuals with high public service motivation are more willing to protect public interests and exhibit higher levels of organizational commitment, which in turn contributes to higher work performance and job satisfaction. Consequently, attempts to leave the current job is minimized (Moynihan, Pandey, 2007, p. 41).

Weibel examined that the salary played an important role in the successful and efficient execution of the unpleasant cases, which strengthened extrinsic motivation and, on the contrary, weakened the intrinsic (Belle, Cantarelli, 2010, p. 19-20). According to **McKee**, motivation can be internal and external (McKee, 2011, p. 62):

Internal motivation is the feeling of inner satisfaction and sense of development;

External motivation is the result of external forces involvement, such as tangible incentives, social status and more.

Fredrickson and **Hart** suggest that the main motivation of public officials should be patriotism (Perry, Wise, 1990, p. 369). **Turner** and **Lawrence** think that the importance of autonomy and clear objectives promotes motivation. They assume that employees will be more motivated when they realize the importance of their work and have a sense of responsibility towards the outcomes of their assigned tasks (Perry, Wise, 1990, p. 371).

Methodology

The aim of the survey was to establish the objectives, to determine the target population, to select the respondents and to prepare the questionnaire. Accordingly, all the Georgian Ministries, Prosecutor's office, Parliament and Tbilisi City Hall's 449 specialists randomly took part in the research. Research was carried out completely anonymous in August-October, 2017. The questionnaire was designed visually well, was easily readable and included 33 questions that combined Likert type scale, open and closed questions.

Quantitative method of research was used to uncover trends in thoughts and opinions. This method is highly popular and widely distributed in a number of scientific disciplines. The software package IBM SPSS Statistics v.22 was used to process and analyse the materials. This program is an effective statistical tool to provide data base and its further statistical processing and analyses.

Results and Findings
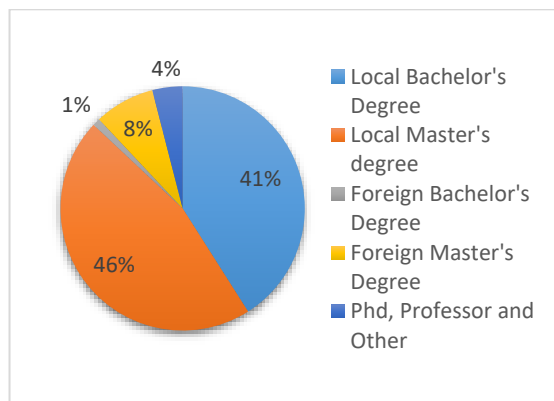
Figure № 1: Respondents' education

During the survey 449 public employees were examined. In the study 67% women and 33% men have participated. Additionally, 60% participants are 31-40, 27% 41-50, 10% over 51 and 3% are 20-30 years old.

46% have a Master's degree and 41% Bachelor's Degree from different Georgian Universities. It should be also noted that there are a few civil servants who have obtained higher education abroad. Besides, only 4% are having Doctor's or Professor's title.
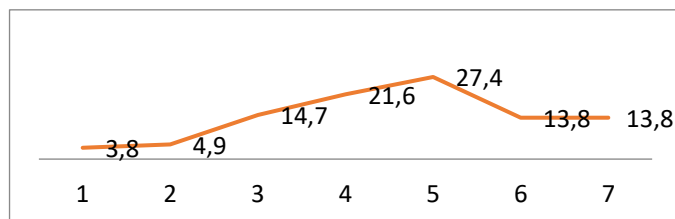
Figure № 2: Respondents' level of motivation

As a result of the survey, average motivation level of employees in Georgian public agencies is 4.6 point. Approximately 23.4% of interviewed civilians have rated low level motivation. 21.6% of them rated the issue on average, while the remaining 55% of respondents rated high level motivation in the institutions.

45% of public employees found that the organizations have a modern-liberal environment, 34% find difficult to answer the question and only 21% consider that they have a traditional bureaucratic governance in the agencies.

One of the most important part of the research was to examine the needs of respondents based on the Maslow pyramid of needs. According to data analysis, the primary requirement for 58.8% of employees is self-actualization and afterwards the

basic physiological needs (12.7%), safety and security needs (11.6%), esteem needs (8.7%) and belongingness and love needs (8.2 %) are presented.
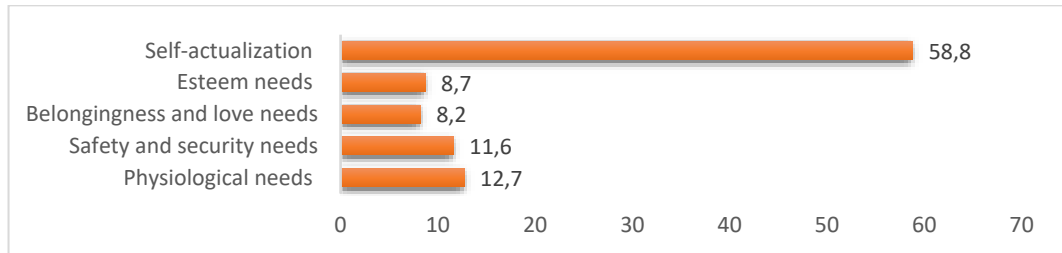
Figure № 3: *Needs sorted by priorities*

The question whether the respondent's effort and remuneration is fair compared to other people working in the same situation 33% of examinees feel that it is fair, 40% disagree and 27% of respondents can not respond to the issue. In addition, according to data analysis, about 60% of employees are not satisfied with the salary, 27% have difficulty in giving the answer and only a small portion of respondents (13%) are satisfied with their wages.

As a result of the survey, 74% of respondents are dissatisfied with the possibility of a career advancement in the organization and only 26% of respondents are satisfied with this issue.
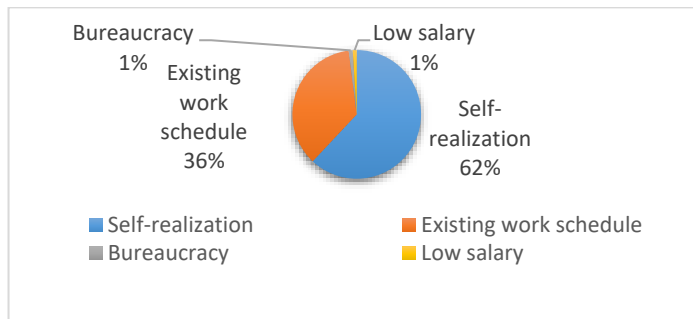
Figure № 4: *The main reasons to leave the current job*

About leaving the current job, it is clear that only 21% of respondents have never thought of leaving their positions, 42% rarely, 27% often and only 10% is everyday thinking to leave the office. The main reason to leave the organization is the desire for self-realization, bureaucracy, low salary and existing work schedule. Additionally, 69% of interviewed men and 58.5% of women report bureaucracy as a main reason of changing the current institution. At the same time, all the respondents of age 20-30, 42.3% of 41-50, and 57.1% of over 51-year employees have named work schedule as the main reason for changing the job.

According to the survey results, 15.8% of respondents never, 50.8% rarely, 33% often and 0.4% every day participate in various training programs and conferences which are offered by the organizations. In addition, it was established that 47.4% of public servants by their will rarely find information on the available training programs and conferences. It should be also noted that 28.7% of respondents frequently and 2% every day investigate the information on this issue. Analyses also showed that 21.8% of employees independently never find information of the training programs and conferences.

As a results, 40.3% of respondents totally and 26.1% partially agree with the effective communication between managars and employees. 1.6% respondents totally and 11.6% partially disagree on this issue. At the same time, 20.5% of examinees expressed neutral position.

On the question whether the managers fairly evaluated individual work performance 27.8% of respondents completely and 19.2% partially agreed, 27.6% took a neutral position, while 20.7% of respondents partially and 4.7% totally did not agree on this issue.

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Based on the survey, in the organizations 43.9% of employees rarely and 41% never take part in the formulation and decision-making processes. In addition, 14% frequently and 1.1% every day are involved in the developing organizations' policies. As it turns out, 57.7% of employees rare, 27.4% often, 13.1% never and only 1.8% of respondents everyday offer to managers new ideas.
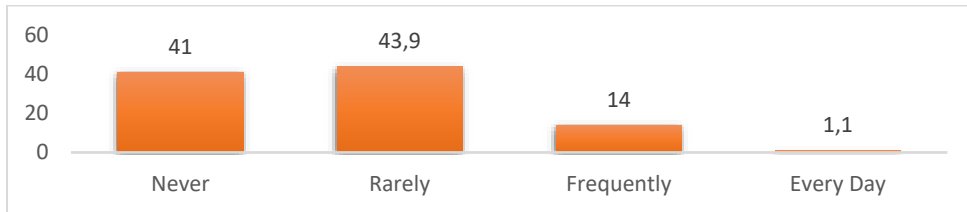
Figure № 5: Participation in the formulation and decision-making processes

Whether the management style of leadership required an improvement 41.9% of respondents totally and 26.3% partially agreed on it. In addition, 13.6% examinees took neutral position and only 11.4% of the civil servants partially and 6.9% totally did not agree with the need of management style improvement subject.

The research aimed to find out if the same job in the public services were possible to perform with less employees. According to the results 29.6% civil servants totally and 10.7% partially disagreed with the idea,15.1% of respondents took a neutral position and 20% of the employees partly and 24.5% totally agreed upon the stuff reduction necessity.

49.2% of respondents totally and 17.6% partially agreed on the importance of the patriotism in the public institutions. Additionally, 16.9% showed neutral position, 10.5% of respondents partially and 5.8% totally did not give importance of patriotism at all.

Furthermore, 44.1% of respondents are satisfied with the current work schedule, 20.7% are not and 35.2% more or less. Additionally, 49.2% of surveyed respondents rarely, 36.7% often, 10.7% never and 3.3% every day work overtime. According to the survey, 63% of respondents never, 26.9% rarely, 8.5% often and 2.5% every day receive tangible and/or intangible encouragement for overtime work. In addition, 90% of respondents think that tangible and/or intangible encouragement will increase the employees' work efficiency.

Moreover, professionalism (28.7%), sense of responsibility (27.5%), communication (16.4%) and team work (13.9%), diligence (7.4%), influential acquaintances (3.1%), patriotism (1.9%), logical thinking (0.9%) and the ability to work in stressful situations (0.3%) were named as a basic skills needed to work in the public sector.
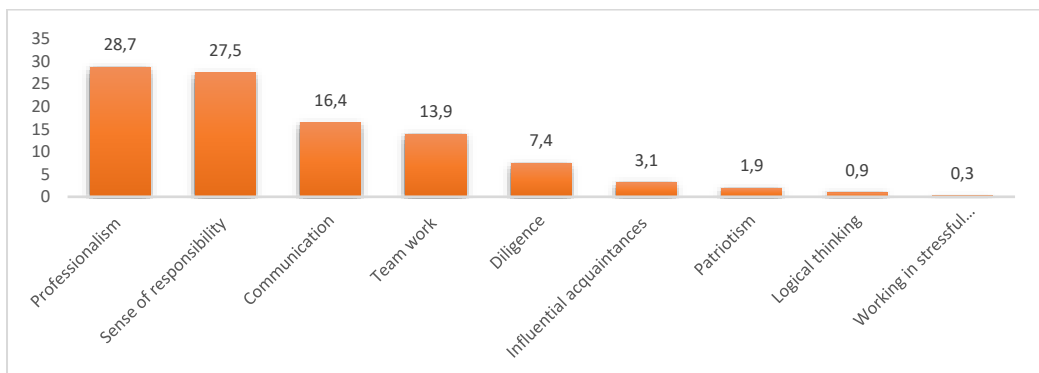
Figure № 6: Basic skills needed in the public agencies

According to the research, examinees named the organization's policy (44.1%), low salary (21.4%), ineffective communication (2.2%) as a main demotivators in the public sector. In addition, 1.1% respondents think that bureaucracy, nepotism, feeling of instability, transparency, monotony, injustice and work underestimation are the key demotivation elements in the offices. Furthermore, 29% of respondents think that the main demotivators presented in the questionnaire, such as lack of autonomy and diversity, low salary, organization policy and inefficient communication are not the main ones.
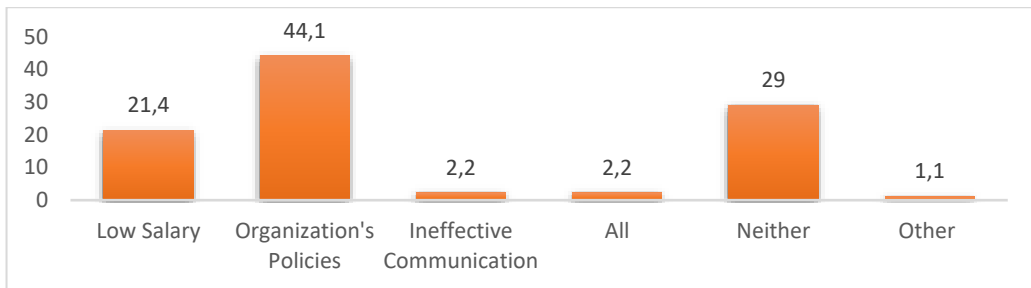
Figure № 7: *Main Demotivators in the organizations*

Based on the research, it was found that in the organizations managers increase employee motivation through positive assessment (22.2%), material incentives (15.6%), career advancement (9.7%), offering interesting tasks (7.6%), good communication with the managers (7.5%), work stability (7.1%), intangible encouragement (6.9%), engaging to formulate organization's strategy (4.7%) and participating in training programs (1%). Furthermore, 11.5% of respondents believe that the managers are not using the different encouragement systems.

Conclusion

One of the most important issues for the state sector is to take care of the available human resources. Despite Georgia's significant steps forward and international progress, relation with public servants remains one of the main challenge.

As a results of the survey, the staff motivation in Georgian public agencies is higher than average. According to Maslow's pyramid of need, the primary requirement for servants are self-actualization and only afterwards is presented physiological needs (food, water and etc), safety needs (security), esteem needs (feeling of accomplishment) and belongingness and love needs (friends). Most of the respondents are dissatisfied with the career advancement opportunity in the organizations and the existing wages. In addition, managers rarely organize and offer the training programs and conferences for employees. Furthermore, respondents by their will seldom find information about the current training programs. Most of the respondents are not involved in formulating strategies and decision-making processes in the organizations and there are a few employees who regularly offer new ideas to leaders. According to the results of the research, organizations have a favorable working culture (breaks, vacations, communications/relationships between managers and employees). Among the surveyed employees there are a few specialists who think that managers do not fairly evaluate their work. A large number of respondents believe that the organization's management style needs improvement and staff reduction. In addition, some part of the specialists think that the feeling of patriotism in public institutions is an important factor. The study also showed that the co-workers were more or less satisfied with the work schedule, despite the fact that they had overtime work, whose tangible and /or intangible incentives were rare. Besides, respondents assume that tangible and /or intangible encouragement will be an important contributor to perform work more efficiently. According to data analysis, the main reasons for leaving the jobs were the desire for self-actualization, the bureaucracy, low salary and work schedule. Respondents have also revealed the main skills which were needed to work in the public sector. Skills like professionalism, sense of responsibility, communication, diligence, influential acquaintances, patriotism, logical thinking, teamworking and ability to work in the stressful situations. Additionally, respondents also named organization policy, low wages, inefficient communication, bureaucracy, nepotism, sense of instability, transparency, monotony, injustice and labor underestimation as a main demotivation elements. Beyond, the research has also found that managers raise the motivation through positive assessment, material incentives, career advancement opportunity, constant communication, stable service, involving in planning strategies and participating in different training programs.

Consequently, leaders employed in Georgian public agencies should provide some kind motivation for the employees to fulfill the high quality work. Due to the actuality of the issue, human resource management specialists should be aware of the efficient use of modern human resources management capabilities, which will ultimately facilitate the improvement of the existing environment. In order to implement this, proper assessment of the processes and prompt determination of individuals' driving motives are needed. The motivation process is a complicated mechanism were motivation theories are still processed. Since there is no one of the best strategy, it is important to analyze, that human beings are different and require individual approaches.

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Prison as a Heterotopia in the Roman "Berlin-Alexanderplatz" by Alfred Döblin

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Abstract

One of the biggest problems of modern times and modern literature is the big city. The big city problems are accepted as a motive of modern literature. These problems and the prison are concretized in the novel "Berlin-Alexanderplatz" by Alfred Döblin. The prison in the novel is taken with regard to Michel Foucault's heterotopic perspective or concept. On this occasion stands the relationship of the main character with the prison in the foreground in the analysis of the novel. The society is the origin of the mental problems of the figure seen in the novel. The figure is in a confrontation with society and actually with itself. Because of this, the complexity of the subject with society is taken into consideration by the perception of the city and the attempt to overcome the urban problems. The figure seeks for itself a space other than society. The prison is referred to as another room and the meaning of the prison is described as heterotopia. In addition, the novel is analyzed with Döblin's language or narrative style. Because the construction of the novel gives the narrator a special value. From the narrator, the heterotopic meaning of the prison is elucidated.

Keywords: Heterotopia -Prison, society, mental problems.

Introduction

The meaning of spaces or perception of space is changing nowadays. Because this meaning of the spaces refers to the time and the influences of modern times. The 19th century is adopted as the time or epoch of the spaces. In the present time, space is at the center of our lives. Actually, the space is sweeping in our everyday life. That's why in recent years the concept of interior design emerges as a theory because space has an important place in our lives. It is clear that there is a close relationship between the people and the spaces. The effect of the spaces on human existence becomes ever greater and more intense over time, because they gain weight in modern times. (Intelmann, 2004: 41-46)

Since the 1970s, space has become an important topic in literary studies. The theory of space by Michel Foucault makes an interesting contribution to space science. The heterotopia concept of Foucault offers a different way of thinking. (Chlada, 2005: 8-10) The term "heterotopia" is led in a lecture for the first time in 1967 by Foucault. Then he revised this term in 1984 and published under the title; "Other Spaces" In this publication, Foucault's spatial perception focuses on the discourse of traditional spaces. (Siebenpfeiffer, 2004, 99-102)

Michel Foucault calls heterotopia the space of freedom of expression. Moreover, heterotopy is a mediating space between reality and utopia. "Heterotopia combines both and provides a space that mixes the aspects of normal space and utopia." (*Die Heterotopie vereint beides und stellt einen Raum bereit, der die Aspekte von Normalraum und Utopie mischt.*) (Tetzlaff, 2016:16) In the concept of heterotopia, there are spaces that are different. In this concept, space is understood as a non-neutral space. He is conceived as a social network.

Foucault differentiates the spaces into two groups; Heterotopic spaces and utopian spaces. According to this distinction of Foucault, heterotopias are accepted as real places and utopias as unreal places. Actually, heterotopias are considered realized utopias. (Brohl, 2003: 171-175) "Es gibt gleichfalls – und das wohl in jeder Kultur, in jeder Zivilisation – wirkliche Orte, wirksame Orte, die in die Einrichtung der Gesellschaft heineingezeichnet sind, sozusagen Gegenplazierungen oder Widerlager, tatsächlich realisierte Utopien, in denen die wirklichen Plätze innerhalb der Kultur gleichzeitig repräsentiert, bestritten und gewendet sind, gewissermasen Orte ausserhalb aller Orte, wiewohl sie tatsächlich geortet werden können." (Barck, 1992:39) The heterotopia concept of Foucault describes the construction of the spaces. The heterotopias are a kind of escape from everyday life judged and mean a spatial otherness. That is why the heterotopias create different spaces.

The functioning of the heterotopia shows the relationships of the individual to his everyday life, society. The alienation of the individual to himself and his surroundings is an important feature in the heterotopic concept. With reference to Foucault's

concept, the cemeteries, museums, libraries, prisons are also depicted as important heterotopic spaces. Museums and libraries are unlimited accumulation of time. Time does not stop in these heterotopias. The cemeteries signify a transition to another life. (Dickhaut, 2004:47) Until the end of the 18th century, the cemetery was in the city and generally near the church. But afterwards with modernity, he was moved to a circle or in another direction, because the immortality is believed after death and because it is thought that the cemeteries spread disease. As a result, the cemeteries begin to be referred to as another city actually a Heterotopie. The garden is also a heterotopia, because it is a locally created and at the same time natural space. (Lobgesang, 2007:4) It's about a contradiction inside. The garden and the carpet contain many parts inside and they symbolize the whole world. On this occasion, the garden or the carpet is the smallest part of the world accepted. They are amazing creations with contradictory placements. They represented a space that consisted of many parts. They produce a wholeness. With regard to this wholeness, they have superimposed meanings. (Barck, 1992, 40) In addition, the theater and cinema are seen as a heterotopia according to Foucault's concept of heterotopia; "Das Theater auf dem Viereck der Bühne eine ganze Reihe von einander fremden Orten aufeinander folgen; so ist das Kino ein merkwürdiger viereckiger Saal, in dessen Hintergrund man einen zweidimensionalen Schirm einen dreidimensionalen Raum sich projizieren sieht." (Barck, 1992, 42) Also, the ship is a heterotopia and it will take a place without place according to Foucault's concept. This encloses a space that always moves. Ship heterotopy is about discovering the new lands and reaching home. (Hey- Engert, 2009: 234) Psychiatrische Kliniken, Altersheime, Erholungsheime sind als Abweichungsheterotopien oder Krisenheterotopien in Betracht gezogen. (Barck, 1992: 42) ""Sogenannte Krisenheterotopien, die privilegierte oder geheiligte oder verbotene Orte, die Individuen vorbehalten sind, (beschrieben), welche sich im Verhaltnis zur Gesellschaft und inmitten ihrer menschlichen Umwelt in einen Krisenzustand befinden wurrden von Abweichungsheterotopien abgelöst. Diese Abweichunsheterotopien sind beispielwiese Orte für Individuen, deren Verhalten abweichend zur Norm ist, (…)" (Grünwald, 2012: 107) These heterotopias are presented as other spaces in Foucault's concept. The thinking "space-time connection" has a special meaning in the sense of heterotopia. On this occasion, this connection determines the construction of heterotopic spaces such as crisis heterotopias, deviation heterotopias. Prisons and old people's homes are assumed to be a kind of mixed form of crisis and deviation heterotopias. Actually, it is about an isolation of the individual from humans in these so-called heterotopic imaginations. (Günzel, 2007: 99-105)

The prison is a space to enter under duress. Man is isolated from society in prison. The prison has a specific function in the heterotopic concept. The individual is put in prison, whose behavior is deviant in relation to the norm. (Hochreiter, 2007: 111) The prison limits man in many ways in reality. The function of the prison in heterotopia is considered imprisonment, and in social life it serves protection against the criminal offenses and the sense of responsibility of the individual. (Becka, 2013: 3-4) In addition, prison as a powerful and social institution symbolizes the control and monitoring system. The connection between the space and the individual has an important function in heterotopia. Therefore, the perception of this central position of space offers a spatial perspective. (Füller – Michel, 2010: 12)

In these heterotopic types we analyze the prison as heterotopia in the novel "Berlin Alexanderplatz" by Alfred Döblin in this work. In the social sphere, prison is an important institution, and in this regard Foucault's concept of heterotopia is also considered as a basis. In fact, in this concept, it is an important research topic and it plays a major role in literary science. (Biermann - Westermann, 2016:71-79)

The modern ego in the big city is a symbol of the social and emotional state of the individual in the modern world in this novel. That's why the novel is one of the few German big city novels adopted. The spatial representation in the novel plays a major role in the excitement of modernity and the development of urban novels. (Reinhardt, 2006:3) There are also different views on the genre of the novel. Some literary critics judge the novel a detective novel. Benjamin and Müller - Salget describe the novel as a Berlin novel. By contrast, Hermann Kähler says that the novel is a big-city novel. (Detken, 1997, 14) Berlin Alexanderplatz is considered a classic of the modern age. The novel, which is located between the big-city epic and crime crime, he attributed to the author "Döblinismus". (Jänsch, 2007:2) Incidentally, Döblin himself expresses how he took this novel by the hand; "Es wäre eine lange Geschichte zu erzählen, wie ich zum Stoff und zu dem Grundmotiv des Buches kam. Hier will ich nur sagen: mein ärztlicher Beruf hat mich viel mit Kriminellen zusammengebracht. Ich hatte auch vor Jahren eine Beobachtungsstation für Kriminelle. Von da kam manches Interessante und Sagenswerte. Und wenn ich diesen Menschen und vielen ähnlichen da draußen begegnete, so hatte ich ein eigentümliches Bild von dieser unserer Gesellschaft: wie es da keine so straffe formulierbare Grenze zwischen Kriminellen und Nichtkriminellen gibt, wie an allen möglichen Stellen die Gesellschaft – oder besser das, was ich sah – von Kriminalität unterwühlt war. Schon das war eine eigentümliche Perspektive." (Döblin, 1961; 681) He connects his fantasy world with his practice in the field of neurologist. He has a lot of attention for his environment and the landscape. Therefore, he shows how a person behaves after being released from prison / closed space. Döblin tells the story of the criminal events. In addition Döblin acts in his

future plans of his novel "Berlin Alexanderplatz" so; "Mich beschaftigt das soziale Problem der Menschen, die, aus irgendeinem Grunde aus der eigenen inneren Sphare herausgerissen, sich nicht ohne weiteres einer anderen Klasse anschliessen können, das Problem der Menschen, die "zwischen den Klassen" stehen. Mein neuer Roman betitelt sich: Berlin Alexanderplatz und handelt von einem Mann, der aus dem Zuchthaus kommend, ein neues Leben versucht und schliesslich hin- und hergeworfen, erkennt, dass es nicht darauf ankommt, ein sogenannter anständiger Mensch zu sein, sondern darauf, den richtigen Nebenmenschen zu finden." (Prangel, 1975: 41) Döblin summarizes his novel and novel hero in the above quote. He treats this figure in his artistic form and designs his epic work with the critical arguments.

Prison as Heterotopia in the novel "Berlin Alexanderplatz"

The novel begins with the main character Franz Biberkopf standing in front of the gate of Tegel Prison. He walks on the street without knowing where to go. In this phase, the narrator makes Biberkopf so famous; "Dieser Franz Biberkopf, früher Zementarbeiter, dann Möbeltransportör und so weiter, jetzt Zeitungshandler, ist fast zwei Zentner schwer. Er ist stark wie eine Kobraschlange und wieder Mitglied eines Athletenkubs. Er trägt grüne Wickelgamaschen, Nagelschuch und Windjacke. Geld könnt ihr bei ihm nicht viel finden, es kommt laufend bei ihm ein, immer in kleinen Mengen, aber trotzdem sollte einer versuchen, ihm nahezutreten." (Döblin, 1961: 13) Its external and economic situation is explained here. He is a transportation worker and a cement worker in front of the prison. But now he does not know what to do. Only he stands in front of the prison and looks at the people and the street in an affected way: "Gestern hatte er noch hinter auf den Ackern Kartoffeln geharkt mit den ändern, in Straflingsklediung, jetzt ging er im gelben Sommermantel, sie harkten hinten, er war frei. (…) Der schreckliche Augenblick war gekommen (schrecklich, Franze, warum schrecklich?), die vier Jahre waren um. Die schwarzen eisernen Torflügel, dier er seit einem Jahre mit wachsendem Widerwillen betrachtet hatte (Widerwillwen, warum Widerwillen), waren hinter ihm geschlossen." (Döblin, 1961: 13) The above quotation clearly shows the mental state of Biberkopf. The narrator gives his mental state in detail. The sentences given in parenthesis are the narrator's sentences of interpretation. The terms "terrible, Franze, why terrible?" give signals that there is something different about Biberkopf and the prison. In the quote, there are also turning back. The narrator explains what Biberkopf did yesterday.

The heterotopic side of the prison can be seen quite frankly in part of the dismissal of Biberkopf from prison. He leaves a closed room and therefore he can not adapt to life outside. For Biberkopf the punishment starts now, because he does not like life outside. He always shakes and swallows. He feels weird among the people. He notices that everything is moving outside: "In ihm schrie es entsetzt: Achtung, Achtung, es geht los. Seine Nasenspitze vereiste, über seine Backe schwirrte es. (…) Was war denn? Nichts. Haltung, ausgehungertes Schwein, reiss dich zusammen, kriegst meine Faust zu riechen. Gewimmel, welch Gewimmel." (Döblin, 1961: 14) Biberkopf speaks to himself here. This quote is a suitable example for the inner monologue. Inner monologue is a self-talk or interjection in the literature. This is mostly an I-form representation and the most outstanding narrator performance. (Prangel, 1975, 48) By talking to himself, Biberkopf wanders the streets. This conversation with himself shows that he is angry with himself. His anger feels completely open in these sentences.

In this heterotopia concept Biberkopf always experiences something bad. That's why life after being released from prison makes no sense for Biberkopf. His existence among the people and in society is the central problem for him, because he has intensive adaptation difficulties to society. "Die Mauern standen vor seinen Augen, sie betrachtete er auf dem Sofa, betrachtete sie unentwegt. Es ist ein grosses Glück, in diesen Mauern zu wohnen, man weiss, wie der Tag anfangt und wie er weiter geht. (Franz, du möchtest dich doch nicht verstecken, du hast dich schon die vier Jahre versteckt, habe Mut, blick um dich, einmal hat das Verstecken doch ein Ende.)" (Döblin, 1961: 19) "Die roten Mauern, schöne Mauern, Zellen, er müsste sie sehnsüchtig betrachten, (…)" (Döblin, 1961: 22) The quote above shows that Biberkopf can not escape from the influence of the prison. He gives a special meaning to the walls. Everything he sees, the jailer associates him and he becomes happy when he thinks of the prison. He does not want to leave these walls. He watches for hours the walls of a room in which he happens to enter.

In the novel, the streets in Berlin are always in the foreground because the character is always on the streets. But in the novel Berlin is not present with its positive side. As a city, it is not a preferred city. The people who live or live in Berlin are reported in the novel. In the center of these people is Biberkopf with his prison heterotopia. The threatening environment of Biberkopf is the biggest signal for its crisis. Biberkopf is looking for space, but he can not go anywhere outside Berlin. The novel refers to the city of Berlin with the title Berlin-Alexanderplatz. The story of Biberkopf is related to this city because he sits in Berlin Tegeler prison and lives after release from the prison in Belin. He is in the middle of this big city Berlin. This big city perception concretizes the confrontation of the figure with its surroundings.

The heterotopic feature of the prison is concretized in the unsteady life of Biberkopf because his haphazard and failed life begins with the release from prison and continues with the problem of adaptation to society. His mentality is illustrated by

the influence of heterotopic space on his life. He goes from one pub to another and thinks that he always eats, drinks and sleeps. He realizes that life already ends in prison for himself. In the novel, the narrator uses the verb "fressen" for the food of Biberkopf. This is also a kind of humiliation of Biberkopf. The narrator intends to use this verb to show that he is in an inhumane situation after the prison. Therefore, one can say that the narrator prefers this verb in particular to emphasize its location. After being released from prison, his emotional mood changes.

The heterotopia becomes more concrete with the fear of life outside. He is very afraid of freedom and society. On the third day after his release from prison, he begins to tell why he is in prison. Biberkopf tells for the first time what he has done and his guilt:"So ist der Zementarbeiter, spater Möbeltransporterarbeiter Franz Biberkopf, ein grober, ungeschlachter Mann von abstossendem Aussern, wieder nach Berlin und auf die Strasse gekommen, ein Mann, an den sizh ein ein hübsches Madchen aus einer Sclosserfamilie gehangt hatte, die er dann zur Hure machte und zuletzt bei einer Schlagerei tödlich verletzte. Er hat aller Welt und sich geschworen, anständig zu bleiben. Und solange er Geld hatte, blieb er anständig. Dann aber ging ihm das Geld aus, welchen Augenblick er nur erwartet hatte, um einmal allen zu zeigen, was ein Kerl ist." (Döblin, 1961: 58-59)The above quote is the last paragraph of the first book. The narrator here makes detailed explanations of what Biberkopf did and what he swore for. After these explanations begins the second book and the narrator wants to emphasize here, if Biberkopf can remain decent. . "(…), wenn er sagt, er will anständig sein, so können wir ihm glauben, er wird es sein. Ihr werdet sehen, wie er wochenlang anständig ist. Aber das ist gewissermassen nur eine Gnadenfrist." (Döblin, 1961: 61) The narrator is not sure if he can stay decent and he can keep his promise. With the sentence "You will see," the narrator tries to establish a communication with the reader.

The narrator tells the guilt of Biberkopf not in one unit but in the chapters. There are many chapters in the novel, and in each chapter he talks about his guilt with one sentence or two sentences. He puts the blame of Biberkopf in the chapter titled "Ausmasse dieses Franz Biberkopf. Er kann es mit alten Helden aufnehmen;"Franz hat seine Braut erschlagen, Ida, der Nachname tut nichts zur Sache, inder Blüte ihrer Jahre. Dies ist passiert bei einer Auseinandersetzung zwischen Franz und da, in der Wohnung ihrer Schwester Minna, wobei zunachst folgende Organe des Weibes leicht beschadigt wurden: die Haut über der Nase am spitzen Teil und in der Mitte, der drunter liegende Knochen mit dem Knorpel, was aber erst im Krankenhaus bemerkt wurde und dann in den Gerichtsakten eine Rolle spielte, ferner diche rechte und linke Schulter, die leichte Quetschungen davoontrugen mit Blutaustritt. Aber dann wurde die Aussprache lebendig. Der Ausdruck "Hurenbock" und "Nuttenjager" animierte den ehrempfindlichen, wenn auch stark verlotterten Fraz Biberkopf kolossal, der dazu noch aus anderen Gründen erregt war. Es bibberte nur so in seinen Muskeln. Er nahm nichts in die Hand als einen kleinen hölzernen Saghnenschlager, denn er trainierte schon damals und hatte sich dabei die Hand gezerrt. Und diesen Sahnenschläger mit der Drahtspirale brachte er in einem enormen zweimaligen Schwung zusammen mit dem Brustkorb Idas, der Partnerin des Gesprächs." (Döblin, 1961: 138) The above quote indicates in detail how Biberkopf killed Ida. That's why Biberkopf has to be in jail. Biberkopf always walks on the streets without working. He walks and suddenly suddenly remembers how he killed her. His consciousness is very confused. That's why he thinks different things or topics at the same time.

The heterotopic construction of the prison always comes when Biberkopf feels bad outside. Biberkopf hid in a room and does not want to do anything, see anyone. He wants to be alone. For two weeks he is sitting in a room and does not work at all. That's why he can not pay the rent of his room. A full beard grows for him, he has no money to go barber. His situation is getting worse day by day."Franz Biberkopf, sieh dich vor, was soll bei dem Sumpfen herauskommen! Immer rumliegen auf der Bude, und nichts als trinken und döşen und döşen! Was geht das was an, was ich mache. Wenn ich döşen will, döşe ich bis übermorgen auf einem Fleck. – Er kanbbert an seinen Nagelln, stöhnt, walzt den Kopf auf dem schweissigen Kissen, blast durch die Nase. Ich liege so bis übermorgen, wenns mir passt. Wenn das Weib bloss heizen würde. Die ist faul, denk bloss an sich." (Döblin, 1961: 180-181) Biberkopf pukes and then he looks at the porridge on the floor. He thinks what a person carries around in his stomach. He is very powerless and shaky on his feet. He pushes his body in the gray-green soldiers coat through the people. He goes faster and faster. He wants to find a place or a street without people.

The dramatic focus of Biberkopf stems from society. He wants to move away from the people. The days go by and Biberkopf is still drinking against the world. He drinks everything there is. He wants to be decent, but scoundrels, scoundrels and rags are always in the company, among the people. One evening he is awakened by a noise in the yard. He looks down in his tears. He screams and people go away. After one week, one evening is the same and Franz sees the people again and thinks. Then the police arrive. But Franz does not say anything about what he saw. He does not help the policeman and he leaves quickly. He wields 1.55 marks in his pocket on the streets;"Raus aus dem Loch, auf die kalte Strasse. Viel Menschen. Kolossal viel Menschen gibts am Alex, haben alle zu tun. Wie dies nötig haben. DerFranz Biberkopf lief ihnen, der drehte di Augen rechts und links. Als wenn ein Gaul ausgerutscht ist auf dem nassen Asphalt und kriegt einen Tritt in

den Bauch mit dem Stiebel und krabbelt hoch, und nun karriolt er los und lauft wie verrückt. Franz hatte Muskeln, der war mal im Athletenklub. Jetzt trudelte er durch die Alexanderstrasse und merkte, was er für einen Schritt hatte, fest fest, wie einer von der Garde. Wir marschieren akkurat genau wie die ändern." (Döblin, 1961: 229) Biberkopf always has to walk on the streets unemployed and without money. For a while he sells newspapers at Alexanderplatz, but after a short time he does not sell newspapers. One evening Franz is found in the street and two people take him to a clinic;"Das große Privatauto, in das Franz Biberkopf gelegt wird – ohne Bewußtsein, er hat Kampfer und Skopolaminmorphium be kommen – rast zwei Stunden. Dann ist man in Magdeburg. Nahe einer Kirche wird er ausgeladen, in der Klinik läuten die beiden Männer Sturm. Er wird noch in der Nacht operiert. Der rechte Arm wird im Schultergelenk abgesägt, Teile vom Schulterkno chen werden reseziert, die Quetschungen am Brustkorb und am rechten Oberschenkel sind, soweit man im Augenblick sagen kann, belanglos. Innere Verletzungen sind nicht ausgeschlossen, vielleicht ein kleiner Leberriß, aber viel kann es nicht sein. Abwarten." (Döblin, 1961: 322-323)

After two weeks, he is taken to his friend Herbert and he stays there for a while with him and his girlfriend. You always ask Biberkopf what's wrong with him. But Biberkopf does not say a single word. He gets better with time, but he is completely powerless. If he feels well, he will immediately be back on the streets and he will walk. He always goes to the pubs and drinks. He becomes a stooge, a criminal. In time he gets worse. He does not want to sell newspapers anymore but earn money quickly. Still, he does not do anything to earn money. He always sits in the bars, sings and always plays cards. The narrator summarizes his life like this; "Es ist ja gar nicht viel zu erzählen von Franz Biberkopf, man kennt den Jungen schon. Was eine Sau tun wird, wenn sie in den Kofen kommt, kann man sich schon denken. (…) So lebt unser ganz dicker, ganz lieber einarmiger Franz Biberkopf, Biberköppchen, seinen Trott in den Monat August rein, der ist noch leidlich temperiert. Und det Franzeken kann schon ganz hübsch rudern mit dem linken Arm, und von der Polizei hört er auch nichts, obwohl er sich gar nicht mehr meldet, die machen da eben auf dem Revier auch ihre Sommerferien, Gott, schließlich hat son Beam- 423 ter ooch bloß zwee Beene, und für die paar Pimperlinge, die die verdienen, reißen sie sich ooch keen Bein aus, und warum soll eener rumloofen und suchen: wat ist denn mit dem Franz Biberkopf, wat Biberkopf, ausgerechnet Biberkopf, und warum hat der bloß einen Arm, vorher hat er doch zwee gehabt; laß den man in den Akten schimmeln, ein Mensch hat schließlich noch andere Sorgen." (Döblin, 1961: 423) With these sentences, the narrator tells about the life of Biberkopf and concretizes what Biberkopf will experience in the future. He always drinks. Drinking becomes an indigenous need for him. This need is in him and comes out again. The narrator represents the changes of Biberkopf and now he is calling the readers again;"Hier sieht jeder, der so weit gelesen hat, welche Wendung ein getreten ist: die Wendung nach rückwärts, und sie ist bei Franz beendet. Franz Biberkopf, der Starke, die Kobraschlange, ist wirklich wieder auf der Bildfl äche erschienen. Es ging nicht leicht, aber er ist wieder da. 442 Er schien schon da zu sein, als er Miezens Lude wurde und frei herumspazierte mit einem goldenen Zigarettenetui und einer Ruderklubmütze. Aber jetzt ist er erst ganz da, wie er so jauchzt und keine Furcht mehr hat. Jetzt schwanken bei ihm keine Dä cher mehr, und sein Arm, na, das hat er davon. Der Sparren aus dem Kopf ist ihm glücklich rausoperiert. Er ist jetzt Lude und wird wieder ein Verbrecher sein, aber weh tut ihm das alles nicht, im Gegenteil. Und es ist alles wie am Anfang. Aber man wird sich auch klar sein, es ist nicht die alte Kobraschlange. Das ist unser alter Franz Biberkopf, man sieht es schon, nicht mehr. Das erstemal betrog ihn sein Freund Lüders, und er kippte aus den Pantinen. Das zweitemal hat er Schmiere stehen sollen, aber er wollte nicht, da hat ihn Reinhold aus dem Auto geschmissen und glatt überfah ren. Jetzt ist es für Franz genug, es wäre für jeden einfachen Men schen genug. Er geht nicht ins Kloster, er reißt sich nicht kaputt, er geht auf den Kriegspfad, er wird nicht nur Lude und Verbre cher, sondern jetzt heißt es: nu grade. Jetzt werdet ihr Franz sehen, nicht wie er allein tanzt und sich sättigt und sich seines Le bens freut, sondern im Tanze, im Rasseltanz mit etwas anderm, das soll zeigen, wie stark es ist und wer stärker ist, Franz oder das andere. Einen Eid hat Franz Biberkopf laut getan, als er aus Tegel kam und wieder die Beine setzen konnte: ich will anständig sein. Den Eid hat man ihn nicht halten lassen. Jetzt will er sehen, was er überhaupt noch zu sagen hat. Er will fragen, ob und warum ihm sein Arm abgefahren werden mußte. Vielleicht, wer weiß, wie es bei so einem im Kopf aussieht, vielleicht will Franz sich von Reinhold seinen Arm wieder holen." (ss. 442-443) The narrator emphasizes the changes at Biberkopf and he assesses his situation. Biberkopf becomes an immoral man. By nature, it is well designed. But he falls for his friends and his new life comes to an end without starting. Guilt and death are referred to as the turning points in his new life. He belongs to the criminal milieu. He can not manage to be a responsible person. The change to a good person has failed him.

The narrator reports his actions. His inconsistent place in society is made clear by the narrator with his thought and behavior. The interpretations of the narrator are striking; "Ein anderer Erzähler hätte dem Reinhold wahrscheinlich eine Strafe zugedacht, aber ich kann nichts dafür, die erfolgte nicht." (s. 218) The narrator shows his place in the novel and, strictly speaking, he feels his existence. The storytelling of the narrator complicates the construction of the novel. Especially before the sixth chapter he emphasizes his existence and he lets memorize this complicated construction of the novel. He makes

explanations before the beginning of the sixth chapter. He calls the readers and orientates them; "Es ist kein Grund zu verzweifeln. Ich werde, wenn ich diese Geschichte weitererzähle und bis zu ihrem harten, schrecklichen, bitteren Ende geführt habe, noch oft das Wort gebrauchen: es ist kein Grund zu verzweifeln. Denn der Mann, von dem ich berichte, ist zwar kein gewöhnlicher Mann, aber doch insofern ein gewöhnlicher Mann, als wir ihn genau verstehen und manch mal sagen: wir könnten Schritt um Schritt dasselbe getan haben wie er und dasselbe erlebt haben wie er. Ich habe versprochen, obwohl es nicht üblich ist, zu dieser Geschichte nicht stille zu sein. Es ist die grausige Wahrheit, was ich berichte von Franz Biber kopf, der ahnungslos von Hause wegging, wider seinen Willen bei einem Einbruch mitmachte und vor ein Auto geworfen wur de. Er liegt unter den Rädern, der unzweifelhaft die redlichsten Bemühungen gemacht hat, seinen ordentlichen erlaubten und gesetzlichen Weg zu gehen. Aber ist das nicht grade, um zu ver zweifeln, welcher Sinn soll denn in diesem frechen, ekelhaften und erbärmlichen Unsinn liegen, welcher verlogene Sinn soll denn dahineingelegt werden und vielleicht gar ein Schicksal für Franz Biberkopf daraus gemacht werden? Ich sage: es ist kein Grund zu verzweifeln. Ich weiß schon einiges, vielleicht sehen manche, die dies lesen, schon einiges. Eine lang same Enthüllung geht hier vor, man wird sie erleben, wie Franz sie erlebt, und dann wird alles deutlich sein." (Döblin, 1961: 315) This quote above is a good example to clarify that the narrator is in the midst of events. He is not the pure observer. He always makes interpretations and warnings about Biberkopf. He orients the readers. On this occasion, one can notice that there is curiosity-inspiring construction in the novel. With this story telling of the narrator, the reader combines text-theoretical pieces and forms the basis in the novel.

Biberkopf is not only known from the perspective of the narrator but also from the perspective of Reinhald-the friend of Biberkopf-; "Dem Mann ist vor einiger Zeit der Arm abgefahren worden, das war mal ein anständiger Mann, läßt sich eidlich bezeugen, jetzt ist er Lude, (…)" (Döblin, 1961: 432) Biberkopf is referred to as a Lude by Reinhold. Reinhold wants to see the girlfriend of Biberkopf, but Biberkopf turns away the desire of Reinhold. He convinces Biberkopf to go home with him. In the end, they collapse and Reinhold hides in bed, under the covers. Biberkopf wants his girlfriend Reinhold not to see. Then his girlfriend comes home, but she tells Biberkopf that she is going to her other friend. He begins to roar at her. He hits her in the face, then hits her shoulder; "Da sitzt sie mit gerissener Bluse, das eine Auge zu, Blut aus der Nase und verschmiert die linke Backe und das Kinn." (Döblin, 1961: 495) Biberkopf goes out and carries her into the room. In the evening Biberkopf comes home and they start talking to each other. They laugh. They are in each other's arms. They behave as if they had not experienced anything. Their way of life is wrong, completely immoral and inappropriate. The environment of Biberkopf shows inhuman individuality. Reinhold organizes a burglary and they are wanted by the police. Reinhold lent everything and his other friend Karl remains in prison. Reinhold wants to go with the girlfriend of Biberkopf to the forest and she assumes to go with him to the forest to learn about him from Biberkopf something. Reinhold forces her to be with her. But when she tried to escape, he killed her. Biberkopf hears the death of his girlfriend from the newspaper. On the newspaper are two pictures side by side of Biberkopf and his girlfriend. The reaction of Biberkopf is that he sees the newspaper;"(…), det bin – ick doch, det bin ick doch, warum denn, wegen de Stralauer Straße, warum denn, gräßlicher Schreck, det bin ick doch und denn Reinhold, Über schrift: Mord, Mord an einer Prostituierten bei Freienwalde, Emilie Parsunke aus Bernau. Mieze! Wat is denn det. Ick. Hin term Ofen sitzt ne Maus, die muß raus. (…) wat is los, Mord, wie is det, Mieze, ick bin verrückt, wie is det, was heißt det. Seine Hand hebt sich wieder auf den Tisch, da steht es in der Zeitung, mal nachlesen: mein Bild, ick, und Reinhold, Mord, Emilie Parsunke aus Bernau, in Freienwalde, wie kommt die nach Freienwalde." (Döblin, 1961: 568) Biberkopf reads the newspaper and his head trembles. He begins to speak intermittently. His look becomes emptier and unfilled. He looks shakily, trying to think what it was all about. Then he talks to his friend Herbert about it and suspects how the event is happening.

Biberkopf is on the way again. He does not know where to go. But still he is back on the streets. He always walks from one street to another. He is always in the thoughts. He speaks to himself. This quotation too is a suitable example of the inner monologue like other inner monologue examples in the novel. Not only by the figure but also by the narrator, the experiences of Biberkopf are presented in a judgmental and orienting way; "Wer ist es, der hier auf der Alexanderstraße steht und ganz lang sam ein Bein nach dem ändern bewegt? Sein Name ist Franz Biberkopf, was er getrieben hat, ihr wißt es schon. Ein Ludewig, ein Schwerverbrecher, ein armer Kerl, ein geschlagener Mann, er ist jetzt dran. Verfluchte Fäuste, die ihn geschlagen haben! Schreckliche Faust, die ihn ergriffen hat! Die ändern Fäuste schlugen und ließen ihn los, da war eine Wunde, da war er bloß, die konnte heilen, Franz blieb, wie er war, und konnte weiter eilen. Jetzt, die Faust läßt nicht los, die Faust ist ungeheuer groß, sie wiegt ihn mit Leib und Seele ein, Franz geht mit kleinen Schritten und weiß: mein Leben ist nicht mehr mein. Ich weiß nicht, was ich jetzt tun muß, aber mit Franz Biberkopf ist es aus und Schluß." (Döblin, 1961: 592) He goes on and on, but as he walks the Gedanlen disturb him. In the end, the police take him. He is arrested. But he does not speak and just stares. Biberkopf behaves strangely in prison and he does not feel well. That's why he's being taken to a lunatic asylum. He always tears off his shirt and does not cover himself. His eyes are always firm and he denies

any food. He does not speak and does not answer the doctors or guards at all. They try every method they can to move it, like schnapps nose. But he's fighting the doctors. Then he gets better and he can get up. The detectives and the doctors ask him immediately; "Vor dem Kriminalkommissar hat er am nächsten Tag seine Aus sage gemacht, er hat nichts mit der alten Sache in Freienwalde zu tun. Wenn dieser Reinhold etwas anderes sagt, dann – irrt er. (…) Er bringt stöhnend einige Daten heraus. Er stöhnt, man soll ihn lassen. Er blickt ängstlich wie ein Hund vor sich. Der alte Biberkopf ist hin, der neue schläft und schläft noch. Er be lastet diesen Reinhold mit keinem Wort. Wir liegen alle unter einem Beil. Wir liegen alle unter einem Beil. Die Angaben bestätigen sich, sie stimmen überein mit den Aus sagen von Miezes Gönner und dessen Neffen." (s. 663) He is released. The police tell him that he is also being watched outside because of his bad past. Before the end of the novel, the narrator explains how he finishes the novel and what it is from now on;"Dem Biberkopf wird gleich nach dem Prozeß eine Stelle als Hilfsportier in einer mittleren Fabrik angeboten. Er nimmt an. Weiter ist hier von seinem Leben nichts zu berichten. Wir sind am Ende dieser Geschichte. Sie ist lang geworden, aber sie mußte sich dehnen und immer mehr dehnen, bis sie jenen Höhepunkt erreichte, den Umschlagspunkt, von dem erst Licht auf das Ganze fällt." (Döblin, 1961: 674-675) He is an assistant porter in a factory and he does not swear by anything in the world. He promises himself to be pure.

Biberkopf experiences bad events, but at the end of the novel he becomes a little worker and makes a new beginning for himself and his life. He loses himself in a big city and the catastrophes include him. At the center of these disasters is the prison. It all starts with Biberkopf's release from prison. Therefore, the novel is a suitable example for the investigation with the Hetetrotopie method.

Conclusion

This novel, with which Döblin achieves a great and international success, reflects the confrontation of the Hauptfigur with himself and his environment. Franz Biberkopf always tries to stay decent after being released from prison, where he has been serving for 4 years. Actually, his sentence begins with his release from prison. The life of Biberkopf changes with the release from prison. He seeks his own identity, but he can not find her. For a few weeks he stays decent but after a short while he finds himself back in indecent and immoral work. In the whole novel Biberkopf fights against himself, but he can not succeed in this area.

In this novel, the prison is a symbol of heterotopic space. Prison as a heterotopic space encloses people in a group and at the same time excludes people from a group. One can show that the 'prison' in this novel includes the main character in the prison and excludes it from the society. Therefore, it is possible to suggest that the prison is a border town for Franz Biberkopf. But because of this border town the life of Biberkopf is getting worse and worse. Because the heterotopia softens Biberkopf of society and limits his life. He loses himself in society. The complexity of the main character is taken with the prison and city perception and the overpowering of everyday life in the hand. The prison stands here as a deviation heterotopia in the foreground and the experiences of the main character in prison and outside the prison symbolize the heterotopic characteristics. The prison is selected for the history of Biberkopf as crisis heterotopias or deviation heterotopias.

The prison is an ineligible place and occupies a different role in the novel, because it has a central meaning for the figure. For Biberkopf, the prison is an unneutral space. The prison is not only a social network but also a space that gains importance with the individual perspective. In other words, the prison for Biberkopf has an individual side besides the social side. On this occasion, the prison in the novel is in the foreground because it is both an institution of society and a space that robs the freedom of Biberkopf.

In Foucault's concept of heterotopia, the prison reflects the otherness in society. According to this concept, the prison refers to other spaces. The prison is identified as the essence in the life of Biberkopf, where he must stay for 4 years. The isolation of Biberkopf from the society is a kind of heterotopic perception. In this idea, Biberkopf can not overcome the bad influence of the prison and the difficulties of adapting to society lead him to insanity. An important feature of the prison is that Biberkopf is alienated from society. He is estranged from himself and society. This alienation leads him to isolation from society. Biberkopf comes into conflict with the social order. In the heterotopic system, the prison is a social space that makes people dependent on an institution. But this feeling of dependency affects Biberkopf's perception of the world in many ways from his release from prison, and in terms of the limits of freedom, he becomes a system. In this system, he becomes a failed man because he can not integrate into society.

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Evaluation of Hospital Performance with Data Envelopment Analysis

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Abstract

Performance evaluation provides information for lacking organizations and demonstrates how to improve performance for hospitals. Formerly, hospitals had to afford to meet the increased demand of their patients by only decreasing their operational costs. In this parallel most of the hospital was first to cut costs or avoid cases that would likely lose money. However, later health care administrators realized that the appropriate solution to keep their hospitals financially viable was to improve their performance. Efficiency analysis based on optimization techniques and their normative structure creates the benchmark for the hospitals. This is one of the most essential requirements of health care industry today. Data Envelopment Analysis (DEA) is a non-parametric linear programming technique that assesses the efficiency frontier by optimizing the weighted outputs to inputs. DEA models can provide the new solutions to increase the efficiency. DEA identifies the optimal ways of efficiency for each of the hospital rather than the averages. Since this is an appropriate way to understand the individual hospital efficiency, DEA provide the significant findings for the improvement process of hospitals. Hospitals can not only find their efficiency level, but also discover the alternative solutions to eliminate the inefficiency causes. The results of this study have also provided meaningful insights into Turkish health care managers' views of the interaction between efficiency and health care expenditures. It is expected that the findings will provide guidance for health care providers. Results also might be beneficial for other researchers in this area.

Keywords: Data envelopment analysis, efficiency analysis, hospital performance

1. Introduction

Health, on the one hand, is directly related to human and community life, but on the other hand it contributes to the quality of the labor factor and affects economic performance through employment and production. It is very important to know the efficiency levels of hospitals which are health sector enterprises. Because hospitals use public resources, these resources need to be used in the best way without being wasted.

Each economic unit transforms resources, inputs it procures from its external environment, into output in the form of goods and services, using a specific production technology, in order to realize its objectives. Assessing the performance of a business in a specific time period is an examination of how rational it is to transform the inputs it uses into output. In this context, when evaluating the performance of an economic unit, it is necessary to determine whether the largest output level is obtained from the inputs used, or whether the lowest output level is reached for the given output level. Here, Data Envelopment Analysis (DEA) has been developed to meet this need and to measure the relative performance of businesses.

DEA is a non-parametric efficiency measurement method that can be easily used for multiple inputs and outputs. In addition, DEA can measure by using many inputs and outputs such as cost, weight, volume. In decision-making units such as hospitals; DEA has become one of the most widely used efficiency measurement methods in recent years because a large number of different input and output variables can be used, such as number of beds, number of specialist and practitioner doctors, mortality rate, and revolving fund.

The purpose of this study is to compare the efficiency of some selected hospitals with data envelopment analysis method. In the study, the relative efficiency of public hospitals will be analyzed in the light of factors such as the health sector's

structure, organization, financing of health services and health expenditures, and proposals about health policies will be developed by making use of the results obtained. The data used in this study, in which the relative service performances of hospitals were examined, was obtained in 2015. Performance measurement based on the resource utilization efficiency of the hospitals was done by data envelopment analysis. When performance measurements were made, the hospitals were compared according to the possibilities offered by the DEA using different models, fixed scale according to the scale and variable return according to the scale. While the hospital efficiency is being calculated; Variables such as total number of beds, number of total doctors, number of nurses were used as input and number of patients treated, number of hospitalized patients, output variables. With this analysis, it is aimed to reveal the activities of hospitals to provide health services by measuring the resource utilization efficiency and performance of the hospital.

2. Performance and Efficiency in Health businesses

The concept of performance in general terms; Evaluation of the efforts of decision makers to achieve their goals, quantitative and qualitative explanations of what a unit of work is capable of achieving and achieving the desired outcome. In order to improve the performance of the decision-making units, it is necessary to evaluate the activities carried out in certain periods and this should be done with the generally accepted efficiency measurement methods. The main ones of these methods are classified as ratio analysis, parametric methods and non-parametric methods. The simplest and most common of the methods used to measure operating performance is the ratio analysis, which is the ratio of single entries to single outputs.

The terms productivity and efficiency, which are often used interchangeably, actually represent different economic concepts. For producers of goods or services, the concept of productivity is expressed as the ratio of the total amount of production to the total input used and has less coverage than efficiency (Caglar, 2003). The concept of efficiency, which is closely related to the concept of productivity, shows how good output can be generated from the inputs available. Efficiency is the use of resources in production at an optimal level, and some authors refer to "doing their job right" (Akal, 2000). Efficiency; Is an expression of how resources are used to provide useful output. In economical terms, the capacity to obtain the most results with the least effort and cost is technically defined as the ratio of the actual output to the maximum output (Bayraktutan and Pehlivanoglu, 2012).

The studies of efficiency in the health sector, it is noteworthy that there are more studies to estimate the technical efficiency. Technical efficiency can be defined as producing a certain amount of output by using minimum input or performing a certain production level with minimum cost. When a firm performs the same production by using less input, it should not reduce the quality and quality of the product. It can be said that the performance of a company that has achieved technical efficiency in the production process is better than that of its competitors. In the literature, it is seen that firm's performances are mostly measured by using parametric and nonparametric methods. While parametric methods are preferred when the mathematical form of the relationship between variables is known, nonparametric methods are preferred especially in the service sector such as hospitals and where the mathematical form of relationships between variables is not known precisely (Celik and Esmeray, 2014). When the literature is searched, it is seen that one of the methods frequently used in determining the technical activities of firms is the data envelopment analysis. This method is used to measure the performance of service businesses, especially hospitals that generate more than one output with multiple inputs.

Efficiency in hospital businesses is briefly related to the ability of hospitals to produce data output level (treated patient) using inputs such as personnel and financial capital. Considering that hospitals offer homogeneous services; If a hospital cannot reduce its inputs without reducing it on its output, it is technically efficient. However, if a hospital is using the same output level by using more input than other firms in the sector, it cannot use its resources efficiently.

3. Data Envelopment Analysis

The first applications of DEA were usually made in public institutions, ie non-profit-making businesses. Later, the method became widespread and started to be applied in profit-making enterprises. Areas of application include; Hospitals, educational institutions, military units, local governments, airports, banks, hotels and municipalities (Bowlin, 1998). Initially introduced by Charnes, Cooper and Rhodes (CCR) in 1978, DEA is a linear programming process in which a large number of inputs and outputs are used (Charnes et al., 1978). The first DEA model presented by the CCR was built on Farrell's work in 1957 (Cooper et al., 2004). DEA has received great interest from the following years onwards and has published a number of theoretical and practical articles and books (Tavares, 2002). DEA measures the relative efficiency of homogeneous Decision-making Units (KVAs), which produce multiple outputs using multiple inputs in a production system and perform similar tasks (Yun et al., 2004).

Data envelopment analysis is a technique in which some mathematical programming methods are used to compare the relative efficiency of units in a group. These units are often called decision-making unit. The most important advantage of DEA is that it does not require any functional connection assumption between input and output. This advantage gives DEA a nonparametric method (Ayricay and Ozcalici, 2014). DEA is a special application of linear programming, which is commonly used to measure the relative efficiency of businesses with the same objectives and targets operating in the service sector (Tunca et al., 2010). DEA is a method used to measure the relative efficiency of businesses with the same goals and objectives. Areas of application of DEA; hospitals, banks, courts, schools, etc. institutions (Tetik, 2003).

The DEA method is often used to measure the effectiveness of a large number of units, such as production units, banks or hospitals, characterized by complex input and output. Efficiency and efficiency analyzes are crucial management tools in determining the extent to which inputs are used in the process of obtaining desired output. In DEA, the units that are evaluated are called decision-making units and the performance measurement is done in these input and output units. DEA is a useful method especially when the relations between input and output are unknown. The first model (CCR) developed by Charnes, Cooper and Rhodes under the assumption of Constant to Return Scale was later arranged by the Banker, Charnes, Cooper in the form of Variable Return to Scale, giving a new dimension to efficiency measurement. This form of DEA is referred to as the BCC model (Karahan and Akdag, 2014). DEA is a non-parametric, linear programming method that provides a powerful comparison method that measures the relative activities of decision-making units in a large number of input and output organizations, evaluating their efficiency. In this sense, RIA is considered as a multi-criteria decision-making (MCDM) technique. In the service process, a large number of outputs are usually obtained using a large number of inputs. Having a feature that considers all inputs and outputs without choosing a successful service is a superior aspect of DEA's other productivity analyzes (Aslan and Mete, 2007).

DEA is a mathematical programming-based technique used to measure the relative activities of organizational units with multiple inputs / outputs that do similar work. Data envelopment analysis is considered to be an effective approach, especially in situations where more than one input field cannot be converted into a weighted input or output set. DEA considers the best observation as the efficiency limit. After this determination, other observations are evaluated according to this most effective observation. On the other hand, the dual of each model is created and analyzed. The reasons for inactive units are determined and what is to be done in the input and output to be effective. Data envelopment analysis differs from other methods in describing optimal performance instead of performance averages (Guzel et al., 2012).

4. Hospital Efficiency Case Study

The main purpose of this study is to determine the activities / performances of the health institutions by measuring the input usage efficiency of the hospitals operating in Turkey. One of the aims of the study is to develop policy recommendations to improve health care services by comparing the effectiveness of hospitals. In this study, the efficiency of hospitals, output-oriented approach of data envelopment analysis method, constant return by scale, variable return by scale and scale efficiency indices were calculated. When the calculation was made, all the hospitals were evaluated together, the effectiveness values were measured, then the incomplete or redundant of the inactive hospitals were determined and finally, what was needed to improve the performance of the hospitals determined to be ineffective. In this context, total, technical and scale efficiency were calculated by evaluating data of 9 hospitals operating in Turkey. Utilizing the findings, the output needed to increase and the amount of inputs that need to be reduced have been determined so that hospitals that are not actively working can work more efficiently and resource waste is avoided.

4.1. Research Methods and Data Used

In the study, DEA was used to measure the efficiency of the hospitals. The most important reason for choosing this method is that it can be easily used for multiple inputs and outputs. DEA uses all the data, does not exclude any data and can be used without problems. Therefore, the most possible input and output variables were tried to be created by taking into consideration the fields of activity of the hospitals and the related literature. Since revolving fund data for hospitals, budget allocations and expenditure data cannot be supplied, they cannot be used as variables. Input and output variables affecting hospital performance are taken from Ministry of Health 2015 data. Essentially, there are a large number of input and output variables in hospital enterprises. However, outcome variables are the number of patient controls performed at the hospital. Likewise, as input variables, the number of beds and the number of human resources are considered. In the distribution of resources to the hospitals, as the number of beds is taken as the basis, the number of beds is considered as input variables by considering many input variables.

Input variables in the study; total number of beds, total number of doctors, number of nurses. The output is variable; number of patients treated, number of hospitalized patients.

The number of variables must be kept as limited as possible, since the ability of the DEA to decompose in the case of too many inputs and outputs to the application drops. The sum of inputs and outputs should be less than the number of decision units (Aslan and Mete, 2007). For this reason, in this study, the sum of input and output units is kept less than the number of decision units. The data used in the analyzes were handled on an annual basis and it was taken into consideration that sample hospitals were selected and they were similar to each other in service production. Thus, the best production limit was set for 9 hospitals and performance indicators were evaluated according to this class. Data envelopment analysis and efficiency studies were conducted using the WinDEAP 2.1. package program.

4.2. Findings of the study

The technical efficiency scores calculated by the DEA range from 0 to 1. As these values approach 1, the efficiency increases, and the zero approach decreases the effectiveness. When the technical efficiency score is 1, there is full technical efficiency. This shows that the active hospital is at the best production limit. For this purpose, since the efficacy score is compared to the value of 1, the ineffectiveness scores are less than 1. This score (1- activity score) can be calculated as. If the technical efficiency index value is less than 1, it indicates that the operator cannot produce maximum output with his current inputs. In other words, this means that the actual output of the operator can be generated with less input. In Table 1 below, five hospitals with less than the technical efficacy level 1 (ineffective) were identified.

4.2.1. Sample Hospitals Efficiency Scores

Table 2 shows the input-oriented technical efficiency, pure efficiency and scale efficiency scores of 9 hospitals operating in Turkey.

Table 1: Efficacy Scores of 9 Hospitals

Hospitals	Technical Efficiency (CRS)	Pure Efficiency Value (VRS)	Scale Efficiency		Reference Set	Reference Number
1	0.375	0.424	0.884	irs*	**5 (0.592)**	1
2	**1.00**	**1.00**	**1.00**	-	**-**	0
3	0.515	0.519	0.993	irs*	**4 (0.642), 5 (0.306)**	2
4	**1.00**	**1.00**	**1.00**	-	**-**	0
5	**1.00**	**1.00**	**1.00**	-	**-**	0
6	0.684	**1.00**	0.684	irs*	**8 (0.014),4 (0.176)**	2
7	0.635	**1.00**	0.635	irs*	**2 (0.017), 8 (0.276) ,4 (0.030)**	3
8	**1.00**	**1.00**	**1.00**	-	**-**	0
9	0.460	0.800	0.575	irs*	**4 (0.153)**	1

*increasing return to scale

According to the results of the analysis made in Table 1, it is seen that the efficiency results of 9 hospitals are effective in CRS 4 hospital (2,4,5,8) and 5 hospitals (1,3,6,7,9) are not effective. According to VRS 6 hospitals seem to be effective. In scale efficiency, the results in CRS are equal to each other.

As shown in Table 1, the values in the reference set are used to make ineffective hospitals effective, and the input or output values that the hospital needs to increase or decrease are calculated by the package program. According to the analysis results, it was determined that 5 of 9 hospitals did not work effectively. These are hospitals numbered 1, 3, 6, 7 and 9. In order to make these five hospitals effective, the adjustments to be made in the input and output variables were calculated by means of the DEAP 2.1 program and the results obtained are shown below in separate tables for each of the five hospitals.

4.2.2. Corrections Required to Enable Inefficient Hospitals

As a result of the analyzes made on 9 hospitals, the five hospitals that were determined not to work effectively had to make necessary adjustments in order to be able to work effectively and the corrections to be made in the variables of the 1st hospital were shown in Table 2 below.

Table 2: Amounts Needed to Increase / Reduce Hospital Number One

Hospital 1	Current Value	Target Value	Required Increase	Required Reduction
Number of Patients Treated	4637	14537	9900	-
Number of Patients Hospitalized	10356	10356	-	-
Total Number of Beds	150	56	-	94
Total Number of Doctors	90	82	-	8
Number of Nurses	144	12	-	132

As seen in Table 2, the number of patients treated in the first hospital should be increased by 9900, there is no need to change the number of patients hospitalized, total number of beds should be reduced by 94, total number of doctors should be reduced by 8, the number of nurses should be reduced by 132 person.

As a result of the analysis made, the program needs to be adjusted so that the hospital No. 3, which is determined not to be effective, can work effectively. The adjustments to be made in the variables of the 3th hospital patient are shown in Table 3 below.

Table 3: Amounts Needed to Increase / Reduce Hospital Number Three

Hospital 3	Current Value	Target Value	Required Increase	Required Reduction
Number of Patients Treated	30944	30944	-	-
Number of Patients Hospitalized	9765	9765	-	-
Total Number of Beds	150	77	-	73
Total Number of Doctors	75	29	-	46
Number of Nurses	135	68	-	67

As shown in Table 3, hospital number three; total number of beds should be reduced by 73, total number of doctors should be reduced by 46, and number of nurses should be reduced by 67.

As a result of the analyzes made, the necessary corrections are made by the program in order to enable the 6th hospital that is not working effectively to function effectively. The corrections to be made in the variables of the 6th hospital are shown in Table 4 below.

Table 4: Amounts Needed to Increase / Reduce Number Six Hospital

Hospital 6	Current Value	Target Value	Required Increase	Required Reduction
Number of Patients Treated	6601	6601	-	-
Number of Patients Hospitalized	449	1232	783	-
Total Number of Beds	20	14	-	6
Total Number of Doctors	16	7	-	9
Number of Nurses	25	17	-	8

As seen in Table 4; there should be no change in the number of patients treated, the number of inpatient patients should be increased by 783, the number of total beds should be reduced by 6, the number of total doctors should be reduced by 9, and the number of nurses should be reduced by 8.

As a result of the analyzes made, the necessary corrections are made by the program in order to enable the 7th hospital that is not working effectively to function effectively. The corrections to be made in the variables of the 7th hospital are shown in Table 5 below.

Table 5: Amounts Needed to Increase / Reduce Number Seven Hospital

Hospital 7	Current Value	Target Value	Required Increase	Required Reduction
Number of Patients Treated	5318	5318	-	-
Number of Patients Hospitalized	591	931	340	-
Total Number of Beds	24	15	-	9
Total Number of Doctors	7	4	-	3
Number of Nurses	11	7	-	4

As seen in Table 5; there should be no change in the number of patients treated, the number of patients hospitalized should be increased by 340, the number of total beds should be reduced by 9, the number of total doctors should be reduced by 3, and the number of nurses should be reduced by 4.

As a result of the analyzes made, the necessary corrections are made by the program in order to enable the 9th hospital that is not working effectively to function effectively. The corrections to be made in the variables of the 9th hospital are shown in Table 6 below.

Table 6: Amounts Needed to Increase / Reduce Number Nine Hospital

Hospital 9	Current Value	Target Value	Required Increase	Required Reduction
Number of Patients Treated	5595	5595	-	-
Number of Patients Hospitalized	80	1053	973	-
Total Number of Beds	25	11	-	14
Total Number of Doctors	38	6	-	32
Number of Nurses	79	15	-	64

As seen in Table 6; there should be no change in the number of patients treated, the number of patients hospitalized should be increased by 973, the number of total beds should be reduced by 14, the number of total doctors should be reduced by 32, and the number of nurses should be reduced by 64.

Results

Institutions that provide health care services which are critical with respect to quality of human life and labor productivity need to be managed with an understanding of efficiency. It is an important requirement that hospitals offering community health services operate effectively, gain competitive advantage by providing cost advantage, and show continuity in the sector. This issue has become increasingly important, especially as the private health institutions, which have increased rapidly and developed as alternative to public hospitals in our country. Private healthcare providers have become the competitors of public enterprises, especially university hospitals, as they are comparable to each other in the marketplace, offering cheaper quality health care.

In this study, technical efficacy of 9 hospitals operating in Turkey and providing similar services was measured by data envelopment analysis. 4 of the hospitals were effective, 5 of them were not effective. Technically effective enterprises, have a cost advantage over ineffective businesses in the sector. From the point of view of cost advantage, it is not possible for health enterprises which cannot produce technically efficient services to operate in this sector for a long time. For this reason, these firms are obliged to increase their service output in a certain amount of input in the following periods. The increase in the number of technically effective firms in the sector means that similar services on the market can be cheaper. In this case, competition in the sector will also increase. The increase in similar studies in the following years will increase the efficiency of the hospitals as well as the competition in the sector and this competition will be more beneficial to the beneficiaries.

In the study, the values of the input or output that the hospital needs to increase in increments of the hospital are calculated by the package program using the values in the reference set so that inactive hospitals can be activated. As a result of the analysis, 5 hospitals were found to be inactive. These are hospitals numbered 1,3,6,7 and 9, and the corrections to be made in the input and output variables are shown below.

Number 1 hospital; the number of patients treated should be increased by 9900. No change in the number of patients hospitalized. The total number of beds must be reduced by 94. The number of total doctor should be reduced by 8. The number of nurses must be reduced by 132.

Number 3 hospital; no change in the number of patients treated and the number of patients hospitalized. The total number of beds must be reduced by 73. The number of total doctors should be reduced by 46. The number of nurses must be reduced by 67.

Number 6 hospital; no change in the number of patients treated. The number of patients hospitalized should be increased by 783. The total number of beds must be reduced by 6. The number of total doctors should be reduced by 9. The number of nurses must be reduced by 8.

Number 7 hospital; no change in the number of patients treated. The number of patients hospitalized should be increased by 340. The total number of beds must be reduced by 9. The number of total doctors should be reduced by 3. The number of nurses must be reduced by 4.

Number 9 hospital; no change in the number of patients treated. The number of patients hospitalized should be increased by 973. The total number of beds must be reduced by 14. The number of total doctors should be reduced by 32. The number of nurses must be reduced by 64.

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Audit Tests and Their Impact on Fraud Detection-Case of Albania

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Abstract

For an auditor having the responsibility for the prevention, detection and reporting of fraud, other illegal acts and errors is one of the most controversial issues in auditing, and has been one of the most frequently debated areas amongst auditors, politicians, media, regulators and the public (Gay et al 1997). The primary objective of financial reporting is to provide high-quality information to financial statement users. Regarding to this, we have taken into consideration an important element, such as the audit report which provides reasonable assurance to present and potential capital providers and other stakeholders when making investments, credit decisions, and allocating resources that may enhance overall capital market efficiency. The audit engagement in Albania is based on International Auditing Standards. We have attempted to study and identify the role of audit tests, performed by auditors during the audit process, in detecting material misstatements in the financial statements, in order to obtain a more qualitative financial reporting. Through the literature study regarding the impact of audit procedures undertaken in the auditor's opinion and the evidence gathered by the questionnaire addressed to auditors in Albania, it is possible to carry out our research questions about the subject field. In conclusion, we will express our opinion about the possible suggestions that should be followed during the selection of the adequate audit test to be performed, in order to ensure the most qualitative financial reporting in Albania.

Keywords: financial reporting, audit, accounting, audit tests**.**

Introduction

The primary objective of financial reporting is to provide high-quality information to financial statement users. Regarding to this, we have taken into consideration an important element, such as the audit report which provides reasonable assurance to present and potential capital providers and other stakeholders when making investments, credit decisions, and allocating resources that may enhance overall capital market efficiency. Through this paper we would like to study the relationship that may exist between the audit tests performed during an audit engagement and fraud detection.

This paper also aims to ascertain: "Auditors responsibility is fraud detection or expressing an opinion whether the financial statements are prepared, in all material aspects, in accordance with an applicable financial reporting framework? For an auditor having the responsibility for the prevention, detection and reporting of fraud, other illegal acts and errors is one of the most controversial issues in auditing, and has been one of the most frequently debated areas amongst auditors, politicians, media, regulators and the public (Gay et al 1997). The studies conducted found the existence of an audit expectation gap between auditors and financial report users with respect to the actual duties of auditors.

This debate has been especially highlighted by the collapse of both small and big corporations across the globe, but also with the latest phenomena in our country, such as the theft of the Bank of Albania or the second tier banks.

Methodology

In this paper data was collected from both the primary and secondary sources. Primary data used in this study were obtained through the administration of structured questionnaires which addresses both open and closed-ended questions

to the respective certified accountants. Secondary data was gathered using foreign literature, research and scientific work of foreign and Albanian authors. Data obtained from the questionnaires was processed through editing and coding and then entering the data into a computer for analysis using descriptive statistics with the help of Statistical Package for Social Sciences (SPSS).

Through descriptive and analyzing statistical analysis are tested the below hypothesis:

First Hypothesis: The type of audit test elected affects the detection of fraud.

H1: The type of audit test elected affects the detection of fraud.

H0: The type of audit test elected does not affect the detection of fraud.

Second Hypothesis: Fraud detection is auditor's responsibility.

The second hypothesis is tested by means of a questionnaire to identify how the auditors in our country perceive this frequently discussed issue. Questionnaires were handed to 150 auditors and audit firms according to the public register of the Institute of Certified Public Accountants and only 37% of the target group responded. The audit sampling selection was done randomly without following a structured technique, avoiding any conscious or predictable judgment.

The questionnaire is organized in three sections aiming to satisfy the objectives set out in this paper.

In the first section, are asked questions about the general characteristics of the sample like age, years of practicing the profession, training in the field of audit, etc.

Second section includes questions regarding to audit procedures, type of tests applied, and the impact of the extent of tests in fraud detection.

Third section contains questions which aim to identify auditor's responsibility in detecting and reporting fraud, as well as, the impact that would have fraud detection on financial statements users.

Literature review

Porter (1997) reviews the historical development of the auditors' duty to detect and report fraud over the centuries. Her study shows that there is an evaluation of auditing practices and shift in auditing paradigm through a number of stages.

Porter study reveals that the primary objective of an audit in the pre-1920's phase was to uncover fraud. However, by the 1930's, the primary objective of an audit had changed to verification of accounts. This is most likely due to the increase in size and volume of companies' transactions which in turn made it unlikely that auditors could examine all transactions.

Extensive studies have been conducted in many countries into the perception of financial report users of auditors' responsibilities in fraud prevention and detection for example Low (1980) in Singapore; Humphrey et al (1993) in the UK; Monroe and Woodliff (1994) in Australia; Epstein and Geiger (1994) in the USA; Leung and Chau, (2001) in Hong Kong; Fadzly and Ahmad (2004) in Malaysia; Dixon et al (2006) in Egypt. These studies found that many financial report users believe that the detection of irregularities is a primary audit objective and that the auditors have a responsibility for detecting all irregularities.

The auditor could not be expected to uncover all fraud committed within the company, since the auditor was not an insurer or guarantor, but was expected to conduct the audit with reasonable skill and care in the circumstances (Carmichael, 2004). This is a misconception and shows the existence of an audit expectation gap between auditors and financial report users with respect to the actual duties of auditors.

In order to verify the adequacy of the financial statements and the company's internal controls, one performs a series of audit procedures.

According to Boynton et al (2002, p. 209) audit procedures are methods or techniques the auditor uses to assess and collect material, sufficient and competent evidence. Auditing is concerned with the verification of accounting data and with determining the accuracy and reliability of accounting statement, it means looking for sufficient evidence to satisfy oneself as auditor that the accounts show a true and fair view (MILLICHAMP, p. 225 1996).

Santi (1988, p. 88) defines compliance test as tests of the set of procedures and audits designed to confirm whether the critical functions of internal control, which the auditor will depend on subsequent phases of the audit are being implemented effectively.

A research conducted in Albania by Luçi E., Dako,E. (2016) concluded that control tests contribute to the prevention and detection of fraud in the organization.

According Imoniana (2001, pg. 163) substantive tests are audit procedures designed to obtain reasonable and competent corroborative evidence of validity and ownership of the accounting treatment of transactions and balances and evidence to detect material misstatement in the financial statements. Beuren and Cunha (2006, p.69) complements that the substantive procedures in audit are used to establish the reasonableness or otherwise of transactions and account recorded balances. Substantive testing is inversely related to the tests of controls. The higher the confidence found in internal controls, the lower the extent and depth in the application of substantive testing. Moreover, the greater the application of substantive tests, when the auditor found weakness in internal controls.

Although studies on how the type of test applied affects the detection of fraud can be at low levels, we can say that among them is a study conducted by Imoniana, J. Antunes, MT, Mattos, S. & Pereira, A. (2011), who identify that the level of risk and possible errors that each account may contain as a result of fraud, are the main factors that influence the choice of audit substantive audit procedures.

Empirical investigations of Carter and Stover (1991), Latham and Jacobs, (2000) identified two fundamental variables, managerial ownership and the debt limit, which affect the extent of fraud in financial statements.

Fraudulent financial reporting can be caused by the efforts of management to manage earnings in order to deceive financial statement users by influencing their perceptions as to the entity's performance and profitability. Such earnings management may start out with small actions or inappropriate adjustment of assumptions and changes in judgments by management but pressures and incentives may lead these actions to increase to the extent that they result in fraudulent financial reporting.

Regarding to ACFE report (2016) Such a situation could occur when, due to pressures to meet market expectations or a desire to maximize compensation based on performance, management intentionally takes positions that lead to fraudulent financial reporting by materially misstating the financial statements. In some other entities, management may be motivated to reduce earnings by a material amount to minimize tax or to inflate earnings to secure bank financing. Carcello & Palmrose (1994) focused on examining measures of financial difficulties in terms of weak financial conditions and weak financial performance as motivational mechanisms. The conclusions reached by this research, argue that motivations to commit fraud in the financial statements increases when firm encounter financial difficulties.

ISA and audit tests

4.1 The understanding of audit tests

ISA 330 "The auditor's responses to assessed risks" (ISA) deals with the auditor's responsibility to design and implement responses to the risks of material misstatement identified and assessed by the auditor in accordance with ISA 315 in an audit of financial statements. The purpose of an audit is to enhance the degree of confidence of intended users in the financial statements. This is achieved by the expression of an opinion by the auditor on whether the financial statements are prepared, in all material respects, in accordance with an applicable financial reporting framework. In order to express an appropriate opinion auditors obtain evidence from tests of controls and substantive procedures.

4.1.1 Tests of Controls

ISA 330 "The auditor's responses to assessed risks" defines test of control as an audit procedure designed to evaluate the operating effectiveness of controls in preventing, or detecting and correcting, material misstatements at the assertion level. In designing and performing tests of controls, the auditor shall obtain more persuasive audit evidence the greater the reliance the auditor places on the effectiveness of a control, regarding to this the auditor shall:

Perform other audit procedures in combination with inquiry to obtain audit evidence about the operating effectiveness of the controls, including:

How the controls were applied at relevant times during the period under audit;

The consistency with which they were applied; and

By whom or by what means they were applied.

Determine whether the controls to be tested depend upon other controls (indirect controls), and, if so, whether it is necessary to obtain audit evidence supporting the effective operation of those indirect controls.

4.1.2 Substantive procedures

Substantive procedures referred to ISA 330 "The auditor's responses to assessed risks" are defined as an audit procedure designed to detect material misstatements at the assertion level.

Substantive procedures should be performed if tests of control determine that:

The controls are not operating effectively;

They do not exist; or

The auditor has determined that a substantive approach is more effective or efficient.

They enable the auditor to assess whether the transactions are bona fide and have been properly classified and recorded in the general ledger. The auditor's approach in substantive tests of transactions is to inspect underlying documents, to trace the flow of transactions through the system. (Exhibit 4.1)

The direction of the trace determines the objective to be satisfied. Tracing from a source document to the accounting record provides evidence of completeness of the accounting records, that is, it detects errors of understatement. Tracing from the accounting record to the source document (commonly called vouching to the source document) provides evidence of occurrence, that is, it detects errors of overstatement. The extent of testing in a particular direction depends on the auditor's judgment of the likelihood of error, but usually tests are made in both directions.

Exhibit 4.1 Transaction tracing) Source: Auditing & Assurance services, 2008)
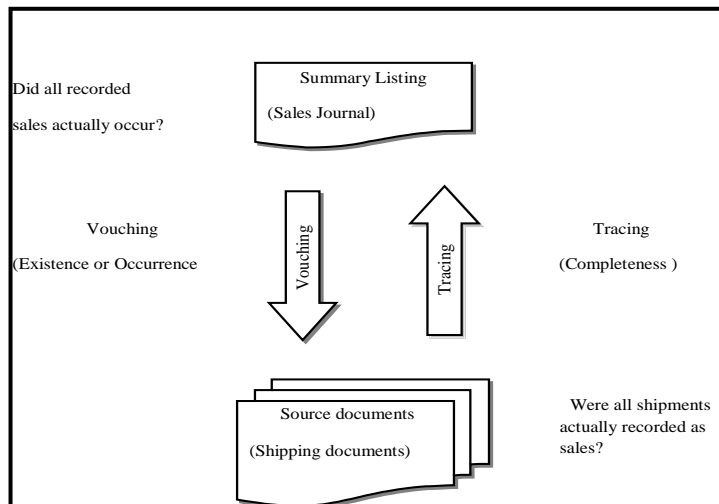
There are two categories of substantive procedures:

Tests of details (of classes of transactions, account balances, and disclosures); and

Substantive analytical procedures.

An analytical procedure means the investigation and analysis of fluctuations and relationships to determine whether there are inconsistencies with other relevant information or deviations from predicted amounts. During this phase of the audit, we use analytical procedures as a substantive test to assist in corroborating balances. Since analytical procedures are generally at a higher level than tests of details, ASA 520 states that the extent of reliance on results from substantive analytical review procedures depends on the following:

Source of the information available. For example, information is ordinarily more reliable when it is obtained from independent sources outside the entity.

Comparability of the information available. For example, broad industry data may need to be supplemented to be comparable to that of an entity that produces and sells specialized products.

Nature and relevance of the information available. For example, whether budgets have been established as results to be expected rather than as goals to be achieved.

Controls over the preparation of the information. For example, controls over the

There are a number of steps required to perform substantive analytical procedures in accordance with the Australian Auditing Standards which are shown below:

Identify relevant data.

Determine an expectation. A variety of sources can provide evidence for the audit team's expectations of the balance in a particular account. For example, comparison of current-year account balances to balances for one or more comparable periods (e.g., vertical and horizontal analyses) or comparison of the current-year account balances to anticipated results found in the company's budgets and forecasts

Define a significant difference. Basically, the question is, "What percentage (or dollar) difference from your expectation can still be considered reasonable?"

Comparison with recorded amounts. Many auditors start with comparative financial statements and calculate year-to-year changes in balance-sheet and income statement accounts (horizontal analysis). They next calculate common-size statements (vertical analysis) in which financial statement amounts are expressed as percentages of a base such as sales for the income-statement accounts or total assets for the balance-sheet accounts. These initial calculations provide a basis for describing the financial activities for the current year under audit.

Investigation of unusual or unexpected results. Auditors typically look for relationships that do not make sense as indicators of problems in the accounts and they use such indicators to plan further audit work. In the planning stage, analytical procedures are used to identify potential problem areas so that subsequent audit work can be designed to reduce the risk of missing something important. The application demonstrated can be described as attention directing: pointing out accounts that could contain errors and frauds. The insights derived from preliminary analytical procedures do not provide direct evidence about the numbers in the financial statements. Although the insights derived from preliminary analytical procedures provide only limited evidence about the numbers in the financial statements, they do help the audit team identify risks as an aid in planning the audit program.

Document each of the preceding steps.

Exhibit 4.2 Steps of performing substantive analytical procedures
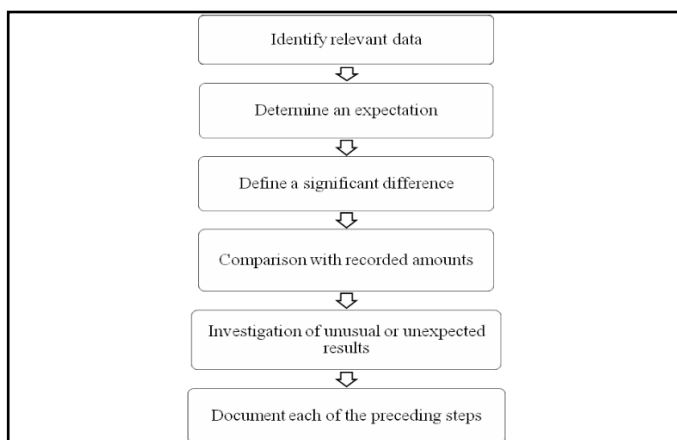
Source: Authors

4.2 Relationship between tests

Tests of controls check the operating effectiveness of controls, while substantive tests of transactions are concerned with monetary misstatements. It often makes sense to design audit procedures to conduct both a test of controls and a substantive test of transactions simultaneously on the same document. All audit tests are dual-purpose tests. Whenever an error is discovered in a test, there is some evidence of a breakdown in controls and whenever no errors are discovered, there is indirect evidence that controls are operating. This is the reason that some auditors say the evaluation of controls is not final until the audit is completed. On the other hand, if controls are absent or not functioning, there will be no testing of controls and more extensive substantive testing will be necessary.

Data analysis

Data obtained from the questionnaires was processed through editing and coding and then entering the data into a computer for analysis using descriptive statistics with the help of Statistical Package for Social Sciences (SPSS) version 19, which offers extensive data handling capabilities and numerous statistical analysis procedures that analyses small to very large data statistics.

The hypothesis test was based on the use of the Chi-Square test, according to which a **p** value lower than α = 0.05 indicates that the variables tested are dependent on and affect each other as well as in the descriptive and comparative analysis of the data collected by the questionnaires.

Before analyzing hypotheses and raised questions, a brief description of the target group characteristics is initially presented. From the collected data it was found that:

District Regarding to the graphic 5.1 (Annex) it is concluded that 58.9 per cent of the respondents are from Tirana, 10.7 per cent of them from Durrës and the rest of the respondents are from other districts like Fier, Berat, Vlorë, Elbasan.

Experience From the data collected and analyzed in the results that 51.8 per cent of the responders practice the audit profession for 4-10 years, for a period of 11-20 years practice the profession 32.1 per cent of the responders. From the sample of the elected auditor 10.7 per cent of them have 0-3 years of experience, while 5.4 per cent have over 20 years of experience in the profession.

Trainings. The responders were also asked about the duration of the trainings conducted on audit engagement (graphic 5.3, Annex) and results that 60.7 per cent of the responders frequent over 24 hours/year, 21.4 per cent frequet 17-24 hours/year and 10.7 per cent of them frequent 9-16 hours/year. The frequecy of trainings in auditing in the interval of 1-8 hours/year is done by 5.4 percent of the responders and only a small percentage of prej 1.8 per cent results that do not frequent organised trainings.

After brief description of target group characteristics, let's continue with the analysis of raised hypothesis.

First hypothesis: The type of audit test elected affects the detection of fraud.

Analyzing the evidence gathered relating with the impact of the type of audit test elected on fraud detection we concluded that 54.57 per cent of the respondents think that the type of the audit test does not affect on fraud detection and 46.42 per cent of them do think that fraud detection depends on the type of test applied.

Exhibit 5.1 The impact of audit tests on fraud detection

Nr. of question	Description of question	Measurement	Research method
Section 2/ Question 6	Which is the audit tests applied when conducting an audit?	Likert Rate with me 4 levels	Model Chi-Square Tests
Section 2/ Question 8	Do you think that audit tests applied affect fraud detection?	Yes / No	

H1: The type of audit test elected affects the fraud detection.

H0: The type of audit test elected does not affect the fraud detection.

Independence testing between these two variables shows that the variables are independent according to the Chi-Square test (p-value = 0.353> 0.05, → variables are independent, have no relation), which prove that the type of audit test elected does not affect on fraud detection.

Exhibit 5.2 Chi - Square Test "The relationship between the tests and fraud detection"

Source: Authors

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.862a	1	.353		
Continuity Correction	.383	1	.536		
Likelihood Ratio	.873	1	.350		
Fisher's Exact Test				.537	.269
Linear-by-Linear Association	.846	1	.358		
N of Valid Cases	56				

Second hypothesis: *Fraud detection is auditor's responsibility*

This hypothesis will be tested through the qualitative analysis of the questionnaire's responses to identify how the auditors in Albania perceive this highly discussed topic.

Graphic 5.4 (Annex) shows that 21.4 per cent of the respondents strongly disagreed regarding to the auditor's responsibility to uncover fraud and to report this to the appropriate authorities and 50 per cent are neutral to this statement.

In my opinion the responders who strongly disagreed should be in a greater percentage if we take in to consideration ISA 200 "Objective and general principles governing an audit of financial statements', in which is defined that the objective of an audit of financial statement is to enable the auditor to express an opinion whether the financial statements are prepared, in all material aspects, in accordance with an applicable financial reporting framework. ISA 200 also requires an audit to be designed so that it provides reasonable assurance of detecting both material errors and fraud in the financial statements.

According to ISA 240 "The auditor's responsibility to consider fraud in an audit of financial statements, the primary responsibility for the prevention and detection of fraud rests with both those charged with the governance of the entity and with the management of the entity. This standard requires the management and those charged with governance to place a strong emphasis on fraud prevention (to reduce opportunities for fraud), and fraud deterrence (to persuade individuals not to commit fraud by increasing the likelihood of detection and punishment).

Though it is not a statutory requirement for auditors to prevent and detect fraud, however, once fraud is detected auditors is required to report such fraudulent activities to the relevant authorities.

Overall, the results of the study are similar to previous studies by Chowdhury *et al* (2005); Epstein and Geiger (1994); Gloeck and De Jager (1993); Humphrey *et al* (1993); Leung and Chau (2001); Lin and Chen (2004) and Dixon *et al* (2006) that auditors have a responsibility for preventing, detecting and reporting fraud. The findings indicate that an expectation gap does exist between the respondents and the present statutory requirements of auditors with respect to fraud detection.

Should the auditor assess management's style, to determine if the style might lead to fraudulent financial reporting? The results show 51.8 per cent of the respondents strongly agreed and a small percentage of 3.6 per cent strongly disagreed that auditors should assess the management style so as to determine if such style might lead to fraudulent financial reporting. Due to pressures to meet market expectations or a desire to maximize compensation based on performance, management intentionally takes positions that lead to fraudulent financial reporting by materially misstating the financial statements. In some other entities, management may be motivated to reduce earnings by a material amount to minimize tax or to inflate earnings to secure bank financing.

Conclusion and recommendation

Based on this paper, it is concluded that the type of audit tests applied does not affect the detection of fraud in the financial statements. Auditor's responsibility is to express an opinion whether the financial statements are prepared, in all material aspects, in accordance with an applicable financial reporting framework. It is not auditor's responsibility the prevention and detection of fraud. The primary responsibility for the prevention and detection of fraud rests with both those charged with the governance of the entity and with the management of the entity.

The management style should be assessed to determine if such style might lead to fraudulent financial reporting. Due to pressures to meet market expectations or a desire to maximize compensation based on performance, to cover financial difficulties management intentionally takes positions that lead to fraudulent financial reporting by materially misstating the

financial statements. Furthermore, we recommend intensifying auditors training, especially for the exchange of experiences on audit procedures in detecting material misstatements.

More studies should be conducted, especially in identifying fraud cases in Albania, in order to increase the efficiency and the effectiveness of the audit engagement.

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Annex

Graphic 5.1 Allocation by districts

In which district do you practice your profession?
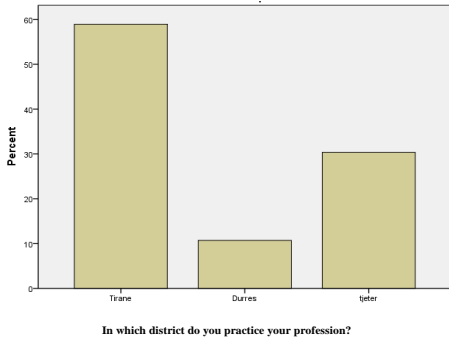
Graphic 5.2 Allocation by years of practising the profession

For how many years have you been practising audtiors experiece?
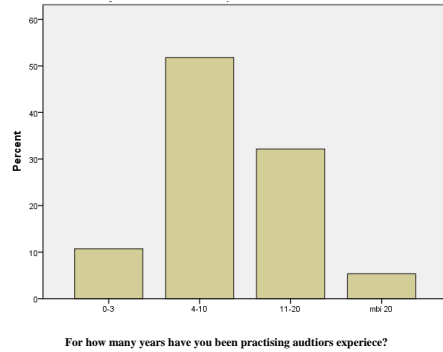
Graphic 5.3 Allocation by the training duration

What is the duration of trainings conducted on auditing?
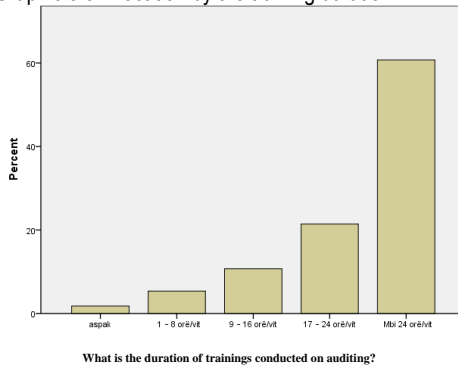
Graphic 5.4 Auditor's responsibility on fraud detection

Do you feel that it is auditor's responsibility to detect fraud?
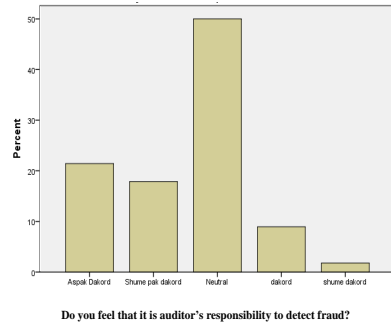
Graphic 5.5 The relationship between fraud and management's style

Should the auditor assess management's style, to determine if the style might lead to fraudulent financial reporting?

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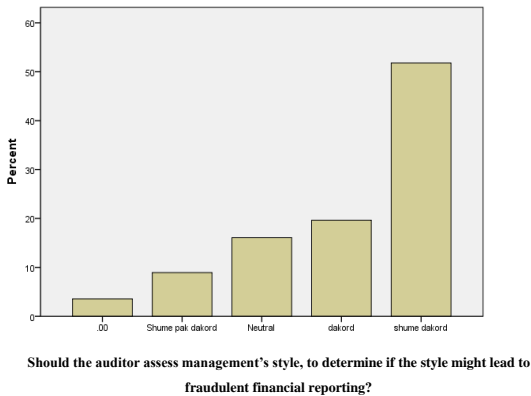
Questionnaire

Section 1

How old are you?

25- 30

31-40

40-50

Over 50

For how many years have you been practicing auditor's profession?

0-3 years

4-10 years

11-20 years

Over 20 years

In which district do you practice your profession?

Tiranë

Durrës

Other

What is the duration of audit trainings conducted on auditing?

None

1 – 8 hour/year

9 – 16 hour/year

17 – 24 hour/year

Over 24 hour/year

Other

What is the duration of trainings conducted on fraud detection in financial statements?

None

1 – 8 hour/year

9 – 16 hour/year

17 – 24 hour/year

Over 24 hour/year

Other

Section 2

What is the average number of audit's engagement performed per year?

None

1 – 5

6 – 10

Over 10

Which are the audit tests you apply in an audit engagement?

Controls Tests

Test of details

Substantive analytical procedure

Other

Which sample selection method do you apply to your audits?

Random selection (Statistical Method)

Systematic selection (Statistical Method)

Monetary unit sampling (Statistical Method)

Haphazard selection (Non statistical Method)

Block selection (Non statistical Method)

Other

Do you think that the type of audit tests elected affects on fraud detection?

Yes

No

For each of the question below express your opinion from 1 (Strongly disagree) to 5 (strongly)

	1 Strongly diagree	2 Very little Agree	3 Neutral	4 Agree	5 Strongly agree
Should the auditor assess internal controls used by the company to prevent or detect the theft of assets?					
Should the auditor assess the role of the internal auditors?					
Should the auditor work to uncover all related party transactions?					
Should the auditor evaluate whether there is "substantial doubt" about a company's ability to continue as a going concern?					
Should the auditor assess management's style, to determine if the style might lead to fraudulent financial reporting?					
Should the auditor ensure that the management conveys the findings of the audit to the board of directors or audit committee, (whichever is applicable)?					

Section 3. For each of the question below express your opinion from 1 (Strongly disagree) to 5 (strongly)

	1 Strongly disagree	2 Very little Agree	3 Neutral	4 Agree	5 Strongly agree
Do you think that the discovery of fraudulent activity would have a negative impact on users?					
Do you feel that it is the responsibility of the auditor to uncover fraud and to report this to the appropriate authorities?					

Organizational Conflict Management Challenges

Natalia Kharadz

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Ekaterine Gulua

PhD in Economics, CEO of HPML, Professor of TSU

Abstract

There is no organization without conflict situations. It is known that 80% of conflict situations occur independently of human will. Its causes are people's individual characteristics, as well as structure of the organization, conditioned by the culture established in the organization. How correctly organizational management analyzes the causes of conflicts, managing stress, diagnostic of the conflict and its management are reflected on the psychological climate of the organization. The psychological climate is directly related to the labor productivity of each member of the organization and the whole organization itself. On the background of strenuous labor relations, the potential of the organization members is spent on the settlement of the conflict environment and it takes a large part of their time budget. Proper use of time resources affects labor productivity. The Human Resources Management Laboratory which is functioning at Ivane Javakhishvili Tbilisi State University has already conducted a research in this regard. Due to the actuality of the issue, the laboratory aimed to conduct a further research about conflict situations in the organization. The research was focused on the Faculty of Economics and Business of Ivane Javakhishvili Tbilisi State University. 458 respondents were interviewed including Bachelor's and Master's Degree Students, Professors and Administration Representatives. The questionnaire included 36 questions and 133 options of response. As a result of the research,frequency of conflict situations in the organization was established, the active link of conflict situations. The reasons for the involvement of the collective team members into the conflict have been identified. The attitude of respondents of different categories was interesting in terms of resolving conflict situations. Conflict situations combined with the rest of the stages include the analysis of the causes. Different categories of respondents differently understand the importance of analyzing the causes of conflicts. The study finally made many interesting problems clear. The results obtained were processed by the SPSS program. We have formulated the hypothesis, studied the influence of the status and the gender of a respondent (bachelor, master, professor, and representative of the administration) on up to 15 variables. Trends were revealed through the tables developed on dispersion analysis. The conclusions made on the basis of the analysis of the survey results gave us the opportunity to make recommendations for the recovering and systemic improvement of the established values in the organization. The planned events will help the collective to undergo 3 stages of self-organization, meet the needs of the members, which will improve the psychological situation in the collective. It will facilitate each member's involvement in order to protect the organization's prestige and traditions. It is interesting to note that the majority of respondents are loyal to the university, which confirms the true fact that Ivane Javakhishvili Tbilisi State University is number one university in the country as well as in the region, is being developed and is constantly maintaining the championship and is trying to improve the conditions of the collective members.

Keywords: Conflict Management, University, Human Resources Management, Management of Higer Education Institutions

Introduction

There is no organization without conflict situations. It is known that 80% of conflict situations occur independently of human will. Its causes are people's individual characteristics, as well as structure of the organization, conditioned by the culture established in the organization. How correctly organizational management analyzes the causes of conflicts, managing stress, diagnostic of the conflict and its management are reflected on the psychological climate of the organization. The psychological climate is directly related to the labor productivity of each member of the organization and the whole

organization itself. Conflicts often lead to reduction of productivity and outflow of the best staff. (Engert, Gandhi, Schaninger, & So, 2010) On the background of strenuous labor relations, the potential of the organization members is spent on the settlement of the conflict environment and it takes a large part of their time budget. Proper use of time resources affects labor productivity. The Human Resources Management Laboratory which is functioning at Ivane Javakhishvili Tbilisi State University has already conducted a research in this regard. Studies were related to time management, professors' assessment criteria, and articles were published as well. (Kharadze N. Gulua E., 2016); (Kharadze, Natalia; Gulua, Ekaterine; Duglaze, Davit, 2017)**;** (Gulua, Ekaterine; Kharadze, Natalia;, 2017)**;** (Kharadze & Gulua, 2017)**.**

Due to the actuality of the issue, the laboratory aimed to conduct a further research about conflict situations in the organization. The research was focused on the Faculty of Economics and Business of Ivane Javakhishvili Tbilisi State University. 458 respondents were interviewed including Bachelor's and Master's Degree Students, Professors and Administration Representatives. The questionnaire included 36 questions and 133 options of response.

As a result of the research,frequency of conflict situations in the organization was established, the active link of conflict situations. The reasons for the involvement of the collective team members into the conflict have been identified. The attitude of respondents of different categories was interesting in terms of resolving conflict situations. Conflict situations combined with the rest of the stages include the analysis of the causes. Different categories of respondents differently understand the importance of analyzing the causes of conflicts. The study finally made many interesting problems clear. The results obtained were processed by the SPSS program. We have formulated the hypothesis, studied the influence of the status and the gender of a respondent (bachelor, master, professor, and representative of the administration) on up to 15 variables. Trends were revealed through the tables developed on dispersion analysis. The conclusions made on the basis of the analysis of the survey results gave us the opportunity to make recommendations for the recovering and systemic improvement of the established values in the organization. The planned events will help the collective to undergo 3 stages of self-organization (Armstrong, 2000), meet the needs of the members, which will improve the psychological situation in the collective. It will facilitate each member's involvement in order to protect the organization's prestige and traditions. It is interesting to note that the majority of respondents are loyal to the university, which confirms the true fact that Ivane Javakhishvili Tbilisi State University is number one university in the country as well as in the region, is being developed and is constantly maintaining the championship and is trying to improve the conditions of the collective members.

Effective work and psychological climate of the organization are often influenced by the current conflict analysis and management. There is no organization without conflict situations. A man is in conflict when he cannot see possibilities of changing the situation that is unacceptable to him. Although some forms of conflict are not only permissible but also desirable (Ebong, November 16, 2017) I do not support such an opinion and based on the practice we believe that in spite of the positive results of the conflict, it causes enormous energy expenditure and health disorder, I think the timely management of conflictogene is expedient in order not to be raised it in a conflict. The study showed that about 10% of respondents are often and always involved in conflict situations.

The largest number of conflict situations was reported with the administration, it constitutes 41% of respondents and the lowest 10% - with the staff.

Any conflict situation requires management. You cannot ignore the regularity of escalating conflicts. People try to respond to the conflictogenes that were addressed towards them with a stronger conflictogene. This regularity can be explained thus: when receiving a conflictogene the victim wants to compensate for psychological failure and tries to respond to the offence with an offence, what's more it should not be weak, which causes increasing of the strength of the conflict. Unfortunately, people are so created, they painfully react to abusing and insulting and show anti-reaction. Of course, people with high morals have to be self-restrained, religion and ethical teachings tell us this too. The law of conflict escalation is often compared to the law of mechanics, where there is a similarity and also a major difference. The first is that people have a stronger anti-action and the second is that the law of mechanics is independent of our will, but we can stop escalation of conflicts, because it depends on human will.

Conflict management begins with its prediction. In order to predict a conflict, we must know the reasons that often lead to a conflict.

These are the reasons: amount of wages, undesirable labor conditions, mismanagement of labor, irrelevance of workers' rights and duties, nonrhythmicity of labor, inconvenient working schedule, low level of discipline and others. A positive resolution of conflicts, first of all, implies eliminating the reasons that cause a conflict.

The main thing is to ask four questions: Where? What? When? How? Where is the real cause of the conflict? What should we do? When can we start acting? How should we act? Leave a conflict without attention is the same as to leave a gas stove, iron or candle in a flat where there is nobody. There may be no fire, but if it starts, one may extinguish it or not.

It is interesting to see what the study has shown, how the respondents have been involved in a conflict management or prevention. Do they have to involve a third person in solving their problem? Only 4% manage it always and often, which means there is no involvement of the supervisors in the management of conflict situations.

It is interesting to know the reason for the conflicts in which respondents have to be? If we consider that a large number of respondents have identified the conflict situation with the administration, it is no surprise that 25% of respondents name the wrong management system mostly as the reason for the conflict, followed by the character of a person (23%) and 20% - unprofessionalism. There is a serious problem with the establishment of the collective in the organization, so it is not surprising that the respondents indicate the grave nature of people. It is difficult to keep calm when the collective is experiencing a crisis, there are defects in the management process and there is not a proper motivation of the actors.

According to the survey, 80% of respondents settle most of the conflict situations by themselves, the court's involvement is rare - only 2% indicated this position, 4% settle it with the help of friends and only 7% - with the involvement of the head.

The survey found that most respondents (77.7%) believe that stating their opinions causes aggression in human beings. Naturally, such a form of communication can neither help establish psychological climate in the organization nor avoid conflicts. The conflict may not be formed, but the appeared conflictogene has a negative influence on consequences.

Almost 90% of respondents indicate that the success of the organization is influenced by the manager's role. Consequently, we should assume that they mean a supervisor also to be the reason for failure and tension in the organization.

It is known that from the 6 stages of the conflict resolution (analytical problem, prediction of conflict resolution options, determination of criteria, implementation of a conflict resolution plan, control of implementation, analysis of results)the sixth is an analysis of results. The study has shown that approximately 70% of respondents analyze the conflict situation, which can be considered as a good indicator.

Approximately 32% of respondents frequently or always receive information about current conflict situations through informal communication, which indicates an unhealthy organizational culture.

Approximately 46% of respondents are using their own channels to get the information they need. Hiding information due to different reasons often causes alarms, because hiding information makes a vacuum, this vacuum is filled with thousands of rumors that are not related to reality, there is a mistrust towards people.

Approximately 61% of respondents sometimes or almost never solve a problem with stating his/her opinion. This may be due to many reasons. One of them can be thought as a strategy to avoid a conflict. They do not consider themselves as important members of the team.

The fact that an attempt to evade conflict situations is high and also that the respondents are dissatisfied with the organization's psychological climate and the dominant organizational culture is proved by that only about 12% of respondents often or always state their positions.

Obviously, the behavior of respondents are often conditioned by the fear of losing a job or of being excluded from the collective. To the question - whether the selection criteria are acceptable and transparent or not, a positive position was indicated by 30%. Since the organization believes that selection of personnel is largely subjective, we can conclude that the passivity and involvement of respondents in the management process are caused by fear of losing jobs.

From the theory two forms of collective are known: primary and secondary collectives. In the first case, the relationship is based on emotional and friendly feelings and includes 2-5 persons, and in the second case the formation of the collective is according to functions and purposes. The survey has shown that 21% are only members of the primary collective.

The survey has revealed that 41% try to prove their truth during the conflict, 1.3% agree with the opponent's position; 16% do not contradict the opponent and remain in his/her position, 31% look for a compromise option, 5,4% do not pay attention to the conflict.

As a result of filtration, we have chosen different types of respondents to identify such factors as Q1 .... Q15, with the use of statistics we had an opportunity to analyze the connection of respondents with different status to specific variables:

We have formulated the following hypothesis:

H1: The status (Q1) - (undergraduates, master students, PhD students, academic personnel and administrative personnel) **affects the variable. Q2- (conflict situations are often observed),**

H2: The status affects the variable Q3 - What is the cause of the conflict in which you are involved (personal character, unprofessionalism, nepotism and equalization, mismanagement and other answers)?

H3: The status affects the variable Q6-Does your opinion often invoke aggression?

H4: The status affects the variable Q12. Do you hold your own position in an official writing form?

It turned out that the rate of presence of conflict situations is much lower in students and the higher rate was observed in the administration. In particular, there are always 1,2% of bachelors in the conflict, 0,2% of master students, 0,2% of doctoral students, 5,3% of academic staff and 8,6% of administration. As we see the administration have to work in the most tense and stressful situation, which can be evaluated as the deficiency in management. See the Diagram 1.

Diagram 1. Do you have to be in conflict situations?
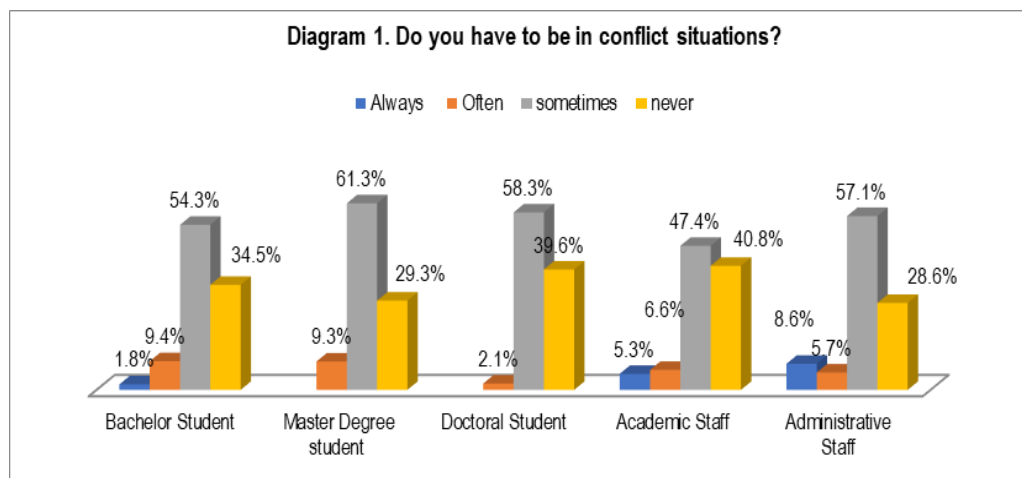
It is interesting to find out with whom the conflict situations the respondents mostly have. See the Diagram 2. From bachelors the lowest indicator (16,2%) is observed in their category. Most of them (36.8%) are in a conflict with the administration.

Master students have the least conflict in their category and with the staff and it constitutes 4,9% and they most frequently have conflicts with the administration (65.4%).

PhD students have the least (2%) conflict with academic personnel and most frequently are in conflict situations with the administration and this figure is 65,3%.

Academic personnel have the least conflict with the staff, and it constitutes 5% and most often with the administrative staff and this rate is 3%.

As for the administration they have the least conflict with the members of administration itself and this figure is 8,3% and most frequently they are confronted with the students and professors and these rates are 16.7% and 13,9% respectively.

It is also interesting that only academic personnel do not indicate having conflicts with everyone and 22% of administrative personnel confirm having conflicts with everyone and are on a leading position.

It is also noteworthy that 37% of the academic staff and 27% of administrative staff did not answer this question. See the Diagram 2.

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Diagram2. Are conflict situations often observed?

Legend: Student, Professor, Administration, Service Staff, With All, Other Version, No Answer

Bachelor Student: 16.2%, 22.6%, 36.8%, 12.4%, 10.3%, .4%, 1.3%
Master Degree student: 4.9%, 14.8%, 65.4%, 4.9%, 6.2%, 1.2%, 2.5%
Doctoral Student: 10.2%, 2.0%, 65.3%, 14.3%, 4.1%, 0.0%, 4.1%
Academic Staff: 11.3%, 16.3%, 30.0%, 5.0%, 0.0%, 0.0%, 37.5%
Administrative Staff: 16.7%, 13.9%, 8.3%, 11.1%, 22.2%, 0.0%, 27.8%

In order to resolve a conflict situation, the third person is most often involved by the administration – 5.7% are always in a conflict while the same indicator is 1,3% in academic personnel and in doctoral students it is 0,2%. Apparently, doctoral students try as much as possible not to get into a conflict and settle it by themselves because their positions are weak, they have a thesis defense ahead and try to avoid problems. See the Diagram 3

Diagram 3. In order to resolve a conflict situation is a third person involvement necessary?

Legend: Always, Often, Sometimes, Never, No Answer

Bachelor Student: 1.8%, 2.2%, 25.9%, 70.1%
Master Degree student: 2.7%, 1.3%, 20.0%, 73.3%, 2.7%
Doctoral Student: 4.2%, 12.5%, 58.3%, 25.0%
Academic Staff: 2.6%, 1.3%, 14.5%, 64.5%, 17.1%
Administrative Staff: 5.7%, 25.7%, 54.3%, 14.3%
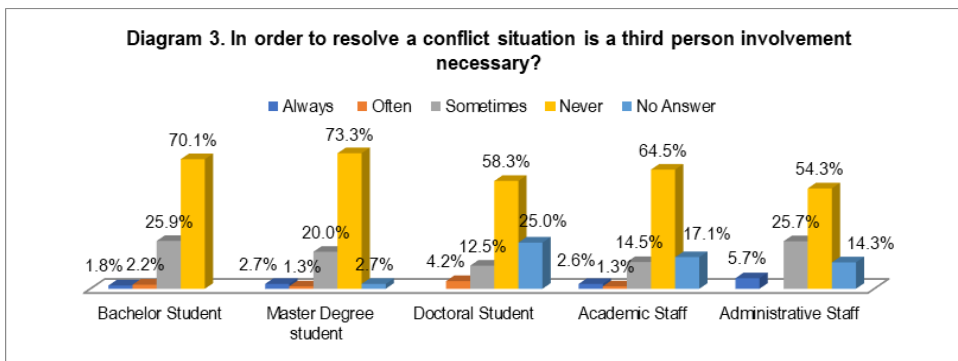
To the question "What is the reason of the conflict in which the respondents have to be?" (See the Diagram 4.) the results were interestingly distributed. Most of the bachelors indicate the personal characters (28%) and unprofessionalism and mismanagement (24%) as the reason for a conflict. As for the masters, 34.2% indicate mismanagement. Doctoral students also indicate unprofessionalism and mismanagement as the main causes of the conflict and these indicators are 16% and 22% respectively. The uprofessionalism and mismanagement were indicated by academic personnel as the reasons for a conflict and these indicators are 15.5 and 23.3% respectively. The administrative staff (26%) most frequently indicate human characteristics as the main cause. Unprofessionalism is indicated by 7,1% and mismanagement - by 23.8%. In the same question it is interesting to note that this question was not answered mostly by 22% of doctoral students, 25% of the academic staff and 21.4% of the administration. Students are the most honest here too. See the Diagram 4.

Diagram 4. What is the cause of the conflict in which you are involved?
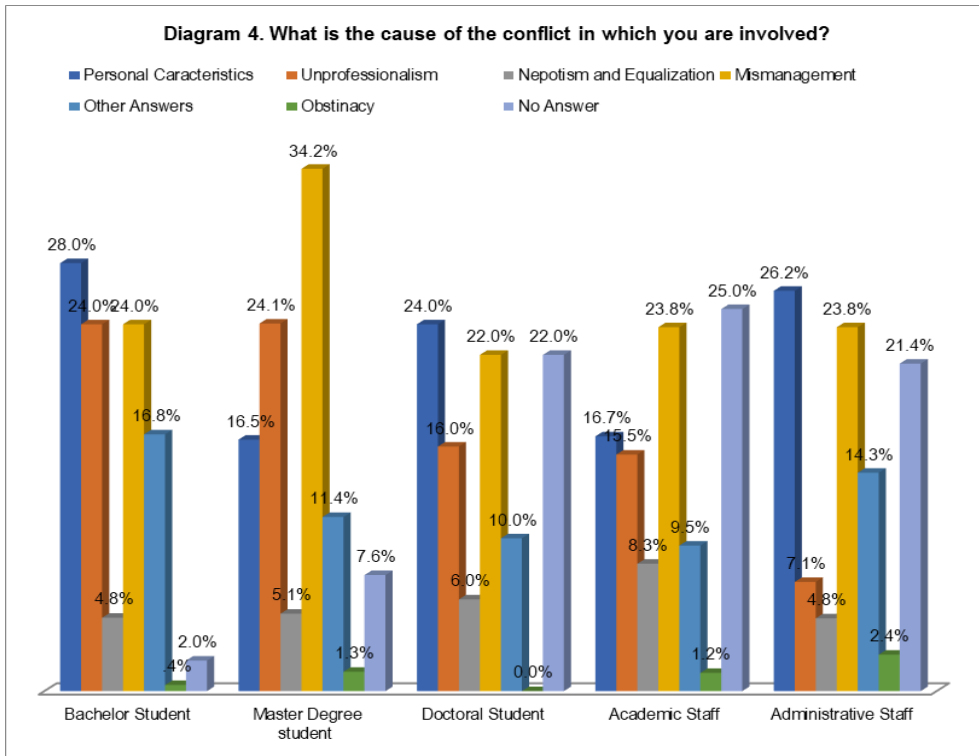
Most of the respondents manage to resolve a conflict situation by themselves. See the Diagram 5. The administrative staff most often solve problems for bachelors (9,8%), for academic personnel (7,7%), 8,6% of administrative personnel turn to a colleague to solve a problem, 5,7%- to the administration. 28.2% of the academic staff and 17.1% of the administration avoided answering this question. The degree of independence of the academic personnel seems to be much more difficult comparing to the administration representatives'. See the Diagram 5.

Diagram 5. Is conflict situation solved by
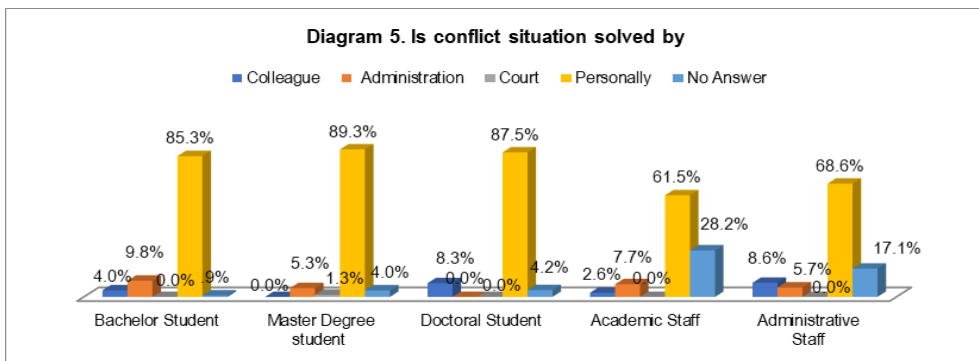
When asked whether stating their opinions causes aggression or not, 79% of bachelors answered 'yes' to this question. (see the Diagram 6). This indicator is high also in doctoral students - 81% and the highest percentage was recorded by the administration representatives - 94.3%. If we recall that the most frequently the respondents were in a conflict situation with the administration representatives, it is not surprising that exactly they indicate that stating their opinions causes aggression. All respondents answered the question. This shows the answers to those questions that they avoided answering. See the Diagram 6.

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Diagram 6. Does your opinion often invoke aggression?

■ Yes ■ No ■ Other Version ■ No Answer
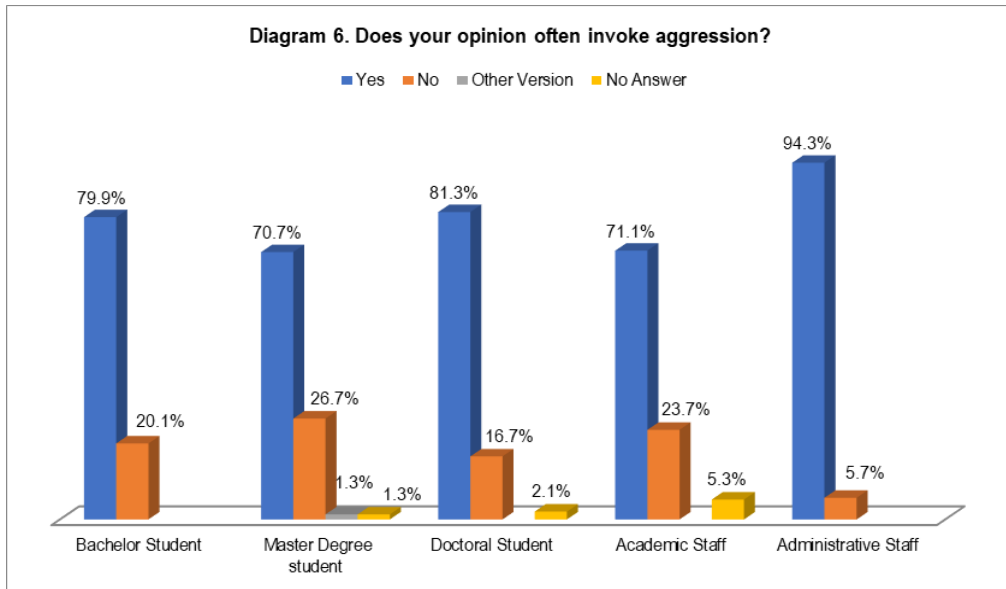
More than 50% of all categories of respondents indicated that the organization's success is influenced by the manager's style.

The analysis of conflict situations is most frequently made by the administration and 51.4% indicated such a response. However, despite the conflict situation analysis, they are still most frequently in this situation. The conflicts are least analyzed by master students - 30.7%. See the Diagram 7.

Diagram 7. Do you analyze the conflict situation?

■ Always ■ Often ■ Sometimes ■ Never ■ No Answer
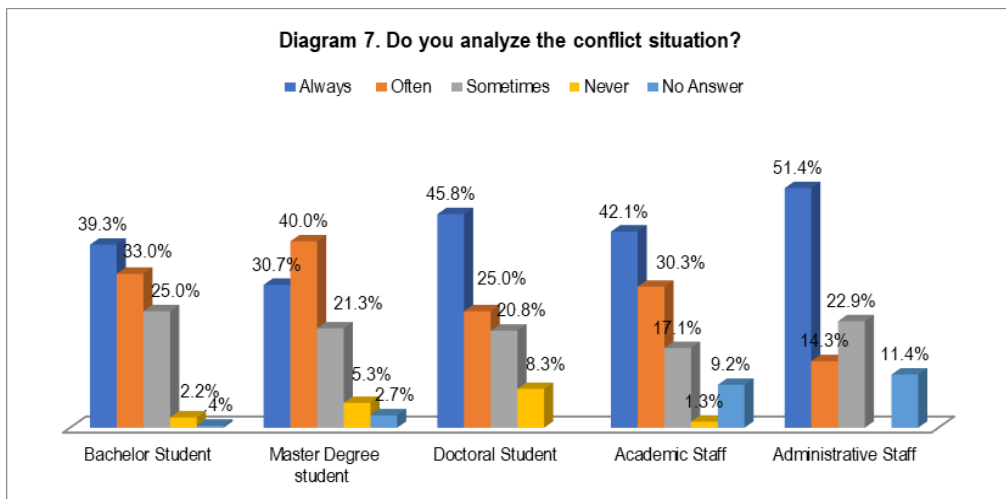
Informal communication on the existing conflict and receiving information and obtaining the desired information is most often done by the academic personnel. The answers "always" and "often" are indicated by 29% of the academic personnel, while the same indicator is 17.2% in the administration and 29.3% and 25% in the Master and Doctoral students. See the Diagram 8.

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Diagram8. Do you get information about existing conflict situations through informal communication?

■ Always ■ Often ■ Sometimes ■ Never ■ No Answer
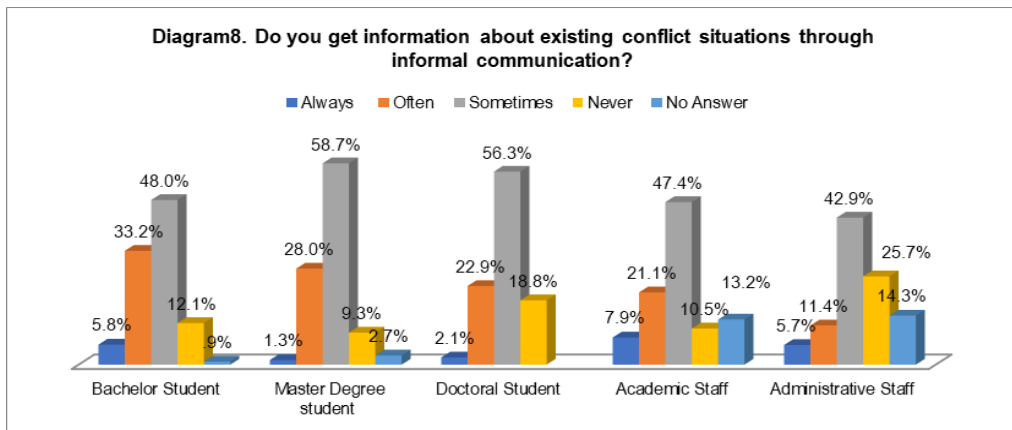
In terms of participation in the problem solving by means of stating their opinions, master students are the most passive - "always" was indicated by 1,3%, 5,7% - of administration, 6,3% of doctoral students, 8.5% of bachelors and 14.5% of the academic staff. The existing passivity indicates not positive, but more negative signals. It would be interesting to obtain information about their passivity, but I think that the answers would not have been provided in case of such a question. See the Diagram 9.

Diagram 9. Do you take part in solving organization problems by stating your opinions?

■ Always ■ Often ■ Sometimes ■ Never ■ Other Version ■ No Answer
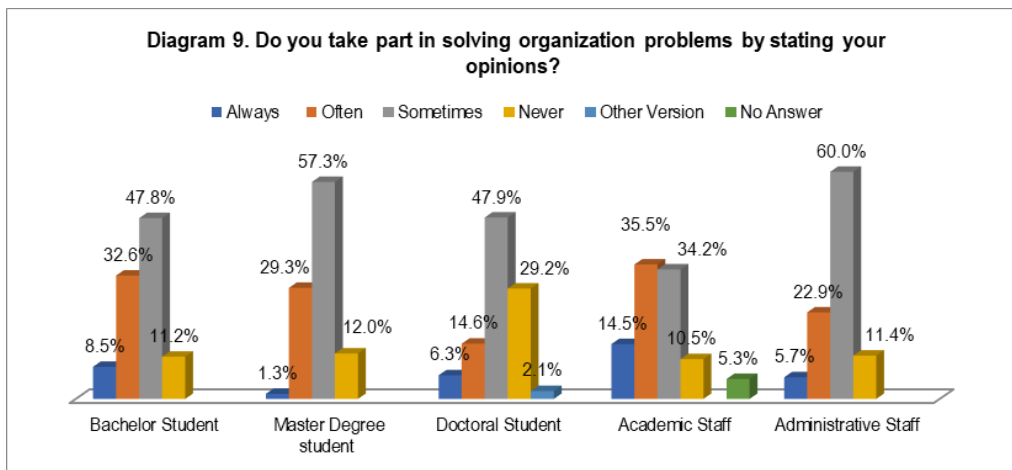
Respondents are less likely to report their position in an official form. The lowest rate was observed by the students, who answered "always", 2,2% of bachelors, 0.22% of master students, 2,1% of doctoral students, 10.5% of academic staff and 8,6% of administration. See the Diagram 10.

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Diagram 10. Do you hold your own position in an official writing form?
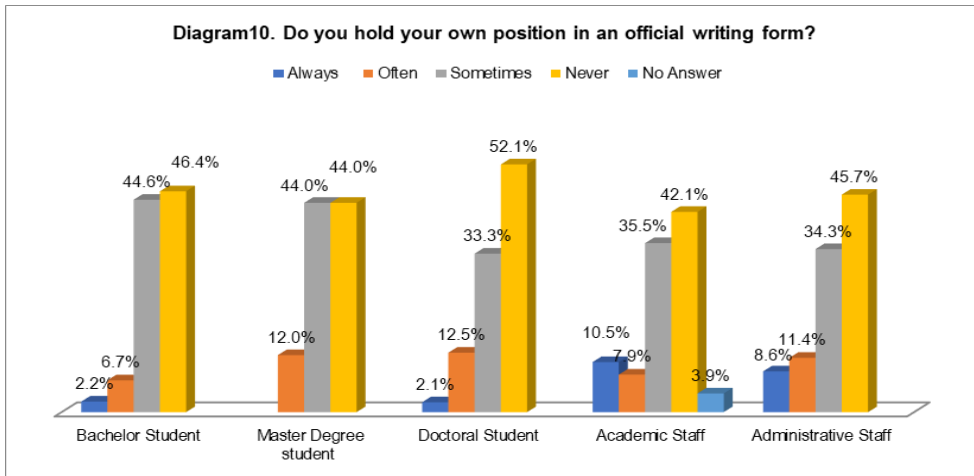
"How do you behave during a conflict?" – The respondents indicated the following answers: they try to prove their truth, agree with the opponent's position, do not oppose the opponents but remain in their positions, seek a compromise option and do not pay attention to the conflict. See the Diagram 11

Diagram 11. How do you behave during the conflict
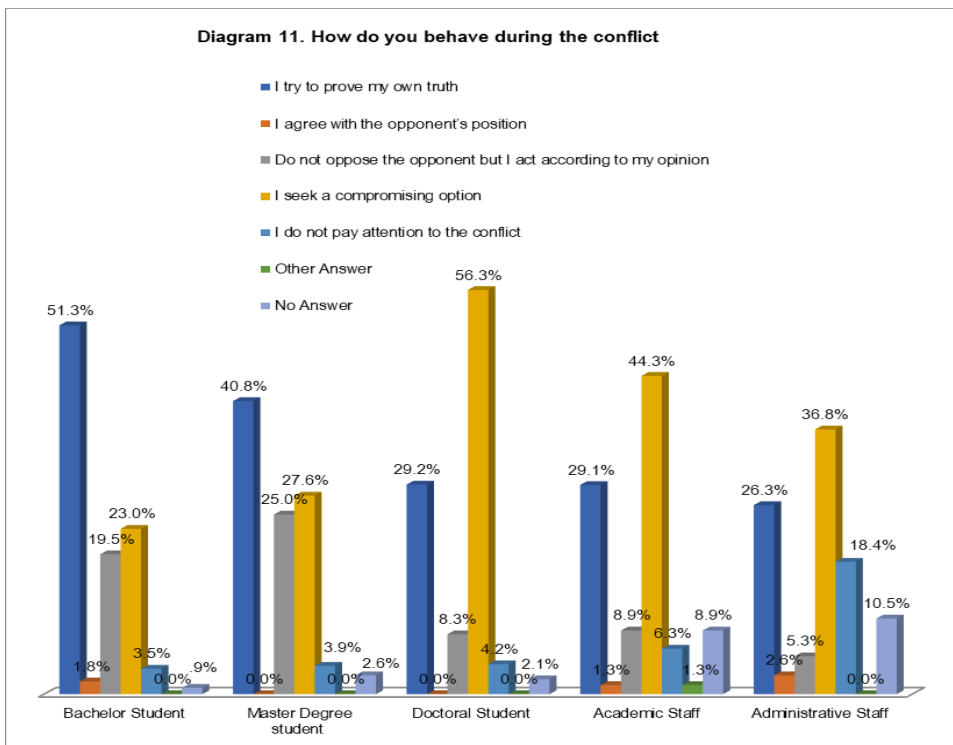
Bachelors most frequently try to prove their own truth and this indicator is 51%. Representatives of the administration apply this method the least frequently (26,3%). The respondents share their opponents' position the least frequently, in this case the maximum figure was observed by administrative staff and amounted to 2,6%; In respondents the priority is to find a compromise option and most of the doctoral students have to use this way.

To study the influence of the status on the variables we have used different statistical procedures, a dispersion analysis, similar (Kruskal-Wallis Test) – One-Way ANOVA, as the analysis deals with nonparametric variables and consumer tables. (Kruskal-Wallis Test)

Following the Kruskal-Wallis Test we've got the following types of tables: Table 1 and Table 2. Table 1 presents differences between mean variables (Q2, Q4, Q6, Q15), according to each status.

Kruskal-Wallis Test

Table 1		Ranks	
Q1 Status	N		Mean Rank
Q2	1 Bachelor Student	220	199.54
	2 Master Degree student	72	219.47
	3 Doctoral Student	46	232.38
	4 Academic Staff	46	165.80
	5 Administrative Staff	25	233.08
	Total	409	
Q4	1 Bachelor Student	217	195.07
	2 Master Degree student	68	216.15
	3 Doctoral Student	37	198.19
	4 Academic Staff	54	206.07
	5 Administrative Staff	25	204.48
	Total	401	
Q6	1 Bachelor Student	224	224.80
	2 Master Degree student	73	241.28
	3 Doctoral Student	47	217.88
	4 Academic Staff	72	235.88
	5 Administrative Staff	35	192.39
	Total	451	
Q15	1 Bachelor Student	222	195.32
	2 Master Degree student	73	216.09
	3 Doctoral Student	47	266.94
	4 Academic Staff	68	255.29
	5 Administrative Staff	31	271.56
	Total	441	

Table 2 Chi-square test results shows whether a status connection exists with these variables.

	Q2	Q4	Q6	Q15
Chi-Square	11.723	1.995	8.036	28.579
df	4	4	4	4
Asymp. Sig.	0.020	0.737	0.090	0.000

As shown in Table 2, Q1-status is statistically in a significant connection with Q2, on 0.05 levels and it has a tight statistical connection with Q15 (P <0.001)

As a result of constructing a crosstab tables, we have received tables that show a connection of status with each variable (Q 2, Q4, Q6 and Q15). In the Tables 3; 4; 5; 6 show the statistical connection between a status and these questions is shown according to a Chi-square test.

With respect to Q 2 (Conflict situations are mostly observed * status)

Table 3. Chi-square test results	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	63.204a	16	.000
Likelihood Ratio	69.792	16	.000

Linear-by-Linear Association	.068	1	.795
N of Valid Cases	409		
a. 8 cells (32.0%) have expected count less than 5. The minimum expected count is 2.38.			

As it seems from the Chi-square test a status has a statistically significant, close relationship with Q2 (P <0.001).

With respect to Q 4 (**What is the cause of the conflict in which you are involved? * Status)**

Table 4. Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.759a	16	0.151
Likelihood Ratio	23.614	16	0.098
Linear-by-Linear Association	0.752	1	0.386
N of Valid Cases	401		
a. 5 cells (20.0%) have expected count less than 5. The minimum expected count is 1.31.			

As it seems from the Chi-square test, there is no statistically significant connection between a status and Q4, in any case P> 0.05.

With respect to Q 6

Table 5.Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.053a	4	0.090
Likelihood Ratio	9.364	4	0.053
Linear-by-Linear Association	.685	1	0.408
N of Valid Cases	451		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.22.			

As it seems from the Chi-square test a status has a statistically significant, close relationship with Q6 (P <0.001).

With respect to Q 15

Table 6. Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	54.174a	16	0.000
Likelihood Ratio	53.779	16	0.000
Linear-by-Linear Association	22.801	1	0.000
N of Valid Cases	441		
a. 9 cells (36.0%) have expected count less than 5. The minimum expected count is .42.			

As it seems from the Chi-square test a status has a statistically significant, close relationship with Q15 (P <0.001).

Graphic representation of Q15 frequency distribution according to the individual status:

To verify the strength of the Q1 status with Q2, Q4, Q6, Q15 variables, we used the correlation, which resulted in the Table 7. As the variables that should be analyzed are nonparametric, we have used Kendall's (Kendall's tau_b) and Spearman's (Spearman's rho) tests to get correlation coefficients.

Table 7				Q2	Q4	Q6	Q15
Kendall's tau_b	Q1	Correlation Coefficient		0.105*	0.039	-0.019	0.312**
		Sig. (2-tailed)		0.049	0.351	0.666	0.000
		N		409	401	451	441
Spearman's rho	Q1	Correlation Coefficient		0.101*	0.046	-0.020	0.242**
		Sig. (2-tailed)		0.048	0.363	0.666	0.000
		N		409	401	451	441

As shown in Table 7, a status has a correlative relationship according to both tests with Q2 (Conflict situations are most frequently observed), statistically significant relationship (at 0.05 level) and with Q15 (How do you behave during a conflict?)

Statistically close connection at 0.01 level (P <0.001), however, we should note that it has a weak positive correlative relationship with Q2 and an average positive correlative connection with Q15 .

Thus, from the listed hypotheses Hypotheses H1 and H4 have been proved.

The best way to resolve conflicts is the continuous improvement of the processes and not the best solution for them even by the best methods (Eichfeld, Golding, & Hamilton, 2017) .

A proper system of compensation, normal labor conditions, correct organization of labor, correct distribution and clarity of the rights and duties leave no place for a conflict. (Gulua, 2017); (Gulua, 2015) .

Based on the conclusions revealed by the survey, we have prepared recommendations that will have a considerable positive impact on a conflict management. It is important:

To improve organizational processes and support transparency based on clearly defined goals;

Proper formulation of functions, duties and rights among organization members

Informing about expected changes timely;

Improvement of formal and informal communication means;

 Support for development and improvement of qualifications;

To support understanding and realizing the democratic principles.

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Renewable Energy and Solar Business in the European Union

Noncho Dimitrov

Abstract

The solar business faces major challenges related to the constantly changing regulatory framework, corporate interests and public pressure. Successful adaptation to the high requirements of regulators and competitive alternative energy sources is needed. The solar business is one of the levers with which the European Union has consistently underlined its commitment to international cooperation and the fight against the effects of greenhouse gas emissions. The formation of the internal market in the energy sector requires the elimination of many barriers and trade barriers, the approximation of tax and pricing policies, norm and standards measures, and environmental and safety regulations. This requires the development and implementation of successful strategies by solar energy producers, traders and consumers.

Keywords: solar business, renewable energy sources (RES), European Union (EU), renewable energy, photovoltaic systems

Introduction

The solar business is of great importance for the future of the whole energy sector; its research will allow discovering potential opportunities and possible threats to its development in the member states of the European Union. It needs strategic thinking, which allows outlining possible alternatives and long-term development. It is related to making strategic decisions about its goals and strategies. It aims to reorganize the business and focuses on the creation and implementation of effective strategies. It requires analyzing and forecasting trends in global energy policy with a view to discovering and exploiting the favorable opportunities for photovoltaic development. Also, it helps to reduce its vulnerability and recognizing serious threats. It requires an objective assessment of the potential built in the new sector and integrates the strategic actions of law enforcement and law enforcement authorities in line with the European ones.

Encouraging of that type of business and the renewable energy sources (RES) is one of the main purpose of the energy policy of EU. It aims is to double the share of RES in the total energy consumption and to reach 20% of that consumption in the whole EU (Directive 2011/77/EC and Directive 2009/28/EC). Decision № 1230/2003/EO about "Intelligent Energy – Europe" (IEE) contains measures to promote RES and to increase the energy efficiency. There are sub-programs supporting projects for the development of solar business and expanding cooperation between the EU and developing countries in the field of RES. The Framework Program amounted to more than € 200 million for the period up to 2013. Nevertheless, the European Commission and the European Parliament debated much more amounts.

At the UN Conference in Kyoto in December 1997, the importance of creating a concerted action plan to reduce greenhouse gases (in particular CO_2) has become apparent. The EU has pledged to reduce its CO_2 emissions by 8% over 1990 levels. One of the world's largest emissions trading schemes has been set up.

The renewable energy and the solar business in EU

Although, the energetics falls within the scope of action of the EU, the energy policy remains responsibility of the Member States in accordance with the principle of subsidiarity. At present, the EU is dependent on oil and gas imports. Therefore, the EU's constant concern for increasing the use of RES and reducing the greenhouse effect can be noted.

According to the Comision, the Parliament and the Council of Europe, the energy policy must constitute part of the general goals of EU economic policy, based on market integration and deregulation. In addition, the state intervention must be limited to what is necessary to protect the public interest and prosperity, sustainable development, consumer protection and economic and social cohesion. However, beyond these common objectives, energy policy must pursue specific objectives that reconcile competitiveness, security of supply and environmental protection.

The Commission set the overall framework: "Strategic Energy Review in the EU" which should help to achieve the main goals. Specific proposals have been made, such as the creation of the internal gas and electricity market, ensuring that the EU's internal energy market ensures security of supply and solidarity between Member States and calls for a genuine community debate on different energy sources to address the challenges of climate change changes in a way that is consistent with the Lisbon goals, relying on the Strategic Energy Technology Plan and strengthening the Common Foreign Energy Policy.

On 23 and 24 March, European Consilium called for an Energy Policy for Europe (EPE) and called on the Commission and the Council to prepare a set of actions with a clear timetable in order to be able to adopt a priority action plan.[1] EPE has three main objectives:

Enhance security of supply by developing a common approach to foreign policy and engaging in dialogue with Member States and partners.

Ensuring the competitiveness of European economies and availability of affordable energy by working together with Member States to complete the opening up of the internal market for electricity and gas to all consumers.

Promoting environmental sustainability by enhancing EU leadership by adopting an energy efficiency action plan, continuing the development of renewable energies and implementing the biomass action plan, relying on support for research, development and demonstration activities.

Accept the common energy targets; the EU sets different sector goals, including: maintaining the percentage of solid fuel in total energy consumption; increasing the ratio of natural gas in the energy balance; establishing maximum safety conditions as a prerequisite for the planning, construction and operation of nuclear power plants; increasing the share of (RES). Agreement has been reached that at least a doubling of the share of renewable energy sources in total energy consumption should be made. The Commission should make this objective a concrete measure. There is some opposition to individual measures and many disputes about whether and in what form they are implemented at EU level.

The European Parliament recognizes the crucial importance of RES and shows the importance of setting mandatory targets for 2020, which sends a clear signal to market players and national policy makers, pointing out that RES are the future of EU energy and part of the EU's environmental and industrial strategy. The Commission sets out measures to increase the use of photovoltaic products and businesses, create market-based incentives, and remove barriers to the development of the electricity market from RES. The European Strategy for Sustainable, Competitive and Secure Energy places particular emphasis on RES, the full potential of which will only be realized with a long-term commitment to their development and deployment.

The EU Framework Program for Research covers many energy, research, development and demonstration projects to support energy policy objectives. They aim at improving the level of perception, competitiveness and scope of traditional energy, promoting the perception of new forms of energy for energy-saving and rational use.

The Seventh Framework Program for research, technological development and demonstrations activities of the European Community runs from 2007 to 2013, established research tasks to be carried out to achieve the main objectives of reducing energy consumption. It also proposes wider cooperation and focus on research in this area, including proposals to fund these actions.

In order to remove various barriers and measures and to improve the marketing of the internal market, additional electricity grids were opened on 25 July 1996 for large industrial users.

The increasing dependence of some Western countries on energy imports and their increased energy vulnerability create a favorable environment for future interstate conflict of resources. In order to understand changes in EU energy policy, it is necessary to identify the main challenges for energy development in the Eurozone.

Europe is poor on its own energy resources. Production costs for coal mining on average for Europe are 4-5 times higher than world prices. Oil has two to seven time's higher production costs than those in the Middle East, for example, with reserves for about 4-5 years. Natural gas accounts for about 2% of the world's reserves, and for limited consumption, it can

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[1] Green Energy Handling Agency (www.oem-ag.at)

be extracted for another 20 years. 2% of the world's uranium reserves are in the EU, mostly in France, and the yield may last another 40 years. There is significant RES potential but it is not enough to meet industrial demand.

The main challenge facing the Community remains the increasing dependence on energy resources, but the EU has limited response opportunities. Dependence on imported resources will reach 70% in 2020 and dependence on oil - 90%

The main importer of natural gas is Russia, importer of oil - the Middle East. In addition to this dependence, which requires flexible geopolitical solutions, the environmental consequences of the use of organic fuels are compounded.

The EU is responsible for creating around 20% of the world's carbon dioxide emissions. Notwithstanding all measures and commitments, in 2010-2013, this emission are 20% above and not 8% below the 1990 level, as required by the Kyoto Protocol. In addition to limiting greenhouse gas emissions, significant investment resources must also be provided to meet the limitations of other anthropogenic gases. At the same time, the EU has a share of 15% of the energy consumption in the world; the average annual growth of consumption is 1-2%.

The growth of energy consumption is mainly concentrated in the service and household sector. Industry in the EU is stabilizing its energy consumption thanks to its investment in modernization. This applies to both the old Member States and the newly acceded countries.

Transport remains a significant consumer of energy resources, accounting for about 67% of oil consumption. Forecasts for growth in transport resource consumption amounted to about 16% for cars and 90% for aviation for 50% traffic growth.[1]

EU`s energy policy

Europe's energy policy faces a number of energy challenges, including: growing import dependency, insufficient diversification, high and unstable energy prices, rising global energy demand, security risks affecting producer and transit countries , growing threats related to climate change, slow progress in energy efficiency, challenges related to the use of an increasing share of RES and also the need for greater transparency, further integration and interconnection of energy markets. Energy policy uses a number of measures to achieve a competitive energy market, security of energy supply and the sustainable development of the energy sector.

Strategic changes tend to gradually reduce the role of oil, coal, with natural gas dominating new capacities, the nuclear sector is relatively maintaining its share, and its future depends on several factors - the process of implementing the Kyoto Protocol, competitiveness, public acceptability, the achievement of common nuclear safety standards, etc.

Due to the great importance of gas and oil for the security of the EU's energy supply, the Union has adopted a number of measures to ensure that risk assessments are carried out and that adequate plans for preventive and contingency planning have been developed. A number of regulations on measures to ensure the security of energy supply were adopted in October 2010 to strengthen crisis prevention and response mechanisms. In some, Member States are required to maintain minimum stocks of oil corresponding to the larger of the following two quantities: average daily net imports over a period of 90 days or average daily inland consumption over a period of 61 days.

In response to the crisis in Ukraine in March 2014, the European Council called on the Commission to present by June 2014 a comprehensive plan to reduce the EU's energy dependence. The plan encourages measures to help the EU secure good positions in order to be able to develop the technologies it needs to achieve its policy goals and at the same time to ensure that, its companies can take advantage of the opportunities offered by a new approach to energy.

The European Parliament supports the idea of a common energy policy for solving issues of competitiveness, security and sustainable development. It has repeatedly called for coherency, determination, cooperation and solidarity between Member States in meeting the current and future challenges of the EU internal market and the political commitment of all EU Member States, as well as a strong European Commission initiative to progress towards achieving of the 2020 targets.

Parliament aims at a stronger integration of the energy market and the adoption of ambitious objectives in terms of renewable energy, energy efficiency and greenhouse gas emission reductions. In this context, the EU stresses that the new energy policy must support the long-term goal of reducing greenhouse gas emissions by 80-95% by 2050. It also supports the diversification of energy sources and supply routes. In view of Europe's growing dependence on fossil fuels,

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[1] Communication from the Commission to the European Parliament, The Council and the Economic and Social Committee: Update of the Nuclear Illustrative Programme in the Context of the Second Strategic Energy Rewiew.

Parliament welcomed the SET-Plan as it is convinced that it will make a significant contribution to sustainability and security of supply and will which is absolutely indispensable for the achievement of the EU 2020 energy and climate goals.

The Common European Energy Policy can be described as follows: measures to increase energy efficiency, management of the consumption of imported petroleum products, actions to stimulate RES and an open option for the use of nuclear energy. The success of this policy is measured by the specific efforts of the specific countries in the community, the efforts of the energy industry and consumers.

Characteristics of solar business in the EU

The essence of the solar business and the energy produced by RES in the EU countries has in three main directions:

- Fighting climate changes;
- Promoting the creation of growth and jobs;
- Limiting the EU`s external dependence on gas and oil imports.

At the heart of the policy is Europe's main energy goal: by 2020, the EU should reduce greenhouse gas emissions in its energy consumption. This objective will allow the EU to measure progress in redeploying the modern energy sector to one that will respond fully to challenges such as sustainability, competitiveness and security of supply. The goal is to achieve a 30% by 2030 and by 60-80% by 2050. The concerns are not only about climate change, but also about the security of Europe's energy supply and economy and the welfare of its citizens. Achieving the goal can limit the increasing risk to the EU from greater instability and higher oil and gas prices contribute to a more competitive EU energy market and promote technology and employment.

Strategically this means that the EU will take the lead in the world in preparing a new industrial revolution that will benefit both developed and developing countries. In order to achieve this objective, the Commission also proposes to focus attention on a number of energy policy measures:

- improving energy efficiency;
- increasing the share of energy from RES;
- new measures to ensure that the benefits of the internal energy market will reach every consumer;
- increasing solidarity between Member States with a longer-term view of developing energy technologies.

This includes a 10-point energy action plan and a timetable for the measures that the EU will implement to achieve the new strategic goal. In addition, EU Member States must ensure guaranteed access to green electricity producers' electricity systems, including housing and small business installations.

Photovoltaic systems:

The sun is the largest renewable resource for power generation throughout the solar system. Thanks to this, photovoltaic systems have a very high degree of technology and have a very long economic life - up to 30 years.

The widespread use of solar electricity means large equipment on large areas with "sun-harvesting" equipment in the regions where the radiation of our main light and heat source is the strongest. Experts predict that this will be done by 2050. The solar battery should become more efficient, more reliable and above all operate more economically.

In the future, panel coatings will play a crucial role. Thanks to the latest nanoparticle coatings, the size of which is only one millionth of a millimeter, cost savings of 80% can be expected compared to today's silicon technology for the production of photovoltaic systems. The new conception of color-sensitive nanocrystalline semiconductor coatings has led to an increase in efficiency, even in low diffuse lighting. The imposition of photovoltaic modules as a mass product is already a fact. But their price is still not competitive enough. Development and refinement continues to be a difficult process and many of the initial expectations are not met. Nevertheless, over the past 20 years, the cost of solar equipment has fallen by nearly 60%.

Thanks to such strategies and strategic prospects, photovoltaic business helps to avoid CO_2 emissions. The advantages of photovoltaic power generation are obvious. That`s why the EU and the Member States are keen to increase significantly the share of cogeneration in the production of electricity and heat in the coming years.

The strategic prospects in the European Union are mainly geared to a larger market share of panels for solar electricity generation. Many of the leading European companies are converting part of their plasma panel production into solar line production lines. Companies invest hundreds of millions of euros in 2010 to build production lines. Teams are prepared to

work on new projects and the companies rely on the results of their research to develop this new business into a profitable business. Industry experts estimate that solar panels will account for 80% of the solar-powered electricity business.

The objectives of European energy are 20% less greenhouse gases than 1990 levels, 20% less energy consumption and 20% share of total energy consumption from renewable energy sources.

The sun is an immense source of energy. However, until today his role in the energy industry was almost negligible in the context of the use of underground natural resources. There is an accelerated depletion of natural resources as well as an increase in the level of toxic pollution. The steadily rising prices of electricity, oil, gas, oil cause a corresponding response. Consumers reduce fuel use and scientists are looking at ways to develop alternative energy sources, new and effective ways to meet energy needs. In the new energy sector, massive use of solar energy practically has no geographical and climatic constraints.

Solar energy becomes the main source of electricity. The sunlight technologies are not something new. Modern, sophisticated technologies uses sunlight energy everywhere - from illuminating premises in buildings to powering vehicles. In many European countries, solar systems are proven effective and are present in almost every home or business. The consumption of solar energy systems will increase especially in Japan and Germany. The initial investments are justified by the high efficiency in reducing energy costs and it fully satisfy the need of energy. An important aspect of solar systems are their ecology. According to experts, using of sunlight as an energy source will increase drastically in the next years. Other even thinks that the Sun will become a major energy source until 2050. Support for the use of solar energy is also boosted in southern European countries such as Spain, Italy and Greece. In these countries, governments are increasingly aware that the sun's energy can be used to protect the environment and energy dependence from other countries.

Growth is already a fact - after 2009 photovoltaic business grew by more than 70% and reached a global volume of 4 GWp and the sector was over EUR 16 billion. Average annual growth over the past 5 years is about 50%.

Compared to other non-energy business, the return on photovoltaic power plants is longer and therefore the profits are lower. At the expense of the lower profit in the production of ecological electricity, the market risk for the realization of the production is 0, because the latest amendments to the Energy Law and the special Law for stimulating the use of renewable energy sources, guarantee 100% preferential price. However, even without preferences, the energy business to produce green energy is less at risk than most other types of business due to the high degree of universality of the commodity - electricity and the liberalization of the market. In a liberalized market, each manufacturer can determine to whom to sell electricity. No doubt, investments in photovoltaic parks and systems as well as in solar parks are the new winning wave for legally guaranteed investments.

Conclusions:

The modern world faces the challenge of energetic and the environment, a challenge that is clear for Europe and shared by all Member States. There is a tremendous need to provide competitive and clean energy in the conditions of climate change, increasing global demand for energy and uncertainties about future deliveries. If a Member State fails to tackle the challenge, it will affect the rest. If problems arise outside the EU, they can affect the whole of the EU. That is why Europe needs a stable energy policy amid a depletion of energy and a growing dependency on raw materials imports. It is likely, most of the oil and gas producing countries in some time to face the inability to increase their own production capacity to the planned level and the supply commitments made because of their limited reserves. Soon the first effects of resource depletion will be felt, the more likely the interruptions in the supply of energy products will endanger the energy and national security of our country. That`s why the solar business is the future.

Studying "Women's Party" Within the Framework of Women's Movements in Turkey

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Abstract

In June 2014, a political party named the Women's Party with the motto "step by step from men's democracy to real democracy" was founded in Turkey. As a political party that was founded approximately four years ago, the Women's Party is considered as an element that needs to be involved in the analysis of the women's movement in Turkey and; thus, its party program is discussed and examined.

Keywords: Studying, "Women's Party", Women's Movements, Turkey

Introduction

Women's movements arose as a rebellion against the role models imposed and life styles forced on women by the society (Cakır, 2016). In other words, the focus of women's movements is the reaction against the wish to transform women from their subject and agent position into inactive and passive one due to the society's values, expectations, and demands.

The fight women started for equal rights and freedoms took the name of "feminism" during the middle of the 19th century (Hooks, 2015); however, despite the fact that political and social events let women's movements arose effectively in the 19th century, it has to be borne in mind that the struggle for the women to take part in the society has continued since the first ages of history.

Within this framework, feminism can be defined as a movement that aims to end sexism and sexual exploitation (Hooks, 2015); as a movement of thought that seeks to increase women's rights, to take them to men's level, to provide equality (Turkish Language Association); a frame of thought that projects absolute equality between women and men (Allen, 2004).

Women's movements are realized by various activities and types of organizations such as protesting, founding associations or political parties, and organizing events to deliver equality between women and men. In this context, women's movements in Turkey are discussed first. Then, the Women's Party is studied within the framework of its program. Finally, the study is concluded in the last section.

Overview of Women's Movements in Turkey

Women's movements in Turkey can be generally studied in three main phases. The first phase is when the first wave of feminism was effective. This phase lasted from the last era of the Ottoman Empire to the first years of the Republic (1869-1935). The second phase includes the years between 1935 and 1975 that can be defined as a period of recession. This phase can also be named as the era of charitable and developmentalist women. The third phase can be described as the era that covers 1980s and later and that is affected by the second wave of feminism[1] (Tekeli, 1989). However, if we accept that the first and second waves of feminism are now changed together with post-modernism and that a new feminist era has shown itself as the third wave or post-feminism/postmodern feminism movement, we cannot ignore that it also has had effects on women's movements in Turkey[2].

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[1] It should be stated here that new women's movement, or the second wave of the feminist movement, arose in Turkey at the beginning of the 1980s, ten years after it did in western countries (Tekeli, 2004).

[2] The fight for the rights and freedoms of the first wave of the feminist movement that was based on classical liberalism and the fight for women's revolution of the second wave of feminism that was based on socialist/Marxist radicalism and conflict changed with postmodernism. Transformation from modernism to postmodernism has been realized in feminist movements. With postmodernism, feminism has transformed from a common mass movement into women's fights that have different identities on different grounds. Besides, it showed itself by taking these to institutional and legal levels (Oz Yıldız, 2016).

It is hard to say that women were active in the women's movements during the last periods of the Ottoman Empire. During this period, reforms done in the name of women and for women were realized generally by intellectual and reformist men. The most significant aspect that marked this period is that women had a place right after men and in private places allocated for them. The second most significant aspect is that women, not all women but women who were educated and belonged to the upper class, raised their voices via magazines and newspapers for women or novels written by women themselves (Tekeli, 2004). Therefore, it can be claimed that messages sent to the society via printing and publishing during the last ear of the Ottoman Empire was individually, not collectively, stressed. It can also be claimed that there were no similar women's movements in Turkey like there were in the West that fought for gaining the right to vote; in other words, there was no collective protesting (Abadan Unat, 1999).

What should certainly be emphasized for the first phase of the women's movements in Turkey is that the foundation of the first political organization by women happened during this phase. In June 1923, "Women's People Party" was initiated under the presidency of Nezihe Muhiddin. The primary objective of the party was to fight for women's political, social, and economic rights. However, the government did not allow this political party to be formed and suggested women who were refused to form a party start an organization. Thereby, under the presidency of Nezihe Muhiddin, who would be recorded in history as the founder if the party had been formed in 1924, founded "Turkish Women's Union" in February 7, 1924 (Toprak, 1988). It can be stated for this era that, with the proclamation of the Republic, the initiative to suggest the society solutions and life styles towards certain directions came from the ones who governed the State rather than women (Abadan Unat, 1999). As a matter of fact, the State that turned into a one-party regime after the proclamation of the Republic (1923) recognized civil rights of women in 1926 and political rights in 1930 and 1934; however, suppressed women's movement together with other non-governmental organizations (Tekeli, 2004).

Therefore, it is not possible to talk about a women's movement between the years 1935 and 1975. During this period, women were encouraged to work at charity organizations. During this second period, a minority of elite women who could benefit from university education and from opportunities of getting a profession were the representatives of Turkey. However, large women populations who did not have such privileges worked as free workers for their families in the agricultural sector and were deprived of ownership, education, income, and social security rights as patriarchal traditions could not be distorted. Women were the most oppressed members of the society during this period (Tekeli, 2004).

Another significant point that needs to be discussed within the second phase that covers the years between 1935 and 1975 is the Turkish National Women's Party formed in 1972 (Grand National Assembly of Turkey, 2018). This party that was formed by 16 people in November 17, 1972 is the first women's party of the country. The purpose of founding this party was determined as providing the conditions under which women would equally contribute to the future fate of the country with men and making the society accept the fact that women are also humans and citizens. Melike Bayburt was the first chairperson of the party. Later, Mubeccel Goktuna took over the mission. The party could not take part in the 1972 and 1977 elections as it could not meet the requirements and was shut down in October 16, 1981 by the military court decision after the September 12, 1980 military coup (Demiray, 2009).

The period after 1980s that corresponds with the third phase of the women's movement in Turkey is clearly different from previous periods because existential problems of women in Turkey oriented around gender were discussed, definitions of womanhood were made clear, feminism was addressed as a social project, and *differences* could be defined during this period (Timizi and Agduk, 2002). In addition, the difference that distinguishes the third phase from the second phase can be explained as "women's groups where women's issues were discussed gained such variety that could not be compared to previous years in terms of their ideological stance, areas of work, and organizational forms" (Kardem and Ecevit, 2002).

Feminist knowledge that directs gender studies in Turkey nowadays is produced by study fields that differentiate and vary around national publications, centers for women's studies at universities, nongovernmental platforms, women's branch of political parties, and many independent women subjects (Oz Yildiz, 2016).

The Women's Party that is the subject of this study is the only active political party that uses the word woman in addition to being the second political party that uses the expression "woman" in the name of the party in the Turkish political life - different from the women's branches of other active political parties. Moreover, it is believed that the Women's Party that is addressed within the context of women's movements in Turkey and that is active in the political sphere should be included in the analysis of women's movements as it places primary and thorough emphasis on women.

Foundation of the Women's Party and its Objectives

The foundation decision of the Party was declared by the founders[1] as *"We, who are determined to move forward on the way of modern civilization, decided to found a 'Women's Party' for the unsolved problems of Turkey, for and with the women and young people who are ignored almost in every region"* and it also was stated that this organization is not a fight against gender discrimination. The foundation process referred as an initiative by the founders is defined as *"movement of change with women"* and it is stated that young people should assert their existence in politics together with women as it is *far more urgent and necessary* at this point.

While the objective of the Party is defined in the party bylaw, the belief that women and men equally represent humans is emphasized first. Then, the objective of the Party is stated as "to create a change in the social mindset that feeds all kinds of discrimination, violence, sexual assault, and undignified behaviors against women; to actualize "PARITY" (Equal Representation) system where women and men are equally represented; to involve women into the society as equal citizens; and to transform patriarchal social structure". Finally, when the item that defines Party's objective is concluded, it is emphasized that the Party will fulfill its share of duties to have all people be equal without any discrimination, to improve living standards, and to decide on their future without the fear of poverty, exploitation, and fear.

Getting to Know the Women's Party through Its Party Program

When the party program is first looked at, it is seen that it is shaped under three main headings. The first main heading is "Our Objectives and Politics", the second main heading is "Democracy, Human Rights, and Freedoms", and the third main heading is "Our Way".

Under the first heading where the objectives and politics of the Party are stated, a Peaceful and Just World and a Social and Democratic Turkey are the primary objectives.

It is seen that the Party emphasizes active citizenship under the heading of social and democratic Turkey and, in terms of exercising sovereignty, suggests semi-direct democracy model that have the means of referendum, public initiative, public veto, and dismissal of representatives. In addition, another issue discussed under the objective of social and democratic Turkey is that the age to become a member of a political party should be fourteen.

Evaluations regarding party objectives given under other main headings revolve around the issue of equalization of women and men and the objectives of the Party are discussed in detail under the headings of equal representation- equal citizenship, economy and women, education and women, health and women, and women in social life.

In the program, the Women's Party states that it supports all kinds of positive discrimination to eliminate injustice that exists between women and men. Moreover, the Party undertakes as a duty and chooses it as its mission to produce projects that provide equal rights and opportunities for women, to make women visible, and to eradicate prejudices against women. In addition, in the context of women-men equality, another objective is stated as to make women's lives as comfortable as men's and to *free* women in all spheres of life. To realize the objective of equal representation- equal citizenship stated in the program, Parity System, which was given as an objective of the Party, is suggested. Under the item where quota system is not accepted, parity is emphasized not as the representation of the minority group but as the verification of the existence of two genders and as the understanding of equal representation of women and men; that is, of all individuals.

In the program where women's place in the economy is questioned in the context of labor's becoming more and more "mannish" in Turkey, it is claimed that it is discrimination against women as a serious number of women in Turkey have no right to say about earning, distributing, and controlling family income; they are not able to contribute to the economy; and they are not adequately represented in the work life. It is also emphasized under the heading of 'economy and women' that the Party will take all the necessary precautions and execute positive discrimination decrees to fight against such discrimination.

In the program, it is emphasized that equal opportunity in education is a constitutional right and generalizing equal opportunity in education in a fair way on the social sphere and transforming the shape of women-education relationship are counted among the objectives of the Party. Moreover, it is stated under the heading of education and women that education system in Turkey serves to reproduce traditional values regarding women and makes it difficult for the women to question their role both in the society and in the family. Under the 'health and women' heading of the program that embraces the

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[1] Not all founders are women. There are men who work in different professions. However, the number of men is quite few compared to women.

argument that rights over women's body only belong to women themselves, it is emphasized that there is right to abortion among these and it is asserted that banning abortion is unacceptable. According to the program, *safe abortion is a right to live and it cannot be restricted or banned* if it is women's free will.

Under the heading of 'women in social life', the Party stated that it is among their mission and objectives to enable women to take part in the society as an equal social citizen and to transform patriarchal structure dominating the social life for years into a modern social structure.

At this point, there are three significant issues that are dealt with under the heading of 'women in social life' in the program. These are: Violence against Women, Child Brides, and Bride Exchange.

In the program, violence against women is described as *not only physical violence but also emotional one, as sexual abuse, being threatened, disrespecting her labor, using her child against her, isolation, forcing her to marry at a young age or someone she does not want to.*

Moreover, marrying at a young age that is called Child Brides is asserted as one of the most significant social problems in Turkey and it is stated that discrimination against women, in families who live below the hunger and poverty line, is directly related to child marriages. Fighting against child marriages and to take necessary precautions to prevent them are among the party objectives. In addition, in the program it is stated that according to Turkish Civil Code girls under 17, according to Child Welfare Law girls under 18, and according to Turkish Penal Code girls under 15 are accepted as child brides. It is also stated that the Party will work to amend relevant laws to eliminate the discrepancies between the codes, to ban marriages of girls under the age of 18, and to give severe punishment verdicts for those who do not abide by the ban.

Bride Exchange is defined as "the exchange of women from two families to marry" in the program. It is stated in the program, which discussed the issue of bride exchange specifically, that men and especially women marry someone old or someone they do not like and that women who get married against their will are forced to accept the marriage decision made mainly by their fathers or sometimes by other male relatives (grandfather, uncle, brother) because of this tradition. It is also mentioned that these women are forced to marry in exchange for dowry. Dowry is defined in the program as "a tradition that degrades women into an economic asset, limits her autonomy over marriage, sells her rights to the husband". Another issue touched upon in the program is the female suicides that might be related to bride exchange and dowry issues. In the program, it is claimed that individuals pursue their lives by constantly depending on others because of the dominant tribal and patriarchal structure existing in some regions of Turkey and this increases suicide rates especially among women. In addition, according to the program, another argument put forth is that a significant number of suicides committed by young girls and women are actually honor killings, that girls are consciously driven to suicide because of the psychological pressure caused by their families, or that murders are covered as suicides. Moreover, it is stated that women who are raped receive death threats and that they even commit suicide when they find out they are pregnant.

Finally, another issue dealt with under the heading of 'women in social life' is "incest" that is considered as a type of violence. It is emphasized that "incest", a type of violence exercised by family members on girls or boys of the family without discriminating, is a "social taboo" in Turkey as well as in the world. The party takes it as a mission and objective to bring a new regulation, like there is in many countries, for the incest crimes in the Turkish Penal Code because of the quality of the crime and to open necessary centers where children who are under such threat or who are abused can settle and recover.

Altogether, other issues and goals dealt with under the main heading of the objectives and politics of the Party are as follows: sustainable development and qualitative growth, a better future for the young people, equality in educational opportunities, a good job for everyone, protective social state, child-friendly society and strong families, development in culture and art, environment-friendly, and protecting nature.

There are three basic issues dealt with under the second main heading in the program that is Democracy, Human Rights, and Freedoms. These are, in order, Individual Rights and Freedoms, Rights of LGBTI Persons, and Freedom of Press.

What is emphasized under the heading of 'individual rights and freedoms' focuses on enabling individuals to benefit from basic rights and freedoms without considering their religion, sect, race, color, gender, sexual orientation, ethnicity, and the like and without any discrimination. In addition, under this heading, it is especially stated that torture and disproportionate use of force will never be allowed and that special places will be allocated and voting papers in Braille alphabet –alphabet for the visually-handicapped- will be printed for the visually-handicapped citizens so that they can vote in general and local elections without needing anyone.

In the program, the Party claims that LGBTI persons face with homophobic point of view existing in the society and its negative consequences in the community life. Therefore, it is aimed to enable LGBTI persons, without being discriminated, to benefit from the opportunities presented to all citizens safely and without hesitation. Such regulations like including "sexual orientation and gender identity" expressions to the equality item of the constitution and adding crimes towards LGBTI persons to hate crimes are projected. Moreover, it is stated that public service announcements and various activities (informing through cinema, TV, printed press, and etc.) will be done to eradicate prejudice in the society against LGBTI persons. Finally, under the heading of freedom of press, it is expressed that item 10 of the European Convention on Human Rights, which was signed by Turkey and which guarantees freedom of speech, has been violated up to now and; therefore, that the scope of freedom of speech will be extended and people will be informed truthfully, smoothly, timely, and objectively.

In the last main heading of the program, Our Way, the objectives of the Women's Party are generally evaluated and it is expressed that they are aware of the existence of the obstacles they might face during the process of realization of these objectives and that they do not promise to transform the world into heaven on earth. When concluding the program, women are invited to the party and to realize the objectives of the party by expressing that *"Women in this country, no matter which political opinion they might have and which life style and social status they are from, should listen to this voice for their own party and help themselves together with men who believe in democracy".*

Conclusion

Women's movements are essentially the meaning of the fight women started to gain equal rights and freedoms and their objective is to end sexism and sexist exploitation, to increase women's rights in the society, and to enable women to gain equal opportunities and possibilities with men not only as *dejure* –equality under the law- but also *defacto* –in terms of living practices- and to fight for it.

In this context, the objective of the Party is stated in the party bylaw of the Women's Party, which is the focus of this study, as "to create a change in the social mindset that feeds all kinds of discrimination, violence, sexual assault, and undignified behaviors against women; to actualize "PARITY" (Equal Representation) system where women and men are equally represented; to involve women into the society as equal citizens, and to transform patriarchal social structure". This objective certainly matches the purposes of women's movements or feminist movement. Moreover, it is seen that the majority of the objectives, in essence, revolve around the issue of gaining women-men equality when the party's objectives are discussed. It is emphasized that it is necessary for the women to access equal citizenship rights as defacto, to improve their representation opportunities, to extend their existence in the economic structure, and to use education –by extending educational opportunities- as an appropriate means to raise women's social status. In addition, there is emphasis on women's health such as women's body and right to abortion under the heading of 'health and women'. Another objective within the context of women-men equality is to enable women to live as comfortably as men do and to *free* women in all spheres of life.

Unlike other political party programs [1], issues such as violence against women, child brides, bride exchanges, women suicides, honor killings, and incest are dealt with in detail especially under the heading of 'women in social life' in the Party's program. Moreover, and again unlike other political party programs, violence against women is dealt with more comprehensively in the Women's Party program as *not only physical violence but also emotional one, as sexual abuse, being threatened, disrespecting her labor, using her child against her, isolation, forcing her to marry at a young age or someone she does not want to* and; thus, the issue of violence gains a deeper emphasis.

These issues that are dealt with in detail and emphasized by the Party, unlike other parties, have "the aim to involve women into the society as equal social citizens and to transform patriarchal structure dominating social life for years into a modern social one" in essence. This objective matches, once again, with the objective that is aimed to be achieved by women's movements.

As a result, this study is derived from the opinion that the Women's Party should be included into the analysis of women's movements in Turkey due to the deep and primary emphasis it puts on women. Moreover, it is considered that there is no relation between party's political success[2] –its voting rate or acceptance it receives from the society- and the necessity to include the party into the analysis of women's movements in Turkey.

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[1] Other political parties refer to the currently active political parties in the parliament.

[2] The party did not take part in the general parliamentary elections (June and November 2015) after its foundation as it could not meet the requirements.

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Changing Family Policies as a New Welfare Regime in Modern Germany

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Abstract

Developed countries have changed its traditional welfare regimes because of limited economy growth and aging society. In Germany, categorized as the conventional welfare regime, various welfare renovations including family policies have progressed to cut welfare costs. These family-policy reformations can be characterized from the following aspects; dual-income and individual-targeting provision. In 2006, under the Merkel coalition registration, the introduction of Elterngeld, family allowance to compensate income and stimulate fathers' participation in child care, could be recognized a symbol as a transition to the Social Democracy family policy. Previous research has already pointed out the tradition of the family-policy regime in Germany from the Christian Democracy regime to the Social Democracy regime. While it is hard to explain using existing theories which focus to characteristics of political parties, veto players, and half sovereign state, it is suggested to focus on the role of discourse from constructivist approach. However, the question still remained that why Elterngeld was introduced although the policy for expanding child-care facilities, which can also be categorized as a Social Democracy policy, was postponed. This research reexamined the welfare regime transition in Germany, focusing discourse in the house of representatives. Observing discourse in the parliament is effective to understand politicians' vision what kind of family policies are desirable. By counting the specific discourse from 1994 to 2017 and scrutinizing the minutes around 2006, it turned out that politicians have an agreement that both mothers and fathers should adjust work life balance based on "family", which can be defined as the difference between Elterngeld and the policy for expanding childcare facility. Therefore, current transition of the family policy from the Christian Democracy regime to the Social Democracy regime is limited and can be concluded that Germany is revising its traditional welfare policy regime.

Keywords: Changing, Family, Policies, New Welfare Regime, Modern Germany

Introduction

According to the Esping-Andersen (1990)[1] and Lewis (1992)[2], German welfare policy is categorized as Christian Democracy which can be characterized the Catholic tradition emphasizing a family structure and unions organized by each occupation. This "Male-breadwinner state" that men work while women take care of their child, had been a typical labor and welfare model until 1980s especially in West Germany, however, limited economic growth and aging society forced Germany to cut welfare costs. On the other hand, family policy such as earnings-related parental leave and public/ publicly subsidized childcare has been expanded to stimulate women to participate in labor market. As a result, from 1980s German family policies has been expanded, modeled after Social Democracy welfare regime. For example, introducing of the child-care allowance and leave payment under the CDU administration symbolized the social approval of child care. In fact, the period of the leave was extended for 3 years in 1992 and the period of the childcare allowance payments were extended for 2 years in 1993 as well. One significant policy that can be defined as the Sicial Democracy family policy is the introduction of "Elterngeld", an earning-related and gender-neutral parental leave benefit for the duration of 12months, in 2006 under the Merkel coalition between CDU/CSU and SPD registration. In comparison with the previous childcare allowance, "Erziehungsgeld", it compensates each of the recipients 300 Euro per month for 2 years, the estimated allowance became proportional and the period was reduced. Another feature of the Elterngeld is that it stimulates fathers' participation in child care because the total allowance period taken individually is restricted up to 12 months[3]. In this

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research, family policies including following aspects, dual-income and individual-targeting provision, are defined as Social Democracy regime.

Previous research has already pointed out the family policy tradition in Germany from the Christian Democracy to the Social Democracy regime[1][2], however, it is unable to explain using existing theories such as party matter's theory, path dependence, and veto- player theory. Parties matter's theory which focuses roles of parties has been payed attention as one factor to expand welfare policy. According to the administrative party has a significant influence on the decision for welfare-policy expansion. For example, Hibbs (1977)[3] explains that conservative or liberal parties tend to avoid the inflation, while social democratic parties tend to focus to decrease the unemployment rate. Although Korpi(1983)[4] argued that the key factor explaining the expansion or variance among modern welfare states could be recognized a strength of social democracy and organized labor. It is well known that CDU plays a role for social policy expansion, thus both SDP and CDU can be identified as 'social state parties'(*Sozialstaatsparteien*) without the incentive to push for social policy changes. Katzenstein (1987)[5] also insists that due to the "semi-sovereign" characteristic of the German political system with its 'veto player'[6] such as the Federal Council and the Federal Constitutional Court, a comprehensive reform is highly unlikely. However, Seeleib-Kaiser (2002) points out the dual transformation, expansions in public support especially in family policy in Germany, which can be seen as the departure from previous policy path in the family policy according to Fleckenstein (2011)[7]. To solve this puzzle, Martin Seeleib-Keise（2010）analyzes the consensus among political elites and interpretates the family-policy expansion was possible because it has the good reason to solve 'total birth rate and human capital'[8]. Furthermore, Blese and Seeleib-Kaiser (2004) suggest adopting constructivist approach, including social learning, ideas, knowledge and political discourse, to explain the family policy reform. By conducting an interview with the authority, they implied that the discourse, increasing the birth rate, seemed to play a significant role. However, the question is still remained that why Elterngeld was introduced while the introduction of child-care facilities, which can be also categorized as a social-democratic policy, was postponed.

This research undertakes in order to seek a way of how the present welfare regime in Germany is identified thorough explaining why finally Elterngeld was get support at the parliament as the place to appeal people, putting its focus on discourse which can be identified from the minutes of the German house of representatives from 1945 to 2017 to attempt how the discourse[9] has been changed. This study makes an interpretation that the role of discourse can be classified into two aspects: the communication among politicians in internal party conference, and among politicians and people. It seems right to presume that once politician succeed to persuade disputants inside government party by using specific discourse which can be defined as the first role, a possibility to adopt a policy at parliament becomes significantly increasing. However, it cannot neglect the second role of discourse at the parliament because politicians can appeal own party's policies and discourse to people. It should be noted that the discourse using in parliament is just the same as phrases which can be observed in manifests. Taking these matters into account, the discourse in parliament should be considered as the discourse for public and observing the discourse in parliaments has an advantage to understand that what kind of family policies are desirable for politicians to appeal public.

The discourse variation from 1994 to 2017

This research chose words as discourse, "Vereinbarkeit von Beruf und Familie" meaning cooperation between work and family, and "Gleichberechtigung" meaning the equality of men and women, based on the CDU/CSU election campaign in

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2005[1], the agreement for coalition in 2005[2], and the previous interview conducted by Seeleib-Keiser (2010). To gouge the discourse variation, this research counts the words from politicians' statements by scrutinizing minutes of the national parliament of the Federal Republic of Germany (Bundestag) from 1994 to 2017 and inspects minutes especially around the year 2006 when Elterngeld was introduced[3]. One interpretation of counting politician's words at the national parliament is that words as discourse reflect agreements or vision among political elites in terms of how policies should be aimed as a new welfare state. It should be careful that this research also counts discourse "Vereinbarkeit von Dienst und Familie" and "Vereinbarkeit von Karrie und Privaten", which mean also work-life balance, as remarks of "Vereinbarkeit von Beruf und Familie". Table 1 indicates the relationship among periods, administrations, numbers, and dates. Figure 1 and Figure 2 show how these remarks at the parliament has changed from 1994 to 2017; the vertical line indicates number of times and the horizontal line indicates numbers which Table 1 shows. It seems at least right to presume that the discourse, "Vereinbarkeit von Beruf und Familie", continues to increase. To observe the variation clear, Figure 3 and Figure 4 show percentages of minutes under specific administration, which "Vereinbarkeit von Beruf und Familie" and "Gleichberechtigung" appear more than 10 times in one minute, classifying them into each administration categories. According to Figure 3, a significant increasing of the discourse, "Vereinbarkeit von Beruf und Familie", appears from the 2nd Schröder administration to the 1st Merkel administration. On the other hand, because the discourse, "Gleichberechtigung", draws a U curve according to the Figure 4, the 1st Merkel administration can be defined as a turning point to increase the discourse, Gleichberechtigung", contrary to Lang (2008)[4].

Table 2 summarizes minutes observed significant large numbers of words, "Vereinbarkeit von Beruf und Familie" and "Gleichberechtigung" under the 1st Merkel registration. One point is that on 3/9/2006, all parties: CDU/CSU, SPD, die Linke, FDP ad Bündnis 90/Die Grünen, approve the concept that Elterngeld stimulates the father's participation in child care[5]. It should be emphasized that this agreement among all parties happened only once during the discussion concerning Elterngeld, leading us to presume that father's participation is defined as one of the most important factors. This characteristic can divide 2 policies, expanding childcare facilities and Elterngeld. According to the minute on 3/9/2006, Ina Lenke stresses that if more women participate the labor market, more men also have to spend family time from the perspective of gender equality. Further focusing on the minute on 9/29/2006[6] when Elterngeld was approved, three points can be observed at issue: Vereinbarkeit von Beruf und Familie, Gleichberechtigung, and economic inequality. Opposition parties such as die Linke and FDP continue to disagree with Elterngeld from the perspective of the economic disparity because its allowance is calculated based on the income contrary to previous family allowance, however, die Linke approves some parts of Elterngeld as fathers' participation in childcare. The government party finally justified the Elterngeld using both discourses, "Vereinbarkeit von Beruf und Familie" and "Gleichberechtigung", with emphasizing "equality" of gender to refute the opposition parties' posiotion emphasizing the economic "inequality".

Conclusion

The fact that strategy using both disourse, "Vereinbarkeit von Beruf und Familie" and "Gleichberechtigung" was effective and successful enough to approve Elterngeld in the parliament reveals that the politicians have an agreement that both mothers and fathers should adjust work life balance based on "family", which is also one difference between Elterngeld and the policy for expanding childcare facility. It is sure that the German family policy has changed from Christian Democracy regime to the Social Democracy regime, it cannot be completely accepted that this tradition has completed because Elterngeld includes more significant characteristic as Christian Democracy regime and gains the support among politicians in the parliament as a vision for public. It seems to right to conclude that Germany is revising its traditional welfare policy regime.

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Tables and Figures

Table 1. Relationship between Period, Administration, Number, and Date

Period	Administration	Number by author	Date
13	the 5th Kohl administration	1-222	11/10/1994-10/26/1998
14	the 1st Schröder administration	223-453	10/26/1998-10/17/2002
15	the 2nd Schröder administration	454-633	10/17/2002-10/18/2005
16	the 1st Merkel administration	634-865	10/18/2005-10/27/2009
17	the 2nd Merkel administration	866-1116	10/27/2009-10/22/2013
18	the 3rd Merkel administration	1117-1359	10/22/2013-10/24/2017
19	–	1360-1362	10/24/2017-11/22/2017

Figure 1. *The Number of Times Politicians Remark "Vereinbarkeit von Beruf und Familie"*
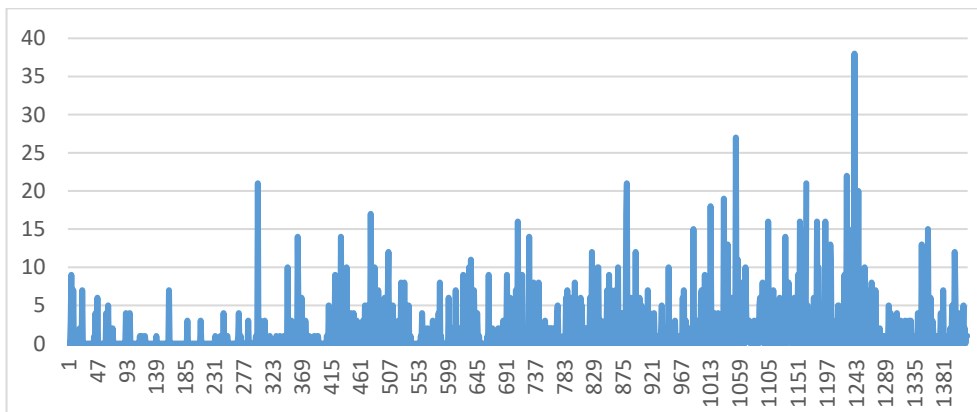
Figure 2. *The Number of Times Politicians Remark "Gleichberechtigung"*
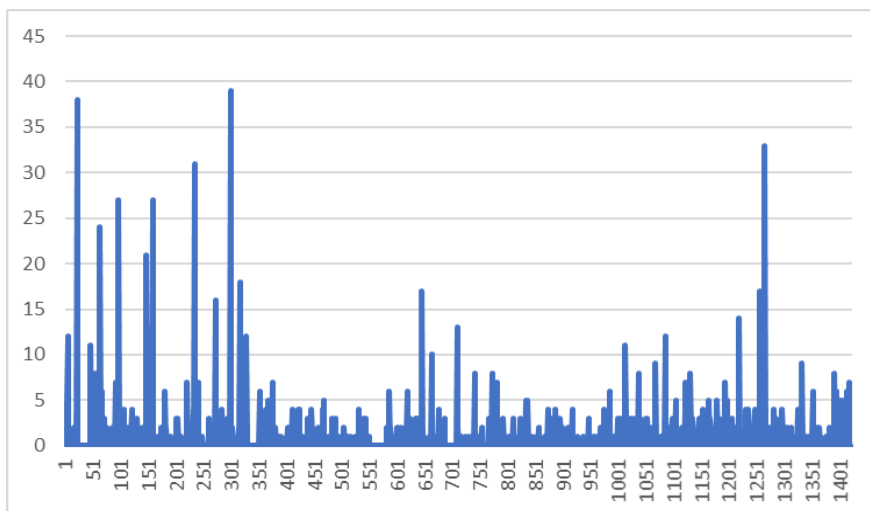
Figure 3. *Percentages of Minutes, Appearing "Vereinbarkeit von Beruf und Familie" More Than 10 Times in One Minute*
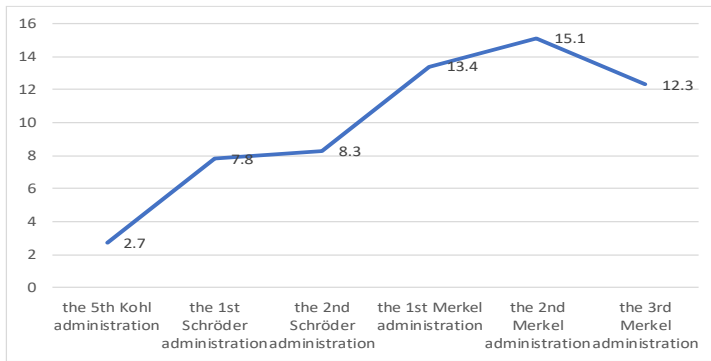
Figure 4. *Percentages of Minutes, Appearing "Gleichberechtigung" More Than 10 Times in One Minute*
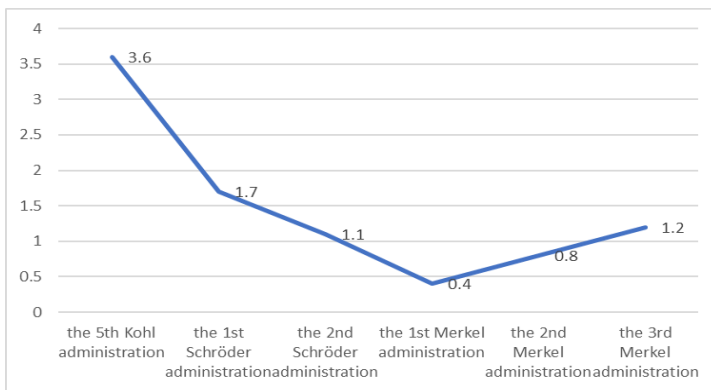
Table 2

Minutes Observed Large Numbers of Words, "Vereinbarkeit von Beruf und Familie" and "Gleichberechtigung" under the 1st Merkel Registration

date	number of times that politicians mension "Vereinbarkeit von Beruf und Familie"	number of times that politicians mension "Gleichberechtigung"
3/9/2006	16	13
6/22/2006	14	—
12/1/2005	9	—
3/30/2006	9	—
9/7/2006	8	—
9/29/2006	8	8

Development of Socio-Cultural Identity at Primary School Children Through School Projects

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Abstract

The celebration of our country's 100 year of unification called for a different approach in primary school context to discover about community, national values, and important Romanian figures. The development of socio-cultural identity in primary school children through different learning projects leads them in learning about different traditions and specificity of their country. The children were challenged by their teacher to make different projects involving their peers and also knowledge to showcase their understanding for traditions and customs. Pupils learned and had a powerful experience researching for historical facts about their ancestors and the minorities who live in their country. Group and individual projects helped the children in a better understanding of the differences and similarities between the people living in our country. The current paper presents some of the practices and projects that took place in the classroom of third graders starting with September 2017.

Keywords: primary education, community, school projects learning, national values

1. Introduction

The socio-cultural theory of L. S. Vygotsky exposes concepts of proximity development that can be translated as follows: the child must be seen not only as a human, but also as an active part of a functioning society. Vygotsky had as his main theme his analysis of child development on three levels: cultural, interpersonal and individual. The zone of proximal development is the link between the knowledge already acquired by a child and what the child can learn / develop under pedagogical, cognitive and socio-cultural guidance, as the development of the child first appears on the social and scholastic level, then on a cognitive level and psychologically. The knowledge and skills the children need for their development require certain tools such as language and technology and these tools are offered by the culture they grow up in (Vygotsky cited in Miller 2011). Societies are challenged constantly by trends of change and they are always in a quest for change and these changes are encountered also at the biological levels of development (Erikson cited in Miller 2011). The need for change is manifested in the school educational system, but not limited to this, as teachers must find the balance and the right social and emotional settings to develop children's skills for a constant changing environment. A set of types of educations is emerging in the school system to help shape a functioning person to society. Two of these educations participate directly in the development of attitudes, respect, behaviors, conscience for society and behavior. Intercultural education and civic education are trying to fill in the void from the other educations undertaken in school. These new educations are promoting respect for oneself and respect for others, devising attitudes and behaviors that lead to compliance for the rights of others, respecting, understanding and valorizing cultural diversity, formation of consciousness and behavior as a member of society.

The child and the cultural setting

In the fast growing globalizes world personal cultural identity is derived from their surroundings and is influenced by a sum of factors: background, social status, social acceptance. Culture has many definitions one being that culture is a concept in many instances subconscious and which is expressed by a set of common values that are evidenced in the behavior and other trades of a certain group (Hall, Hofstede cited in Dahl 2005). There's a mutual creation process between individuals and cultural communities. Children can learn from certain social practice and their behavior makes sense of the environment and their set goals (Miller 2011). When creating works of their own children can learn the knowhow and this introduces the child to next level of knowledge. Children interact with other children or other peers in different settings: classroom, home, museums, workshops etc. Their interactions are dictated by their knowledge and their ability to spot social and cultural cues and at a young age (5-6 yo) these cultural cues are found by the child by adjusting to the peers' cultural customs. Making assumptions about the others culture helps the child adjust to the convenient behavior that benefits him in that particular situation. When playing with children from their own culture children were seen to be able to

determine the cultural cue in accordance with the situation (Goldvicht-Bacon and Diesendruck 2016). Cultural activities are important resources for learning about their culture and their background. One study found that a mother's social status in society and level of education determined the time and type of the cultural related leisure activities with the children and not only hers but also her husband's (Gracia 2015). Social capital is an important asset in children's education. Parents, caretakers and teachers must come together to offer the best environment for the child's development. The parents are a valuable resource and their time spent attending to their child's homework or extracurricular activities should be valued. One study has researched the benefits of a program that was implemented to help parents to manage their time and resources in their efforts to provide their children the help they needed in school. The success of the program was found and the continuation of the success for this support-program is highly related to the consistent participation of the parents and the teachers (Lopez Turley et al. 2017).

In Romania there are recognized minorities who live in harmony under one flag and the population represents 11% of the total population of our country. Some of these minorities include and are not limited to: Hungarians, Rromas, Ukrainians, Germans, Russians, Turks, Slovaks, Serbs, Bulgarians, Greeks, Croats, Jews, Czechs, Tatars, poles, Italians, Chinese, Armenians, Csangos. In the Romanian school system education for minorities means the type of education that provides classes for all subjects in their mother tongue, except Romanian language and literature and upon request are provided as study subjects, literature, music, history and traditions of the respective national minority. Each minority has its own particularities and customs and the main goal for everyone is to share and embrace ones differences. There are held Olympiads for different subjects (literature, maths, poetry, religion) in the mother tongue for some of the minorities. We have for example: the national math Olympiad, religion contest and national history and traditions Olympiad in Hungarian; national poetry and literature Olympiad in Russian, Croatian and Slovak.

The background of cultural learning

In a globalized world there are little chances that children don't encounter other cultures as they develop. Being multilingual and sharing other cultural environment is common place and is regarded as a benefit for the evolution of an individual and a society (Haritatos & Benet-Martínez 2002). The chances of an individual to be a "product of one culture" are slightly low from happening (Lukešová & Martincová 2015). We have classrooms with children of different cultural backgrounds and they are tied together by one common goal: learning. Communication and cooperation is achieved in the school environment by intercultural communication. Identity is a mere construct for young children who are just starting to develop in a world where everything is new and excited. Along with the beginning of the school years this search for identity is seen with more confusion and nevertheless enthusiasm. Children begin to wonder about the ties and differences between the others and the self. What makes them be who they are is a quest that may well go into their old age. For the time being they still have to identify a setting in which they connect and engage.

The classroom setting and school as well play an important background for the development of the social and cultural identity. These are places where children learn more about their common heritage, history, traditions and culture. What makes them feel safe is the feeling of belonging to a nation, a language, a family. In the unity of shared history and traditions children learn different aspects of different cultures and nations. They understand what makes them who they are and what they have to value and respect. A sense of respect for ones mother tongue and culture is required, but shouldn't be an imposed limit. Embracing different cultures is a lesson every child must be taught. When the child learns about different aspects of history, about important people that made important changes, about different cultures, his knowledge is enriched manyfold and this benefits his understanding of the world around him. In primary school children are overwhelmed with studying subjects, math and literature being the most important of them all. In Romania, children learn about personal development starting from age six in the school system. They are introduced with notions of self, respect for one another, positive attitude towards other and oneself, communicating with colleagues and teachers, rules of communication in school activity, basic emotions. This subject is being taught until the second grade and starting with the third grade (9-10 yo) children are introduced to civic education. This subject familiarizes the pupil with notions of person, relationship between things and people, relationships between people. This is being taught until the end of the primary cycle.

Project base learning

Project based learning is not a new method of teaching. This has been used for several years one and it's a method that offers a lot of benefits for pupils and teachers. Projects are an exciting method for pupils as they engage them in a new setting and offer new possibilities for learning. Projects can be used to teach and learn different subjects and it can be used at all grade levels. According to BIE (Buck Institute for Education) projects: inspire children in thinking outside the box,

prepare them for academic and personal success, empower pupils in building critical thinking and problem solving in a collaborative setting.

Every project that we have in the classroom starts with a challenging question that's waiting to be brainstormed. The preparation for the project requires important steps and the teacher must consider the necessary tasks required for a successful learning experience. According to Eric Jenses (2009, cited on Edutopia.org) there are three main focus points that the teacher must take into account when applying project based learning: success is for all children (no matter their background), building fruitful relationships between the children and between the children and their teachers, empowering pupils in providing them an opportunity for adding their own voice and ideas.

The current paper concentrated on learning activities through school project on the development of socio-cultural identity in the third grade. The purpose of the paper was to establish the influence of project base learning in school and at home for a better understanding of pupils' development and have knowledge of the way they perceive different aspects of their culture and heritage. The objective of the current paper was to showcase the learning experience and outcomes of the project base learning activities in third graders.

2. Methodology

Participants and materials

The participants for this study were 22 children (N_{female}=8, N_{male}=14, M_{age}=9.09) enrolled in the third grade at a school in Cluj-Napoca, Romania. Participants in the project included the parents and siblings of the children as some of the research and projects were done at home with help. The time for the projects lasted across eight weeks during September – December 2017.

The materials needed for the research of the projects included books, articles, online articles, text books. Additional information was provided by the classroom teacher and special guest teachers of the school. They introduced the children into new domains and provided them with valuable knowledge and insights. The children also used a notebook for recording the words and phrases that they learned during the weeks of the learning period.

Procedure and results

There were two stages of the study that had two main themes. The first theme was titled "*Celebrating with minorities*" and lasted for seven weeks. During this time the children had to make different presentation papers, drawings to represent the specifics of the minority that was being studied in that week. The research was done at home and on Friday they presented their finding. Discussions were held to debate the different approaches for research and the aspects were discussed. Each Friday was dedicated for the full immersion into the culture of the minority of the week. The teacher would prepare common words and phrases in the mother tongue and special culinary delicatesses specific to that minority. Guest teacher for Hungarian language was invited in September to teach the children basic Hungarian words and phrases. The children learned about traditional customs and folk costumes. By the end of November the children were already accustomed to this type of learning and they had been introduced in the cultures of: Hungarians, Germans, Rroma, Greeks, Turks, Israeli and Bulgarian.

The second theme of the project was titled "*Celebrating Romania*". In the preparation for Romania's National Day in December the pupils had to research and make two projects. The first project consisted in depictions of traditional Romanian houses from different regions across the country. The children could choose what type of house they would draw/paint and they would give a small presentation for explaining why they chose that specific house and why did they like it. The medium for creating the drawing was left to the pupil. He could use crayons, graphic crayons, tempera, water colours and the paper was at his own choice. At the end of the week a gallery was presented and each child had to present his depiction of the "house".

For the second project, the pupils had to build a model for one traditional Romanian house and give also a small description and reasons for choosing this particular house. With the help of our schools technological education teacher the children learned about the materials that they could use in building the model house. The children had two weeks to prepare the project along with their parents and input from their teacher. At the end of the two weeks, in December, the children presented their projects in front of the class and also at a gallery dedicated especially for these types of projects. We had a total of 68 drawing/paintings (figure 1) and a total of eight traditional Romanian model houses (figure 2).

Figure 1. Drawings, words and phrases from the day the class celebrated with the Germans

Figure 2. Model of traditional house made by one of the pupils

The last stage of the study was designed to find the children's feedback by using a semistructed questionnaire consisting of 7 open questions. Some of the questions were: "*What other area in Romania would you like to visit? Why?*", "*What type of traditional house did you enjoy most to the project "Traditional Houses in Romania"? Why?*", "*What personality of Romania (about which you learned / read) seemed to you most interesting? How did he impress you?*". The children each gave their input on the questions and their answers were analyzed using a qualitative approach. Children were enthusiastic about their new found knowledge of different minorities. They were particular interested in other's people language and culture and they enjoyed learning words and phrases of different people and the mini dictionary that they compiled with the new learned words. They also liked the houses that they had to build and the way they build them was an interesting process. There are some that would like to visit other parts of the country to learn more about the specifics of the region or the city and their people. Important people and personalities were a particular interest as well. They included Romanian kings, but also writers and sport athletes among the personalities that they enjoyed learning about.

Conclusions

The current study was designed to determine the influence of school projects in the development of socio-cultural identity in primary school children. The results have showed that learning through projects is a useful tool that can accommodate even a difficult school task. School activities were met with enthusiasm by the children who waited the end of the week with grand expectations. The resulting projects helped children in developing a new sense of the people with different background that live along side each other in our country. Their cultural knowledge was enriched by the different words and phrase that they learned, but also the experience they had when finding for themselves about different Romanian personalities that influenced our countries ways and also the world.

The other guest teachers also constituted a great asset in helping them access knowledge suitable to develop new meaning and giving them means for using this knowledge in finding out about the culture and specificities of minorities. Another contribution was made by the parents who committed to the projects that their child had to make for school. They made time and put an effort in helping their child find the right information for the project.

One limitation of the current study would be a time allocated to learning about each minority and the fact that we didn't have time to learn about all the recognized minorities in Romania. For a future study there should be a given more time and resources for learning about all the minorities and also a time dedicated to learning about more important personalities that shaped our country.

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Communist Propoganda in Azerbaijani Children's Literature in the Soviet Union

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Abstract

After the national republic had fallen in Azerbaijan in 1920 and the nation taken in the USSR, people's view of the world was reshaped. Foreseeing that the sustainability of the Soviet order depends on educating children, the Communist Party rapidly started to improve the children's literature. Furthermore, the Soviet ideology began to be transferred to the children in Azerbaijan via magazines and newspapers. Improved under the control of the Soviet Union, Azerbaijani children's literature maintained the goal of raising Soviet minded people thanks to the topics and heroes in the literature. Three stages were considered so that Azerbaijani children could be raised with communist mentality. These stages are: Oktyabryat (age 7-9), Pioner (age 10), Komsomol (age 14). Oktyabryat was the first title given on the way to the Communism. The Soviet government made use of the power of the press, magazines and newspapers in order to carve socialism ideology into people's minds. With the purpose of raising children with the Soviet mentality, the children's magazine called Pioner (1927-1990) began publishing in Baku, in 1927. The magazine was issued 11 times a year. 80 percent of the essays, stories and poems were served for the Communist propaganda. These praised the Soviet era, told stories about Lenin's success in school and included poems about the Soviet ancestry. National identity and national thoughts weren't even a matter of discussion. Following the magazine, a newspaper called "Azerbaijani Pioneer" began publishing. The purpose of this newspaper was to spread the Communist ideals among children. This assertion presents the development of children's literature in Azerbaijan from 1927 to 1990; the way the Communist propaganda was spread via essays, stories, riddles and poems published during the era; the way children were brainwashed; its negative impact; how atheism was first introduced; how the national conscious demolished; and their reflection in today's world. It should be highlighted that there have been no published studies conducted on the impact of these magazines on the children's education.

Keywords: Soviet, Ideology, Child, Azerbaijan, Communist, Literature

Introduction.

Russia started to invade Azerbaijan in the beginning of the XIX century, between 1819 and 1826, by abolishing the Shaky, Shamahi, Karabakh and Lenkaren khans. The "Muslim Provinces Community", was formed, Shusha was the central city and administration was handed over to the Russian officer (Aslan, 2000: 12).

The Treaty of Turkmenchay (1828) was an agreement, where the land of Azerbaijan was split amongst Iran and the Russian Empire.

By the treaty, these lands, which are described as North and South Azerbaijan, were divided into two regions by adopting the Aras river as a boundary. North part of Aras was given to Russia as "Russian Azerbaijan", and South part to Iran as "Iran Azerbaijan" (Mutallimov, 2014: 50-55). Russia could stop Iranian State-i Aliye by The Edirne agreement signed on in 1829. According to the Turkmenchay agreement regarding the Azerbaijan, State-i Aliye had to accept the Yerevan and Nakhichevan khanates, which had been left to Russia, as the lands of Russia (Kurat, 1990: 57). Thus, a very long bondage life has begun for the people of northern Azerbaijan

The richness of Baku was unfortunately impoverished, because of the politics of the Azerbaijani Turks. With the decision of giving the national wealth of Azerbaijan Turks to rent to the Armenian investors, Armenians started get preferential treatment in the period of 1821-1871 (Suny, 1990: 18-19). The politics of Russia by using Armenians against Azerbaijani Turks, brought the Azerbaijani-Armenian conflict, herewith unjustified territorial occupation, reiterate with economic inequality. In 1890, the Dashnaksutyun committee was established in the Caucasus with the aim of clashing with the Turks, obtaining more effective results and creating a controllable force. The press office of the committee is undertaken by the Trotsky (Bayrak) newspaper (Cengiz, 1983: 23). Preparations for the formation of Armenian gangs in 1890 realized in

February 1905, when the Azerbaijani Turks were killed by the Dashnak gangs (Swıetochowski, 1988: 70). Russian authorities have played a very important role in the massacre of Armenians against the Azerbaijani Turks (Bala, 1938: 54-61).

Azerbaijani Turks, acted in response to the massacres done by Dashnaksutyun organization which is Russian and Armenian cooperation.

In autumn of 1905, the Difai Party was founded in Ganja. Shafi Rustembekov, Ismail Ziyadhanov, Nesib Yusufbekov, Alekber and Halil Hasmehmedov and Dr. Hasan Ağazade are the founders. Ahmet Agayev participated in this party in Baku. Establishment of DIFAI made Ganja the center of the The National Movement of Azerbaijan (Bala, 1938: 61). The Turks, who wanted to announce to the world through the press together with political unity, were strengthened by the HAYAT newspaper, which started broadcasting on June 7, 1905, was financially supported by Haji Zeynelabidin Tagiyev. The development of ideas of Turkism, Islamism and Liberalism in Azerbaijan, have a main role of Ali Merdan Topçubaşov, Ahmet Agaoglu and Huseyinzadeh Ali Bey who worked in the newspaper (Bala, 1922: 14). Hüseyinzade Ali Bey revealed the slogan of Turkification, Islamization, and acclimatization and later was enlarged by Ziya Gokalp and became the chief slogan of Azerbaijan and the State of Alia's idea of Turkism (Akcura, 1981: 163). 1905 is the year of development that brought hope to the Turkish-Islamic world and strong, innovative unity to the political life of Azerbaijan. It was the period of formation the ideas of solidarity and unity, initiation of political and ideological struggle of the Muslims in Russia and Turks living under the pressure of Russia with the Revolution in 1905.

On February 11, 1920, the Communist organization of Azerbaijan was illegally established the Communist Party of Azerbaijan in Baku. The Party was tasked with the establishment of the armed struggle and labor movement against the administration of the Musavat Party (Azerbaijan SSR, 1975: 556). The Bolsheviks began to propagate against the Musavat Party and Azerbaijan Communist Party pursued policies aimed to break down Musavatists, in order to seize government. The policy they pursued has arrived at the conclusion and the socialists have persistently insisted on the change of government. Yusufbekov assumed the leadership of forming a government In December 1919 (Karabekir, 1960: 37). Thus, the "Red Invasion" declared the power and independence of the Musavat Party, dominated Azerbaijan and proclaimed the Communist regime to the World.

Sovietization

Conservatism, liberalism and revolutionism are the concepts that have been seen as valuable in terms of improving the economic, social and political wellfare of nations.

New-world politics knew that when their interests came into force, they would fill these concepts for their own favour. The industrialization and colonization activities of Britain to become the only dominator in the world have increased the will and eagerness of other countries to create their own strength in this way. Russia ignored the Azerbaijani national independence and occupied Azerbaijani Khanates and followed the plans to become permanent in Azerbaijani territory. Russia was aware that Azerbaijan and its capital, Baku, had a unique geography for realizing and developing the concepts of socialism and communism, liberalism and radical socialism, conservatism and liberalism (Mirzoyev, 1929: 170) Baku is one of the richest oil cities of the World and oil will be ranked first in the world as the most precious mineral, and how much transportation is used in the world, so many varieties of products will be extracted from oil and petrol (Cevdet, 1929: 88). The most important reason of permanent resettlement of Russia in Azerbaijan is petrolium, as well as in the fertile soils of Baku; wool, cotton, silk, fish, salt, copper, gunpowder, licorice root, honey, fruit, wine etc. are also the national wealth (Mehmetzade, 1929: 101). Baku is the central Turkish city after Istanbul (1929: 273), for realizing comunist ideology against the Pan-Islamism and Pan-Turkism, internationalism in the East and will have an impact on the East Turkic world (M.B., 1929: 273).

The most important way of Russian hegemony for unifying differences was the Russian imperialist and proliferatory policies. The reflection of these policies on geopolitics is seen as the "Pan-Rusism" movement inspired by the "Pan-Slavizm" movement. The "Pan-Rusism" movement can be expressed as efforts to Russify different ethnic, linguistic and religious groups in the territories dominated by the Russian society, especially at the beginning period of Tsarist Russia.

The influence of the French Revolution in Europe has largely influenced great empires. The reason was the emergence of separatist movements arising from the idea of nationalism, within the great empires that unite the differences of the rapidly spreading nationalist movement. Howover, the situation in Tsarist Russia was reversed. The French Revolution has led to the strengthening of Russian nationalism and identity. There were communities with different religions, languages, ethnic and cultural motives in the dominion of Tsarist Russia.

In other words, the period of Russian hegemony was not integrated with separatist nationalism but as integrated nationalism. As Russian nationalism became an ideological tool; nationalism, language and religion were imposed on societies in this geography on the axis of Russianization. Finally, the Russian political and economic system was founded by the Soviet Union of Socialist Republics (Soviet Socialist Republics), shifting from socialism to communism.

The October revolutions assumed to be the end of social and economic injustice in the early 20th century and build the road to the establishment of the USSR.

After the disintegration of the tsarist, the influence of the USSR on the people in such a wide geographical area was because the Russian identity of the tsarist period was accepted in different ethnic communities. As a solution to the economic injustice that the capitalist system brought to the public, the Russian intellectuals were presenting the communist system with the promises of social equality and it is no coincidence that, large masses of people pursuing the Russian intellectuals. The people believed that the social inequality seen as a missing part of the system would rise with communism. However, socialist communist system along with the USSR, also had negative effects on the people. The main factors were repressive regime practices, imperative state policies, sociocultural interventions in ethnic, linguistic and religious groups, reshaping the identity of these groups and the creation of a new Soviet man (homo-sovyeticus).

While the socialist and communist philosophy and thought movements were interfering in social life in the USSR, there were social tools in which all kinds of initiatives were censored against the system, especially for propaganda tools in favor of the system. Especially, literature were one of the most important propaganda elements of the USSR. While the works of Soviet writers passed through the control of the state, foreign sources of literary texts by the censorship translations could also be used for propaganda purposes in Soviet literature.

Establishment of the USSR and the foundation of the Soviet Nation

The USSR was established at the beginning of the 20th century in a vast geography, nearly in a one seventh part of the world throughout Asia and Europe, inherited from the Tsarist Russia, and gather different communities. The industrial revolution which has been rising in the end of the 19th century, especially in the European continent was the main reason of collapsing the Russian imperialism and emergence of Soviet civilization. The process of industrialization deeply affected the political and administrative structure of the countries. While the industrial movement was developing in every area, it created New social and psychological effect on workers in the industrial sector. Industrialization deepened income inequality, and differences between social classes. These differences revealed the rich elite class and the working class that caused problems with each other.

There was no class discrimination in Russia in the 19th century. The popular movement needed for the establishment of the USSR and the revolutionaries targeted the peasants for the civil movement. The Russian peasants were called Narod (the people) among the revolutionaries. 1917 Bolshevik Revolution emerged as the socialist and communist expression corresponded with the people. The dominant ideology of the imperialist Russian Empire has changed with the Bolshevik Revolution, and the Soviet Union of Socialist Republics was established, based its philosophy on the establishment on communist, international, class ideology.

Although the Soviet ideology was officially communism, the idea of Russian nationalism state was also accepted in the New Soviet Republics. The great heritage of Tsarist Russia was different Russian communities, which have embraced the emerging Soviet state ideology in Russian nationalism.

The USSR did not have any difficulty in suppressing separatist movements inside the government. İnstead of this, nation building in the Soviet Union was created through "Soviet and non-Soviet". The USSR has adopted the Russian upper identity and has aimed at solving the problem of nationality. However, it can also be seen that Panslavism movements in the Soviet hegemony have weakened more than in the imperialist period. The identity of Soviet empire, withdrawn from the Bolshevik Revolution, gathered different nations without discrimination of race, religion, language, under the auspices of Russian Nation, but in practice it was seen as imposition of polices. Especially since the 1920s, efforts of the Soviets to create a Soviet Man "Homo-Soviet" was evidence in language-literacy and educational policies.

The Soviet Union ruled many nations and used a number of tools for controlling these nations. The main ones were; First, the power structure of the USSR, especially the CPSU, had been an important control tool. About ten percent of the adult population was a member of the SBCP, and the level of education of party members was always better than ordinary people's education.

The Communist Party has infiltrated all important units through the Basic Party Organizations and has controlled everything from firts hand souces. Russians have always dominated politics. A few people (especially the Russians) controlled the party through the "democratic centrism" principle, and the election process was managed from top to bottom.

Secondly, education, media and other social events (like sporting events) have been used as propaganda tools for Communism and efforts have been made to create a Soviet citizen type.

Thirdly, the Soviets controlled the nations through useing of force and restrictions, have done exiles and massacres. Through exiles and exodus, people have been tried to stir. In addition, exiles have become a way to get cheap workers or slave-workers.

Fourthly, they tried to assault religious and moral values and the power of religion has been smashed. In order to weaken the power of Central Asia, which is often regarded as a threat to the Soviet, the peoples of the Turkic origin were divided into smaller units.

The main factor that keeps countless people together can be said to be "violence" When Gorbachev recognized freedom of some nations it became apparent that all nations maintained their national identity, and the Soviet Union consiquently collapsed.

The movements of thought in SSCB and effects on Soviet Literature

Soviet regime is predicated on the ideas of F. Engels and the Marxist ideologies which is disseminated by Karl Marx in 19th century. Thus, Main political, economical, govermental, philosophical structure of SSCB are affected by Marxist ideologies. As the technology was geting better in Europe and also Industrial Revolution and the emergence of working class especially Germany and France contributed greatly to Marx's world of thought. Thanks to this, Marx become the founder of scientific socialism namely communism. However, F. Engels was his best friend and he also made contribution to the movement of Marxsism. Karl Marx appropriated for workers to Socialism with the occurence of working class and Industrial Revolution. Thereby, socialism come in possesion of political doktrin of working class. The other effective factor on Soviet political ideas is materialism. The other movement of thought Underlying SSCB's founding philosopy is socialism for the desing of a society. Designing the society which is based on socialist merits is related to art and literature works that are part of socialist realities. According to this movement, new Soviet people and community must be built on the theory of Marxisism and its' values. In Russian Revolutionist and theorist Georgi Valentinovich Plekhanov's opinion: ''Soviet society should be shaped the patterns of socialist ideology because the content of art and literature is constituted by the realities''. The matter is so important such as the other activities and a working which is deprived of ideogical opinion can not be a piece of art. Socialism is need to be equipped with socialist items for ıts' adoption by the society. Art and literature works should be presented to form the society which is relied on socialist ideas and shape the working class like below ideas ;

Social development goals attached to the authenticiy of socialism should be determined.

- These work of arts should explain what new concept ''socialism'' means.
- These Works should glorify the heroes who serves to communism.
- These Works should aim to the education of the workers in respect to socialism.
- The strugles must be planeed for the future of society
- These Works should appeal to fight people for the renaissance

According to Maxist ideology class discrimination and the strugles between these classes are neceessary to understand greatly history and these should be riveting points. There is always a class divisions in respect to the theory of the class war during the history. While discriminating the classes, a part of society is called abusive, the other is abused. And the class division is appeared. As exploiter consists of elite and bourgeois people who are exclusive and superior the other part exploited are constituted of people who are involved to unjustices and immortalities and they are belong to lower classes. The main goal in the struggle of classes is to overtake the power of government. While the working class tries to grab the power by saying discourses rely on socialism movement; on the other hand, bourgeois classss make an effort to design the society by help of privileges and grants provided by capitalist system. Class Struggle and defensing of opressed people are emphasized on work of art and literature and reality is paid attention in the works. The other enforcement formed to the structure of society is cultural reconstruction.According to Lenin, education was the significant to establish communism in a countryu so a positive politic education was launched with the minorities in Soviet in 1920. As young generation needed to be educated with the conscious of socialist and communist activities. Thus, cultural renewal started to in the field of education. According to program's aim, soviet education will be be predicated on socialist and communist

ideology and the politics of Korenizatsiya will provide together students and teachers integrative education. The politic of Korenizatsiya is substantial for soviet who especially can not speak Russian for gaining Soviet philospy. The most important feature that distinguished from the other society is to have own language. Languages of the societis in SSCB have three qualities. These are written, unwritten and literary languages. The hegomony of Soviet Russia pursue a policy to come together all these communities under Soviet.One of them is to take care the protection of local elements and having written language of these groups is important to increase sense of belonging for SSCB because they can acquire a right for a land.

In order to own land one must be a member of a minority community, and in order to be a member of a minority community one must had a written language. The USSR authority created a written alphabet to groups who did not have a written alphabet in order to ensure territorial integrity. Moreover, some second rate soviet writers wrote poems and novel in these USSR made languages to add a literate component to the newly made languages. So, with socialist reality and cultural construction (Korenizatsiya policies) non-Russian minorities were included into soviet society construction. The basic movements of thought mentioned above were exercised in USSR's politics, economics, management and social areas. Also, it is seen that these movements of thought were reflected in art and literature in the process of society construction and they were promoted by the state. It is known that in this hegemonic soviet Russia state had strict controls and regulation in the matters of art and literacy. This is also known as soviet censorship and the effects of it in art and literature can be seen in the works presented to public. For instance, all written, vocal and visual broadcasts such as books, magazines, posters and radio programs were under to control of an official censorship mechanism. General Directorate for the Protection of State Secrets in the Press under the Council of Ministers of the USSR (Glavit) found in 1922 had more than 1500 workers controlling the literary text, media and external broadcasts. Their agenda was to approve the unpublished written works as well as checking the already published ones in the name of precautionary warnings. Manuscripts, photographies, drawing were at the hand of this ministry.

Language Policies in USSR

Due to riches of communities with different languages in USSR, it was an accepted fact that Soviet authorities wanted to spread the usage of Russian and Russian literacy rates. Nevertheless, in order to create a sense of belonging to the Soviet Union the local languages of some groups in terms of territorial integrity and self-rule were protected. However, certain elites in the Soviet authorities did not favor the idea that local languages should promoted because of Homo Sovyetikus(Soviet person). In the process of creating the Soviet society in order to sovietize the society the Russian language as the native language of the state was at key importance. In the establishment era of Soviet Russia the emphasize was not to discriminating anyone against their religion, language and race and the fellowship of all nations. This emphasis was also inclueed in the discourse of the October Revolution. Yet this policy was not applied and could especially seen in the language policies.

V.I. Lenin, one of the most crucial figures in the establishment of Soviet hegemony, critized the liberals and the defensor of Czarist Russia on their view on mandotary official language and also he wrote his elegant views on the usage of Russian as an offical language in an 1914 writing. Lenin was a crucial figure in Soviet history, thus his views on this topic is crucial as well. In his writing, he is strongly against the view of Liberal and Czarist Russia's advocates views on Russian being forced to embrace to each minority and that it should be thought as a mandatory lesson in the schools. Lenin's views on mandatory official language before the revolution and the applied policies on language of the Soviet Union contradicts. Pre-revolution Lenin argues that the Marxist Movement in Russia do not enforce the necessity of an offical language. According to Lenin, local languages can be thought to minorities in elemantary school, however in order to defeat backwardness the important pieces of Russian Literature such as Turgenev, Tolstoy, Dolrolyubov or Chernyshevsky should be read. To achieve this goal, Russian must be thought. Actually, in these pre-revolution statements of Lenin's can be seen as a way of gaining sympathy of the minorities whom were affected by the Czarist Russia's oppressive language policies. Because the language policies of the USSR does not coincide with Lenin's pre-revolution statements.

During and after the October Revolution, in the process of introducing socialist and communist teaching to the public it was problematic to teach the Marxist terminology in different languages. Communicating in Russian (which had already include most of the Marxist terminology) in propaganda movements rather than communicating in various languages was accepted by the Soviet elites. This is why teaching Russian to the mostly illiterate people gained meaning and importance accordingly to Soviet idealism. When the literacy rate increases in a common language, the public acceptance of the state and the process of social construction. Soviets did not use language solely for education and politic purposes. Another importance of language for Soviets was helping the society's adjustment to local and national culture formation and construction. A common language is crucial in terms of helping soviet proletariats get rid of their bourgeois traditions and creating a strong

bond between citizen and the state. The soviet elites were aware of this and that is the reason they gave great importance to Russian as a common language.

USSR's language policies went hand to hand with the policies of cultural construction. It was seen that after the revolution inward oriented merger and consolidation was a motivation for a routinized national culture which was socialist and included various nations of the USSR geographics. Language is the key component of this merger and consolidation. Starting from 1917 Soviet authorities made serious efforts to standardisation of local languages and creating a common language to increase the communication between the public. Some steps taken for this agenda was writing a dictionary covering the necessities of a modern industrial society and a new alphabet to increase the literacy rates. Actually, at the very beginning of the USSR the minorities who had local and written alphabets were allowed the choose the alphabet they prefered to use. Yet, these minorities were mostly turkic societies. In these societies Islamic motives could be seen. Also the fact that their shift in using arabic alphabet to latin alphabet due to reformations in the newly found Turkish Republic bothered soviet administration. Afterwards, latin alphabet were forbid by the authority and the usage of cyrillic alphabet was made mandatory.

On this, the Soviet administration forbade the Latin alphabet, thus made the use of the Cyrillic alphabet compulsory. As a justification, it was put forward that the Latin alphabet made it difficult for the Russians to learn. For all that, a number of linguistic reforms have also been undertaken in order to ensure greater integration of the Turkic communities in Central Asia with the Soviet Union. In the context of the industrialization movement, considering the new needs arising in the field of language countless Russian words and grammatical structures have been added to the languages of other nations along with the Cyrillic alphabet. As a result of this, the local vocabulary of minority communities in the USSR was enriched with Russian language. Along with the language policies monitored, in the middle of the 1930s, the dominant language became Russian in the USSR. Thus far, we observe that the plans Bolsheviks used were to govern politics and society, and on this they use literature and media as tools in their politics. In order to raise communities that is different in social and cultural structures with common Soviet rhetoric and mentalities, they had followed-up various ways. As we mentioned above, common language, religion and culture had to be developed, and thus, it was planned to carry out a policy of assimilation, to break away the cultural values, beliefs and national histories of the countries that they occupied. This policy was not made in the same way in every territory occupied by the Soviets. Because the development level of all the countries under occupation was at different stages. For example, the lifestyle in the Turkmenistan and Kyrgyzstan republics were nomadic, till the Russian occupation, they did not have a settled life, so they had not get acquainted with writing. They passed from written to oral tradition, after the Russian occupation. Surely, no matter what the situation is, Russians are confronted with resistance in these lands, but we can say that the resistance here is not as hard as the struggle of the peoples of Azerbaijan, Tataristan and Uzbekistan, which have a long-established and developed cultural level.

For this reason, the promises made to the peoples about the freedoms during the period of Lenin, were deeply controlled under Stalinism. For building up a single Soviet society and Soviet people efforts have begun. In this way folk culture, folklore, national consciousness and unity began to be seen as a danger. That's why, the years of Stalin dominion are referred to as repressive and terrorism. Soviet domination getting support from the party in the policy of making the Soviet society and the Soviet people, first of all began to open schools in all the regions under them domination. They are starting to raise generations in all these schools for serving them. They aim to raise a generation with new cultural values by making big investments on young people and children. At first, nobody wants to send their students to these schools and the Soviet government, which faces difficulties in this process, is starting to attract students to their schools by reducing the number of schools that provide education in national values and mother tongue.

Komsomol Organization in the USSR

It is the youth structring of the Communist Party of the Soviet Union. The male members of this organization are called 'Konsomolets' and the female members are called 'Konsomolka'. Komsomol is the abbreviation for the Union of Communist Youth and its full name is the All-Union Leninist Young Communist League. The Konsomol Organization was founded on 29 October 1918. It had been active until September 1991 and it was the most influential political youth organization in the Soviet Union. The Komsomolskaya Pravda was the publication organ of the organization. In March 1196, as an expression of the ideology of the party and the respect of the Lenin, it was called as the Union of Leninist Young Communists. There were 36 million members of the Soviet Union who were between 14 and 28 years.

The Communist Party of Russia was founded in October 1918 as an organization that organizes young workers and peasants by all the Russian Congressional delegates and trade unions. In fact, the political activism of young people in Russia increased and youth organizations started to take place in socialist fraction during the February Revolution of 1917.

There were some organizations such as 'Labor' consisting of young members ruled by the Russian Social Democratic Labour Party in this period, then this organization took the name of CCPM and institutionalized. After the October revolution, it was regarded necessary for the formation of the All-Russia structure by the willingness of young people to join the union in various cities of the country. On October 29, 1918, it was declared that the Konsomol Organization was established in the All-Russia congress attended by young workers and peasants.

The first komsomol badges appeared in 1922 at the center of KIM. The badge took the final shape of Lenin's profile in 1945. Lenin became the ideologue that initiated the Komsomol organization.

The work of Lenin, 'The Tasks of Revolutionary Youth' was called the basic ideological document at the third Komsomol Congress in October 1920 and it became main source all members need to read. The words of Lenin 'You can become a Communist only when you enrich your mind with a knowledge of all the treasures created by mankind.' became the basis philosopy of the Komsomol's.

In the 1930's Lazarus Shatskin was at the beginning of the organization. Shatskin who played a major role in the organization and foundation of the organization, became the first secretary.

Later Lieutenant Tarkhanov took over the leadership. The Komsomol as a subsidiary organization of the Communist Party of the Soviet Union became an organization where the party raised its future leaders. The Pioneer Union of children political organization led by the Komsomol and forming its foundation was formed in 1922. This organization was the pioneer organization that would raise the members of the committee.

Nikalov Pavlovich Chaplin became the secretary general of the Komsomol Cenrtal Committee.(1924-1928) When komsomol was established in 29 October 1918, had members 22.100. After two years the numbers of member increase to 482.000 in third congress. Two hundred of these members took part in the struggle against the '' White Terror'' and occupant.

Komsomols made a decision to found evening school for two years in 1930. In the first term 3000 Komsomol gave education to 15.000 workers for scientific technical lesson in the universities and technical school. Thus, an important step is taken for technical education in 1934, fourty eight percent of od students participate in orgnisaiton in 1941. There were more than ten million Komsomol in SSCB in World War II , one million mebers of Komsomol joined in a union called '' Arrows of Voroshilov'' the other five million members attended to other military activities. These people took charge in military as ''Young Safeguards'' Men and women who are Komsomols are awarded prize with a half million medal because of their military success after the war. Komsomol have a great influence on industry, education, science, culture and sport after the war and it carried on his existence as the most impressive mass organisation. Komsomol is the most efficient organization because it provided to reconstruction of the country and also is the first the position between the otgsnizations. In the early 1970's, the newspaper called ''Komsomolskya Pravda'' not only in Soviet Russia but also all over the worl it got the title ''bestseller'' with the circulation of 16.6 million. Accordingly the the issue of Komsomol published the magazine '' Young Guards'' so the social base ecpanded and nearly all of the students participated in this organisation during 1960-1980. Thus, Komsomol become an organization which a citizen gain qualities having a succesfull career.

Pioneer Organization

Pioneer organization or Pioneer association is a mass children organization in the USSR and was decided to establish in Russia Komsomol Conference on May 19, 1922. It has been celebrated as the Pioneer Day in Russia since 1922 on May 19th. The media organ of the Leninist Pioner Association has been the newspaper of Pionerskaya Pravda.

In 1917, there was a relatively extensive network of children's scout organizations in the USSR; which included about 50 thousand Scouts.

In the midst of the Russian Civil War scouts were seeking and helping street children. They organized children's groups, children militia and social assistance.

The Scout movement was divided into various areas by the Soviet government. Some members are called Forest Guardians. The Pioners were educated on the basis of love to each other and to the world, various entertaining and instructive games, socialization principles with work discipline. The Pioneers Organization later called on all the countries of the world to establish the World Scout Brotherhood Organization. The establishment required some neseccaries.

It aimed to contribute to the healthy development of children, the training of communist philosophy, both the development of practical skills and construction of the country. The idea was formulated by Nadezhda Krupskaya, Lenin's wife. A report

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titled Komsomol and Child was prepared and scouting methods were determined and a decision was taken to establish the Communist Scout Child Organization. the scouts identified as the precursors was identified by a red tie on a white shirt. Remaining scout leaders supported the Komsomol and the Red Army. They introduced the name "pioneer". Also, they convinced the Komsomol to keep the scout motto "Be prepared!" and adapt it to "Always prepared!" as the organizational motto and slogan Three generations emerged as the Pioneers, Comsomols, and Communists who formed the basis of the Communist Party.

The Pioner organization was established by the Komsomol Central Committee as a suborganization of this organization. On February 2, 1922, the Central Committee of the Komsomol sent a circular to local organizations for organizing of groups of children. For this purpose, Valerian Zorin, a member of the Committee, organized a group of children on 12 February 1922.

On April 3, 1922, the vanguard newspaper Davul began to be published. The first editor of the newspaper was Mikhail Stremyakov and then The newspaper took the name "Pionerskaya Pravda" (Psionic Reality). In 1922, there were formed a number of pioneer groups in towns and villages in the country. On December 3, 1922, the first leading detachment was established in Petrograd. In the middle of 1923, , the number of members reached from 75,000 members to 25 million in 1974.

During the Great Patriotic War (World War II) the Pioneers worked hard to contribute to the war effort at all costs. Thousands of them died in battles as military personnel and in the resistance against Nazi Germany in its occupied territories as partisans and Pioneers under secrecy in enemy-occupied towns and cities, even in concentration camps.

Four Pioneers would later receive the coveted Gold Star Medal as Heroes of the Soviet Union, and countless others were awarded various state orders, decorations and medals for acts of bravery and courage in the battlefield, on enemy lines and occupied territories. After 1955 the names of the best pioneers began to be registered in the Pioneer Organization Honor League

In 1958, cultivation of pioneers in all the Soviet Union countries was defined as three stages. In the first seven years, adult-oriented training would be provided. In the following period, pioneers would be trying to develop both the ability to work in practice and work in collaboration.

After 1962 it was decided that Lenin's profile would be on the Pioner emblem. In the same year the All-Union Pioneer Organization was awarded the Lenin Order for the achievements in socialist education. In 1970, the All-Union Pioneer Organization had 23 million pioneers affiliated to 118 thousand Pioner Unions.

Purposes and Ideals of Pioneer Organization

This was the simple motto of youth organizations the world over, and of the Young Pioneers in the Soviet Union. From 1922 to 1990, generations of 10-15 year old children in the Soviet Union learned, exercised, explored and extolled the virtues of their society through the "Pioneers." Many Young Pioneer Palaces were built, which served as community centers for the children, with rooms dedicated to various clubs, such as crafts or sports. Thousands of Young Pioneer camps were set up where children went during summer vacation and winter holidays. All of them were free of charge, sponsored by the government.

The main goal of the union was to train productive young Leninists committed to Communist ideology, to develop and maintain the socialist life, to protect the Soviet homeland, to proletarian, socialist internationalism, and to laboring. On May 19th, a ceremony was held in front of Lenin monuments. It was an honor to be admitted to the Pioneer League these years.

At the Communist Party meeting; Stalin talked about the regime with the words "we must take measures to protect the communists already from the capitalist world". It has been decided to increase the number of industries and publications, to supply tools and information as much as possible. The goal was to provide peasants with tractor and electronics, and to mobilize other assets within five years. By this means, Soviet wanted to dominant over socialism without kneeling capitalism which rapidly rising in Europe and America (Dash-Demir, 1930: 56).

The 1917 Bolshevik Revolution has an important place in world political history. The Turkish Republics, under the sovereignty of the Soviet Union, are also greatly influenced by this revolution. There are significant changes in the life of the society Depending on the change of the regime, A new style of life begins to develop. After the 1920s, it continued to gain even more intensity and became most prominent in 1937 when Stalin came to power. Starting from this date, the social life of Azerbaijan changed not only with the administrative style, but also the administrative staff changed. Russians

and especially Armenians living in Azerbaijan are brought to the Administration. While Azerbaijan Turks are being pushed to the second plan, most scientists, administrators, journalists, teachers, writers and poets also lost their lives. In the 1930s, thousands of people were killed during the period of collectivization. The formation of literature in this period reigns, it was not possible. Thus, works of Soviet Azerbaijan Literature, became known, is about 25-30 years after the date mentioned.

There is an obligation to write works that conform the official ideological view and the regime called it "Socialist Realism". The new society needs a new type of humans, and the need to evaluate the social by their views. The new type of human was viewed as a "reformist" to society, human relationships are explained with the conflict between classes. Thus, the attack on the old man, the old society and the ancient literature started. We can see the existence of this old-new war in the Turkish literature also. However, it is noteworthy that only the Bolshevik authors conducted the dialectical discuss between the "old and new" in the Azerbaijan. Attack on classical literature, initiated by Bolshevik writers and claimed to be on the interest of public, actually all human values are overthrown. The literary texts written in this period represent the new type of humans in classical literature, as cruel governors, lovers of belief in supertitions, ignorant clergies, rich people, anticommunists. There were teachers, feminist girls and women, idealistic communist teenagers, heroes who were struggling against them. This situation becomes so obvious that the literary work was full of collection of slogans.

Azerbaijani poets and writers who support the Bolshevik's view of that period came up with the idea that class differences must be eliminated, even to such an extent that denied their own national language and literature; they often use terms such as "Lenin's Language", "The Language of the Communist World", "Proletarian Language" and "Soviet Azerbaijani Literature", "Brotherhood Literature", "Revolutionary Literature" and "Communist People's Literature" for literature. Poets and writers like Mayakovsky, Mikhail Yuryevic Lermantov, Maksim Gorki are presented as official models. Thus, the Communist Party was rewarding the works bringing desire to socialism and loyalty, and the author-poet or author was honored with a new duty that made people quichly accept the new model. A few of the writer before the revolution, while continuing on the light of their own, a few others presented ideology of that period. Individuals who say the same poetry before and after revolution, who gave their works of literure in their own sight, was suffered cruelly. They were Jafer Jabbarli, Yusuf Vezir Dzemenzeminli, Huseyin Javid, Jalil Mammadguluzadeh and so on. Starting from the 1930s, a growing generation of young poets and writers and an older generation conflicts were built up over time. However, from 1940 to 1941, the generation conflict turned to a clash of ideas and vision of world. Young poets and writers who were eager to win the praise of the "Communist Party", to show fidelity to socialist values, and to transmit their excitement to further places, wanted to reach their goals by insulting words to old generation, thought they would accomplish it. Young people who supported from the party were more successful in this fight.

The main theme of literary works was describing the life before revolution; the exploton mentality of the rich people; the ignorance of the clergy; the poor situation of the villagers, the workers and the intellectual youth bad conditions. In the works describing life after the revolution, how the Bolshevik regime brought wonderful life to people. In this period, the type of man who was in favor of regime had been idealized.

Between 1941 and 1946, Due to World War II and its military power, which was mostly Turkish orijin, the war theme was the main in literature in this period. During the 1950s, there were significant changes especially in the poetry. Poets such as Samed Vurgun, Resul Riza, Suleyman Rustem, Memet Rahim, Mikail Mushfik and Mahdi Sayyidzade, alongside with Russian poets like A. Tvordaviski, M. Dudu, A. Prokof Lev, M. Lukanin were a new souce for young poets. We can say that the ideological appeals started after the Revolution began to decrease in 1965-1970 years and during the years of 2000, the poets and writers were more in national and aesthetic anxiety.

The growth of new generation In Azerbaijan has made Russia worry, children were growing as faithful Muslims and in Turkish national spirit. The Communists, who began to investigate the reason of it, faced with the influence of the nationalist policy of the Musavat Party. Therefore, the Communist Party issued the following measures in the Communist newspaper;

1. The commissariate of education determined nature and factors against the influence of nationality and religion and gave strict instructions to all schools.
2. Nationalist teachers should be fired from the schools.
3. Teachers should be from proletarian class.
4. Komsomol and Pioneer organizations should increase their activities and propaganda against nationality in schools.
5. Atheistic society should revitalize its activities not only in schools, but in the families also (M.B., 1929: 58).
6. The obvious men of the Musavat society must be deported.

7. Propaganda should be carried out to decrease the population of Musavat society between the workers, the peasants and the nation.

8. Schools, institutions and Soviets should be cleared from nationalist people (Dash-Demir, 1929: 26).

The Bolshevik congress had decided to develop proletarian literature on the basis of Marxist Leninist principles and controlled by the government (M., 1929: 143). While the Russians, Jews and Armenians were brought to the highest positions in Azerbaijan, the Turks tried to be fired with various excuses (Isimsiz, 1929: 284).

Russia started to establish the Institute and train scholars in order to examine Azerbaijan and the surrounding eastern civilizations; economics, philology, ethnography, language etc. (Mirzoyev, 1929: 428). Russia took all these precautions instead of weapons and ammunition, because World War had not concluded as wished. The aim was to spirit off the national culture. Turkish nation was divided from the Insidein many parts: Azerbaijan, Kyrgyzstan, Uzbekistan, Bashkortia, Tatarstan, Turkmenistan, Tajikistan, Kazakhstan, Ajaristan, Mongolia. Russia seperated, crushed and assimilated the national wealth of Turkish nation, their dialects and their alphabets, in order not to come cross again. Türklüğü bir de Türkiye'de boğmak lazım! The communists, who was saying "Strangle Turkishness in Turkey", had started to develop ways for realizing it in Turkey (Suphi, 1929: 245). The Caucasus, was the east of Turkey, that's why they supported the Armenian and Kurdish formation in Iran, Iraq and Syria, had been involved in the internal policy of the Republic of Turkey. Using this ways Russia built a barrier between Turkish-Islamic world.

The terrorist attacks to Azerbaijan Turks, the capital and unjust invasion of lands were a mess of the Russian race. It continued until the death of Stalin when they assimilated young generation, literature and media into their own policy and divested national wealth. When the policy of messaging hidden text to the young generation in litarute weakened in 1957, instead of it, modern generation with full of national values and spirit appeared.

The efforts of the new generation were to inform the people who are connected with their souls, the importance of unity and togetherness, and the struggle for keeping independence through the reflections on the magazine called "Redinvasion" Odlu Yurt in azarbaijan.

Conclusion

The purpose of the invasion of Azerbaijan and Turkish territories, started by Russian nation, was to use the geopolitical and geostrategic values of the Turkish lands proper to Russian interests, and provide appropriate control. The target politics was to be dominant in the world as the only power. The Russians, who could not dominant over Turkish territories with the war, realized that the war could not be won with conventional weapons. As a new war technique, was to spirit off the nationalism and serve Communism and Russians on the international arena.

Since 1828, when Azerbaijani Turks entered the territories of the Russia, they succed to be firmly stay connected to the national culture and independence. The October Revolution of 1917 flared up the ideas of independence of the Caucasian peoples. Azerbaijan Democratic Republic also known as Azerbaijan People's Republic declared its independence in 1918 after long struggle, and became the first announced Turkish Republic. In 1920, the Russians interfered to the independence and exiled all members of the Musavat Party, which provided independence to the country. The Azerbaijani intellectuals, who had to abandon their countries, settled in different countries, especially in Istanbul, and began to write for Azerbaijan indepence and national wealth, for regain them again, which Russia always wanted to erase.

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Mental Images and Postpartum Depression: Case Study

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Abstract

Background : Imagination and images refer jointly ability to imagine. Imaginative therapies operate all within an almost real context. In therapeutical experience, the individual goes through almost real experiences before going through the events in reality, acts before acting in reality and this provokes changes in somatic level. The almost real dimension, namely the imaginative dimension, influences the individual, or rather the individual, starting from the imagination changes himself, his beliefs and perceptions. Imagination as therapeutic intervention is sometimes more efficient and more valuable than other therapies. It is also effective in treating a range of psychological symptoms such as insomnia, depression, obesity, cronich pain, various phobias, anxiety and panic , somatic problems. **Objective:** Given the fact that the images are effective in treating a range of psychological symptoms, including depression we want to see if imaginative techniques help improve symptoms of postpartum depression. **Methods:** This case was treated at University Hospital for Obstetric and Gynecology "Koco Gliozheni" Tirane (Albania). A 35 years young mother showed depressive symptoms associated with post-partum condition, as determined by semi-structured interviews and relevant test EDPS, also by psychiatric consultations. Besides the daily psychological support I proposed some imaginative techniques like self-watching, flooding, guided imagery. **Results:** Imaginative activity in general, in the case in question, was a valid instrument of the difficulties in everyday life. The patient learned to visualize problematic elements of each situation and this resulted an efficient approach. Imagination helped identify schematic components that have contributed to the formation of inappropriate thoughts and exaggerated ideas. It helped in recognition of the patient's emotional reality and modifying this emotional reality. The patient uses images to manage situations different daily life even by telephone follow up. **Conclusions:** This case study shows that imagery techniques, elaborated through images, facilitate recovery and provide us with a functional interpretation of the event and its consequences. Working with images intended to make the patient able to withstand and manage the pain that bring different situations and to integrate it in the history of personal life.

Keywords: imaginative techniques, post-partum depression.

Introduction

1. Background

The imagination, images and imaginative techniques have always raised great interest. Imagination and images refer jointly the ability to imagine. Imagination is action (Widman 2004). It is the ability to shape mental images, to transform them, to develop them and to deform them. In Psychological terminology it is a form of thinking that does not follow fixed rules, nor logical relationships but is presented as a reproduction and elaboration of current or past sensory data associated with a certain affective stage. The imagination allows the combination of memories, perceptions, aspirations and real context by creating in mind something new, transformed and re-elaborated thanks to the fantasy. Images are the basis of psychic life. The approach that is used by some orientations and imaginative psychotherapies lies on the fact that some imaginative experiences take on the colors of reality and it is precisely this almost real dimension that acts in changing the individual. The ability to imagine allows the experimentation in this almost real dimension. The almost real dimension, namely the imaginative dimension, succeeds in influencing the individual, or to be more precise, the individual starting from the imagination changes himself, his own beliefs and perceptions. The process that is followed by most of the therapies is from the fantasy to reality.

The imagination as an intervention technique has yielded results in various fields. Most clinicians use imaginative techniques to promote relaxation, to reduce stress, to regain control of unwanted behaviors and to improve health.

They are effective in treating a variety of psychological symptoms such as depression, different phobias, anxiety and panic, sleeplessness, somatic problems.

Imaginative techniques are incorporated into psychoanalytic, psychodynamic and cognitive behavioral theories as supplementary therapeutic methods.

2. Case Study

Our patient is transferred to the obstetric-gynecological university hospital 'Koco Gliozheni' Tirana (Albania) from Berat maternity. It is 30-31 week pregnancy and the patient is diagnosed with preeclamsia. She is 35 years old, married and in her first pregnancy. She gives birth to a girl with a weight of 1100 grams, who starts a treatment at the intensive therapy unit at the "Koco Gliozheni" maternity hospital.

The first psychological counseling is requested by the gynecologist and then by the pediatrician who is curing the patient's daughter. The latter asks for the consultation because of the lack of interest shown by the mother to the child.

The patient complains of persistent headaches, chest pain and breathing difficulties. After examinations with the specialized doctors, the room physician requests a psychological counseling. The first consultation is done about one month after the baby's birth. The patient complains of headaches, breathing difficulties and persistent anxiety that does not allow her to sleep but is trying to suffocate her. She goes very rarely to see the girl because she does not feel good, according the declaration of the patient. She is always accompanied by her mother-in-law and husband who are present at almost all meetings with the patient and they refuse to leave her alone through consultations.

In the upcoming hours and days the situation appears alternately, there are days when she is quiet and other days when she only cries because she does not feel physically fit.

3. Methodology

The patient started to follow the consultation regularly every day. During the consultations, there were constantly present either the husband or the mother-in-law of the patient who with all the insistence of the psychologist refused to leave, moreover by taking the approval of the patient. This aspect was counterproductive because it did not allow us to obtain additional information on the patient's family problems. In the presence of the family, the patient complained continuously of physical problems but not for psychological problems. The psychologist noted sleep disorders, fatigue and lack of energy, anxiety, guilt feelings, thoughts of death and suicide.

With the cooperation of the maternity staff we tried to find time when the patient could be consulted alone in order to explore her thoughts and emotions.

Initially I conducted semi-structured interviews that consisted of cognitive questions. These questions are proposed by the National Institute for Health and Clinical Excellence (United Kingdom) (Nice 2007), and are important in screening postpartum.

- Did you feel very sad and hopeless during the last month?

- Did you have little interest or little pleasure in daily activities during the last month?

If the above questions result positive then the third question is raised

- Taking in consideration this situation, do you feel the need for help?

After the answers to the questions were all positive we applied the Edinburgh test for postnatal depression.

The Edinburgh Postnatal Depression Scale (EDPS) is a valuable and effective way of identifying patients at risk for perinatal depression. The EDPS is easy to administer and has proven to be an effective screening tool. Mothers who score above 13 are likely to be suffering from a depressive disease of varying severity. The scale indicates how the mother has felt during the previous week.

From the interviews we made and from the respective tests we identified depressive symptoms.

We sought a psychiatric consultant, who based on the assessments made, confirmed the diagnosis of postpartum depression and proceeded with the respective pharmacological therapy.

In addition to pharmacological therapy, the patient continued to have constant psychological support.

But since the communication with the patient was difficult and we reached a point without way out, we thought to use the imagination, starting from the fact that the patient's imagination was quite alive (at least from the description of the scenes of death and suicide which she imagined and outlined).

Self-Watching Technique: This technique uses self-observation to change compulsive behaviors. It is taught to the patient to identify the factors that support and associate compulsive behavior, also are taught the techniques that modify this situation. The patient should keep a behavioral diary in which he should note any compulsive behavior and the circumstances in which this behavior occurs. This helps in identifying events, ideas and feelings that influence the behavior. The patient is assisted in creating the strategies to face and not avoid them. Important in this technique is the identification of alternative satisfaction based on the fact that it is easier to resist to compulsive behaviors when they are anticipated from alternative positive behaviors.

Flooding Tech: Polin (1959) has named it as a shocking therapy. It consists in the imagination of an anxiety situation that is experienced with the maximum intensity including all the emotional dyeing that it causes. This image pushes the patient to the limit of patience and aims to avoid strategies that the patient usually uses in similar situations such as avoiding or leaving.

The directive images were used to build a future-oriented identity. To re-imagine or re-live changes the patient's point of view regarding the reality of the pain.

4. Discussions And Conclusions

The period of pregnancy and birth are important events that contribute not only to the birth of a human being such as a child but also to the birth of a new identity of the next mother, particularly from the psychological point of view. Pregnancy is configured as a fundamental process in shaping of the female identity. Like all phases of identity crisis, this stage also has its own conflicts because the mother's personality is tested and faces constant changes and adjustments. The woman can withstand with difficulty this process, and the birth of the baby may worsen the situation, causing humorous disorders from the easiest to the worst.

The post-partum depression phenomenon in Albania is highly underestimated. There are no good statistics for this phenomenon. Medical staff are not trained to identify these cases and refer them to relevant institutions. The psychological service in maternity is regularly implemented since 5 years.

Patients are still not happy about the psychological support. There is still the mentality that asking for psychological help means being crazy. And these prejudices become even more distinct among the people living in the city and those living in the village.

On top of these limitations, adds the fact that a child's birth is a joyful event and should not bring any kind of problem, and therefore new mothers have difficulty in expressing and showing their problems.

Even when maternity personnel faced such problems, is the mother herself or her family members who try to minimize the problem, not pay attention, even to refuse psychological support or even when they accept it they are not at all cooperative.

Such problems are also encountered in our case. The husband of the patient and her family wanted to be in consultation, and this limited the confession of the woman.

Since verbal communication was blocked at a point without a way out, I decided to use the imagination and the imaginative techniques to understand the problems, motivations and behaviors of the patient, starting from the fact that the imagination helps to face daily difficulties and improve the lifestyle

Images are always associated with emotion. It is a bidirectional relationship. If images produce emotions the latter together with feelings and affections produce imaginative activity, which is used to recognize the individual's cognitive-emotional reality and to modify it if necessary.

Imaginative exposure is used as an alternative to the real-life difficulties. These images are capable of provoking a positive or negative emotional state, transforming some aspects of the external and internal reality, facilitating the identification and analysis of emotional states, cognitive processes, to identify and modify the distorted and irrational beliefs of patients through a change in the degree of anxiety stimulus risk or through a change in the way of assessing the ability to confront.

The directive images used with our patient helped us discover new areas of exploration, such as a depressive episode that occurred six years ago and treated with medicines. Or the conflicting relationship with her husband and her family, or fear of having a child who would have a life full of suffering like her, so she preferred to die together with the baby.

The images helped us to modify the irrational beliefs that led to the appearance of inappropriate emotions.

The directive images helped us to start the creation of a future-projected identity, a future that includes her child.

The patient began to approach and stay more with her child, and one month later, after daily psychological consultations and psychiatric support, came out of the hospital in a better state.

In a telephone follow-up with the patient, the patient referred us to be better, changed some things in her life. She had been divorced from her husband and had gone to live with her daughter at her parents, she had started a new job. She was happy with the new life she had created, and she continued to consult periodically with mental health institute.

This clinical case is a positive example, which indicates that work with imagery and imaginative techniques is more effective where words are lacking, and where barriers and protective mechanisms are very obvious.

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Improving Senior High School Student's Creativity Using Discovery Learning Model in Islamic Senior High School 1 Jambi City

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Abstract

The curriculum 2013 as a new curriculum offers a scientific approach as a learning approach to address the challenges of the 21st century and improve the quality of education in Indonesia. Scientific approach is considered capable of improving scientific attitude, scientific thinking and scientific skills. Scientific attitude encourages students to be able to think Creative by using scientific data found and supported by scientific activities. One of the models offered in the curriculum 2013 is discovery learning which is an active student learning model. This research is a classroom action research conducted in three cycles to apply discovery learning model as an effort to improve students' scientific attitude, especially student creativity. With the involvement of 24 students Islamic Senior High School 1 Jambi City 2014/2015 in Physics course material Rectilinier Motion. From the test of each cycle, the students' creativity results are as follows: cycle I (2.08), cycle II (2.35) and cycle III (2.66). From the data can be concluded that by using the model of learning discovery learning can improve student creativity attitude.

Keywords: Scientific attitude, discovery learning model, student creativity.

Introduction

Indonesia is faced with new challenges in the world of education with the presence of a new curriculum that is the curriculum 2013. Curriculum Changes Education Unit Level (KTSP) into the curriculum 2013 as one of the response to the quality of education Indonesia is not considered good, it was seen from the Program for International Student Assessment (PISA) of 2012 in the field of science Indonesia ranked 64th of 65 countries. The low level of students' science skills in Indonesia can also be seen from the results of The Third International Mathematics and Science Study (TIMSS) in 2007 and 2011 in science for junior high school students, showing that more than 95% of Indonesian students are only able to reach while nearly 40% of Taiwanese learners are able to reach high and advanced levels (Kemendikbud, 2013: 80). The 2013 curriculum is considered capable of responding to the challenges of the 21st century and improving students' achievements in science by using scientific shortcuts. With this scientific approach students are expected to have a scientific attitude, scientific thinking and scientific skills. Scientific Approach is used as a solution to improve teacher's method of teaching using a variety of models. The 2013 curriculum offers a variety of alternative learning models that teachers can use to improve the quality of learning. Not only increase the ability of cognitive, but also to improve affective and psychomotor ability of students, that is by applying learning model problem base learning, scientific learning and discovery learning. Various models of learning can be tailored to the material and the needs of students in understanding a field of science. Teachers as facilitators and mediators have a need to be able to implement these changes in order to achieve the expected goals.

One area of science that students learn is physics. The purpose of physics lessons is not only to develop students' cognitive abilities in knowing natural events, but also a process for improving skills that can develop themselves. To develop the ability, physics learning should be adjusted to the physical characteristics as a part of science subject, Kemendikbud (2013) describes that physics learning should reflect the competence of scientific attitude, scientific thinking and scientific work

skills. In this study researchers focused on developing students' scientific attitude. The students' scientific attitude is the tendency of students to respond to events scientifically. So hopefully the scientific attitude is able to reflect scientific thinking and scientific skills.

Damanik (2013) defines the scientific attitude is "a tendency, readiness, willingness of a person to give responses / responses / behavior in science and qualify (law) science that has been recognized truth. So it can solve problems, assess ideas and information to make decisions. "Emphasized by Hidayati (2014) that scientific attitudes is an emotional notion of a method of science and directly or indirectly related to an action. This implies the quality of the intellectual mind in truth, respect and freedom of communication in science. Sahida (2014) states that a scientific attitude can affect student learning outcomes. Therefore, by increasing the scientific attitude will also improve student learning outcomes, not only affective and psychomotor students. Harlen (Herson, 2009) detailed the dimensions of scientific attitude in the Nine attitudes of curiosity, respect for data, critical thinking, creativity, open mindedness and cooperation, and perseverance.

Islamic Senior High School 1 Jambi City is one of the favorite schools under the auspices of the religious ministry. From the result of interview and observation with physics teacher at school, it was found that attitude assessment has not focused on scientific attitude. So far the attitude aspect which is considered only for general attitude such as, students diligently do the task, the students behave and the students activeness in the class. On the other hand curiosity, discipline, honesty, want to get something new, and especially the attitude of student creativity has not become the focus of the attitude that needs to be developed. Found on the previous discussion, scientific attitude can also affect student learning outcomes. Based on the results of observations of the author to the school, obtained the value of learning results of physics subjects as follows:

Table 1. Average Grade Physics Class X5 Islamic Senior High School 1 Jambi City Academic Year 2014/2015

NO	Class	Score Average
1	X5	6,3
2	X6	7,0
3	X7	6,5
4	X8	6,0

Source: Recap the value of physics teacher Islamic Senior High School 1 Jambi City

From the data can be seen that the students have not reached the minimum cricteria of mastery learning in the specified that is 7.5. Solution to overcome the problem is by applying active learning model, where students get involved in the process of knowledge discovery. By involving students in the discovery process will also improve the ability of scientific attitudes, especially the attitude of student creativity is still low that can be seen in the table below:

Table 2. Scientific Attitudes Class X5 Islamic Senior High School 1 Jambi City School Year 2014/2015

NO	Scientific Attitude Dimension	Score 1th	Score 2th	Score Average	Category
1	Curiosity	3.12	3.13	3.12	B
2	Respect for data	3,13	3.32	3.22	B
3	Critical thingking	2.27	2.37	2.32	C+
4	Creativity	2.05	2.08	2.06	C
5	Open mindedness and cooperation	3.19	3.16	3.17	B
6	Perseverance	2.76	2.62	2.69	C+

Source: Preliminary observation

This attitude of creativity will enable students to combine, collaborate, discover many answers, new possibilities and discoveries that emphasize quantity of usability. Munandar (Apridawati, 2007) describes several definitions which are the conclusions of several definitions formulated by the experts that are, 1) creativity is the ability to create new combinations, based on data, information or elements. In this case creativity is emphasized on creative product. 2) creativity is ability based on data or information available to find many possible answers from a problem where the emphasis is on the quantity of accuracy and diversity of answers. 3) operational creativity can be formulated as an ability that reflects fluency, flexibility and originality in thinking, as well as the ability to elaborate (develop, enrich and detail) an idea.

Discovery Learning as one of the learning model applied in the 2013 curriculum that able to improve students 'scientific attitude one of them is student's credibility, this is in accordance with research conducted by Widiadnyana (2014) that there are differences of students' scientific attitude significantly between students who learn by using model discovery learning with students learning to use direct learning model (F = 11,013; p <0,05). Burner was recognized as the first person to

introduce the learning of Discovery learning as a formal learning theory and publish it in a book entitled The Proces of Education in 1960. Burner in Geraldine (2008: 48) defines Discovery learning as a learning method making students as learning centers. "His (Burner's) definition of discovery learning was a method of encouraging students to ask questions and formulate their own tentative answers, and to deduce general principles from practical examples or exprerinces". Budiningsih in Kemendikbud (2013) also explained that the Discovery Learning model is to understand concepts, meanings and relationships through an intuitive process to finally come to a conclusion. So the function of the teacher is more to the facilitator and the companion so that the conclusions obtained by the students are correct.

In the learning process using Discovery Learning students will play a variety of professions. They can be mathematicians, detectives, scientists and others who can support learning activities. The role function is to make students feel they have a stake in finding the information assigned, according to the role they choose. Burner (Kemendikbud, 2013) says: Teachers should give their students a chance to become a problem solver, a scientist, a historian, or a mathematician. The learning process works well and creatively if the teacher gives the student the opportunity to discover a concept, theory, rule, or understanding through the examples he or she encounters in his life.

This kind of learning process will give students the opportunity to be able to carry out various activities of collecting information, comparing, categorizing, analyzing, integrating, reorganizing materials and making conclusions. So that the learning process becomes more active and independent. Burner in Geraldine (2008: 49) explained that, "Discovery learning; an approach to intruction through which students interact with their environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments. With the ideas that were more likely to remember their concepts "Discover" on they own ".

Ruseffendi (Maarif, 2016) explains that the discovery method is a method of learning that is structured to gain knowledge that they have not known before without being immediately notified by the teacher. Discovery learning requires students to find out their own knowledge with the help of teachers. In the process teachers play a role as motivators, facilitators, learning managers. Further Kosasih (2014) describes the function and role of teachers in teaching and learning process using the Discovery Learning model as a motivator, which encourages students to think and work hard to be able to learn well. The students become confident that they are able to find something important and useful. Furthermore, the teacher also acts as a Facilitator, which provides the learning resources needed by the students in realizing their findings. Learning resources in question can be a variety of reference materials or learning environment in accordance with the context of learning. Finally, the teacher also acts as a learning manager, organizing intercultural relationships and learning plans that they will play, for example by pairing, group discussions, and visiting certain places so that their activities are effective.

Syah (kemendikbud, 2013) to apply Discovery Learning in the classroom, there are several procedures that should be implemented in general teaching and learning activities as follows:

a. Stimulation (Stimulation / Giving Stimulation). The first stage that can be done by the teacher is to provide stimulations to students which are useful to cause keingingan conduct investigation. Shah (kemendikbud, 2013) stimulation serves to provide conditions of learning interaction that can develop and assist students in exploring materials. The technique that can be used at this stage is the questioning technique. Bruner in Kemendikbud (2013) provides stimulation by using questioning technique by asking questions that can expose students to internal conditions that encourage exploration.

b. Problem Statement (Statement / Problem Identification). Kosasih (2014) explains in this stage the teacher convey a problem to arouse and curiousness about certain phenomena. So students feel compelled to do more deepening. The shah (kemendikbud, 2013) also explains this stage of the teacher provides an opportunity for students to identify problems and agenda issues relevant to the subject matter, followed by hypotheses. This stage is also a useful technique in building students to get used to finding a problem and to feel involved in the discovery of a concept.

c. Data Collection (Data Collection). At this stage the student explores to find as much information as relevant and can prove the hypothesis that has been made. Kosasih (2014) describes several activities that students can do to collect data to test the hypothesis: 1) reading various documents, 2) conducting field observations, 3) laboratory research, 4) conducting interviews, 5) distributing questionnaires. Kemendikbud (2013) also provide advice in the implementation of data collection by conducting their own trials and so forth.

Research methods

Research method in this research is classroom action research that done in three cycle. The targeted institution is formal school education. So the Action Research is called Classroom Action Research. Kunandar (2011) Classroom Action

Research is a form of self-reflection activity by education actors to improve rationality and justice regarding: (a) their educational practices, (b) their understanding of such practices, (c) -the practice is implemented.

This research was conducted in X5 class in odd semester at Islamic Senior High School 1 Jambi City in academic year of 2014/2015 which amounted to 24 students, with subject teachers and recording teaching and learning process of various data sources. This study was conducted in three cycles consisting of cycle I, cycle II, and cycle III. Each cycle has certain stages in accordance with the steps in class action proposed by Kunandar (2011). The stages in question are; 1) Planning, 2) Implementation of acting, 3) Observation and evaluation, 4) Analysis and reflection.

This research involves the observer, the observer is the subject teacher, the teacher will fill the creativity observation sheet that has been available, so the data used was qualitative data. In this study the authors used three behavioral indicators presented by Herlen to measure students' attitudes of creativity that can be measured through observations ie, showing different reports with classmates, suggesting new experiments and outlining new conclusions of observations.

From the observations made, the next step is to perform the analysis and reflection, the results of the analysis and reflection will determine whether the actions taken can solve the problem, if the results have not been as expected, or the problem is not resolved then the improvement in the next cycle. At this stage, the researcher evaluates the implementation of the action in cycle I which is used as the consideration of the next learning cycle planning.

Action plan of cycle II is intended as a result of reflection and improvement on the implementation of learning in cycle I. While in cycle III is intended as a result of reflection and improvement of the implementation of learning in cycle II. Stages of cycles II and III follow the steps in cycle I.

Results and Discussion

Result of Student Creativity Attitude

Student creativity attitudinal data obtained through observation sheet assessed by the teacher on the implementation of physics material learning straight. Assessment of the attitude of creativity is done every meeting in every cycle consisting of two meetings. The results obtained are used to reflect each cycle to determine the deficiencies in each indicator of student creativity and provide solutions to improve it.

From the results of the assessment of cycles 1,2 and 3 obtained data assessment of students' creativity attitude can be seen from the table below:

Table 3. Rating Result of Student Creativity Attitude Cycle I

Indicator	Score Average	Catagory
Assessment 1		
Show different report with classmates	2.08	C
Suggest new experiments	2	C
Outlining the new conclusions of observations	2.16	C
Assessment 2		
Show different report with classmates	1.95	C-
Suggest new experiments	2	C
Outlining the new conclusions of observations	2.29	C
Score Average	2.08	C

Table 4. Rating Result of Student Creativity Attitude Cycle II

Indicator	Score Average	Catagory
Assessment 1		
Show different report with classmates	2.08	C
Suggest new experiments	2.21	C
Outlining the new conclusions of observations	2.37	C+
Assessment 2		
Show different report with classmates	2.17	C
Suggest new experiments	2.38	C+
Outlining the new conclusions of observations	2.5	C+

Score Average	2.35	C

Table 5. Rating Result of Student Creativity Attitude Cycle III

Indicator	Score Average	Catagory
Assessment 1		
Show different report with classmates	2.42	C+
Suggest new experiments	2.33	C+
Outlining the new conclusions of observations	2.41	C+
Assessment 2		
Show different report with classmates	2.67	B-
Suggest new experiments	2.63	C+
Outlining the new conclusions of observations	2.67	B-
Score Average	2.66	B-

Discussion

Cycle I

In cycle I can be seen that student creativity attitude is still relatively low by getting category C on all indicators. The obstacles found in improving students' creativity attitude are: a) Students do not have high discovery and creativity attitude. This was seen from the unmotivated students to dare to show different reports with classmates, b) Students have not dared to suggest new experiments, new ideas and new ways to solve problems. This happens because the motivation for creative thinking is still lacking, c) Students have not been able to describe the conclusions of the lessons that have been implemented. This is due to the unfamiliarity of the students describing their own conclusions, usually the teacher explaining the conclusions.

The implementation of learning by using discovery learning model in cycle I by using the method of group discussion and experiment. The teacher has created a Work Sheet (WS) that uses the syntax present in the discovery learning model. At the stage of stimulation students have provided questions regarding the materials taught that day and asked students to observe and understand the issues together and provide an understanding of their respective duties. In the problem statement stage the teacher only guides the students in the form of groups to identify and analyze the problems as much as possible, in accordance with their respective expertise and the teacher invites each group to select one of the conclusions which are then formulated in the form of questions or hypotheses. In the data collection stage the teacher invites students to collect data by doing experiments that have been listed in the WS. In the data processing stage students are welcome to fill in the data fields that have been provided. At the verification stage the teacher directs students in groups to conduct investigations, completion steps to check errors, Teacher provide an opportunity to discover concepts, theories that he encounters in life and the Teacher gives one group a chance to present and respond to by another group. In the generalization stage the teacher invites each group to draw conclusions from the experiment or discussion, and guide the students to get the appropriate conclusions.

To improve the shortcomings that exist in cycle I and to improve student's creativity attitude, it is necessary to proceed to cycle II by doing some improvements, as follows:

1. Improve student's creativity attitude. Doddington (2010: 121) explains that creative and meaningful experiences can be gained if teachers use a child-centered approach to education. Learning designed to do this provides opportunities and activities that are sense-based and involve physical activity, through collaborative movements for example.

2. Improving the attitude of creative thinking so that students dare to pour ideas is to instruct students write their ideas and read it aloud. Siberman (2014: 152) explains that teacher stimuli often get no response, so reading the text out loud will help students focus their minds and ask questions, think creatively and stimulate discussion.

3. Providing motivation for students to be diligent and willing to repeat the activities and continue to learn. Sibermen (2014: 281) in his book describes how to keep students learning is as follows:

a) Clarify the expectations of teachers so that students do not stop learning.

b) Tell students that there are many ways for them to continue to learn independently.

c) Show that one way is to create a list of their own ideas to "keep learning."

4. Astawan (2013) revealed that using the method of physics Gasing effect on improving learning activities, problem solving skill, and describing students' responses in quantum learning.

Cycle II

Implementation of action performed on cycle II consists of two meetings and one cycle exam. The first meeting discussed the sub subject of Uniform Rectilinier Motion while for the second meeting discussed the Uniform Accelerated linier Motion. The result of students' creativity attitude has improved although still in category C with learning using discovery learning model, from the average of 2.08 to 2.35. indicators show different reports / opinions with their friends are still not visible, so at the time of discussion only some students who dominate the discussion.

Implementation of learning in cycle II adopt method of learning physics gasing (easy, fun and fun) work of Prof. John Surya applied to the learning discovery learning model. By using student work sheet, the students are involved in the discovery process and make the students active in learning. At the stage of student stimulation presented questions related to everyday like what is the same between speed and velocity. At the stimulation stage students are also accustomed to express their ideas with a louder voice, followed by motivation from the teachers about the excitement of learning today. By using work sheets of physics gasing (one of kind learning method developed by Yohanes Surya) which makes the analogy of physics lesson easy, in the process of data collection and data processing, students have been able to answer the problem quickly and analyze the relationship between acceleration and time properly. at the time of data verification, students calculate events with the existing formula and display it in the presence of classmates. The generation stage of the students is asked to summarize the lesson today and the teacher invites the students to convey his or her own idea of the implementation of the lessons of the next meeting.

To improve the deficiencies that exist in cycle II and to improve student's creativity attitude, it is necessary to proceed to cycle III by doing some improvement, namely in the discussion process. There are several things that can make the discussion more flowing and improve the attitude of creativity and increased student discovery, ie the teacher's role during the discussion is to facilitate student's student traffic. Sibermen (2014: 52) outlines ten tips to facilitate discussion.

Reiterate what the student has said so that he / she feels that his or her opinion has been understood and that the other students can hear an overview of what is delivered at length.

Make sure the teacher understands the words delivered by the student or the student's instructions to clarify what is meant.

Give praise to yanng's interesting and deep opinions.

Explain the brainstorming of student suggestions on the discussion by using an example or suggest a new way.

Sparkle the discussion by speeding up the process, using humor for example.

Show a subtle disagreement with the student's opinion to trigger further discussion.

Pick up all opinions, show their connection to each other.

Pull together ideas, showing their relationship to each other.

Change the group process by altering the method for obtaining participation or moving the group to a stage of evaluating ideas that have been placed before the group.

Summarize (and record, if desired) the major views of the group.

Cycle III

Cycle III is a continuation and improvement of cycle I and II. The learning process is done based on the results of the reflection of action in cycle II, which there are some activities that have not been done well. Implementation of the action held two meetings. Meeting I discusses the sub subject of free fall motion and downward vertical motion while for the second meeting discusses the sub subject of vertical upward motion.

The result of students' creativity attitude increased in cycle III, ie from 2.35 to 3.66 from category C to B-. In the third cycle students have begun accustomed to identifying problems and discovering the meaning of the experiments they are doing. Students are also getting used to sharing ideas and opinions both in discussion forums and class forums. Although still in the low category but the students start accustomed to active in the classroom.

The discovery model used in this cycle still uses the Work Sheets that has been adapted to the more in-depth material related to straight-line material. At the stimulus stage students are asked to connect the straight motion on the plane and straight motion on the vertical plane. With prior knowledge they were asked to hypothesize the problem. At the data

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collection stage students have been accustomed to analyzing the events found in the experiments and cultivating them, so that they are able to attribute relationships between variables. At the time of verification data the students do calculations on more complex events with the formulas they've got. At the generation stage students are asked to report their findings for three cycles of walking.

Based on the above description, it can be seen that by using syntax in learning discovery learning model, able to increase their creativity, especially on the courage and ability of students to show different report or opinion with their classmates, students start accustomed to suggest new experiments and decompose new conclusions the observations they have made.

Conclusion

Based on the results of classroom action research that has been implemented, it can be concluded that learning by using the learning model of Discovery Learning can improve students' creativity attitude on straight motion materials in class X5 Islamic Senior High School 1 Jambi City. This can be seen from the average value of students' scientific attitudes in the first cycle of 2.08, increased in cycle II 2.35 and increased again in cycle III reached 2.66.

Based on the conclusions obtained above and to further improve the students 'scientific attitude, the authors suggest several things, namely: Physics teachers can use the Discovery Learning model to improve students' creativity, especially in straight motion materials and because this research is only done on straight motion material , it is expected that similar research can also be carried out on other materials. As well as expected teachers and schools are able to support and apply active student learning with learning models offered in the curriculum 2013.

Acknowledgments

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The Importance of Risk Management in Life Insurance Companies

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Abstract

Risk is the reason of being for insurance. Through insurance contracts customers seek to transfer financial uncertainties to the insurer in exchange for a set of premiums levied by the insurer. Life insurance contracts provide protection in the event of death, longevity, morbidity, critical illness, or health care costs. Contracts for other types of insurance afford protection against costs or losses to property, for example, owing to contingencies such as fire, theft, accident, and storms. Therefore, it is to be expected that an insurer's core operations, the estimation of the amount and timing of policyholder payments, and the present value of their amount (taking account of the future costs to administer these obligations) are subject to risk. It is vital that insurers manage the risks inherent in the insurance contracts they assume. This paper discuses about the importance of risk management processes to life insurance companies and provides applied strategies for better management of key risks in life insurance.

Keywords: risk management, life insurance, interest rate, loss, strategy

Introduction

Risk management at insurance companies, since it is so old, is most likely to have evolved gradually rather than developed within a complete conceptual framework. The Basle committee on Banking Supervision proposed a set of principles for the management of interest rate risks by banks in 1997. These principles can be easily generalized to apply to all risk management and to insurance companies. Figure 1 is a sampler of generalized principles.

1	Clear lines of responsibility for risk management
2	Separation of risk takers and risk managers
3	Quantitative risk limits
4	System for promptly reacting to positions that exceed limits
5	Risk management must apply to new products
6	Focus on both earnings fluctuation & economic value fluctuations.
7	Need to assess all material Risks

8	Risk measurement system should utilize generally accepted financial concepts and measurement techniques
9	Well-documented assumptions and parameters
10	Need to measure risks under wide ranges of underlying economic situations and regularly re-evaluate assumptions
11	Stress testing to evaluate extreme fluctuations and develop contingency plans
12	Regular internal and independent review of Risk Management system

Figure 1. Some principles for the management of interest rate risks

From these or other basic principles, a company can begin the process of forming a complete and modern risk management process (Herget, 2017).

As in most industries, the quest for growth is the main source of strategic risk in the life sector. Because it requires life insurance companies to place bets on specific Products; Distribution channels; Customer segments and new business models. Like any business, the business of insurance involves many functions to be successful. The successful execution of these business functions also entails risk. Some risks are specific to the insurance sector, such as underwriting risks and risks related to the evaluation of technical provisions. Other risks are similar to those of other financial institutions, for example, market (including interest rate), and operational, legal, organizational, and conglomerate risks (including contagion, correlation, and counterparty risks). In other words, insurers are subject to risks inherent in their core business as well as to general business risks applicable to any business. In the rapidly developing field of risk management, there is no single globally accepted manner of naming and categorizing insurer risks. However, there is growing convergence on the key broad categories of insurer risk. The development of a common means of categorizing risks is most important to ensure clarity of communication among insurer stakeholders (Wason, 2016).

Insurer key risks might be categorized under the following major headings:

- Underwriting
- Credit
- Market
- Operational
- Liquidity
- Strategic (Koller, 2017).

Figure 1 showes the major risks in the life insurance industry.
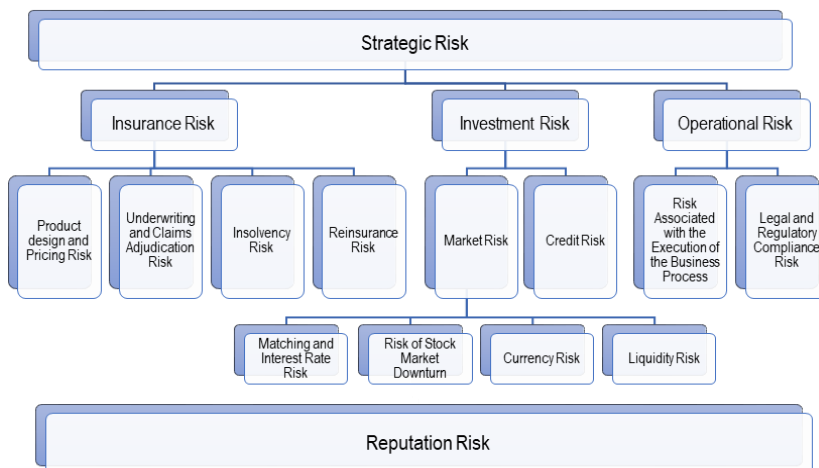
Figure 1. The Major Risks in the Life Insurance Industry (Bernier, 2015)

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Strategic risk is the risk arising from inadequate planning or a company's failure to effectively adapt to the business environment:

It encompasses the various risks a life insurance company is exposed to through the implementation of its business strategy (insurance, investment and operational risks).

Of utmost importance to a company's Board of directors.

A life insurance company's value depends directly on its risk management policy in at least 2 ways:

Risk management by life insurance firms affects the probability of financial distress and therefore the premiums potential customers are willing to pay. Customers focus on whether financial commitments under the contract will be met (product quality).

The asset risk in an insurance company's private placement loan portfolio depends on its customers' risk management policies. Hedging by lenders is not a subsitute for hedging by borrowers.

Life insurance firms have long exploited both: risk-reduction benefits of diversification on both sides of the balance sheet; reinsurance to control financial implications of extreme observations from loss distributions.

Life insurance firms have also traditionnaly relied on a variety of control techniques for their risk management systems: standards and financial reports; underwriting authority and limits; investment guidelines and recommended positions; incentive schemes making compensation risk-related.

More recently, life insurance firms have also been relying more intensively on derivative products (options, futures, swaps, etc.) for hedging their financial risk exposures (Bernier, 2015).

Underwriting (insurance) risk

Insurance companies assume risk through the insurance contracts they underwrite. Underwriting risks are those associated with both the perils covered by the specific line of insurance (fire, death, motor accident, windstorm, earthquake, etc.) and the risk mitigation processes used to manage the insurance business. The types of perils that are insurable are limited perhaps only by one's imagination and the judgment of an insurer that the risk is insurable (Kawatkar & Basu, 2013).

Importance of good data

For each insurable peril it is vital for the insurer to understand the frequency and severity data. For the vast majority of perils, achieving this understanding requires gathering data on both exposure (the amount and number of insurable risks) and claim (the amount and number of claims arising from the exposure base). The study of the frequency and severity of claims arising from each peril can be used to prepare a claims distribution. This statistical information provides the insurer with much valuable information about the number and amount of claims arising from each peril (for example, mean, median, standard deviation, coefficient of variance, tail variance) that is used for pricing and valuing those risks.

It is vital that the insurer have as clear an understanding as possible of the key drivers behind each peril. For a peril such as automobile collision, key risk drivers might include the operator's past accident record, the operator's driving habits, the type of vehicle, the geographic region, and the demographics of the operator. For traditionally insured perils (such as mortality, disability, longevity, and many products in the personal and commercial lines of non-life insurance), considerable data are available to the insurer either from the insurer's experience or from broader databases of industry experience. The data must be reliable, credible, and internally consistent. An insurer can gain much insight from such data.

Insurers naturally seek additional data on the risks they insure. A useful and common technique is to combine the data gained from experience studies over several time periods. In so doing, however, the insurer needs to consider the possibility that combining data from additional time periods masks underlying volatility (random fluctuations), trends (such as mortality improvement), or periods of unusual activity (such as a flu epidemic for the peril of mortality, and severe floods in the case of property insurance). Therefore, when assessing experience studies, insurers must consider the implications of prior experience for the future experience of the risks already underwritten, as well as for the future experience of the risks resulting from new business.

Another technique insurers use to gather more data is to consider relevant industry data. This is particularly helpful when the insurer does not yet have sufficient statistically credible data of its own on the peril being insured. However, in selecting this technique, the insurer must consider the many possible differences between industry experience and its own

experience (such as the perils being insured, the types of subjects being insured, and the trends inherent in each set of data).

In some situations (for example, a new product, an emerging market), little claims experience may be available to the insurer. In such situations, the insurer must rely on some combination of experience gained in related markets, the experience of local reinsurers, and industry experience (where available). Clearly, where there is a public interest need for these types of insurance products, the local insurance industry should be encouraged to provide such products. The local supervisory authority can be of assistance in supporting or encouraging the development of pools of experience data among insurers and within the local industry. Until credible experience data are obtained, insurers should value these risks conservatively, recognizing the uncertainties they have assumed (Wason, 2016).

Underwriting process

The gathering of accurate, credible, and relevant data is vital for the underwriting of risks by an insurer. There are many components to the underwriting process (Koller, 2017).

Some of the generic processes involved with underwriting risks are as figure 2.

Underwriting process risk	• Risk from exposure to financial losses related to the selection and approval of risks to be insured.
Pricing risk	• Risk that the prices charged by the company for insurance contracts will be ultimately inadequate to support the future obligations arising from those contracts.
Product design risk	• Risk that the company faces risk exposure under its insurance contracts that were unanticipated in the design and pricing of the insurance contract.
Claims risk (for each peril)	• Risk that many more claims occur than expected or that some claims that occur are much larger than expected claims resulting in unexpected losses. This includes both the risk that a claim may occur, as well as the risk that the claim might develop adversely after it occurs.
Economic environment risk	• Risk that social conditions will change in a manner that has an adverse effect on the company.
Net retention risk	• Risk that higher retention of insurance loss exposures results in losses due to catastrophic or concentrated claims experience.
Policyholder behavior risk	• Risk that the insurance company's policyholders will act in ways that are unanticipated and have an adverse effect on the company.
Reserving [provisioning] risk	• Risk that the provisions held in the insurer's financial statements for its policyholder obligations (also called claim liabilities, loss reserves, or technical provisions) will prove to be inadequate.

Figure 2. Some of the generic processes involved with underwriting risks

Underwriting risk management framework

Figure 3 shows the Underwriting risk management framework. The need to manage underwriting risk is driven by some combination of the insurer's risk appetite and risk tolerances, the risk versus reward tradeoff of potential risk responses, the degree to which a response will reduce the risk's severity or probability, and the impact of the response on the business unit's return on equity.
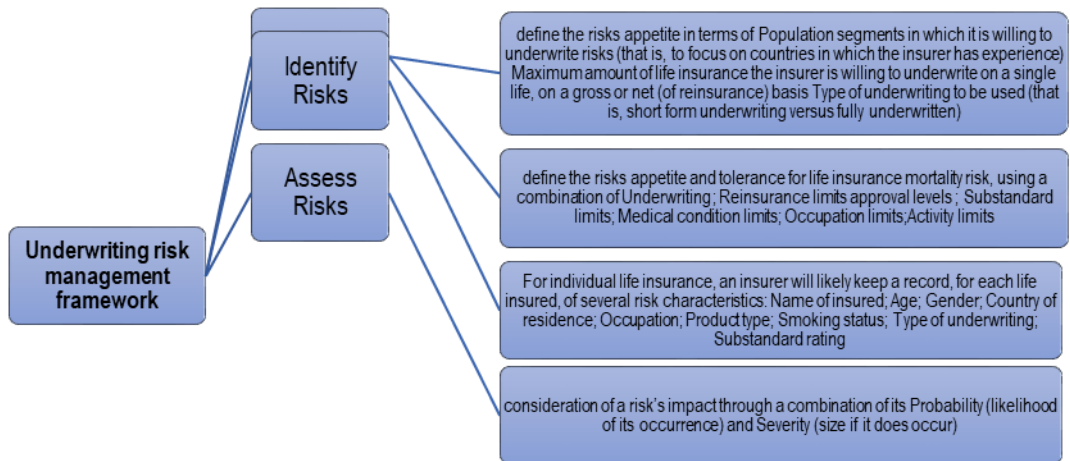
Figure 3. Underwriting risk management framework

Plan Strategies

An introduction: The general strategies for managing risk fall into five major categories:

Avoid: eliminate, stop, prohibit, or sell the risk exposure

Retain: accept and self-insure the risk exposure (perhaps by integrating it with other risks or by diversifying risks)

Reduce: mitigate or cap portions of the risk exposure

Transfer: reinsure, hedge, securitize, or outsource the risk exposure

Exploit: expand and diversify the risk exposure.

The insurer tries to select the optimal combination of strategies from these categories. Generally, all these strategies, except for risk transfer, depend solely on the actions of the insurer. Risk transfer uses a counterparty to assume some or all of the risk. In most cases, the policyholder relationship is unaffected by risk transfer. However, if the counterparty fails to perform, there are financial repercussions on the insurer and if any element of policyholder service is outsourced, policyholder relations may also be affected.

Whichever strategies are adopted by an insurer in managing its risks, the insurance supervisor should expect the insurer to demonstrate:

A sound level of understanding of the underlying risks as well as the risks entailed in the strategies adopted;

An appropriate level of expertise to manage the strategy adopted based on the complexity of the risks and strategies (for example, the use of professional reinsurers is a common strategy for transferring risk for all sizes of insurers, whereas the use of a dynamic hedging strategy requires sophisticated employee or external consultant expertise and software) (Koller, 2017).

Reinsurance

Reinsurance is one of the most important risk management tools available to all types of insurers. Reinsurance companies are specialized insurers that assume risk from direct writing insurers. Reinsurance refers to insurance purchased by an insurer to provide protection against some or all of certain risks (primarily, but not only, underwriting risks) of the insurance policies issued by the insurer. In exchange for assuming these risks, the reinsurer receives payment in the form of reinsurance premiums or allowances from the direct writer of the business, the insurer.

In a reinsurance arrangement, the insurer cedes risks to the reinsurer. Reinsurers can do the same thing by a retrocession to other reinsurers. Reinsurance is purchased for several reasons: increase new business capacity; limit catastrophic

claims; limit total claims; transfer investment risk; gain product expertise; gain underwriting advice; divest a product line; manage financial results.

From the perspective of the insurer, the direct writer of insurance policies, reinsurance provides for a transfer of risk to the reinsurer. The extent of the transfer depends on the specifics of the reinsurance agreement or treaty. It is important to note that reinsurance also creates risk for the insurer. The insurer must carefully evaluate these risks:

Reinsurance exposes the insurer to the risk that the reinsurer defaults on its obligations through insolvency. Depending on local legislation or case law, the insurer may find that many other classes of creditors will rank higher for distribution of proceeds from the liquidated reinsurer.

The terms of the reinsurance agreement may not match exactly those of the underlying insurance contracts.

Heavy reliance on reinsurance may expose the insurer to increased costs in tightening reinsurance markets.

Policy Adjustability or Pass-Through Features: Many types of insurance products have some degree of product adjustability or pass-through of emerging experience feature, regardless of whether they are called participating, variable, unit-linked, and adjustable nonparticipating, or other names. Regardless of the type of policy, the best insurer practices entail:

Clear communication between the insurer (and intermediaries) and the policyholder regarding the nature of the adjustability or pass-through feature

Clear communication between the insurer (and intermediaries) and the policyholder regarding how the insurer will act in the face of emerging experience

Development of insurer policies related to the operation of these product features at the board level

Well developed internal studies of emerging experience for these products, such as sophisticated contribution analyses (asset share or embedded value analyses)

Formalized or written communications to policyholders regarding their emerging experience (Conwill, 2016).

Figure 4 showes some examples of needed control mechanisms.

Figure 4. Control Activities in risk management

The monitoring of underwriting risks depends on the timely availability of accurate data on the insurer's exposure to each risk, as well as frequency and severity data for related claims. Skilled risk professionals seek to establish a statistically credible pool of experience. Where that is not possible, they seek industry experience from similar risks to supplement the insurer's experience. For individual life insurance, larger insurers often conduct regular annual experience studies of mortality, withdrawals, and expenses. Actual experience can then be compared with expected experience. It is important that these experience studies include sufficient detail by product, size of policy, age, gender, and duration, so that appropriate risk management decisions can be made. Monitoring claims experience helps the insurer make necessary modifications to its pricing, underwriting, provisioning, or claims management practices to better manage its risks and to be

alert to emerging trends as early as possible. The underwriting risk management framework would not be useable, reliable, or effective without an appropriate set of control activities. (Wason, 2015).

Credit risk

Credit risk is the inability or unwillingness of a counterparty to fully meet it's on or off balance sheet contractual financial obligations. The counterparty could be an issuer, a debtor, a borrower, a broker, a policyholder, a reinsurer, or a guarantor. The IAIS defines credit risk as "the risk that a counterparty to the insurer is unable or unwilling to meet their obligations causing a financial loss to the insurer. Sources of credit risk include investment counterparties, policyholders (through outstanding premiums), reinsurers, and derivative counterparties." Intermediaries can also be a potential source of credit risk to the extent that they do not properly forward policyholder premiums to the insurer. This risk can be particularly important for non-life insurers, where insufficient attention to outstanding premium levels can threaten the solvency position of the insurer. Credit risk has traditionally been associated with assets. However, it can exist for any set of projected future cash flows. Credit risk is therefore also important in assessing the true relief provided by a counterparty to an insurance transaction, such as a reinsurer or a party to whom the insurer has outsourced some work functions. Credit risk can be reflected in the present value of a set of cash flows, either implicitly through a credit risk spread incorporated in the discount rate or explicitly through modeling of the cash flows themselves. The market value of a stream of projected future cash flows (say, a bond) reflects the current market view of (among many things) the credit risk of the provider of the cash flows. Such a view might reflect a variety of information available to the market about the bond issuer, such as credit ratings provided by various agencies. Necessarily, such a view will likely reflect the current financial position of the issuer as well as the current economic environment. Such a view will consider the possibility of the issuer slipping in its ratings (and its ability to pay) as well as the probability of default and the amount of loss given that default occurs (Kawatkar & Basu, 2013).

Credit risk management framework

Figure 5 shows the Credit risk management framework. This framework applies the lessons learned about the general risk management framework to credit risk.
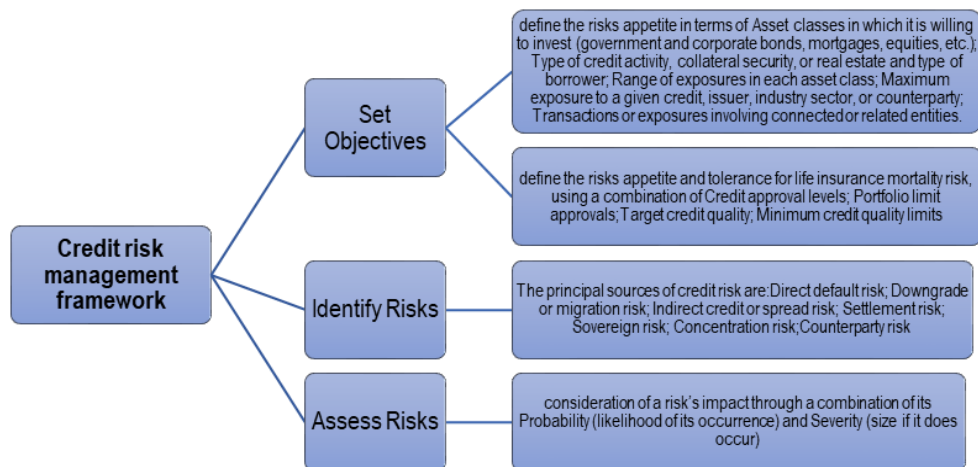
Figure 5. Credit risk management framework

Key to the assessment of credit risk is the rating of all exposures for their quality (the probability that the issuer of the exposure will meet its contractual obligations). For publicly traded exposures (such as corporate bonds), the ratings are assigned by various commercial rating agencies. For other credit exposures (such as mortgages), the insurer must develop a comparable internal rating process. Once the ratings have been determined, commercially available credit risk software can assist the insurer in making provision for future credit risk events (Bikker, 2016).

Plan Strategies

Important in the insurer's management of credit risk are a combination of sound underwriting practices and appropriate lending limits. A broad definition of hedging strategies used to offset credit risk includes:

- Letters of credit

- Contingency deposits

- Securitization of mortgages (mortgage-backed securities)

- Securitization of other assets (asset-backed securities)

- Credit derivatives

- Credit default swaps

- Total return swaps

- Collateralized debt obligations

- Credit-linked notes

- Credit spread options

- Basket derivatives.

Important tools to monitor credit risk include detailed reporting of new credit risk exposures assumed or purchased; summary of all credit exposures assumed by rating; exception reports identifying issuers whose rating has changed; Watch list reports for those exposures exhibiting early signs of distress; delinquency reports for exposures in default.

Insurance supervisors should expect insurers to have sound procedures for selecting, rating, and monitoring all credit risk exposures. These rating systems should be subject to periodic audit and expert external review. This includes insurer research (or access to appropriate outside expert advice) into relevant credit risk trends for the exposures assumed. Insurance supervisors should also expect close control and preventive actions for all emerging credit risk events.

In general, the control activities needed for credit risk are generally similar to those needed for other key insurer risks (as described earlier for underwriting risk) (Wason, 2016).

Market risk

The following definition of market risk for insurers has been proposed by the IAA (2004, 131):

Market risks relate to the volatility of the market values of assets and liabilities due to future changes of asset prices (/yields/returns). In this respect, the following should be taken into account:

Market risk applies to all assets and liabilities.

Market risk must recognize the profit sharing linkages between the asset cash flows and the liability cash flows (e.g., liability cash flows are based on asset performance).

Market risk includes the effect of changed policyholder behavior on the liability cash flows due to changes in market yields and conditions.

The IAIS definition of market risk captures these concepts in a briefer definition: "The risk to an institution's financial condition resulting from adverse movements in the level or volatility of the market prices of interest rate instruments, equity-type instruments, currencies, or property."

An insurer's investment policies (and specifically its market risk policies) are designed to ensure that the insurer holds sufficient assets of appropriate nature, term, and liquidity to enable it to meet its obligations as they become due. The timing and amount of insurance benefit payments is usually uncertain and in some cases sensitive to changes in financial markets (policyholder behavior can be related to expectations in financial markets, relative investment performance, and quality of customer service). Furthermore, the business of insurance usually involves a mismatch, in timing or amount, between the receipt of premium income and the payment of expenses and policy benefits.

The management of market risk focuses on the economic value of the insurer's net asset and liability market risks. Such a long-term focus may be better aligned with the long-term best interests of the policyholders, shareholders, and other stakeholders than with other short-term measures (such as accounting). Economic value is consis-tent with the horizon of

the liability or surplus, which tends to be long-term by nature. Insurers that focus on economic value are viewed by many as performing better than other insurers.

The market risks of assets and liabilities of insurers (especially life insurers) need to be considered together because of the need to manage the relationship between asset and liability cash flows to achieve financial objectives. The overall level of market risk associated with a given financial objective can be reduced through diversification by combining exposures that are less than 100% positively correlated. Risks are diversifiable through aggregation up to the point where only systematic risk remains. For example, the return volatility of a portfolio of assets caused by changes to the level of prevailing interest rates is diversifiable through investment in different asset classes, such as stocks versus fixed-income securities. However, the residual systematic risk cannot be diversified through simple aggregation, although it can be reduced through hedging.

A related risk is liquidity risk, the risk that various events will require the insurer to attempt to liquidate various asset holdings prematurely on short notice and under unfavorable terms. A trigger for liquidity risk could be market risk, but other operational and policyholder behavior risk factors could also be the trigger (Wason, 2016).

In addition to the volatility of market risk affecting the net market value of the insurer's assets, market risk may also affect the liabilities (and net surplus position) as follows:

Changing asset yields will affect the market value of the liabilities through their effect on the rate(s) used to explicitly or implicitly discount the liability cash flows.

Changing asset returns (yields) may affect the amount and/or timing of future liability cash flows. Policyholders may be entitled to some form of profit sharing related to actual and/or historical asset returns. In this respect, the different types of "interest" profit sharing within the global insurance market might be categorized into the following three groups:

Profit sharing that is fully based on objective indicators of the performance of the capital market, e.g., an indicator of the actual interest rate level that is calculated and published periodically by a government agency or a stock market index. The company may or may not actually be holding these asset-referenced benchmarks to back the liabilities.

Profit sharing that is somehow related to the actual performance of the company ("performance linked"), particularly with respect to the company's investments. Note: This type includes the systems where the management is entitled to "declare the bonus rate."

Profit sharing that is related to the actual performance of the assets that are "locked in" at the policyholders' discretion, i.e., policyholders themselves are, at least partially, responsible for the way their premiums are invested.

All three types of profit sharing may also include certain types of guarantees offered by the insurer, such as a bonus rate that will never be negative or a minimum level of the maturity benefit. Changes in asset returns in the external market may affect the amount and/or timing of future liability cash flows by inducing policyholders to "arbitrage" the external returns with those available in the policy by either surrendering or paying additional premiums (Koller, 2017).

Market Risk Management Framework

Figure 6 shows the market risk management framework. This framework applies the lessons learned about the general risk management framework to market risk.

Market risk can be assessed by sophisticated insurers by "modeling cash flows over a broad range of economic scenarios, using stochastic modeling for the time horizon specified and the confidence level desired" (IAA 2004, 133). A reasonable time horizon for this modeling is considered to be one year at a high (99% CTE [conditional tail expectations]) confidence level (IAA 2004, 133).
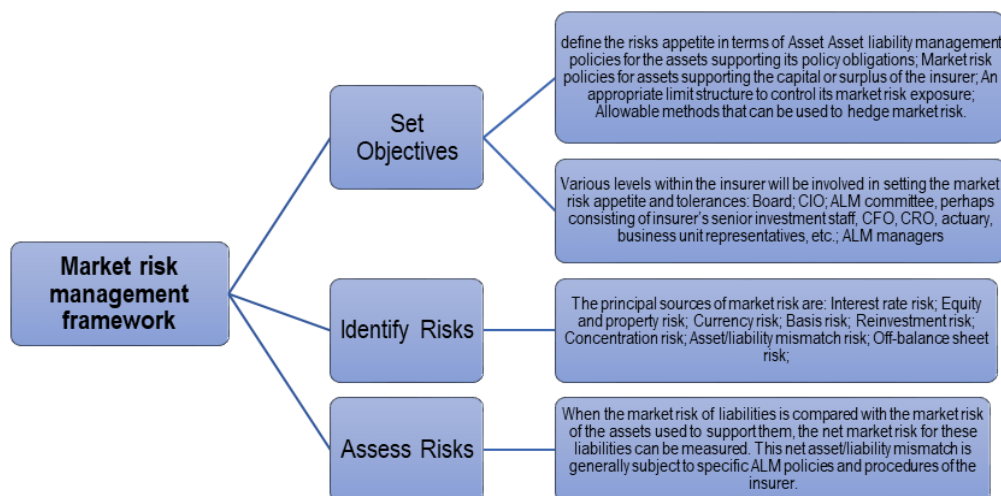
Figure 6. Market risk management framework

In developing appropriate economic scenarios, in figure 7 the desirable characteristics of the constructed scenarios are noteworthy:
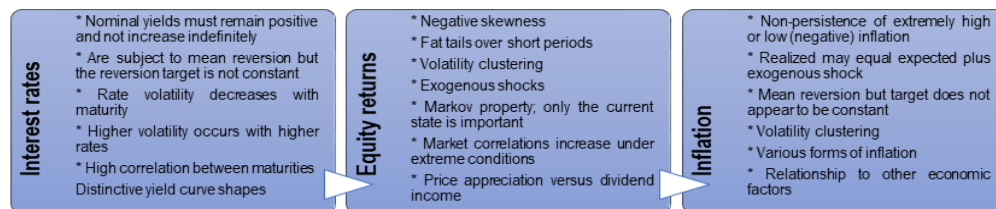
Figure 7. Desirable characteristics of the constructed scenarios

Plan Strategies

ALM strategies comprise both pure risk mitigation (eliminating the net market risk) and optimization of the risk/reward tradeoff (maintaining a specific market risk position to reap a current financial reward). Risks can be mitigated by modifying existing risks simply through rebalancing the asset or liability portfolio (for example, by trading some assets for others that represent a better match) or through a variety of financial engineering techniques such as swaps (for example, agreement to exchange a set of fixed cash flows for a variable set) or hedges (for example, the use of a combination of cash instruments and futures contracts).A full treatise on monitoring market risk is beyond the scope of this module. But some common techniques for monitoring market risk are:

Cash flow matching (comparing the net asset-liability cash flows month by month);

Duration matching (time -and interest- weighted present value of the asset and liability durations);

Option-adjusted duration matching (Conwill, 2016).

Operational risk

Though operational risk exists in all enterprises, including insurance companies, awareness of its importance in the insurance sector and efforts to manage it are relatively new developments. Leading insurance supervisory authorities and insurers have begun to encourage and build operational risk management frameworks. Although leading global banks have spent the past few years preparing for the Basel II operational risk capital requirements, much remains to be done by them to gather sufficient data and develop industrywide best practices for a complete operational risk management framework. Insurers have historically paid attention primarily to the direct risks they assume in the course of their business, namely

underwriting, credit, and market risk. But now there is growing recognition among insurance supervisors and insurers alike of the risks inherent in the operation of a business (operational risk). The IAIS Glossary defines operational risk as "the risk arising from failure of systems, internal procedures and controls leading to financial loss. Operational risk also includes custody risk." It is useful to note that the definition used in the banking sector is similar but contains some differences. As initially developed by the British Bankers' Association (generally adopted within the banking sector, including by the BCBS) for capital purposes operational risk is defined as "the risk of loss resulting from inadequate or failed internal processes, people, and systems or from external events." As this definition points out, inadequate (not just failed) processes, people, and systems can be a source of loss (and insolvency). Insurers and their supervisors should therefore proactively and comprehensively address weaknesses that may create operational risk (Bikker, 2016).

Operational Risk Management Framework

Figure 8 shows the Operational risk management framework. This framework applies the lessons learned about the general risk management framework to operational risk.
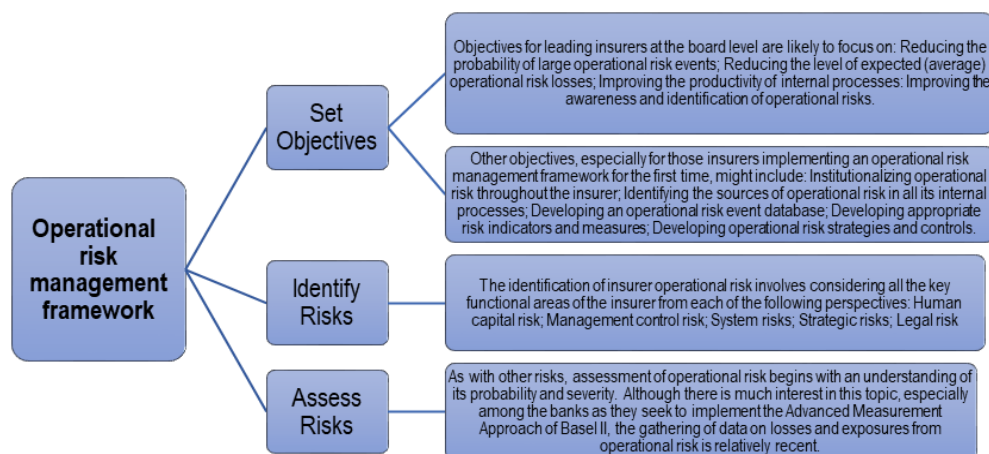
Figure 8. Operational risk management framework

Plan Strategies

Some examples of strategies for managing operational risk:

Avoid: eliminate, stop, or prohibit certain types of business activity to avoid a particular source of operational risk;

Retain: accept and self-insure the risk exposure;

Reduce: mitigate or cap portions of the risk exposur;

Transfer: insure or outsource the risk exposure;

Exploit: expand and diversify the risk exposure.

Useful monitoring of operational risk includes:

Risk exposure monitoring for each source of operational risk

Risk event monitoring, to enable frequency and severity to be estimated

Key risk indicators, to warn of changes in risk levels and effectiveness of controls

Self-assessment, to enable business units to assess the effectiveness of their internal processes and controls (Jones, 2013).

Putting it all together

This module has discussed each major risk type prevalent in an insurer and how these risks are typically managed. However, the insurer's board and senior management need to understand and manage all the insurer's risks in a comprehensive manner. Unfortunately, the aggregation of all the insurer's various risks is not as simple as adding the individual risks together. This section focuses on the concepts involved in putting the risk management framework together.

Figure 9 illustrates the process of aggregating risk in an insurer.
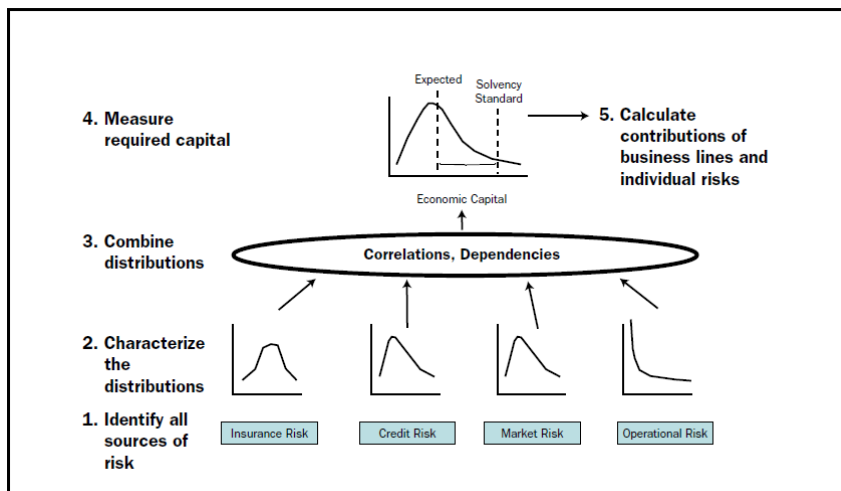
Figure 9. Risk aggregation

Two of the main elements of the risk management framework are illustrated in this diagram (risk identification and risk assessment). Also important in the aggregation of insurer risks are the concepts of risk dependency, diversification, and concentration (Jones, 2013).

Dependency

In simple terms, the many risks experienced by an insurer vary directly or indirectly based on their interaction with other risks. They are dependent on each other. For example, the eventual mortality experience of a group of life insurance policies may depend on the withdrawal experience of those same policies. While all insured lives may be underwritten to the same standard at time of issue, over time, policyholders' health changes. If the withdrawal pattern of the policyholders varies based on their emerging health (through self-selection, in which those policyholders who develop health problems are more likely to retain their policies than those without health problems), then the emerging mortality experience will differ (be worse) from that of a cohort of lives in which this self-selection did not occur. In another example, the manner in which premium rate increases for automobile insurance are allocated across different operator rating classes may affect future policyholder persistence and product profitability.

In its 2004 report the IAA discussed the issue of risk dependence in the context of capital requirements as follows: "The risks an insurer faces often exhibit comovement or dependencies. This means that knowledge about results for one risk can be used to better predict the results of another risk. Dependence between two risks may be because there are known relationships between these two risks or simply because certain correlations or other relationships have been observed historically. Dependence can increase or decrease the capital required to support the combined two lines. If losses for one risk tend to increase as the losses for the other increases, there is a positive correlation, usually resulting in more capital required than if the two risks are mutually independent. Similarly, if one tends to increase as the other decreases, the two risks form natural hedges and usually require less capital. If an insurer builds an internal model, it needs to reflect the nature of all significant dependencies. Similarly, with factor-based models, the formula used to combine risks needs to reflect all significant dependencies" (IAA 2004, 75).

Therefore, risk dependencies must be recognized to the extent possible when assessing, modeling, and aggregating risks.

Concentration

The 2004 IAA report defines risk concentration as "the risk of having higher-than-normal relative risk exposure in a single risk" (IAA 2004, 75). The Chief Risk Officer Forum, in its recently published study entitled "A Framework for Incorporating Diver-sification in the Solvency Assessment of Insurers," stated "Concentration of risk is bad for the insurance industry and consumers. It is the main contributor to insurer impair-ments, especially in times of major stress" (2005, 4). The concentration of risk can occur within a risk type as well as within the businesses of an insurer. For example, risk concentration can arise with respect to credit risk if too high a proportion of the assets of an insurer are invested in one asset class, individual credit, industry, or geographic area. Risk concentration can also arise if the insurer assumes underwriting risks from only one product type and does not have other sources of income to compensate in the event of weakened performance by that product type.

Diversification

Risk diversification is the opposite of risk concentration. According to the IAA, "Diversification reduces risk to the extent that less total relative capital is required when combining two risks" (2004, 75). The Chief Risk Officer Forum report states, "Diversifying strategies are the basis of sound risk management and can be used to counter concentrations of risk, particularly in times of stress" (2005, 4). However, risk diversification requires deliberate risk management by the insurer. According to the Forum, Strong management practices are essential for creating well-diversified portfolios. Measurement is necessary but not sufficient alone for realizing the benefits of diversification. Appropriate practices, organizational structures and internal controls are also required. Many of these practices are already implemented at leading insurers. (2005, 4). Further, the Forum recommends that Diversification effects must be recognized when risk factors, their dependencies, and the company's exposure to them are as figure 10.
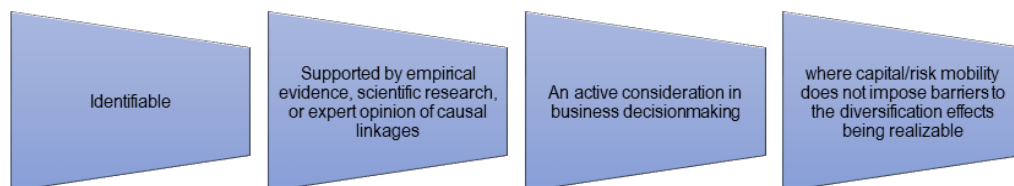
Figure 10. Risk factors, their dependencies, and the company's exposure to them

Evidence to date indicates that substantial diversification benefits can arise within a major risk category (such as credit risk) by combining the risks from many assets. Additional benefits can be gained by combining risks across lines of business within an insurer. This evidence seems to indicate that the diversification benefits resulting from combining the operations of different legal entities (say, a fund management firm and an insurer) can be expected to be more modest (Koller, 2017).

Modeling

An insurer's assessment of all its risks generally requires the use of various types of models. The complexity of these models will vary with each insurer, depending on their need, size, and the complexity of the risks they face. Very important in developing models are data quality, model design, parameter selection, and scenario selection.

Modeling insurer risks and aggregating those risks requires specialized expertise. For credit risks, this usually requires an investment professional. For underwriting risks, this usually requires an actuary. For market risks, collaboration between the investment professionals and the actuary is usually needed. While it is appropriate for the complexity of the modeling to vary by size of insurer, certain complex risks (such as embedded options with significant tail risk to the insurer) require high-caliber expertise for their management, regardless of the size of the insurer.

An insurance supervisor should:

Confirm that the insurer has retained a suitable caliber of expertise to model its risks;

Retain a suitable caliber of expertise on its own staff (or retain consultants) to be able to review the insurer models;

Ensure that the insurer's models have been reviewed by independent experts;

Ensure that the models have been calibrated against relevant market and common sense statistics;

Ensure that the models are comparable (for similar risks and scenarios) across insurers.

It is vital that the use of models be embedded in the risk management and operations of the insurer. Internal model standards have existed for some time for banks thanks to the Basel Capital Accord, but their development in the insurance sector is just beginning. Two relevant examples include the standards established by APRA for non-life insurance capital model requirements (2002) and by the Office of the Superintendent of Financial Institutions Canada (OSFI) for life insurance segregated fund capital model requirements (2002).

Although the use of internal models for risk management should be expected for the more sophisticated insurers, these insurers tend to focus on their most material risks. Even the largest insurers may opt for simpler models or standardized approaches to managing other, less material risks that they face. Smaller insurers may not be able to devote sufficient resources to building sophisticated internal models but they should be expected to have appropriate standardized models for their most significant risks.

It is important to note that it is not yet possible to model all aspects of an insurer's risks in an integrated manner using quantitative techniques. Inevitably there are certain risks or aspects of risks that can be addressed only (or best) by using qualitative rather than quantitative techniques. Operational risk might be one example (Jones, 2013).

Scenario testing

Risk management decisionmaking is enhanced through the use of scenarios. Scenarios enable insurers to examine the effects of a course of action on its risks if a range of assumptions hold or events occur. They also help management determine the best course of action to follow in managing the insurer's risks. Scenarios can be used to provide information on the impact of instantaneous shocks to specific assumptions or variables. They can also be used to answer "what if" questions. Stochastic modeling is used when the underlying processes driving an insurer's risk(s) are well understood and the range of possible scenario results can be calibrated to actual insurer or industry results. Scenarios can also be effectively used to demonstrate the impact of a given course of action over a specific time frame. In some jurisdictions insurers are required to project their future financial condition under various adverse scenarios selected by the insurer. For example, in Canada, where such reports are required by OSFI, such confidential reports provide an insurer's senior management and board with much useful risk management information.

Adequacy of capital

Should the risks faced by the insurer be more onerous than provided for in its product pricing and in its provisioning for these risks in its balance sheet, access to various forms of capital protects the insurer's ability to meet its obligations to policyholders. Risk modeling and scenario testing can provide valuable information about the adequacy of an insurer's capital in providing such protection.

Capital may be present in the form of unrestricted equity provided by shareholders. It may also be present in various other partially restricted forms (such as preferred shares). Additional ("hidden") capital may exist in various sorts of conservatism that are present in the provisions for future risk in the insurer's financial statements (such as conservatism in the determination of the technical provisions) (Koller, 2017).

Advanced risk management and risk financing

In seeking to better manage their risks, reduce earnings volatility, and protect against severe losses, leading insurers use a variety of advanced risk management, risk financing, and financial engineering tools. Although reinsurance has traditionally been one of the most important strategies used to mitigate risk, particularly underwriting risk, insurers now have available several advanced mechanisms for risk management and risk financing. It is important for insurance supervisors to understand their key features.

Frequently, these advanced mechanisms are described by the phrase "alternative risk transfer" or ART. The advent of these advanced approaches has been primarily due to financial engineering by reinsurance, risk, and finance professionals.

Traditional reinsurance pricing is often based on industry experience for specific risks. Because of asymmetric information between insurer and insured (especially for larger and more sophisticated corporate policyholders), good risks may not be able to obtain traditional insurance cover at rates reflecting their perceived risk level, only at the higher (average) market rates. As a result, corporate policyholders with good risk experience, reluctant to subsidize bad risks, may turn instead to self-insurance (such as qualified self-insurance and captives) and risk financing solutions (such as finite risk solutions and contingent capital). In addition, some insurers have turned to the capital markets to find advanced risk solutions (such as

derivatives and swaps). Some of these solutions (such as catastrophe bonds and securitization) have been developed because of greater capacity to absorb risk than may be available in certain reinsurance markets for certain risks (say, hurricane and earthquake losses).

Although an indepth discussion of these mechanisms is beyond the scope of this paper, the following paragraphs provide a brief description of several of them (Jones, 2013).

Captives

Narrowly defined, a captive is an insurance or reinsurance company owned by a corporation or group that is not active in the insurance business. The primary business purpose of a captive is to insure the risks of its parent(s) and related companies. In recent years, a captive has been more usefully described as an insurer that writes risks whose origins or access are restricted. Captives were developed because corporations questioned the efficiency of risk transfer through the traditional commercial lines of insurance. Being incorporated as insurance companies, captives have access to the global reinsurance market. By using a captive to access the reinsurance market, the buyer can substitute the costs of the primary insurer with the lower costs of the captive. In addition, the reinsurance market may be more flexible in structuring risk transfer programs and may grant a better reward for variations in risk retention levels.

Finite Risk Solutions

In recent years, finite risk solutions have received considerable attention from regulators concerned that these solutions constituted risk financing more than transfers of risk. One description of finite risk is as follows:

Finite [solutions] covers shift the main value proposition from traditional risk transfer towards risk financing. Finite [solutions] covers are multi-year contracts reducing the client's cost of capital by means of earnings smoothing. The year-to-year earnings volatility is reduced while limiting the total amount of risk transfer over the contract period. It is somewhat difficult to provide a general definition of finite reinsurance, but the products typically have the following features:

Risk transfer and risk financing are combined and the time value of money is emphasized in the contract;

Limited assumption of risk by the (re)insurer;

Multiyear contract term;

Explicit inclusion of investment income in the contract;

Sharing of the results with the insured/cedant.

Contingent Capital

To secure a line of credit in times of severe losses, an insurer can arrange contingent capital with a bank or reinsurer. Such an agreement allows the insurer access to specified amounts of capital in the event that certain insurer balance triggers are exceeded. This arrangement is similar to a line of credit with a bank, except that it is activated only when the triggers are exceeded. The arrangement exposes the insurer to credit risk from the counterparty (Jones, 2013).

Derivatives

Derivatives are financial market instruments that derive their value from the value of other assets. The traditional financial market derivatives involve movements in interest rates (for example, an interest swap might exchange regular payments of short interest according to an index with a level return payment according to a long-term bond yield). These instruments have expanded to include insurance derivatives (for example, based on weather conditions). A complete discussion of derivatives is beyond the scope of this module. However, derivatives tend to require sophisticated knowledge of the derivatives marketplace as well as the use of sophisticated software. Even with these requirements in place, the insurer needs to have careful scrutiny and controls of the derivatives trading function on a daily basis. The failures at Barings Bank and Long-Term Capital Management are but two examples of the challenges involved in properly managing and controlling this useful risk transfer tool (Jones, 2013).

Securitization

Securitization of insurance risks enables insurers to transfer their insurance risk directly to investors in the capital markets. Although this risk transfer tool is still fairly new, interest in it is increasing. Primarily it has been used to transfer catastrophe risk (such as hurricane risk) to investors in the capital market. The interest in this vehicle stems from insurers who have

found that normal reinsurance capacity to cover catastrophe risks is limited, while the potential capacity of the capital markets to absorb such risks is much greater. Investors are attracted for the diversification benefits offered by a catastrophe bond, because it offers returns that are not correlated with financial market risks (Jones, 2013).

Conclusions

This paper has discussed the major risk types prevalent in an insurer (underwriting, credit, market, and operational) and the ways in which these risks are typically managed. Risk Assessment and Management, "The supervisory author-ity requires insurers to recognize the range of risks that they face and to assess and manage them effectively." This paper also dealt with the main considerations involved in putting together a risk management framework.

It is likely that large insurers will implement ERM so they can manage their businesses better and provide value to all their stakeholders. Smaller insurers may be wary of the costs to implement ERM, but if they focus on its fundamentals they can derive considerable benefit at reasonable cost.

As insurers place greater emphasis on managing their risks using ERM, dialogue between insurers and insurance supervisors will focus on key risks and the strategies for managing them. This dialogue will have repercussions for how insurers are supervised and for the education, training, and experience expected of supervisory staff.

Although insurers will find considerable value in the development of quantitative approaches to risk management, the benefits of qualitative approaches for some types of risk should not be underestimated.

In conclusion, it is most important that a risk management culture be established throughout an insurer. The ultimate responsibility for risk management rests with the board. Supervisors play a critical role in reviewing the entire risk management process.

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Medical Tourism Management Challenges - The Case of Dental Tourism in Albania

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Abstract

This study explores the factors that attract clients, Albanian emigrants and foreigners, to profit from dental services in Albania. There are many factors that determine the decision to choose Albanian dental services in Albania and not in their respective residence countries. This paper examines data concerning factors that influence clients' choice. Additionally, this research provides information about the main tools that dental tourists use to choose whether to have dental services in their respective residence country or in Albania. The factors that have been analyzed are: Quality, Price, Hygiene, Environment, Customer Care, Customer Behavior, Places to visit. Data helps in developing a strategy that attracts foreign customers and Albanian emigrants to benefit from dental services in Albania. Finally this study gives a picture of the actual promotion of dental services and further recommendation in order to attract more customers are provided, taking into consideration that the quality offered is competitive in Balkans.

Keywords: dental tourism, dentistry services, tourism strategy, customer behavior.

I. Introduction

Albania is transforming in a major tourist destination. The number of tourists is growing rapidly each year and tourism sector is booming. There are many reasons why tourists visit a country; culture, wildlife, relax, etc. According to INSTAT[1] tourists visit Albania for vacations, visiting friends and family, daily visit, heath tourism, and religious purposes.

In 2006 there was a new term that entered in the field of tourism, medical Tourism. Even though the term was created in 2006, this does not mean that medical tourism did not exist as a concept before. People used to travel also in ancient periods for medical reasons, as an example thermal water traveling can be mentioned.

In fact, archaeological evidence from the third millennium B.C. suggests that people in ancient Mesopotamia traveled to the temple of a healing god or goddess at Tell Brak, Syriato heal eye disorders. A couple millennia later the Greeks and Romans would travel by foot or boat to SPAS and cult centers all over the Mediterranean. The Asclepia Temples, dedicated in honor of the Greek god of medicine, were some of the world's first healing centers. Pilgrims would come and stay several nights praying that Asclepios would appear in a dream and provide a cure to their ailment.[2]

In 2006 medical tourism started to be a very popular term because medical journals started to use the concept, as a profiting one for both developing and industrial countries. In such conditions countries started to invest in medicine in order to attract more tourist and to bring more income to the country. A medical tourist is someone who travels abroad with the purpose of reducing his medical costs. Globalization and technology helps patients to be informed, this is why companies that offer health treatments invest in emerging industry to offer a dental medical infrastructure that will attract foreigners and will create income for the business and for the country.

According to (J. L. Weis, R. B. Sirard, P. A. Palmieri, 2017) the number of people that travel for medical purposes is difficult to be calculated. Approximately estimated 50 million patients travel abroad each year to receive medical services and 3–20% of Europeans receive treatment in another European Union country. The main reasons given by health tourists is the short waiting time and the lower costs.

According to a study made by Deloitte Consulting, 750,000 resident Americans travel abroad for health service in 2007. And this number continued to increase and reached 1.6 million people by 2012. The same phenomena happens with people leaving in the European Union. Based on this, health tourism is not a phenomena of countries that have poor healthcare but is a phenomena of choice. People mostly travel abroad for cosmetic reasons but there are also cases when they travel

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[1] Institution of statistics in Albania

[2] http://medicaltourism.com/Forms/facts-statistics.aspx

for other needed surgeries like organ transplant or fertilization, which in some countries is not even allowed. Especially in the Muslim countries where fertilization is controlled case by case based on the countries law[1].

Albania is a country which in the last five years has an increasing number of visitors. People that travel to Albania for health care purposes mostly travel for dental care. According to the Medical dental Association, dental tourism is the act of a person traveling from one country to another for dental care. While in Europe dental tourism is commonly known as dental vacations or dental holidays. Data collected in the framework of this study shows that Albania is a country that has shown the potential of satisfying tourists in the field of dental tourism.

The main research objectives of this study are: to provide an overview of main reasons why Albania should be a considered as a destination in the field of dental Tourism, second to analyze the satisfaction of Albanians and foreigners in the dental care and finally it aims to present the areas that need improvement in order to attract tourists. This study is of a descriptive nature, because through descriptive statistics we have analyzed the data and come to conclusions.

II.   General information about Albanian Dental System

Dental Tourism is offered all over the world and there are many countries that offer good quality for a very good prices. Here we come to the question why tourist should visit Albania. Which has many answers;

Education – in Albania the universities in which dentists study do use the latest technology in education and in practice for the students. The Albanian Law obliges students of dentistry to follow at least three international conferences in European Countries, on the technology development otherwise they cannot finish their study. This helps students to constantly improve they know-what and know-how in order to gain knowledge about the newest dental techniques.

Technology - according to the dentists association in Albania, the technology used by Albanian dentists is the latest developed one, and the investment in the field of dentistry is high.It can be compared to the technology of the most developed countries[2].

Albanian Tourism – Albania is a country that can offer four seasons tourism due to its geographical position and on its climate. In the last five years the number of tourist visiting Albania has been increasing, especially the number of tourists from European countries near Albania, like Italy or Greece. According to the Italian news agency, RAI Albania offer low prices, fresh food and a spectacular nature, this is the reason why the number of Italian visitors in Albania was 50.000.

In figure 1 is shown the number of foreigners visiting Albania from 2012 to 2016, we notice that Albania has been visited by tourists from Africa, Amerika, East Asia and Pacific, Middle East, South Asia and Europe, the highest number of tourists come from Central Europe, Northern Europe, Southern Europe, Western Europe and East/Mediterranean Europe.

Description	2012	2013	2014	2015	2016
Africa	1,057	919	859	2,973	1,077
America	73,810	73,291	90,084	96,763	103,839
East Asia and Pacific	19,689	23,628	30,874	33,032	35,894
Middle East	1,524	3,944	2,607	3,604	4,324
South Asia	1,135	961	1,274	1,636	1,699
Central /Eastern Europe	90,643	112,333	163,006	151,457	182,581
- Northern Europe	117,434	119,016	137,308	125513	149,965
- Southern Europe	2,759,374	2,467,195	2,821,920	3169174	3,855,617
- Western Europe	200,462	210,845	237,760	246,811	221,492
- East/ Mediterranean Europe	46,198	54,194	63,671	66,468	75,750

Figure 1. Tourist visiting Albania during the period 2012-2016

(Source; Institution of Statistics Albania[3])

Based on the facts given previously the number of tourists visiting Albania keeps increasing. The institution of statistics makes also a division on the reasons why tourist visit Albania. Data from the years 2012-2015 show that the reasons why

[1] https://www.al-islam.org/marriage-and-morals-islam-sayyid-muhammad-rizvi/chapter-five-new-techniques-human-reproduction#f_ca6a9f22_5 (Accessed, October 2017)

[2] http://www.shdsh.org/PerProfesionistet/Legjislacion.aspx

[3] http://databaza.instat.gov.al/pxweb/sq/DST/START__TU/

tourists enter Albania are holidays, visits to friends and relatives, health treatment, religious reasons, transit, one day visits and other reasons which are not specifies.

Description	2012	2013	2014	2015
Visitors	3,226,460	3,077,691	3,467,765	3,945,937
Holidays	1,492,898	484,018	1,315,409	1,579,252
Visit to friends and relatives	89,999	33,904	37,345	32,537
Health treatment	1,188	1,083	1,503	1,554
Religious	1,501	1,108	2,543	1,600
Transit	287,206	178,297	204,826	185,305
One-day visits	71,292	220,265	126,691	161,580
Other reasons	1,527,615	2,287,450	1,936,105	2,127,277
Business	41,967	49,863	48,169	42,137

Figure 2. Arrivals of foreigners in Albania by purpose of travel, 2012-2015. (Source; Institution of Statistics Albania[1])

As we notice from the table the number of tourists visiting Albania for health care purpose has been increased with the passing of the years and we can also notice it from the figure 3.
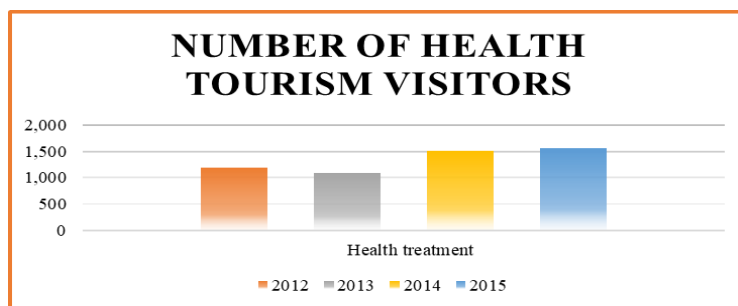
Figure 3. Health tourists Visitors in Albania In years

(Source; Institution of Statistics Albania[2])

The main objective of this study is to determine how the potential of Albania in tourism can be fruitful even for dental tourism. This objective is achieved through the analysis of the data collected from potential clients that do not reside in Albania.

III.   Methodology

An online questionnaire was distributed from August 2017 to November 2017, it was developed after literature review and discussions with colleges in the Institution of statistics in Albania. The distributed questionnaire was divided in two sections. Section one collected demographic data while section two has direct questions on dental treatments that tourists had in Albania and about the perception of tourists on service and their reaction after the treatment (like word of mouth).

The questionnaire was distributed online to 100 respondents, and many of the questions on the questionnaire were mandatory. 60 questionnaires were completed by Albanian emigrants and foreigners that visit Albania while the difference was distributed to Albanian people in order to see their perception on the service they have and if they would advise the service to foreign people they know and they have contact.

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[1] http://databaza.instat.gov.al/pxweb/sq/DST/START__TU/
[2] http://databaza.instat.gov.al/pxweb/sq/DST/START__TU/

Through a question in the questionnaire we had the consent from participants in order to participate in the study. They were assured that refusal would not lead to any adverse consequences and the answers would be confidential and they would be used only for study purposes.

This is a descriptive study. Descriptive studies are aimed at finding out "what is," so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research includes multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989).

IV.   Results

Out of 100 forms that were distributed, 100 were completed, returned and analyzed (response rate 100%). They were computed by Albanians and foreigners. The mean age of respondents was 38 years. The highest percentage of respondents were female (67.5%) and males (32.5%). 91% of respondents visit Albania one two three times a year. Their countries of residence are: Albania (40% of respondents), Italy (25% of respondents), Greece (9% of respondents), United States of America (5% of respondents), Germany (10% of respondents) and Switzerland (7% of respondents). There is also a category of other countries in which respondents were from Serbia and Kosovo (4% of respondents).
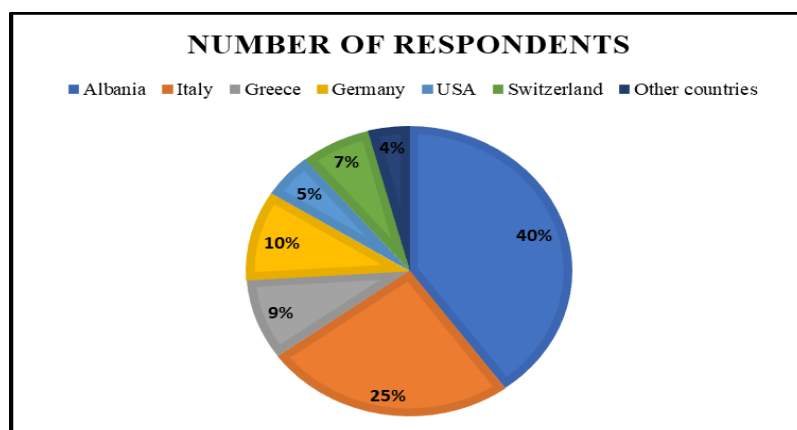
Figure 4. Number of respondents by country

During their visit to Albania 91% of respondents have tried dental care and only 85% of them were satisfied with the treatment and service. The reasons of choosing Albania were: an immediate need, like they felt bad and it was a necessity (12% of the respondents); low price (50% of the respondents); good service (24% of the respondents); good hygienic conditions (4% of respondents); quality offered (10% of respondents).
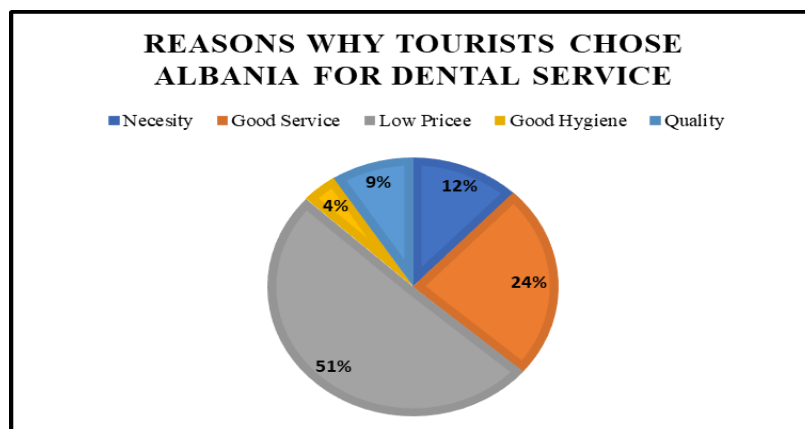
Figure 5. Reasons why tourists chose to profit from dental Service in Albania. Answers in percentage.

The main factor that determine dental tourists choice are convenient price and quality service. 75% of the respondents that took dental service in Albania have recommended their foreign friends to visit Albania and to profit from the dental service it offers. 62% of the respondents say that they have advised dental tourism in Albania to 1 to 3 foreigners they know.
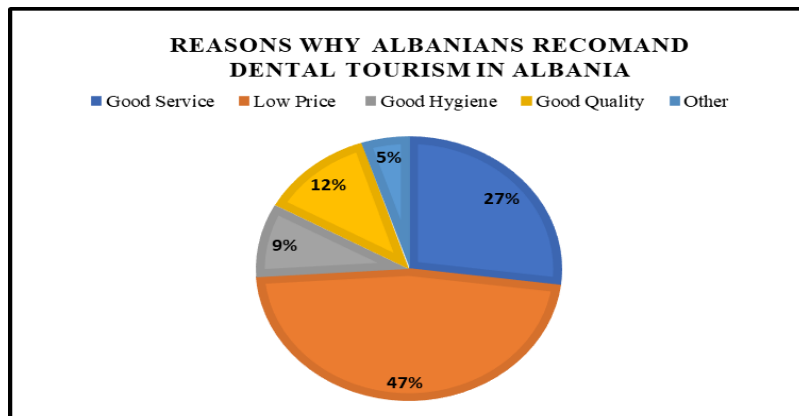
Figure 6. Reasons why people that leave abroad advice dental service in Albania. Answers in percentage.

As we can see from figure 6 the main elements that people living abroad and that have tried dental service in Albania are quality service and convenient price. Respondents recommended other elements that Albanian tourism can offer such as visiting museums, enjoying seaside or hiking and sightseeing in the mountains.

The second part of the study was directed to the Albanians that take a continuous dental care in Albania. Respondents gave their personal evaluation of the dental care in Albania through Likert Scale questions.
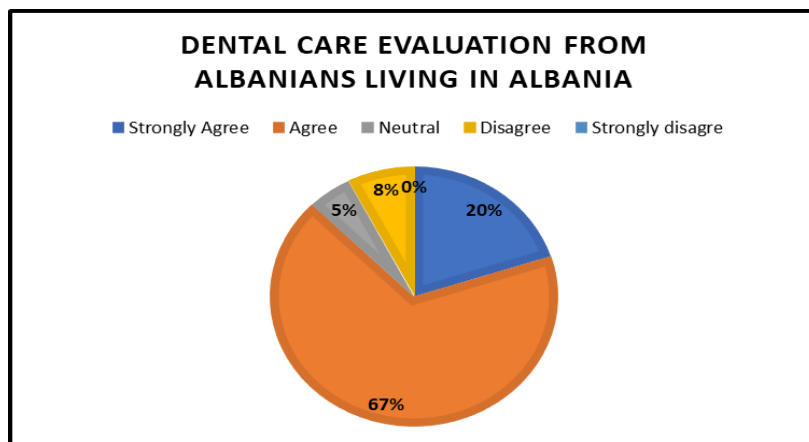
Figure 7. How Albanians evaluate the dental care in their country.

Answers in percentage.

There is a paradox in the finding, zero percent of people evaluate dental service in Albania as bad and only 5% of them agree with the fact that dental service can be considered as bad. While 67% of the 40 respondents consider the dental care in Albania as a good service.

V.   Conclusions and Discussions

The sample size of this study was relatively small related to the health tourists that visit Albania but still it helps to create an idea about the opinion that tourists have on the dental care in Albania.

Nevertheless it revealed some interesting findings. Women travelled for dental care more than man. The overall mean age was 38 years which means that people tend to seek dental care in Albania while they are young. The biggest number of respondents was from Albania, Italy, and Germany.

While dental tourists may possibly travel for an array of reasons, their choices are usually motivated by price considerations. This was also revealed by the results of the study, people travel to Albania for dental care due to low price. And they advise it to other people due to low price. Quality is an element that attracts people to come to Albania for dental care, and in the meantime based on the questionnaires Albanians that live in Albania consider the dental service as a good one and there is no one that thinks dental service is absolutely bad.

Based on the data collected and on the literature, some recommendations can be given to dentist to attract more dental tourists

Keep on with same prices- evaluate their pricing policy

Keep quality by being in touch with technology and dental techniques- continuously improve their quality and update their technology

Contact tourism agencies and offer their prices in order to create packets for dental care and tourism- build partnership with tourism agencies

Make more promotions to the services their offer- focus on their marketing and promotion strategies

Education and traveling abroad of dentists should be intensified-training and capacity building of dentists should be intensified.

Dental tourism has a lot of potential of future development and it can be within the core priorities of the development of medical tourism policies. Awareness can be raised through the various channels of communication among all age groups in the community.

VI. Limitations

The limitations of this study include scarcity of data and statistics on patients who travelled for dental treatment; this resulted in a small sample size. A further limitation is the shortage of scientific literature about medical tourism in Albania. Further studies in these various countries, individually or as multicenter studies, are required to obtain a clearer picture of the dental treatment in Albania.

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Awareness of Individuals and Businesses in Albania for Sustainable Development

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Abstract

The concept of sustainable development is being used and is often heard every day. Sustainable development is not a problem only for developed countries, but to the entire world. This concept, among others, is linked with the term sustainable business. Sustainable business is considered a business which operates in the market taking into account and respecting the interests of all stakeholders, in order to ensure a healthy long term business. So this concept is direct connected to the system: economic, social and environmental. With the growth of international trade is increased the number of industrialized nations and as a result is increased the amount of pollution. Many issues that significantly influence the sustainable development are neglecting national and international boundaries. Pollution, inflation, exchange rates, unemployment, macroeconomic policies, conflicts and health issues that occur anywhere in the world can cause problems for business sustainability. Awareness of individuals and businesses worldwide, about the impact they have on the environment is growing. The aim of this work is to highlight the level of knowledge and awareness that people and businesses have about sustainable business and its implementation Paper treats specifically the case of Albania on sustainable development based on a questionnaire respectively directed the students of the Polytechnic University of Tirana and in a questionnaire addressed some businesses in Tirana. The achieved results are important because they show low levels of knowledge by students and businesses to the concepts of sustainable development and the need for measures to improve this situation in the future.

Keywords: sustainable development, awareness, companies, students, Albania, implementation

Introduction

Sustainable development is defined differently by various thinkers. Definition of recognized and accepted so far is: "Development that meets the needs of the present without impairing the ability of future generations to meet their own needs" (WCED, 1987). So sustainable development is not only environmental protection, but also a new concept of economic growth, to ensure fairness and opportunity for all, without destroying the planet's natural resources and its capacity. It is a process in which different policy areas such as economic, trade, energy, agriculture, industry, etc., are made in order to create a development that is economically, socially and environmentally sustainable. The term 'sustainable development' was first defined in the 1980s in the Brundtland report (Hunter, 1997; Mowforth and Munt, 2008). Brundtlandit's report was revolutionary in that it introduced, in connection with growth environment, but the idea of sustainable development has evolved from a strictly environmental concept to a concept that includes the issue of equality for access to the natural resources. Equality of access creates human welfare and distributes benefits and costs (social, economic and environmental). Based on the Brundtland definition Landrum and Edwards (2009: 4) define a sustainable business as 'one that operates in the interest of all current and future stakeholders in a manner that ensures the long-term health and survival of the business and its associated economic, social, and environmental systems'. Businesses solely focusing on reducing their environmental impact are referred to as 'green businesses' whereas a sustainable business would focus on all three dimensions of sustainability, which have often been referred to as 'triple bottom line'.

Hobson and Essex (2001) point out that the general attitude towards environment and the implementation of sustainable business practices is most important. However, several authors highlight that agreement with broad statements representing the idea of sustainability is easy. But more specific statements and actions taken are more difficult to agree with and a certain gap between attitudinal statements and actual initiatives becomes apparent (Dewhurst and Thomas, 2003).

Sustainability is a system concept that recognizes the relationship of an entity with the system in which it exists – the firm within society and the ecology of the planet. Discussions of sustainability include economic, social, institutional, and

environmental processes and effects. We loosely define sustainable business as operating in a way that could be maintained indefinitely without degrading the larger system. Specific criteria would be economic viability; fairness to the firm's stakeholders; and maintenance of the environment. Hargroves and Smith (Hargroves, 2005) identified some common principles of sustainability such as: dealing cautiously with risk, especially with perceived irreversibility; appreciation and value for nature; integration of environmental, social, and economic goals in planning ("triple bottom line"); community participation in planning; conservation of biodiversity; concern for the equity of future generations; sensitivity to global effects; commitment to best practices; no net loss of human or natural assets; continuous improvement; good governance.

Sustainable business practices, therefore, include but are not limited to making products from recycled materials or making them recyclable, using processes that do not degrade the environment, designing facilities to avoid permanent change to local eco-systems, and inclusion of communities, employees, suppliers, and resellers as partners in strategic planning.

The analysis of the development of environment and the development of political, social and economic situation worldwide shows that it is necessary to solve the cases and actions that by their intensity induce the critical situations leading to relevant crises of the type denoted as a humanitarian catastrophe or social crisis. Business awareness of the impact that they have on the environment is growing. But many are the challenges faced by businesses to implement strategies related to sustainability. Greater difficulty in achieving environmental sustainability has medium business and small business.

The most common obstacle mentioned by the executive directors of companies linked to the cost of implementation of practices for a sustainable business. This finding is consistent with previous research on the barriers faced by businesses (Revell et al, 2009; Taylor et al, 2003). Participants numbered variety of financial concerns. Businesses have had a variety of opinions regarding customer satisfaction and how to improve it. Some companies have shown skepticism towards the implementation of this strategy because didn't see an opportunity for a competitive advantage. But other companies reported having a competitive advantage by implementing measures (Taylor, 2003). Studies have found that businesses do not face pressure from customers, suppliers, and stakeholders to implement environmental practices (Revell et al. 2009).

According to Prochazkova (2007), the basic tools of state for management directed to sustainability are:

management (strategic, tactical, operational) based on qualified data, knowledge, professional assessments, qualified decision-making methods, land-use planning, correct sitting, designing, building, operation, maintenance, reparation and renovation of buildings, technologies and infrastructures, citizen's education, schooling and training, specific education of technical and management workers, technical, health, ecological, cyber and other standards, norms and rules including the best practice procedures, i.e. tools for control/regulation of processes that may or might lead to disaster occurrence or to the increase of its impact, inspections and audits, executive security forces for qualified response to emergency and critical situations, systems for critical situations defeating, security (land-use and spatial), emergency, continuity, crisis and contingency planning, specific system for defeating the critical situations - safety, emergency, continuity and crisis management.

Awareness about environmental issues are coming more and more increasing although the challenges facing human society on this issue are numerous. One of these challenges is the education of generations. Relying on the principle of "Education for sustainable development is the engine for change", in December 2002, the General Assembly of the United Nations, through Resolution 57/254 declared "Decade of Education for Sustainable Development", for the period 2005-2014.

The concept of sustainable development is becoming increasingly well known in Albania. This concept is now part of the Constitution of the Republic of Albania under a special Article.

Methodology

The purpose of this paper is to highlight the level of knowledge and awareness of youth and

the organisations for sustainable development.

The primary data was collected through questionnaire. The questionnaire is considered as the most appropriate instrument for collecting research data. The main objects of this study are:

Organizations that have voluntarily integrate social and environmental policies in their business model, which represent a distinct type of completely modern corporation, characterized by a structure of governance in which besides financial performance, calculates the environmental impact and social impact of the company. For this study was selected a sample of 50 businesses in Tirana. The questionnaire contains questions about: the knowledge that companies have regarding

sustainable development, the importance that it has to be implemented in the future, the level of implementation of strategies for sustainable development, challenges and obstacles to implementation, benefits which they believe may have on the implementation of strategies for sustainable development, etc.

Youth, specialy students from 18 years old or more. The selected sample was 162 students, mainly from Polytechnic University of Tirana, in both levels of study, Bachelor and Master. The questionnaire was distributed via the internet to the young people selected through non-probability sampling.

The first part of the questionnaire has questions about age, gender, level of study and field of study for students. In the second part of the questionnaire, there are questions about their knowledge and level of knowledge for sustainable development if they are faced with these terms in their program of study, if they have information about the importance of sustainable development, if we know companies that have implemented sustainable development strategy. In the third part of the questionnaire has questions about young people's awareness of the importance of sustainable development. Students were asked to give their opinion, if they deem important that in their program of study to have specific subjects related to sustainable development, or which is the best way to get information about the development of stable, or where should rely more sustainable development practices in Albania?

Results

Through the analysis of quantitative data were observed in a number of outcomes. Based on the results, we manage to give valuable recommendations for companies, higher education institutions or other government institutions.

Results from companies:

How much companies that know the concepts of sustainable business are oriented towards sustainable?
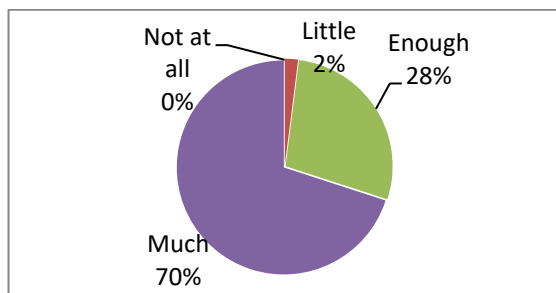
Graf.1. Businesses that have currently an initiative towards sustainability

According to Hobson and Essex (2001), the general attitude towards environment and the implementation of sustainable business practices is most important. But more specific statements and actions taken are more difficult to agree with and a certain gap between attitudinal statements and actual initiatives becomes apparent (Dewhurst and Thomas, 2003). How much companies (that recognize sustainable business concepts but have not implemented currently in their companies) consider important in the future orientation towards sustainable business?
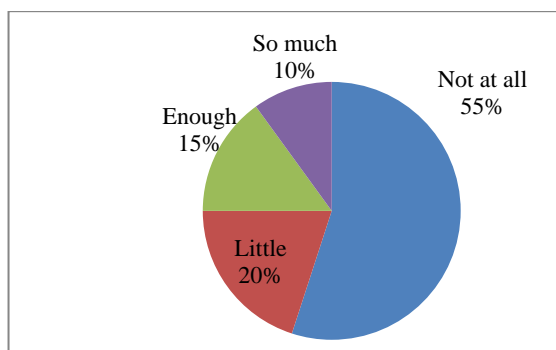
Graf. 2. Businesses that currently dont have any initiative towards sustainability

What companies can benefit from the implementation of sustainable business?
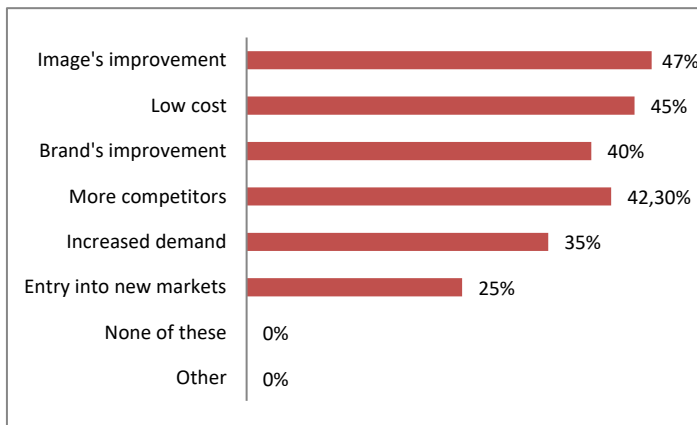
Graf.3. Benefits from the implementation of sustainability in business

As it is mentioned by Taylor, 2003, companies reported having a competitive advantage 42.3% by implementing sustainable business.

65% of companies consider the expenses for the implementation of sustainability as a cost and only 35% of them as an investment, this finding is consistent with previous research on the barriers faced by businesses (Revell et al, 2009; Taylor et al, 2003). 20% of companies currently undertake a lot of initiatives to sustainability, 55% any initiative to sustainability but 20% of them have failed, and 25% of companies never try to have any initiative to sustainability.

62% of companies considered that having a green business or sustainable has higher costs, 33% answered that have same costs and only 5% think that have smaller cost in having green business.

Most of companies (65%) answered that the barriers for implementing sustainability strategy are hight cost of implementation, the government does not offer stimuli (45%), lack of interest by the customer (40%), investors did not estimate these initiatives (38%).

Even that barriers for implementing sustainability strategy, 65% of companies think that business sustainability initiatives, in general, are on the right track.

Results from students

65% of students who participated in this study were aged between 22-25 years (105 students)
26% were aged between 18-21, and only 9% belonged to the age over 25 years old.
Most of them were females (63% or 102 students) and 37% (or 60 students) of them was males.
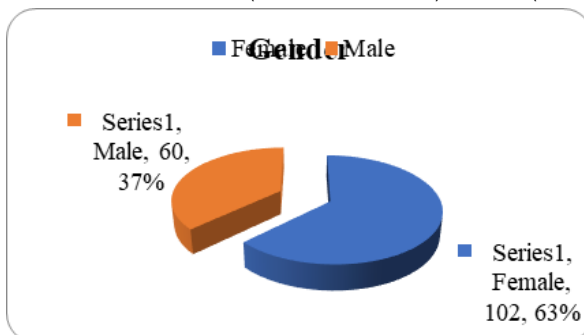
Graf.4. Gender

96 Students or 59% are in the Master Program and 41% in Bachelor program study. Most of them (74%) are student at the Engineering Management Program.
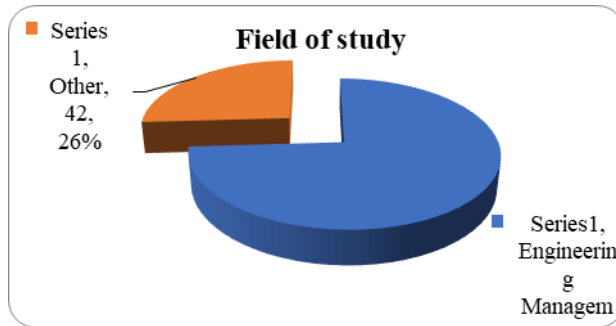
Graf.5. Field of study

For 72% of them, it is known concept of "sustainable development" and 28% don't know about this concept. Only 43% of them say that in their study program they was faced with these terms.

And because they don't know so much about concept of "sustainable development", and most of all they didn't faced with these terms in their study program, only 31% of them have information on the importance of sustainable development
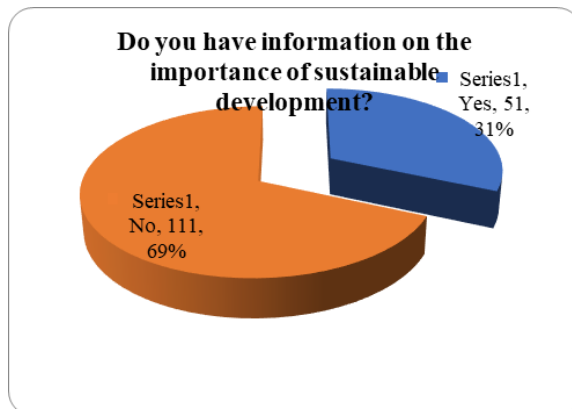
Graf.6. Information on the importance of sustainable development

The students that has information on the importance of sustainable development, was asked :

If you have information on the importance of sustainable development can you give some reasons of this importance? The summery of their answers was:

The triangle of sustainability includes social, economic, ecosystem sustainability.

Sustainable development enables equal distribution of resources between generations

To be with ecological and environmentally friendly

Cooperation wide level

Consisting of business development aiming at closing the cycle of the Enterprise, to reduce waste and environmental externalities.

Environmental protection, poverty alleviation, organic agriculture

Sustainable development has to do with the performance of the economic activity of companies respecting, protecting and improving the environmental aspects, facing its activity. To preserve the values for future generations

Balancing the needs of economic, social and environmental to ensure welfare for the current generation and for future generations.- So it is important for economic prosperity, social, and environmental

Development that does not lose the previous levels and progressing towards the development of the future, that creates a durability and consistency

Renewable Energy, Carbon footprint, passive systems of heating / cooling, etc

According to Prochazkova (2007), one of the basic tools of state for management directed to sustainability is citizen's education, schooling and training. The results show that students are interested to have the special subject related to sustainable development in the course that they follow (Graphic 7). 81% of them think that is so important to have one subject like that. This is also connected with other question about information relating to sustainable development can be better achieved through: family, media, governmental institutions, educational Institutions, others (Graphic 8).
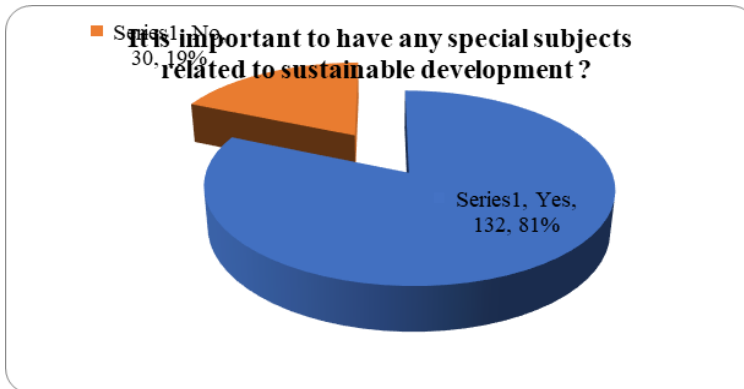
Graphic 7. Importance to have any special subjects related to sustainable development
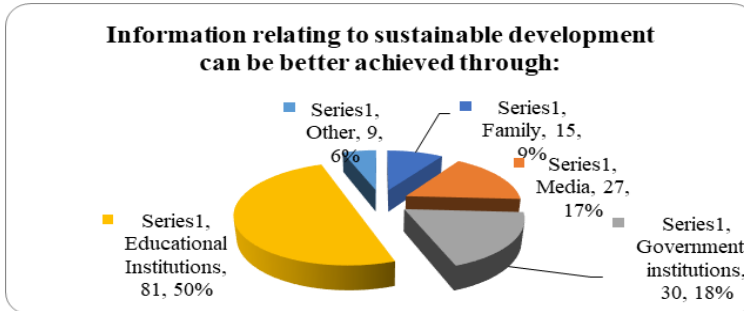
Graphic 8. Information resource about sustainable development

As it is showed in the graphic 8, 50% of students think that the Educational Institutions can be the most important source of information about sustainable development.

Because of not having special subject in their course about sustainable development, or even in their family don't get such information, they think that their knowledge about the implementation of business practices for sustainable development is sufficient (33%), little (41%), and very little (17%)

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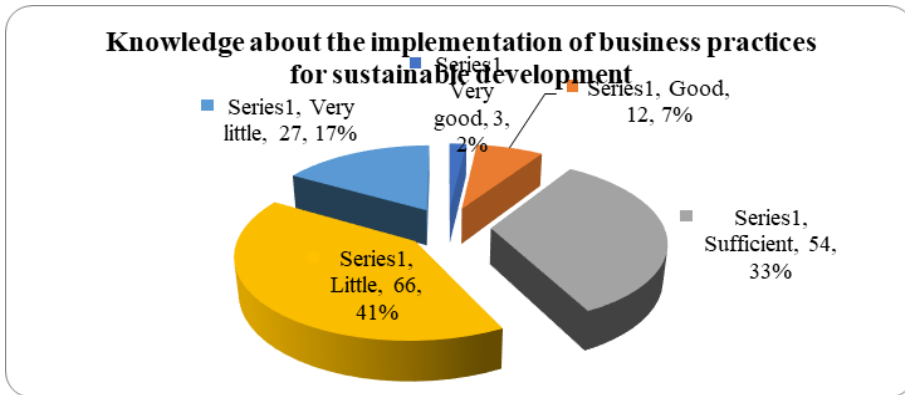
Graphic 9. The knowledge about the implementation of business practices

They think that sustainable development practices are more related to the environment: economic (48%), social (28%), environmental (17%), institutional (7%).

83% of them don't know any company in Albania (in the city where they live) businesses that are focused on sustainable development. Only 17% of students know about it. And they give the name of company that implemented any practices for sustainable development such as: Vodafone Albania, Telecommunications companies, Eco-Volis.

They was asked about which one from the practices they know better: Water conservation, green building design, green energy, eco-efficiency, air pollution prevention, Certification "Green", Waste Reduction, Resource Increase (graphic 10).
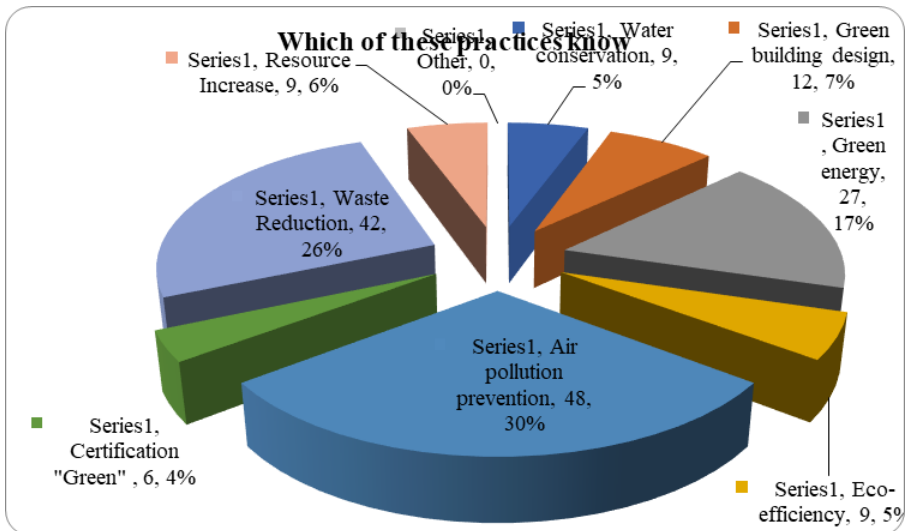
Graphic 10. Some practices about sustainable development

The student was asked, to give their opinion about what they think is the most important to practice in Albania from the practices mentioned before. They emphasized:

Prevention of air pollution, especially in the Capital city (Tirana)

No waste reduction but their transformation into energy.

Reducing the use of fossil fuels by implementing green energy systems. Recycling of waste widely, managing waste deposited in the environment.

Should rely on natural resources and more efficient utilization of these resources, should be based on policies undertaken by state institutions on sustainable development

Conclusion and Recommendations

The company that tries or wants to become a sustainable business should understand that the concept of sustainability should be implemented in each objective of each of its departments. In other words, sustainability requires to think that everything is connected to something else and nothing exists isolated. Everything, every department, every business, every industry and every society are interrelated. So it is understandable that every part of the company contributes for creating a sustainable business. Starting from daily operations, research development, management information system, technology, human resources, finance and marketing department are related to sustainability in different ways. Sustainability should be the philosophy and vision of the whole company and society.

The Educational Institutions must to play important role in education and awareness about sustainability for the youth.

Albania is still in its early stages to the implementation of practices for a sustainable business. For this reason, due to the importance of implementation despite the difficulties towards implementation we recommend:

Implementing sustainability sooner, especially in small businesses.

Creating a legal draft where each business will be forced to implement at least the initial initiatives towards sustainability. For example: To use the idea of recycling.

The government should provide grants to businesses that show interest for the implementation of sustainability.

Educational Institutions to be focused and to have special subject about sustainable development.

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India – Canada Relations Post-Cold War Perspective – Part 2

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Abstract

From the perspective of this great relations, the purpose of this essay is to explore a dynamic amalgamation between two great democracies on the basis of education, culture, economy, defense, social phenomena, it is a broad-based story since India's independence to at present through which a relation between India and Canada has been settled on a true nature through various ways of cooperation, contribution, support, aid and many more. I am in Canada and as a student and researcher. I would like to approach this relation more fruitful and cordial by its nature. I would like to pursue my study in International Development and topic like this will be helpful for me to explore ideas, presentation, proposal writing, and developments between countries which is useful for the development of human being. This topic is my academic thesis during my master's program in International Relations at Jadavpur University, Kolkata, West Bengal, India.

Keywords: India, Canada, Relations, Post-Cold War, Perspective

Introduction

Focus India, Team Canada, Colombo Plan, CIRUS Nuclear Reactor, Partners for the 21st Century, CIDA

India and Canada have enjoyed a wide ranging and broad-based relationship ever since 1947, when India gained independence. The commonalities between the democratic structures of the two countries and the values interests shared by them provided the basis for this comprehensive relationship. The partnership between the two countries was enriched through common participation in peacekeeping missions since the very early days. Bilateral visits between the two countries contributed to the strengthening of this relationship and assisted the two countries in gaining a true measure of the respective economies. Spurred by commonalities of perceptions, India and Canada have a cooperated on international platforms like the United Nations and the Commonwealth. Driven by its desire to participate actively in the vigorous development process underway in India, Canada became a significant aid contributor to India in 1951. Aid volumes peaked to about $100 million annually in the period 1969-78. As India's economy matured and its industrial base became strong, the India-Canada relationship underwent to metamorphosis from one based on aid to one based on trade and partnership. Close study of the current Indian situation has convinced Canada that the size of India's economy, its impressive growth rate, advancing industrial profile and the tremendous buy power of the sizable middle class in India (estimated at between 250 to 300 million) represent great opportunity for Canada. It is in the context of this understanding that Canada launched (June 1995) a Focus India trade strategy, which culminated in the visit to India in January 1996 by a Team Canada led by then Prime Minister Jean Chretien. Seventy-eight commercial deals worth $3.29 billion were concluded between Indian and Canadian companies during the visits, strongly reinforcing for participation of inherent complementarity between the Indian and Canadian economies. This high-water mark has been established against the backdrop of quickly ascending graphs in the bilateral trade sphere and in

the area of Canadian investments in India. Exports from India to Canada have traditionally covered garments, textile products, cotton, carpets, rugs, leather articles, jute, jewelry, handicrafts, spices, coffee, tea, fruits, nuts, organic chemicals and software. Canadian exports to India comprise paper, pulp board, wood pulp, iron, steel, machinery equipment, electric, electronic goods, ships, resin, plastics, asbestos, vegetables, oil, lime and sulphur. The deeping commercial and economic relationship between India and Canada stands embodied in the joint business council, India - Canada business alliance platform operated by the federation of Indian Chambers of Commerce and Industry(CII), on the Indian end, and Canada-India Business Council, on the Canadian side. The confederation of Indian industry has also established a partnership with Canada. These forums coupled with the resolve of Prime Minister Chretien to double trade with India in the next two years

and to quadruple it within the next five and backed by a clear recognition in Indian and Canadian commercial quarters of the vibrant symbiotic alliance between the two countries forebodes and even stronger relationship between the two countries. The visits of Mr. Inder Kumar Gujral, then External Affairs Minister of India, to Canada in September-October, 1996 and that Mr. Lloyd Axworthy, Canada's Foreign Minister, to India in January 1997 have consolidated the progress made in recent times and provided the basis for enlarging the scope and width of bilateral links. There are about 310,000, 3.80% of the Canadian population (est. 2015) of Indian origin in Canada. The earliest among them came to the west coast in the firm few years of the twentieth century. They were joined in the 1960's and 1970's by a large number of Indian professionals, who have, over the years, significantly contributed to Canadian society and there by acquired senior and respectable positions in the society. By virtue of the manner in which they are settled, persons of Indian origin today enjoy leverage in nearly 10% of Parliamentary ridings in the determination of electoral results. The contribution of this segment of Canadian society to India- Canada relations is well recognized and forms part of the joint declaration that was issued by the two Prime Minister upon the conclusion (January 4, 1996) of the visit of Prime Minister Chretien to India. The Indian official representation in Canada is in the form of a High Commission in Ottawa and consulates Generals of Toronto and Vancouver. Together these offices strive to serve the cause of strengthening India-Canada relations and the Indian Community. Air India has its offices in Toronto, and Montreal, the State bank of India (India's largest bank) has branches in Toronto and Vancouver and the department of tourism, an office in Toronto. There are various community organizations who have been succeed to amalgamate Canadians and Indian, India Canada Association(ICA) is a not- for profit, volunteer based organization and as served the community in the national capital region for over 50 years whose mission is to contribute significantly to the preservation, awareness and the promotion of Indo-Canadian cultural heritage in the Ottawa-Gatineau area founded on June 28, 2012. Indian Students Association at the University of Alberta founded on january1, 1962 to create and extend support for cultural awareness, provide a platform for the participation of campus activities, contact with Indian communities and promote international understanding and fellowship. Bhartiya Cultural Society of Alberta is another community organizations founded in August 1988 to explore to the community about India's religious tradition such as Jainism, Buddhism, Hinduism, Sikhism, Mughal Islamic tradition etc. Thus India-Canada relations are headed for even greater heights in the coming years through then Prime Minister Stephen Harper and current Prime Minster Justin Trudeau.

Literature Review

India and Canada have cordial relations since 1947 and it is due to regular bi-lateral dialogue between officials and the Prime Ministers of both countries. Canada is 150 years old great

democracy since her independence and a great civilization, India is the world largest democracy and both have same structure of administration, therefore it is easier to understand each policies, rules and regulation, both are commonwealth countries and enjoying their rights by respecting her Majesty Queen Elizabeth 2nd. Canada helped India a lot for the development of India's road railway infrastructure, electricity, nuclear energy by providing CIRUS nuclear reactor and many more. India is grateful to Canada for the contribution of India's development as a welfare state. Relations deteriorated in the wake of India's peaceful nuclear explosion of may 1974 by then Indian Prime Minister, Indira Gandhi. The Canadian government was stung by allegations that the fissionable material used to construct India's firm nuclear device has been obtained from the Canadian supplied CIRUS nuclear reactor, as a result cooperation in the nuclear field between India and Canada which had flourished in 1960's, came to a halt after the explosion of nuclear bomb. This explosion by India led to relations being frozen for over twenty years with Canada alleging that India has violated the terms of the agreement under which Canada had supplied a CIRUS nuclear reactor in 1956 under Colombo Plan. Activities of Canada based Sikh terrorist's groups in planning and carrying out acts of violence in India during 1980's introduced an additional element of strain. India's nuclear explosion in May, 1998 made this relations on hold by Canada, by recalling its High Commissioner, imposed restrictions on India and called off several plan visits. The arrival of a new Foreign Minister John Manley in November 2000 paved the way for a new beginning in India-Canada relations with his decision to re-engage India. So, there are several ups and downs we have seen in Indo-Canada relations because of India's stand on nuclear issue and Canada's stand on world peace as itself a peaceful country. Canada finally understood India's regional circumstances and the requirements of minimum nuclear deterrent for national security and regional balance for peace and stability and the stability of democracy. Canada finally recognized India's nuclear doctrine and signed on a civil nuclear energy agreement in 2010 which was joyful for India's then Prime Minister Dr. Manmohan Singh and his counterpart Prime Minister Stephen Harper of Canada. India and Canada are two major players in the world, for the peace of present world and its stability both need to work together for the solution of climatic change, educational development, cultural awareness among societies,

immigration and refugee's problems and terrorism. India is a fully democratic country which is its strength and Canada needs to understand India and make a friendship just like all-weather friend. Impossible can be possible by trustworthiness.

Methodology

I was a master's student in International Relations at Jadavpur University, Kolkata, India. During my final year as a part of my syllabus I choose to write on India and Canadian relations, a thesis paper. I first contacted with the Professor of North American Studies and I found Dr. Tridip Chakroborty as my supervisor for the writing guidance. I then went to our library and collected regular newspaper, internet search, articles etc. Collecting Indo-Canadian news was troublesome for me because of less information in Indian newspaper or in any academic journal, but few people such as librarian, Dr. Tridip Chakroborty helped me lot during papers collection. I then collected information about history, economy, cultural, studies, educational exchanges etc. and wrote a draft, my supervisor saw my efforts three times and advised for corrections. I finally made my final draft and submitted to my supervisor. It was wonderfully accepted by the department as a successful thesis paper for which I received a certificate as recognition on North American studies by the head of the department of International Relations, Dr. Sumita Sen.

Acknowledgement

Result and Discussion

New opportunities to improve the Canada-India relations arose when India institutes major reforms of its economy in the early to mid-1990. India's economic transformation attracted sufficient attention from the Canadian Government and business community that the Prime Minister of Canada, Jean Chretien, lead a Team Canada Mission to India in January 1996 compromising two cabinet ministers, seven provincial premiers and 300 business persons. During his visit Canada and India signed various fields to cooperate each other. Contracts worth $444 million were signed. The business deal included commercial contract worth 244.25 million and agreements in principals for another $199.88 million. During Mr. Chretien visit to India, he said that the close ties that existed during Jawaharlal Nehru's time, had been missing in recent decades, he said that there was a reason for that cooling but he wants to build that that relationship in a new way. During his visit RPG-RR Power Engineering Limited, the Calcutta based venture between Rolls Royce and RPG signed an agreement with the Canadian power giant Agra Industries Limited. Agra industries currently records an annual turnover of $760 million. According to the MOU Moneco Agra, a subsidiary of Agra Industries and RPG-RR would jointly undertake turnkey engineering, construction, procurement and operation services projects in the country. Moneco Agra and RPG-RR are currently biding for a 30 MW co-generation plant. On the other hand, TATA Industries and Bell Canada International signed an agreement to provide comprehensive telecom service to Andhra Pradesh. The Bell Canada International and TATA Construction had been awarded one of the two cellular licenses for the state. BCL a wholly-owned subsidiary of BCE, Canada's leading tele commission company was BCE's primary vehicle for investment in foreign network operation, India and Canada agreed to receive ties based on a buoyant economic relationship. The visiting of Prime Minister Mr. Chretien also urged India to sign the controversial nuclear non-proliferation treaty(NPT) to help globalize the over 175-member regime. During talks without aid, the Prime Minister of India Mr. P.V. Narshimha Rao and his visiting counterpart expressed a strong interest in reviving the close relationship of co-operation that used to exists between the two countries. Both leaders recalled the traditional friendship between India and Canada and felt that the end of the cold war presented new opportunities to work together for mutual benefit. According to Mr. Rao, Prime Minister of India, India and Canada's relations was built up soon after India's independence in 1947 based on sympathy by then Prime Minister of Canada Mr. Lester B. Pearson. New Delhi and Ottawa decided to step up high level consultations in a variety of fields. India and Canada also signed an agreement on avoidance of double taxation to boom trade. MOU's were also signed on surface transport, heavy oil industry, and telecommunication. Both the country also decided to work out a treaty envisaging transfer to convicted offenders. A declaration of intent to achieved this was initiated. Canada chairing the developed nation grouping G-8 saw vast economic opportunities in Indian market of 1.5 billion people. Agreements between India and Canada during Mr. Chretien visit to India helped multidimensional business ties including cooperation in the infrastructure area. Both Prime Ministers of India and Canada stressed the value and mutual benefit for both countries of close and regular consultations

on matters relating to the changing world situation. They agreed to expand the pace and scope of high level exchanges and bilateral consultations on the full range of political, economic, security, commercial, science and technology and social issues. They both looked forward to further and regular ministerial, head of government and head of the state visits. Mr. Chretien also was interested to grow cultural relation between them. They shared a common perspective on importance of maintaining the unity of pluralistic states they stood committed to strengthening democracy and respect for human rights and the rich diversity provides the best guarantee for stability harmony and human rights in multicultural societies. On the terrorism issue India and Canada advocated a global campaign to counter terrorism. The two leaders were united in their determination to work together with the entire international community to combat terrorism in all its form. They called upon all states that assists terrorists to renounce terrorism and to deny financial support, the use of their territory or any other means of support to terrorism organizations. Canada India's one-time partner in developing nuclear power hoped that India would join NPT regime. According to Canadian Prime Minister, India will bind a way out to be able to accept the NPT and that is the Canada's view about NPT issue. Hearing Canada's argue on NPT, India's point of view was not to change her declared position on NPT. India declared her position on NPT remained unchanged because of its discriminatory characteristics. Both the country stressed the need for the unity of multiethnic states. In a joint statement, both the Prime Minister (Mr. Narshimha Rao of India and Mr. Jean Chretien of Canada) agreed that special efforts should be made by all sides in supporting the strengthening of the global disarmament and non-proliferation agenda. They recognized that both Canada and India shared a longstanding and deep dedication to the ultimate objective of nuclear disarmament and strongly encouraged efforts by the conference of disarmament in that regard. Canadian Minister for Constitution All Affairs Joe Clark offered all assistance to the Government of India in bringing to book the terrorism responsible for the bomb blast in Mumbai formerly called Bombay. According to him Canada and Canadians were saddened and concerned over the conflict in India and were troubled by the continued unrest in Punjab and Kashmir and the devastating bomb attacks in Mumbai, Calcutta as well on 16th March 19994. Mr. Clark condemn such cowardly and abhorrent acts of terrorism and its action whenever it occurs. He also emphasized the need for a strengthened bilateral dialogue between India and Pakistan. Canadian Minister for Constitution All Affirms strongly supported making the rupee fully convertible on the trade account and steps taken to de-license imports to increase the ability of foreign investors to participate in joint ventures, to open key sectors to privatization and to abolish licensing requirements for all but a small number of industrial sectors. There were two high level visits. One from India and the other from Canada during the year 1994. Then Home Minister of India S.B. Chavan visited Ottawa and Toronto for a week during the month of October, 1994. It was the first visit of a senior minister from India after former Prime Minister Rajiv Gandhi in Vancouver 1988. For the commonwealth, Prime Minister conference. Mr. Chavan signed a controversial treaty on mutual legal assistance in criminal matters with Canadian Solicitors General Herb Gray. The treaty reflects importance of cooperation in law enforcement between Canada and India. The treaty provides for cooperation between police and prosecutors in India and Canada in the area prevention, investigation and prosecution of crime. According to then Indian High Commissioner Mr. Prem Budhwar, the arrest of Mahesh Inder Singh accused of conspiracy in the 1985 assassination of Akali Dal President Harchand Singh Longowal was an aftermath of the treaty. The British Columbia Court decided whether or not Mahesh Inder Singh should be extradited to India to face criminal charges there. If we look behind in 70's decades we observed a cordial relation between India and Canada. In 1973 then Prime Minister of India Mrs. Indira Nehru Gandhi visited to Canada in June 1973 and met her Canadian counterpart Prime Minister Pierre Trudeau, father of the current Prime Minister of Canada Justin Trudeau. Mrs. Gandhi addressed the Parliament of Canada in Ottawa and thus made an outstanding effort to continue a great cordial relations between India and Canada. In October 1987, then Prime Minister of India Rajiv Gandhi visited to Canada on the occasion of Commonwealth Summit though it was

not very good visit because of threats from Indian origin people and Canadian Government forced to increased security to protect Indian Prime Minister Rajiv Gandhi. Back to 1996 judging by the personal notes he struck during his Indian itinerary, Canada's Prime Minister Jean Chretien must have had reason to feel satisfied with his five days visit to India. But it was difficult to say if the large encourage of about 300 businessmen that accompanied him would be feeling the same way. The total number of MOU's would come to fruition. This however should not be taken to mean that the Indian and Canadian businessman did not have a lot to share and benefit from mutual cooperation. In fact, the Presidents of several Canadian Universities, who accompanied the Prime Minister, affirmed the vast potential for academic exchanges between the two countries. Such exchanges in perception that had stood in the way of a smoother business relationship. The freeze in bilateral relations between India and Canada was so irrational economically and politically that it was surprising it had taken more than 20 years for the emergence of sign of thaw. By declaring unequivocally that the big chill in the relations had ended and that Canada was here to stay Mr. Jean Chretien, making the first visit by a Canadian Prime Minister in 25 years, had set ties back on the road to the warmth and enlarging diversity of a new priority to trade with Asia which was unavailable in the earlier years. If Mr. Chretien's voyage of discovery of the religion and his talks in the political and business capitals of this country results in a thaw in the relations, a qualitative new thrust can be given to the old friendship based under the changed global circumstances on buoyant economic ties agreements and memorandum of understanding in all worth more than three billion dollars were signed by the large team of businessmen who accompanied Prime Minister Narshimha Rao suggesting that efforts be made by both sides to double bilateral trade in two years. Already in the first eight months of 1995 there was a 64 percent increase in Canadian exports to the country and a 25 percent rise in Indian export to that country. The Chretien Government visit to India heralding a thaw in ties through the political message coming from it would hopefully inject energy and dynamism to the two-wat trade. As the visiting Prime Minister himself acknowledged, Canada like its rich neighbor to the south was re-focusing its sights from Europe to the Asia-Pacific and must bind the reform-bound Indian economy most friendly. The Team Canada delegation led by the then Prime Minister of Canada Jean Chretien must had been pleasantly surprised by the warmth of the host displayed. If the visitor had one complaint, it related to the existence of child labor in this country, instead of protesting at the team raising this issue. There was no doubt that the Chretien visit would help bring a degree of warmth back to bilateral relations in deep freeze after Pokhran nuclear explosion in 1974. It was not an indication that Mr. Chretien's visit to India would change Canada's stand on India's nuclear explosion but there was a welcome realization by Ottawa of the absurdity of linking it's political and economic non-proliferation. No purpose would be served by introducing the nuclear issue into the bi-lateral relationship. The disadvantages of the perception of the nuclear energy and non-proliferation was well known. May 1974 nuclear explosion had resulted in Canada ending extensive and mutually beneficial nuclear cooperation. India and Canada had not seen eye to eye for a long time on most issues relating to nuclear disarmament. Canada proud itself on its un-compromising posture on non-proliferation. It was off course lazy for Canada to preach the virtuous of nuclear abstinence while on the American nuclear umbrella in the safety of its geographical location. India did well to reiterate its position on the non-proliferation treaty and global disarmament, it would do both countries immense good to delink the non-proliferation issue from the other aspects of bilateral relations. Both had paid the price for keeping a tried and trusted friendship on hold. It was time for the old warmth to return. On 11th and 13th May 1998, India surprised the international community when announce the detonation of five nuclear devices in two sets on May 11 and 13. Despite calls from Canada and many other countries for restraint, neighboring Pakistan retaliated with an alleged six nuclear detonations on 28 and 30 May 1998. After nuclear test the Canadian Government decision to impose sanctions on India was taken without assessing the security consideration that forced New Delhi to explode nuclear device. Canada had taken a hardstand by re-calling High Commissioner from Delhi and taking the initiative at the G-8 meeting to punish India. It also called of all high-level visits. Indian ministers and officials were even refused visas for multilateral meetings held in this country. Then Prime Minister of Canada Jean Chretien condemned further nuclear test by India and said that Canada's relations with India had been placed on hold. Mr. Prime Minister said Canada's disappointment and shock at India's action which could set off a nuclear arms race in the Indian Subcontinent and led other countries to develop and test nuclear weapons. In the reaction of then foreign Minister of Canada Mr. Llyod Axworthy who visited to India in January 1997 and inaugurated the office of the Canadian High Commission in Chandigarh, capital of Punjab and Haryana state, said that, India's quest for permanent seat on the UN security council has suffered irreparable damage. It has forfeited to claim to a permanent seat on a body created specially to create peace and security and enhance the international order. According to the minister, If India think that acquiring a nuclear weapon on the capacity for nuclear weapons is an elevate its status, then it is India's imagination, nobody will value India's fake status, and if India think that this is the way to entry security council or positions of responsibility in the commonwealth or other areas, they can forget it. However, nothing happened and India is a full-fledged nuclear weaponized country, best friend of the USA at present as well, this is India's diplomacy to accept her worldwide not yet a signatory country on NPT and CTBT. Despite the disagreement over India's nuclear policy, Indo-Canadian relations grew in some areas of mutual interest during 1999 and 2000. In June 1999, the Canadian Supreme Court hosted the Chief Justice and delegation of Indian Supreme Court for the first meeting of the Indo-

Canada Legal Forum. Human Rights and Court efficiency were the Forum's principal themes. The second meeting of the Indo-Canadian Legal forum was held in India in early February 2000. The third meeting of the Canada-India working Group on Counter-Terrorism took place in New Delhi, India in February 2001 with the participation of several departments and agencies of the Canadian and Indian Governments. The fourth meeting of the CIWGCT (Canada-India Working Group of Counter Terrorism) was held in Ottawa, Canada in August 2001 and the fifth one took place in New Delhi on December 10-11, 2002. In March 2000 then India's Minister of Environment and Forests T.R. Balu made the first official bilateral visit to Canada at the ministerial-level in over two years. Minister Balu participated the GLOBE 2000 environmental exposition in Vancouver where he met with then Secretory of the State of Asia-Pacific Raymond Chan. Mr. Balu later travelled Ottawa to participate in the technical program and to meet the minister of Fisheries and Oceans, Harbanch (Herb) S. Dhaliwal. In early March 2001, Elinor Caplan, Minister for Citizenship and Immigration came to India with a delegation of eight members of parliament, and visited Delhi, Chandigarh, Mumbai, and Bangalore. She was the first Canadian minister of cabinet rank to visit India in over three years. India is Canada's second largest source of immigrants, who numbered approximately 28000 in 2001. In that same year 1200 Indian students received permission to study in Canada. According to Minister Caplan, Indian immigrants to Canada have created a strong Indo-Canadian community that was contributed significantly to Canada's progress. Most of the estimated five hundred thousand (5,00000) Indian who have migrated to Canada arrived after the Canadian Government reformed its immigration laws beginning in the 1960's. Canadian of Indian origin have involved themselves in all aspects of the social-political-economic life of Canada. Several Members of the Federal Parliament of Canada are Indian origin, Ministers are Indian origin like Mr. Amarjeet Sohi, Minister of Infrastructure and Communities, Harjit Singh Sajjan, Minister of National Defense etc. they are current Ministers of Canadian Government led by Prime Minister Justin Trudeau. In the past Harbance(Herb)S. Dhaliwal, Minister of Natural Resources, Ujjal Dosanjh, Premier of British Columbia were Indian origin. Business and academic organizations also worked to enhance Canada-India relations. For example, Canada-India Business Council(CIBC) the leading private sector association of Canadian companies are doing business in Indi, actively promotes trade and investment between the two countries. In its thirty years of existence the Shastri Canada Indo-Canada Institute has supported research, education and academic exchanges to increase mutual understanding between Canadians and Indians. On March 20, 2001, the minister of Foreign Affairs, John Manley announced that the Government of Canada planned to pursue the broadest possible political and economic relationship with India, ending a newly three yearlong cooler periods in bilateral relations. According to Mr. Manley, South Asia is undergoing on historic period of change and Canada was looking forward to being an active participant in the sweeping changes in that part of the world. He said that India and Canada's strong historical ties with the region coupled with its position as a world leader in Telecommunication, Transportation, Power, Natural Resources and Education distinguished Canada as both a recognized and a logical partner to meet many of South Asia's infrastructure needs, while Ottawa seeks to push a broad-based policy with every country in the region, there was the unmistakable impression that a prime focus was going to be in the realm of economics, trade, investments and developments. Ottawa's main focus in South Asia would be on India. After three yearlong cooler periods between India and Canada, Ottawa and New Delhi were poised to enter a new dimension of the bilateral relations, politically, economically, and in terms of government to government. Mr. Pierre Pettigrew visited to India with a trade mission consisting of a term 100 Canadian companies or even more. His agenda in India was two-fold policy and trade. More immediately Ottawa was focused on the bilateral meeting with Mr. John Manley of Canada and his counterpart Mr. Jaswant Singh, External Affairs Minister of India in Hanoi, Vietnam on the sidelines of the ASEAN Regional Forum gathering. Ottawa's decisions to end sanction on India except on defense and nuclear cooperation for its 1998 nuclear test and re-engage India had a lot to do with Mr. Inder Kumar Gujral, then Prime Minister of India, although virtually all of its had been away from the public gaze. In late January 2002, John Manley the newly appointed Deputy Prime Minister of Canada travelled to Amritsar, New Delhi, Mumbai, and Chennai completing an undertaking to visit he had made when he was the Foreign Minister of Canada. As a Deputy Prime Minister, he met then President of India K.R. Narayanan, Prime Minister Atal Bihari Vajpayee, Minister of External Affairs Jaswant Singh, Home Minister L.K. Advani and the Leader of the Opposition the widowed of then Prime Minister Rajiv Gandhi and the Daughter in Law of then Prime Minister Mrs. Indira Gandhi, Mrs. Sonia Gandhi Maino. In a statement announcing the withdrawal of the sanctions, Mr. Manley said that Canada's deep concern about the dangerous towards nuclear proliferation in South Asia remains undiminished and its policy unchanged, setting aside the sanctions invoked in the wake of the Pokhran nuclear test, Canada is now gearing up to do business with India with focus on development projects. Following the green signal from the Canadian Government, CIDA was reactivating its industrial cooperation program which India had benefited earlier with flow of funds and successful ventures. According to Mr. Trenholm, South Asia Project Manager, Canada was looking at power project, hydel as well as thermal energy conversation and transmissions, manufacturing sector, infrastructural development, highways, services for planning and management of infrastructure projects and large technology transfer, and some firms were interested in housing sector project. He said Canada was also interested to invest in oilfield equipment, material movement from oil fields, e-commerce, training area and coal mining operations. Project for

installation of water and sewage systems were also being eyed. One particular project Canada was keen on was the cleaning up of Bhopal, Madya Pradesh, India. The project for which CIDA proposes commissioning a study was tackling the problem of contamination which had nothing to do with the effect of Union Carbide Gas tragedy in 1984. Another project being taken up by Canada was a rehabilitation project for the earth quake hit of Gujrat, India. Most of the project would be taken up as joint ventures. Thus, the business tie-up again started after nuclear test on 11th and 13th May 1998 by India. Canada lifted all sanction over India except the ones on military equipment, and in a dramatic turnaround Canada's then Foreign Minister and Deputy Prime Minister John Manley. Mr. Manley opened Canada's arms once again to India. According to him, Canada will continue to build on the strong historical relationship it enjoys with India, Canada is encouraged by the Indian Government's Unilateral Moratorium on further nuclear testing and its efforts to forge a domestic consensus in favor of signing the Comprehensive Test Ban Treaty(CTBT). India has also showed restraint along the Line of Control dividing the territory of Kashmir. In April 2002 Stephane Dion, Minister of Intergovernmental Affairs, came to New Delhi to deliver the Lester B. Pearson lecture, an annual event hosted by Delhi University. He met with then Home Minister L.K. Advani, Law and Justice Minister Arun Jaitley, and the Defense Minister Mr. George Fernandez. Mr. Dion also participated in events organized by the Forum of Federation in Delhi and Bangalore. In November 2002, Herb Dhaliwal, Minister of Natural Resources, led a Canadian business delegation to India. During the same the Speaker of the Senate of Canada, The Honorable Dan Hays, led a parliamentary delegation to India. Several Indian Ministers also visited to Canada. Then Minister of Power, Suresh Pravhu, Minister of Heavy Industries, Murali Monohar Joshi visited to Canada in June 2001. In June 2002, Minister of Petroleum and Natural Gas, Ram Naik led a government and business delegation to Calgary, Alberta. In September 2002, Minister of Civil Aviation, Shahnawaz Hussein visited to Montreal, Ottawa, Toronto and Vancouver. Minister of State (Human Resource) Mrs. Rita Verma also visited to Canada. In January 2003, Mr. David Kilgour, Secretary of State for Asia-Pacific came to India on a working visit. In Delhi, he met with Mr. Digvijoy Singh, Minister of State for External Affairs. He also went to Hyderabad, where he was one of the guests of honor at the partnership summit organized by the Confederation of Indian Industry. In Bangalore, he met with then Chief Minister of Karnataka, H.M. Krishna in Mysore, he then participated in the conference of the International Association for Canadian Studies. Mr. Kilgour ended his visit to India in Chandigarh, Punjab. Thus, we followed that Mr. John Manley started again a normal and cordial tie with India. According to him, Canada will continue to call upon India to renounce its nuclear weapons program, Canada has concluded that to pursue an effective dialogue Canada need to engage India in all sectors of interest and at all levels. India is a vigorous democracy with one sixth of humanity and in increasing globally-integrated economy. Mr. Paul Martin, then Prime Minister of Canada visited to India in January 2005, he followed Mr. John Manley and continued a fruitful relation with India by reviewing the partnership during 2004 with his counterpart and agreed to strengthen the architecture of the India-Canada partnership. There was a joint statement between India and Canada led by then Canadian Prime Minister Paul Martin and then Indian Prime Minister Dr. Manmohan Singh which was the milestone for both India and Canada in joint collaboration of science and technology, reporting on tsunami early warning, creation of tsunami early warning system for the countries of Indian Ocean in concert with multilateral efforts, environmental cooperation and its promotion of friendly technologies, expanding economic ties by supporting CEO's of both countries, investment promotion and protection agreement, trade mission, people to people link by improving visa and consular services, strengthen on health sector through research cooperation, stronger ties in cultural sector etc. During the visit of Mani Shankar Ayer, then Minister of Petroleum and Natural Gas in 2005, India offered 20 new oil and gas exploration blocks to Canadian petroleum entrepreneurs demonstrated a new level of interest among Canadian oil majors in moving to prospect for oil and gas in India. It was due to success of Niko Resources of Alberta, a partner with Reliance Industries of India, in the largest gas find in 2002, offshore of the Krishna-Godavari basin in south-eastern India, Canoro, another Calgary based oil and gas firm has struck oil in north-eastern India. Then Minister of Trade, Mr. Jim Peterson helped India tremendously to maintain the business-related momentum created by then Prime Minister of Canada, Paul Martin. Delegation team led by him discovered five important sectors for investment and cooperation, was agribusiness, energy, oil and gas, transportation, science and technology. In science and technology Canada provided its world class expertise for India's development in environmental technologies, clean development mechanism, quality control mechanism, Nano technology, oil and gas exploration and extraction. Canada's cordial relations with India was continues through the then Prime Minister of Canada, Stephen Harper, on November, 4th to 9th 2012 at the invitation of the then Prime Minister of India, Dr. Manmohan Singh, Mr. Harper Officially visited to India. Prime Minister Harper was accompanied by Mrs. Laureen Harper and a high-level delegation comprising three Ministers, five Members of Parliament, two Senators, senior officials and business persons, including four members of the India-Canada CEO Forum. Including New Delhi, Prime Minister Harper visited Agra, Chandigarh, and Bengaluru. During his official engagements in New Delhi, Prime Minister Harper held bilateral consultations with Prime Minister Singh. He also called on the President of India, Shri Pranab Mukherjee, and the Vice President of India, Shri Hamid Ansari. Prime Minister Harper met the Leader of the Opposition Smt. Sushma Swaraj and the UPA Chairperson Smt. Sonia Gandhi. This Official visit was on its high-profile nature and mostly based on trade and

investment between India and Canada, however, it was also a personal tie between two countries, namely one million strong Indian diasporas in Canada. Trade between two countries sits at a modest $5.2 billion annually, but they both would like to see it rise to $15 billion by 2015. Mr. Harper and his counterpart Manmohan Singh, announced a joint statement on people to people ties, values of democracy, tolerance, human rights, freedom of religion, pluralism, rule of law and many more. Both leaders agreed to cooperate on energy sectors, to develop capacities to maximize the utilization of energy resources ranging from oil and gas to new hydrocarbon resources such as oil sands, shale gas and other sources of energy including renewables, the recognition of synergies between Canada's developed natural resources sector and the growing demand for such resources and related technologies and services generated by India's economic growth, in particular in mining and energy sectors, including liquefied natural gas, both Prime Minister welcomed ongoing bilateral collaboration under Memoranda of Understanding(MOU) signed between India and Canada as well as with four of Canada's provinces, British Columbia, Ontario, Quebec and Saskatchewan; finalizing a Bilateral Investment Promotion and Protection Agreement and expressed their commitment to finalize the Agreement on a priority basis; the progress being made in negotiations on a Comprehensive Economic Partnership Agreement (CEPA) and reaffirmed their desire to conclude it by the end of 2013, both Prime Minister expressed deeply their shared desire to see bilateral trade reach $15 billion by 2015; expansion of commercial cooperation between India and Canada, noting in particular the decision by Indian Farmers Fertilizer Cooperative Ltd to establish a urea project worth $ 1.2 billion in the Province of Quebec; the increase in collaboration between the scientific communities of both countries; recognizing the strategic importance of enhanced science and technology cooperation; the two leaders have tasked the Canada-India Joint Science and Technology Cooperation Committee, which meets in January 2013, to develop an Action Plan that would further strengthen the scope of this collaboration with the goal of promoting basic research, facilitating academic and industrial personnel exchanges, and accelerating technology commercialization; the signing of the Information and Communication Technologies (ICT) Memorandum of Understanding (MOU). They recognized the mutual benefit from cooperation in the Information Communication Technology and Electronics (ICTE) sector and stressed the need to establish a strong and effective business-to-business partnership and cooperation in this sector; to raise awareness among private and public sector stakeholders on ICTE opportunities in Canada and India, and to establish an ICTE Working Group to engage in a wide variety of ICTE Sector related issues; recognizing that the number of Indian students studying in Canada has grown considerably over the past five years, with a total of more than 23,000 Indian students currently in Canada, and noting that over 300 Memoranda of Understanding exist between institutions of higher learning in India and Canada; Canada welcomed the decision by the Indian Council of Cultural Relations to establish an India Research Chair in Humanities and Social Sciences at McGill University. Both sides also agreed to explore the possibility of convening an India-Canada Education Summit in India further to the Canada-India Education Summit in Canada in June 2011, with the objective of expanding cooperation between the educational institutions of the two countries; both Prime Minister appreciated the contributions made to both societies by the community of more than one million Canadians of Indian origin, they emphasized the need to further energize bilateral people-to-people contacts and for the two Governments to work more closely to facilitate the orderly movement of people, in particular, students and professionals; both expressed satisfaction at the existing India-Canada space partnership, including astronomy and commercial activities in satellite launch services. India and Canada expressed satisfaction at progress in developing an ultraviolet space telescope, soon to be flown in India's Astrosat satellite; they both congratulated the Defense Research Development Organization of India(DRDO) and York University of Canada for concluding a Memorandum of Understanding to develop collaboration in areas such as chemical-biological defense and the application of research in advanced materials and nanotechnology to defense; they both agreed to enhance bilateral security cooperation, including through a dialogue to be led by India's National Security Council Secretariat and Canada's Office of the National Security Advisor to the Prime Minister. Both countries agreed to work closely together to improve cyber security as well as broaden their dialogue and cooperation on cyberspace policy with the shared goal of an open and secure cyberspace which is increasingly essential to freedom of expression and economic growth. Condemning violent extremism in all its forms and committing to continue to counter global terrorism, they agreed that India and Canada would work together to address this challenge; two sides agreed on the need for greater effort to reform the Bretton Woods Institutions, key organs of the United Nations and other international institutions, in this area they noted progress made in the reform and renewal of the Commonwealth, they both expressed their continued commitment to the Commonwealth's values and principles, both sides agreed on the importance of democracy and development as the twin pillars of the Association's strength; two leaders underlined their shared commitment to a world without nuclear weapons. They both promised their support for global efforts for non-proliferation and elimination of all weapons of mass destruction; Canada acknowledged India's strong non-proliferation record and expressed support for India's ongoing engagement with the four multilateral export control regimes with the objective of India's full membership of these regimes, as a result both sides agreed to hold regular official-level bilateral consultations on disarmament, arms-control and non-proliferation issues; Prime Minister Singh and Prime Minister Harper agreed on the importance of considerable potential for mutually-beneficial civil

nuclear cooperation, based on the early implementation of the 2010 Bilateral Agreement of Cooperation on Peaceful Uses of Nuclear Energy; both countries recognized that they both were leaders in nuclear technology and services, and that the two countries could develop mutually-beneficial partnerships in this area; They also recognized that Canada, with its large and high-quality reserves of uranium, could become an important supplier to India's nuclear power program. The most important fact between the relation of India and Canada was to support India by Canada in civil nuclear technology, Canada and India both signed on civil nuclear energy agreement through which Canada will supply uranium and other important nuclear products to India for its civil nuclear energy production such as electricity production and many more. Canada also supports India's bid for the membership of Nuclear Suppliers Energy Group(NSG). Historical visit to India by then Prime Minister Stephen Harper changed Canada's policy about India in nuclear energy, the bilateral agreement led by Harper and Singh brings Canada and India more closure and at present Canada is interested to help India in civil nuclear program as well which was in the past seems to impossible due to Canada's hardstand on India's nuclear explosion in 1998 and as a non-signatory member of NPT, CTBT. India's current Prime Minister Narendra Modi's two days and nights visit to Canada on April 14th, 2015 was historic, after 42 years Modi as the Prime Minister officially visited to Canada after then Prime Minister Indira Gandhi's official visit in 1973. It was another amalgamation between India and Canada and between Mr. Stephen Harper and his counterpart Mr. Narendra Modi. During his visit, there was several mutual understandings had been established. Mr. Modi stated that India look forward to resuming its civil nuclear energy cooperation with Canada, especially for sourcing uranium fuel for its nuclear power plants. Canada had agreed to supply 3000 metric tonnes of uranium for its increasing energy demand and to power Indian reactors under a USD 254 million five-year deal, the civil nuclear deal had been signed between India and Canada in 2013. Foreign Investment Protection was another side to be made by both countries to protect the legal rights of Canadian and Indian investors, Mr. Modi was scheduled to meet Canadian bank and pension fund managers in Toronto in efforts to attract capital for infrastructure development in India. He is also expected to woo entrepreneurs and businesses to invest more in India under his Make in India campaign, his Make in India campaign is to build a strong and new India. Mr. Modi urged business leaders to start manufacturing in India, assured them that his government was slashing regulations and reducing red tape to make it easier for companies to work there. Mr. Modi tried his best to let Canada and his Canadian counterpart realize that India is an active democracy, across cultural country, a country of full youth and energy, a knowledge of economy, a vast market, therefore Canada must continue its best efforts relation with India in Asia pacific and in the world as a rising global power, after all both country stands on a similar constitutional governmental structure, similar judiciary system, similar thought about global issues etc. Mr. Modi already announced that he will open India up to global commerce. There were 13 agreements on India's skill development project launched by Modi signed by India and Canada during Modi's visit to Canada, according to PM Modi, India's environment is now open, predictable, stable, and easy to do business in, highlight of the agreements was the $350-million uranium deal that was signed by Cameco and the Atomic Energy Commission of India in the presence of Modi and Harper. It marked a new chapter in India's ties with Canada, which had imposed sanctions on India after its nuclear tests. Under the deal which runs through 2020, Cameco will supply 7.1 million pounds of uranium concentrate to India. Current Prime Minister of Canada Mr. Justin Trudeau expressed his great attitude and deep concern over India and promises to continue strengthen this bilateral relationship; Prime Minister of Canada Mr. Trudeau had a cordial conversation at a bilateral meeting during the 2016 Nuclear Security Summit in Washington, USA. Both leader exchanged views on developments of mutual interest specially on climate change. Indian Prime Minister congratulated his counterpart Mr. Trudeau on the 150th anniversary of the Canadian confederation and congratulate him again being a newly elected Prime Minister of Canada. Mr. Modi said, he would like to heartily congratulate to Mr. Justin Trudeau for an immense victory in the elections, during their meeting in Washington DC. Mr. Modi then invited him to visit India to begin a new era led by such a young and brilliant Prime Minister like him. Mr. Trudeau accepted this invitation and very soon he will visit to India. As per Mr. Nadir Patel, current Canadian High Commissioner in India. The current Trudeau Government of Canada eagerly interested to tie with India in every sector, in this context eight Canadian Cabinet Ministers visited India over the past 10 months. Mr. Harjit Singh Sajjan, Canada's Minister of National Defense visited to India in April, 2017, he re-visited to India in November, 2017 on behalf of Prime Minister Justin Trudeau. On his first official 7 days visit, Mr. Sajjan met with then Defense Minister Arun Jaitley, External Affairs Minister, Susma Swaraj to discuss about defense tie-up between India and Canada. According to him, this visit will further strengthen Canada and India's bilateral defense cooperation, and expand its partnership in the security and defense sectors. Including Mr. Sajjan, all the four Indian origin Ministers of Canada Cabinet visited to India to build a new tie-up with India. In 2017 Canadian Minister of Infrastructure and Communities, Amarjeet Sohi, led a business delegation to the vibrant Gujrat summit 2017, Minister of International Trade, Mr. Francois-Philippe Champagne travelled to India, Minister of Agriculture and Agri-food, Mr. Lawrence Macaulay led a delegation of over 20 Canadian companies and associations active in agriculture, agri-food and sea food sectors, Minister of Small Business and Tourism and the Leader of the Government in the House of Commons, Bardish Chagger travelled to India in New Delhi and Mumbai- it was a good will visits and messages from Mr. Trudeau that Canada is eagerly wish a deep

bilateral relations in every sector with India at present. Canada's defense ties with India could benefit from the North American nations technological skills, cold climate expertise, and can explore the possibilities of Canadian defense manufacturer becoming the part of Make in India initiative. According to current High Commissioner of India in Canada, Mr. Vikas Swarup, current cordial relations between India and Canada is in full swing and it could bring two countries more closure. Mr. Kasi Rao, President and CEO of the Canada-India Business Council(CIBC) said that India's rise is deeply relevant to Canada. India will eagerly wait for the official visit of Canadian Prime Minster, Mr. Justin Trudeau and First Lady Sophie Gregoire Trudeau.

Conclusion

In the 55 years since India achieved its independence Canada's bilateral relations had been characterized by distinct warmer and cooler periods. In 1947 when India became independent, the relation between India and Canada started significantly by then Prime Minister of India, Pandit Jawahar Lal Nehru and his counterpart Mr. Lester B. Pearson. From the beginning Canada had helped India in the fields like power, infrastructure, development, telecommunication, energy, science and technology, oil and gas industry, agriculture, water resources, agribusiness, paper, wood industries and so on. Driven by its desire to participate actively in the vigorous development process underway in India, Canada became a significant aid contributor to India. Aid volume peaked to about $100 million annually in the period 1969-78. Even the nuclear energy development Canada's help to India was significant. The Indo-Canadian cooperation in the nuclear field flourished in the 60's, Canada supplied CIRUS Nuclear Reactor to India in 1956 under Colombo plan for the production of civil nuclear energy. In the context of Indo-Canadian relations, Canada was one of the good wisher for India's development in almost every sector. As a result, India and Canada enjoyed a close and cooperative tie-up through the early years of India's independence. Canada remained an important development partner for India during 1950s and 1960s. Since 1951 to 1974 the relation was smooth and on its cordial nature. But India's nuclear explosion in 1974 led to relation being frozen for over twenty years with Canada alleging that India had violated the terms of the agreement under which Canada had supplied a CIRUS Nuclear Reactor in 1956. From 1974 to 1990 the relation was almost frozen. New opportunities to improve the Canada – India relationship arose when India instituted major reforms of its economy in the early to mid-1990s. India's economic transformation attracted sufficient attention from the Canadian Government and business community. Relation started again in the mid-90s with the visits to India of then Prime Minister of Canada Jean Chretien in 1996 with a Team Canada delegation and that Governor General of Canada Romeo LeBlanc in March 1998. Since 1990 to 1998 the relation was reached at high level. In the commercial and economic engagement between India and Canada strengthened primarily after the end of the cold war with the realization that Canada should expand its economic presence in markets other than in the south of its border and given the opportunities offered by India's economic reforms. Not only in the economic and trade, India and Canada helped each other to protect the problem of terrorism. They concluded an extradition treaty in 1987, concluded a Joint Working Group of Terrorism. In the field of education and research both countries agreed to help each other and in this context Indo-Canada Shastri Institute was made in India. Indian students are coming to Canadian Universities as a global institutional citizen, so far Canadian students are going to India as well as an exchange program, to know India, as course credit or requirement etc. India surprised the international community when announced the detonation of 5 nuclear devices in two seats of tests on May 11 and 13, 1998. Canada called-off its all official including High Commissioner from India and taking the initiative at G-8 meeting to punish India. Again, relation was frozen. In 1974 when India detonated its first nuclear device bilateral relations of two countries was 24 years long cooler and this time it was 3 years long cooler. On March 20,2001 then Foreign Minister John Manley started again a normal and natural relation with India. Following Mr. Manley, Mr. Paul Martin, Mr. Stephen Harper and the current Prime Minister of Canada Mr. Justin Trudeau are doing their great job with India and the relations at present is in full swing. Canada's stand is widely softer than before and it has even civil nuclear agreement with India to powered Indian reactors. Present global scenario changes countries image, India is now a rising global power, the relations between India and the United States of America is wonderfully good at present and therefore countries from western world also seeks to have a good relation with India, they fairly understand India's security concern and to keep minimum nuclear deterrent. Countries like Canada is eagerly interested to making an all-weather relation with India in every field, off course defense sector is one of them. India and Canada must to tie up for the requirement of present world scenario. Both countries are ambassador of the peace for rest of the world through their secular ideology and constitutional democracy which is the only path for the human being to live well.

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Die Deutschen Dialekte in Sibirien Russland

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Abstract

Die Personennamen jeder Epoche, der vielfältigen Sprachen bewahren die Merkmale der Dialekte und zwar der Mundarten. Welche Sprachelemente verschwinden, was hält sich bis Gegenwart, was ist mit der Kommunikation der Russlanddeutschen untereinander sind Fragen, die uns in dieser Untersuchung interessieren. Die Verbreitung der deutschen Dialekte in Sibirien ist historisch bedingt. Die Benennung „Deutsche in Sibirien" findet die erste Erwähnung in der westeuropäischen Literatur im Jahre 1427. Die ersten Angaben von einem Deutschen in Sibirien gehört zum Anfang des XV. Jahrhunderts. 1410 war in Sibirien bairischer Landesknecht *Johann Schildberger* registriert worden. Er kam als Gefangene vom Khan Jedigej, der zu jener Zeit Sibirien eroberte.Im XVI. Jahrhundert waren westliche Gebiete von Sibirien auf die Karten von Sebastian Münster und Gerhard Mercator festgehalten worden. Sebastian Münster (1489 - 1552), wie bekannt ist, war Kosmograph und Hebräist, er verfasste hebräische und aramäische Grammatiken und Wörterbücher. Gerhard Mercator (1512 - 1594) war bekannter Kartograph und Geograph und er entwickelte den ersten modernen Atlas (1585) [Feldbaum 1999]. Mit dem Beginn des Angliederprozesses von Sibirien zu Russland am Ende des XVI. Jahrhunderts wurden alle Ausländer aktiv zur Erschließungsdienst von Neugebieten angezogen. Unter ihnen waren Ankömmlinge aus Baltikum, Deutschland, Niederlanden, nordischen Ländern, die in Russland alle zusammen als Deutschen genannt wurden.

Keywords: Die Deutschen Dialekte in Sibirien Russland

Introduction

Viele Ausländer, meistens Deutschen, kamen nach Sibirien im XVII. Jahrhundert. Die Deutschen wurden als hochqualifizierte Fachleute und zwar als Beamten, Offiziere, Bergarbeiter, Ärzte eingeladen, die zudem höher als Ortsansässige bezahlt wurden. Nach den Angaben von M.P. Alexejew kamen in Sibirien zur genannten Zeit 52 Deutsche. 1661 wurden in der Stadt Tobolsk Dutzende von ausländischen Offiziere, Militärinstrukteure registriert und zwar: *I. Egart, J. von Heiden, A. Ling, J. von Remes, U. Skieter, W.F. Falsenz, D. Fiedernissen, E. Schönbek, J. Erenk, G.A. Meller* Einige von ihnen hatten schöne Karriere gemacht und wurden in eine höhere Dienststellung eingesetzt. Die soziale Gewichtigkeit der Träger der Dialekte gehört zu den wichtigsten Faktoren der Erhaltung der deutschen Mundarten in Russland.

Unter den Generalen des sibirischen Armeekorps waren Deutschen: *I.D. Buchgolz, H. T. Kindermann, I.I. Kraft, K.F. Frauendorf, I.I. Weinmarn, I.I. Springer, G.E. Strandmann, G.I.Glasenap, K.F. Klodt von Jurgensburg* [Alexejew 1941]. Diese Familiennamen sind in Russland erhalten geblieben dank dem Beschluss vom Zaren Peter dem Ersten über die Zusammenstellung der Matrikeln mit dem Ziel der Registrierung der Bevölkerung..

Was den Begriff „Familia" betrifft, kommt das Wort aus dem Lateinischen und wurde in Europa in den Bedeutungen *„Das Ehepaar* (mit den Kindern), die kleinste Zelle der Gesellschaft" und *„die Generation"* verbreitet. Die zweite Bedeutung des Wortes war *„Beiname, die Benennung"* weniger gebräuchlich. W.I. Dall bewahrt in seinem erklärenden Wörterbuch auch die ersten Bedeutungen „Das Ehepaar" und „die Generation" [Dall 2002, B. 4].

A.W. Superanskaja zählt die Gattungs-, Familien-, und dynastische Namen zu den Personennamen, die eine und dasselbe Denotate haben – die Kollektive der Menschen mit den unterscheidenden Merkmalen und die älteste unter ihnen ist die Gentilgemeinschaft [Superanskaja 1973: 175].

In die russische Sprache kam das Wort „Familia" in der Petersepoche und im Wörterbuch von *S.I. Oshegow* steht an der ersten Stelle die Bedeutung *„Beiname*, mit dem eine Person benannt und durch männliche Linie vererbt wird". Die zweite Bedeutung des Wortes „Familia" ist *„die Generation"*. Beispielweise, die älteste Familie *Jusupows* war die reichste in seiner Zeit. Die letzte Bedeutung des Wortes „Familia", die in der deutschen Sprache als erste, im Sinne „Das Ehepaar" bleibt, ist im Russischen veraltet und wird heute in diesem Sinne nicht gebraucht (vgl.: Всей фамилией отправились в гости").

Und es entsteht die Frage, in welchem Verhältnis Eigenname und Bedeutung sind, das betrachten wir ganz kurz. Am deutlichsten unterscheiden sich Eigennamen und Gattungsnamen im Aspekt ihrer Bedeutung, schreibt Gerhard Koß [Koß 1995 : 458]. Der Eigenname dient dazu, auf ein singuläres Objekt (eine Person, einen Ort etc.) zu referieren. Die *Extension* oder der Bedeutungsumfang des Eigennamen bleibt also fest. Die Bestimmung des Begriffsinhalts (der *Intension*) von Eigennamen ist in der Fachdiskussion schwieriger. Einige Semantiker gehen davon aus, dass Eigennamen bedeutungsleer sind und ihre Funktion sich auf die Referenz (das Verweisen) beschränkt. Andere Semantiker postulieren das Gegenteil und subsumieren alle Fakten und Sachverhalte unter die Bedeutung des Eigennamens.

Die Vertreter der Position der Bedeutungsleere von Eigennamen können nicht erklären, dass mit einigen Eigennamen minimales Bedeutungswissen in Form von Merkmalen vermittelt wird, z.B. eine Person, die wir mit dem Namen *Bernhard* bezeichnen, ist männlich. Die Bedeutungsmaximalisten können nicht erklären, dass ein minimales Wissen über den Träger eines Namens ausreicht, um den Namen korrekt verwenden zu können (z. B. „Goethe war ein Schriftsteller" oder „ich habe noch nie was von Goethe gelesen").

Eine Kompromissposition zwischen diesen beiden Positionen lautet, dass das Wissen über einen Eigennamenträger von Person zu Person sehr unterschiedlich sein kann. Aber es muss einen minimalen gemeinsamen Kern haben, damit diese Personen sich über diesen Eigennamenträger sinnvoll verständigen können.

Manches Wort dient zugleich als Gattungsname und als Eigenname eines typischen Exemplars, z. B. Sonne, Gott, Salz. Dabei können wichtige Eigenschaften des typischen Exemplars das unterscheidende Merkmal der Gattung sein. Das Wort „Familia" dient als Gattungsname in der deutschen Sprache und als Eigenname in der russischen Sprache. Was die Bestimmung des Begriffsinhalts (der *Intension*) von Eigennamen und Gattungsnamen „Familia" in russischer und deutscher Sprachen betrifft, ist eine Bedeutung dominierende und diese Bedeutung kann in anderer Sprache nicht gebräuchlich sein.

Am Anfang des Artikels haben wir den Begriff „Familia" im Deutschen und Russischen geklärt. Die ersten russischen und tatarischen Familiennamen erschienen in den XV – XVI. Jahrhunderten bei den Vertretern des Höchstandes der Bevölkerung. Der Mittelstand bekam Familiennamen in der zweiten Hälfte der XVIII – XIX. Jahrhunderte. Es geschah nicht gleichzeitig in allen Orten, sondern etappenweise und es hing davon ab, wie schnell die Bevölkerungsschichten berechtigt worden waren [Gilfanowa 2008].

Der Beschluss über die Zusammenstellung der Matrikeln in Russland wurde 1718 mit dem Ziel der Registrierung der Bevölkerung vorgenommen. Und von der vierten Revision (1782) an, sind so genannte „jasaschnye" Tataren Sibiriens registriert worden. Matrikelangaben enthielten nur Namen der Väter und danach folgten die Namen der Kinder. Da gab es keine Frauennamen. Von der Mitte des XVIII. Jahrhunderts wurden auch die Frauennamen festgeschrieben. Und im XIX. Jahrhundert erschienen Familiennamen, die von Vatersnamen mit den Suffixen – ow/ -owa gebildet worden waren. Die altertümlichen Besonderheiten der kontaktierenden Dialekte spielen große Rolle bei der Dialektmischung in den Regionen.

Russlanddeutschen erhielten ihre Dialektvielfalt *ungeachtet der Verbindung mit mehreren Kulturen,* die in Russland vorhanden waren. Die Zahl und die Qualität der anfänglich vertretenen Dialekte sind wichtige Faktoren, die zur Konvergenz der deutschen und sibirischtatarischen Mundarten in einer Siedlung führen könnten.

Vom XVIII. bis XIX. Jahrhundert kommen in den Matrikeln von Sibirientataren folgende Familiennamen in russischer Schreibweise vor: *von Adam (Адамов / Атамов), Albert (Альбертов / Алпертов), Bauer (Бауров / Пауров / Паеров), Harrasz (Харрасов), Hirth (Хиртов), Schmidt (Шмидов / Шемитов), Schneider (Шнайдеров / Шнейдеров), Tischmann (Тышманов / Тишманов)* [Gilfanowa 2008]. Solche Familienabbildungen treffen wir nur in den Matrikeln von Sibirientataren.

Massenumsiedlung der Deutschen nach Russland begann Mitte XVIII. Jahrhundert, wenn 2 Manifeste von Katharina der Zweiten herausgegebenen waren.

Als die Deutschen, dem Aufruf von Zarin Katharina folgend, 1764 nach Russland kamen, brachten sie eine unzahlbare Vielfalt an deutschen Dialekten ins Land mit. Es gab Dörfer an der Wolga, nach den Angaben des Sprachforschers Peter

Rosenberg, in denen über 100 verschiedene Dialekte gesprochen wurden. Da siedelten Hessen neben Rheinländern, Württemberger neben Pfälzern, Elsässer und Lothringer, Niederländer und Schweizer [Rosenberg 2011].

Wir interessieren uns, welche Elemente der deutschen Dialekte und zwar Mundarten in Sibirien erhalten sind.

Als Kommunikationsmittel hat die Mundart seit dem Aufkommen der Gemeinsprache, wie aus der deutschen Sprachgeschichte bekannt ist, immer mehr an Bedeutung verloren. Seither vollzieht sich ein Prozess fortschreitender Annäherung der Mundarten an die übergeordneten Normen der Gemein- und Umgangsprache. Der Prozess der Angleichung der Mundart an die Gemeinsprache führt nicht nur über die Städte. Der direkte Einfluss von Schule und Nachrichtenmitteln jeder Art wirkt auch fern der Stadt. Mit der Aufhebung des ökonomischen und sozialen Unterschiedes von Stadt und Land wird die Mundart bald nur noch als kulturelles Erbe betrachtet werden können.

Die Sprache als wichtiges Mittel menschlicher Kommunikation entwickelt sich mit der Gesellschaft und ist in steter Bewegung und Veränderung. Sie wird immer bereichert. Wortbestand, Grammatik und Stil passen sich im Laufe der Zeit veränderten Bedingungen an und erlauben eine kontinuierliche und jederzeit angemessene Verständigung. Es gibt neben sprachexternen Einwirkungen auf die sprachliche Entwicklung auch sprachinterne Veränderungen. Diese Veränderungen in der Sprache gehen nicht explosiv, sondern evolutionär vor sich, denn die Sprache muss in jeder Entwicklungsphase der Gesellschaft als lebensnotwendiges Verständigungsmittel funktionsbereit sein. Im Allgemeinen treten bei Wandlungen im Sprachgebrauch zunächst fakultative Varianten auf, die eine Zeitlang mehr oder weniger gleichberechtigt neben den bisherigen Formen stehen. Die neue Form wird dann gleichzeitig als sprachliche Parallelnorm anerkannt.

In Folge verschiedener Migrationsprozesse der Deutschen entstanden in Russland durch Konvergenz- und Divergenzeinflüsse neue Mischmundarten der Russlanddeutschen. In solchen Fällen beginnen Misch- und Ausgleichsprozesse, z. B die deutschen Namen sind in den Matrikeln von Sibirientataren auf solche Weise festgeschrieben worden: *Bauer (d.) = Пауров (sibirtat.), Бауров (tat.), Schmidt (d.) = Шмидов (tat.) / Шемитов (sibirtat.).* Zu einem wichtigen Faktor der Konvergenzprozesse sollte auch die interdialektale Identifizierung gerechnet werden. Die Sibirientataren identifizieren Familiennamen *Пауров, Бауров* mit eigenem Dialekt, sie nehmen fremde Laute [au] an und solche Laute werden im Laufe des längeren Zusammenlebens akzeptiert. Aber die Familiennamen in der Form Bauerow, Schmidtow treffen wir bei Deutschen nicht d.h. fremde Laute eines fremden Dialekts mit [-ow, -owa] sind nicht anerkannt und von der deutschen Sprache abgelehnt.

In der Mundart des Dorfes an der Wolga wird der Diphthong **ei** nur in wenigen Wörtern gesprochen z.B. heilig, Geist, sonst aber spricht man anstatt dieses Lautes das lange **a** : Eimer – Aamer. Ein anderes Beispiel könnte der Konsonantenwechsel **b** durch **w,** wie etwa in Arbeit - Arweit, aber - awer sein. Man kann solche interdialektale Identifizierungsmerkmale nicht nur im phonologischen Bereich finden, sondern auch im Bereich der Lexik und Morphologie.

Der Prozess des Ausgleichs kann durch verschiedene Faktoren entweder gehemmt oder beschleunigt werden. Beispielsweise in Sibirien, wo allein die Entfernung für sprachliche Homogenität sorgt, sind die Bedingungen für die Herausbildung einer einheitlichen Verkehrssprache viel günstiger als in den voneinander entfernt liegenden Regionen. Meistens wird die russische Sprache teilweise mit deutschen Dialekten vermischt. Das Mischen der Sprachen ist vor allem für die Älteren typisch. Sie verwenden die russische Partikel, wie „nu wot" („na also"), „no konetschno" („aber natürlich") oder „wsjo" („das wär s") ganz selbstverständlich mit. Sprachforscher Peter Rosenberg schreibt, dass bis vor 30 Jahren die Dialektsprecher viele Entlehnungen aus dem Russischen auch noch „eingedeutscht" haben. Diese „integrative Kraft" ist heute jedoch verschwunden – gerade die Jüngeren gehen unmittelbar zum Russischen über. Als Folge davon kann eine neue Mundart entstehen, die einige Elemente der Ausgangsdialekte aufweist, jedoch mit keiner der mitgebrachten Ausgangsmundart identisch ist. Die Faktoren der Dialektmischung und der Herausbildung einer einigermaßen einheitlichen örtlichen Verkehrssprache hat A. Dulson in seiner Arbeit „Probleme der Dialektmischung anhand der Sprache der Wolgadeutschen" dargestellt [Dulson 1941 : 82 - 96]. Zu diesen Faktoren gehören unter anderem:

der Einfluss der deutschen Standardsprache, die von gebildeten Leuten gesprochen wird;

die Zahl und die Qualität der anfänglich vertretenen Dialekte;

die soziale Gewichtigkeit der Träger dieser Dialekte;

der größere oder geringere Einfluss der gemeinsamen Hochsprache;

der Einfluss der lokalen Umgangssprache der benachbarten Dörfer;

die altertümlichen Besonderheiten der kontaktierenden Dialekte;

die sozial-ökonomischen Verhältnisse des betreffenden Dorfes;

die soziale Differenzierung seiner Bevölkerung.

Anhand unseren Angaben können wir (vom Beginn der Verbreitung der deutschen Personennamen in Russland) mundartliche Gliederung der deutschen Namen von Anfang 18. bis 20. Jh. zusammenstellen.

Bayer. – *Sander, Bene, Ignaz, Natz, Xaver (5).*

Süddt. *Fons, Aloys,* **Anton, Toni/Tony**, **Barthel, Bartho**, *Eustach, Fried,* **German**, *Gin, Luigi [dʒi-], Maximilian,* **Mike, Meik**, *Ottomar, Pankraz, Azius, Quirin,* **Rudolf,** *Olf, Urban, Winfried, Xaver (24).*

Westdt. **Lucian/ Luzian**, *Pankrazius,* **Pantaleon**, *Pantaleo,* **Valerian** *(5)*

Norddt *Fredo, Ascan/ Askan,* **Mathi, Olaf**, **Piet,** *Runolf / Runo, Sixten / Sten, Thorleif / Torleif / Thorsten/ Torsten, Thorulf / Torulf, Ulf (10).*

Oberdt **Lois**, *Burk,* **Flori**, *Giese, Rupp (5).*

Niederdt. **Andrees**/ *Andrus, Drees/ Dries, Ebbe, Ri(e)k, Hein, Jost/ Jos, Leven, Narziss, Pieter, Steffen, Wippold/ Wippo, Witold, Wito/ Witto,* **Wolter**, **Wolf** *(15).*

Rhein. **Arno, Arnold/Arnolt,** *Noll, Vit/ Vid / Wit (3).*

Schweiz. *Chrispin,* **Dani/ Danni**, **Jacob/ Jacup**, *Jero, Just, Luc, Manu, Mart/ Marti/* **Martin**, *Urban, Urs,* **Yan/ Jann** *(11).*

Fries. **Eme/ Emme**, *Ulbert, Ulbe, Winold/ Winolt, Winno, Wynant, Wyn (7).*

Die meisten Namen gehören nach unseren Belegen zur süddeutschen Mundart (24). Von diesen kommen die hervogehobenen Namen mehrere Jahre hindurch vor: *Anton, Toni/Tony, Barthel, Bartho, German, Mike, Meik, Rudolf.* Sie sind bis in unsere Tage hinein erhalten geblieben. Alle anderen Namen sind nur bis zum 20. Jahrhundert festgeschrieben worden. Den zweiten Platz belegen die Namen der niederdeutschen Mundart (15). Und an der dritten Stelle sind die Namen norddeutscher mundartlicher Herkunft (10).

Die angeführten Angaben zeigen uns, dass das von Russlanddeutschen gesprochene Deutsch, stark dialektal gefärbt ist. Und die Zukunft der Deutschen in Russland liegt in der Erhaltung der Dialektvielfalt und der Verbindung mit mehreren Kulturen, die in Russland in Gegenwart vorhanden sind.

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Impact of Strategy and Environmental Predictability on Financial Performance in Non-Governmental Organizations

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Esra Metin

Abstract

This study tries to understand the relationship among financial performance, environmental predictability and having strategy in the third (NGO) sector. The independent variable of the study is financial performance which is conceptualized as achieving the financial objectives which have been previously established. Environmental predictability is a sub-dimension of organizational environment that explains stability of the environment. Having strategy on the other hand is related with having mission and vision statements that are explicitly and clearly defined. The results of regression analysis indicate that, environmental predictability and having a clearly defined strategy have positive effects on financial performance in Non-Governmental Organizations.

Keywords: Financial Performance, Strategy, Environmental Predictability

Introduction

Strategy and environment are closely related in the management literature that organizations have varying strategies in different environmental complexities to be able to increase their performances (Miles,1980) and to be ab le to survive. Environmental predictability is a very significant factor for the organizations when determining their strategy to be able to answer the needs of the stakeholders and to achieve previously determined objectives.

Performance

Performance is a very broad concept that every kind of organization either profit seeking or not profit seeking; public or private measures, manages and tries to increase their performances. Performance measurement is a multi-dimensional issue that there are both financial and non-financial aspects of it. Since performance management in general is considered to have a financial emphasis meaning that as long as the organizations are considered to have high performance as long as they achieve the previously determined financial objectives, the non-financial dimension of performance management is not negligible.

Non-governmental or non-profit organizations rely on volunteerism that the financial expectations are less stressed in the third sector, whereas creating an added value for the humanity and civil attempts are taken as more important when conceptualizing the performance of non-profit or non-governmental organizations (Metin, 2017).

Since there are attempts towards conceptualizing performance within a broader perspective through determination of non-financial indicators for the profit seeking institutions, measurement of performance in the third sector has a financial dimension as well. Not profit seeking does not necessarily mean there is no financial dimension in the performance measurement of the NGOs. "Operating expense ratios, productivity measures, fundraising efficiency and the ability to acquire needed resources" (Ritchie & Kolodinsky, 2003) are the indicators of the financial dimension of the performance management of the NGOs. Moreover, non-financial criteria as Kaplan (2001) stated like "quality of service provision, satisfaction of members/volunteers/staff, public image and program / service effectiveness have been acknowledged as playing a pivotal role influencing performance" (Tucker, 2015, p.318).

Environment

Robbins (1983) sees general environment as the "remainder of the universe from the subset that represents the organization" (Robbins, 1983, p. 143). Political factors, legal structure, social environment, and demographics should be considered under general environment (Koçel, 2011, p. 292; Robbins, 1983, p. 143; Jones, 2010, p. 85). Specific

environment on the other can be defined as "the forces that are directly related to organization in its process of achieving goals" (Jones, 2010, p. 82; Robbins, 1983, p.143).

Environment in the management literature is presupposed to be the most crucial factor that determines the strategy and the organizational structure of an organization being profit seeking or non-profit seeking. Environment in the management literature has sub-dimensions such as environmental predictability, environmental complexity and environmental competitiveness. This study focuses specifically on environmental predictability and tries to understand its impact on financial performance along with strategy. Since strategy and environmental predictability are also highly related according to literature, the independent variable of the study has been taken as performance, since the ultimate purpose is increasing the performance for both profit seeking and not-profit seeking organizations.

Strategy

The literature as stated above links strategy (strategic choices and strategic processes) with environmental complexity, environmental uncertainty and environmental predictability. Ansoff (1972), Mintzberg (1979) and Ilinitch D'Aveni, and Lewin (1996) are the scholars that tried to understand the strategy and environment relations to increase the effectiveness of organizations. Chandler, (1962) defined strategy as " The determination of the basic long-term goals of an enterprise, and the adoption of courses of actions and the allocation of resources necessary to carry out these goals". Mintzberg (1979) defines "strategy is a mediating force between the organization and its environment: consistent patterns of streams of organizational decisions to deal with the environment".

Mission and vision statement are highly crucial for the organizations that clear and transparent definition of them enables all stakeholders to be explicitly informed about the strategic objectives of the organization. This harmonizes the expectations of all stakeholders about the reason of the existence of the organization and about the probable future position that the organization wishes to achieve.

Methodology

The researcher succeeded in contacting associations, foundations, federations and confederations in Turkey. 16 of the questionnaires were not properly filled out, that is why net properly filled out number of questionnaires is 123. The sample of the research is about 30 percent of the population given the whole population is around 400.

Linear regression has been utilized in order to determine the effect of the independent variables of the study (environmental predictability and having strategy) the dependent variable (financial performance). Moreover, correlations have been used through Statistical Package for the Social Sciences (SPSS). The hypotheses of the study are as follows:

Hypothesis 1: Environmental predictability has a positive effect on financial performance of the NGOs.

Hypothesis 2: Having a strategy has a positive effect on financial performance of the NGOs.

Below are the tables of the results derived from various analysis. Regression Analysis has been implemented in order to determine the equation that explains the relation among dependent variable and independent variables.

Table-1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.439a	.193	.180	.85536	.193	14.240	2	119	.000	2.041

Table-1 indicates that the adjusted R square is 0.18 meaning that the indedepenedent varaibles explain the 18 percent of the total effect on quality. Durbin Watson figure will be mentioned below when analsysing the assumotions of regression.

Table-2 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.837	2	10.418	14.240	.000b
	Residual	87.065	119	.732		

| Total | 107.902 | 121 |

Table-2 indicates that the signifance of the model in general is .000 which is acceptable at the 99 percent confidence level.

Table3-Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.001	.451		2.220	.028					
	Predictability	.336	.108	.285	3.118	.002	.386	.275	.257	.811	1.233
	Strategy	.239	.094	.233	2.547	.012	.357	.227	.210	.811	1.233

Dependent Variable: Financial Performance

Table-3 indicates that both Strategy and Environmental predictability have accapateble significance levels at the 99 percent confidence level.

So the regression function is

Quality= 1.001 +0.336 Environmental Predictability +0.239 Strategy

Table-4 Correlations

		FinancialPer	Predictability	Strategy
Pearson Correlation	Financialper	1.000		
	Predictability	.386	1.000	
	Strategy	.357	.434	1.000

Table-4 indicates the correlations among all variables are positive but they are weak.

The assumptions of Regression model should be checked as well.The first assumption is normality assumption of the residuals.

Normality
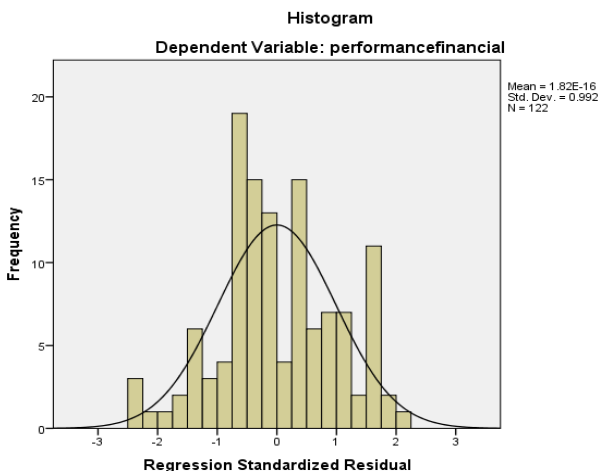
Figure-1a Normality

Normal P-P Plot of Regression Standardized Residual
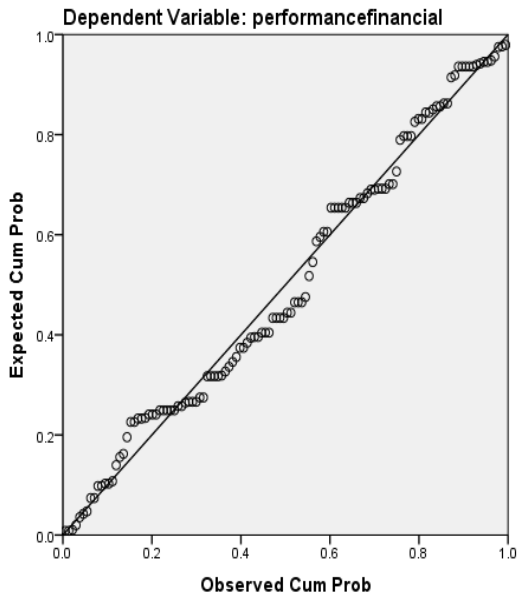
Figure-1b Normality

Given the figures above it can be concluded that the residuals are normally distributed.

Multicollinearity

Multicollinearity does not seem to be a problem because the VIF figures are 1,233 (less than 10)

Heteroscedasticity
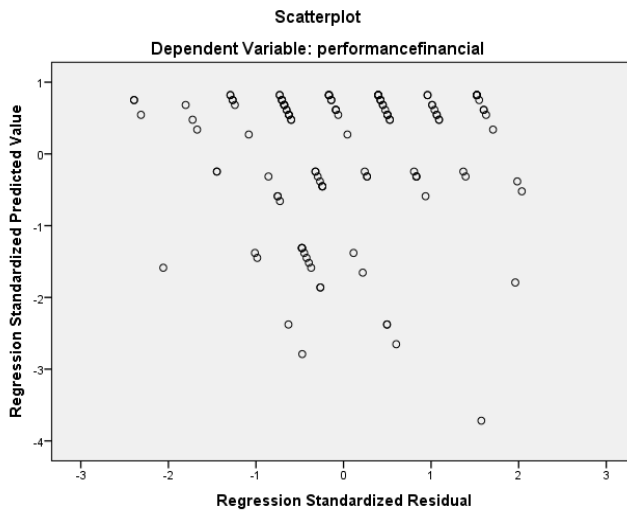
Figure-2 Heteroscedasticity

Checking the assumption with the graphs above, indicates that there is no problem regarding heteroscedasticity.

Autocorrelation

The last assumption to be focused on is autocorrelation assumption. If Durbin Watson test is applied the results below are obtained autocorrelation problem.

0	dl	du	2	4-du	4-dl	4	d

dl= 1.59 (from Durbin Watson table)
du= 1.65 (from Durbin Watson table)
4-du =2.41
4-dl= 2.35
Here, our d value of 2.04 is between du (1.59) and 4-dl (2.35) so we don't reject the Ho which means there is no

Conclusions

Discussion

This study conceptualizes the dependent variable of the study financial performance as achieving the financial objectives which have been previously established. The first independent variable of the study environmental predictability is a sub-dimension of organizational environment that explains stability of the environment. The second independent variable, having strategy on the other hand is related with having mission and vision statements that are explicitly and clearly defined.

The results of regression analysis indicate that, environmental predictability and having a clearly defined strategy have positive effects on financial performance in non-governmental organizations.

The regression equation formulates the linear relationship among the dependent and independent variables. The choices of the participants indicate that one-unit increase in the instability of the environment (1-unit increase refers to 1 level shift of the opinion of the participants with respect to their agreement on the subject matter) will increase achieving the financial objectives which have been previously established in other words performance by 0.336 units. By the same token having mission and vision statements that are explicitly and clearly defined will increase achieving the financial objectives which have been previously established in other words performance by 0.239 units.

Correlation figures support the results derived from the regression equation that all three variables are positively correlated but the correlations are weak.

Future Research Recommendations

Even if there is a financial dimension of performance in every kind of institution either profit seeking or not, and financial aspect of performance measurement is very crucial, the future researches might focus on the non-financial aspect of the performance in the third sector that the sector in principle relies on the voluntary efforts of the members.

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Minimum Wage as An Ethical Issue

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Abstract

Minimum wage is defined as the minimum amount of remuneration that employers legally have to pay to workers for the work performed during a given period, which cannot be reduced by collective agreement or an individual contract. The main purpose of the legislation is to ensure that employers do not exploit their workers, and thus it protects workers against unduly low pay. Minimum wage tries to provide a minimum living wage for a considerable amount of working people. Minimum wage exists in more than ninety per cent of the ILO member states. In recent years, global real wage growth has fallen from 1.6 percent in 2012 to 0.9 in 2015. Decrease in the earnings in the form of wages perpetuates and augments income inequalities. In order to come over ineqality gaps, many countries have adopted or strengthened minimum wages. Some researchers claim that raising the minimum wage causes job losses. They build their assertions on the assumptions of the mainstream labor market which predicts that a higher minimum wage will lead to job loss among low-skilled workers. This assumption has been corrected by other researchers that it might have such an effect in some industries and only on young people, not on the other millions of workers. Labour force and wages are the fundamental components of the labour market. However, minimum wage legislation is within the domains of economy, policy, and ethics. In that sense, minimum wage cannot be analysed and discussed in economic terms. When child labour was banned in many countries, it was not regarded as a loss in production but was thought of as praise of dignity. In this study, which the methodology is theoretical, I tried to highlight the characteristics of minimum wage in order to claim that it would be rightful to treat minimum wage within an ethical, not within an economic perspective.

Keywords: Minimum, Wage, Ethical Issue

Introduction

Minimum wage has been defined as the minimum amount of remuneration that an employer is required to pay wage earners for the work performed during a given period, which cannot be reduced by collective agreement or an individual contract. The purpose of minimum wages is to protect workers against unduly low pay (ILO).

Minimum wages exist in more than 90 per cent of the International Labour Organisation's (ILO) member states. Minimum wage laws are well-entrenched labour market institutions in most countries nowadays. In contrast to its wide application, minimum wage has always been on the agenda of the opponents. Minimum wage is a legislation that requires the wages do not fall below a certain level and provides a mechanism to enforce this. Minimum wage is also used as a policy which its basic arguments have remained substantially the same for decades (Wilkinson, 2004: 351). As a policy, minimum wage helps ensure a just and equitable share of wealth to all and overcome poverty and reduce inequality.

Opponents of minimum wage position their arguments on the basis that the markets are perfect and governement should not intervene in the case of imperfections, which are seen as temporary. Advocates of minimum wage state that there is no perfect competition, that labour market is different from other markets, and that it is humanitarian to protect the working poor. Minimum wage is regarded as a humanitarian or moral and ethical issue by some researchers, and as an economic issue by the others.

Minimum wage encompasses less-skilled, unskilled, or inexperienced workers. Its target is not directed to other workers. The discussions usually omit this aspect and assume that minimum wage is an interventionist measure. However, a raise in minimum wage has an automatic impact on all wages, and pushes them up too. I suppose that this impact which the employers feel uneasy about it, is not openly discussed and put forward in the discussions and arguments.

Minimum wage is a type of wage whcih is enforced by a legislation. It arises in the labour market but is legislated by the government. Opponents of minimum wage regard the presence of this legislation as an intervention in the free, perfect market. However, the actors in the labour market are not even. Employers have greater power in setting the wages and managing the hiring-firing process. It is not a competitive market. Adam Smith correctly observed that this negotiation typically favors the employer (Prasch and Sheth, 1999: 470). Minimum wage is an income for the employee, and a cost for the employer. No such characteristic and relation exist in other markets except the labour market. Therefore it would be fallacious to assume labour market the same as the other markets.

Opponents of minimum wage also state that minimum wage contradicts with self-ownership and that it is against freedom of contract. In particular, considerations of exploitation and freedom do not make a case for or against the minimum wage. Some propose the minimum wage because they believe that employers have duties not to exploit their workers, whereas others oppose it on the grounds that it wrongly restricts the freedom of workers to contract as they choose (Wilkinson, 2004: 350-353).

As being a type of wage, minimum wage is an economic issue belonging to the labour market. In addition to its economic aspect, minimum wage is also a legislation which is within the domain of policy.

This paper, which its methodology is theoretical, discusses minimum wage and claims that though minimum wage has an economic and political aspects, it should be regarded as an ethical issue in order to protect and upraise the labour of the vulnerable, unskilled, and/or inexperienced workers. The paper starts with an introduction, proceeds to concepts and definitions. In the following section, some theoretical approaches about minimum wage have been summarised. Next, in the homo oeconomicus section, economic characteristics and outcomes of minimum wage have been studied. Following it, the ethical perspective has been presented. The paper ends with concluding remarks which underlines the ethical and moralistic conduct and discourse for minimum wage.

Concepts and Definitions

Ethics and morality are the terms related with 'right and wrong' and 'good and bad' conduct. Usually these terms are used interchangeably. Ethics and morals are quite different, and they might contradict or even rule out each other. What is immoral for someone or for a community might not be immoral for another. Morality refers to an individual's or a community's own principles regarding 'right and wrong' and 'good and bad', and ethics refer to the rules provided by codes and/or principles. Besides being personal or local, morality has a religious connotation for many people, also. Ethics or moral philosophy is a branch of philosophy. The term ethical is recently used in conjunction with economics, business, medical activities, law, etc.

Justice, which has been discussed since the ancient period, is one of the main virtues of classical moral philosophy. Justice means giving each person what s/he deserves or, giving each person his or her due. Fairness, impartiality, truth, equity, goodness, righteousness, uprightness are closely related terms which are often used interchangeably with justice. Justice is universal, independent of the culture and the society that the people live in.[1]

Economic justice is defined as a set of moral principles for building economic institutions, the ultimate goal of which is to create an opportunity for each person to create a sufficient material foundation upon which to have a dignified, productive, and creative life beyond economics. Economic justice involves distributive justice as well as participative and social justice.[2] Welfare economics, and in general normative economics, though Atkinson (2001:195) regrets the strange disappearance of it, deal with distributive justice.

Markets are the fundamental institutions of the economies. Markets are various and differ in content and scope from each other. Therefore, it would be fallacious to treat all types of markets in the same manner. In goods and services market, only goods and services are produced, and sold and bought. In labour market, only labour is exchanged but not like a good or service because labour is a part of the human being, the worker. Labour market is usually monopsonic, not competitive. Even in that sense, labour market is totally different from all types of markets. When a worker's labour is hired by the labour-demander (employer), s/he gets paid for that in the form of money income which is called a wage/salary.

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[1] Center for Economic and Social Justice, www.cesj.org
[2] Stanford Encyclopedia of Philosophy, https://plato.stanford.edu/entries/economic-justice/

Minimum wage is a type of wage which arises in the labour market but applied by legislation made by the government. It can be also used as a policy instrument for redistribution. Therefore, minimum wage has economical and political aspects.

Related with minimum wage, various types of incomes, such as 'income living', 'universal income', 'minimum income', 'good-life minimum' are brought forward to the discussions. Some refer to the minimum income sufficient for a good life as the "good-life minimum" and argue that its establishment as the minimum wage is morally incumbent upon the citizens of a democratic society (Cordero, 2000:207). A recent offshoot of the minimum wage movement is the so-called "living wage" initiative, in which some local governmental authorities, for example, municipalities, have undertaken to define and enact a just wage level for certain workers in excess of the existing federal minimum wage in the US ((Gaski, 2004: 219). Living wage is an income that provides employees and their families with the opportunity to move towards a decent standard of living. Conceptually it differs from a legal minimum wage. The living wage involves an assessment of quality of life, whereas the minimum wage is grounded in a subsistence approach to basic needs(Parker et al, 2016: 36-37).

Minimum wage tries to cover the basic needs of the workers. In that sense opponents claim that there are other means to protect the workers such as subsidies, transfers and tax cuts. They base their arguments on the grounds of rational choice and freedom, and assert that it is unethical to harm other workers by leading to their unemployment due to the increase in minimum wage. In the following part, related with minimum wage, some theoretical propositions which particularly the opponents base their arguments upon, will be summarised.

Theoretical Propositions about Minimum Wage

The discussion about minimum wage evolves around some axes such as the outcomes and consequences of minimum wage as an economic matter; resource allocation, income distribution, and public policies in normative economics; minimum wage policy in political philosophy which is closely related with normative approach; and justice and rightfulness of minimum wage in moral philosophy. Political philosophy focuses on arguments and basic principles and the general issue of social justice. Normative economics covers resource allocation and the public policies. Normative economics uses the formal apparatus of economics which helps to derive non-intuitive conclusions from simple arguments. Moral philosophy deals with the justice and rightfulness of minimum wage.

Even though many religions in the World have had principles about ethical and just wages, for most westerns Greek phlosophers, for instance Aristotle, and the Catholic Church, with the work of Thomas Aquinas were the founders of a just, equitable, fair earning (wage). Early economists believed that a day's work should earn a day's equitable wages, not a day's subjective wages. They believed that subjectivity skewed the value of labor, goods, and services (Leonard, 2008: 83-84).

In an effort to enhance their arguments about minimum wage, researchers often refer to the prominent works of some philosophers. Immanuel Kant, stating that reason is the source of morality, has been referred to his philosophy and logic about ends and means. Jeremy Bentham, the famous founder of utilitarianism, John Stuart Mill, with his famous ideas on liberalism, most classical economists, more recently John Rawls have often been cited by the researchers who might have different and contradictory ideas.

For instance, Gaski (2004:212) refers to Immanuel Kant's "categorical imperative" which is the preeminence of rights, duties, and justice with respect to the individual, implying that the end does not justify the means. As Kant himself expressed it, "the categorical imperative . . . concerns only the action [means] itself without regard for any other purpose [end]" In other words, some means are not ethically allowable regardless of the purpose. Then Gaski deduces from Kant's categorical imperative that raising low incomes may be a worthy aim in isolation, but it does not excuse the forced unemployment of 100,000 or more workers already at the low end of the pay spectrum, according to this model.

Utilitarians regarded the matter of pay more of an issue about achieving the most productivity in the most ethical way possible. Mill discussed this type of ethics as the theory of the greatest good for the greatest number (Leonard, 2008:78)

Utilitarianism, the best-known version of consequentialism, is concerned only with maximization and critics often recommend supplementing maximization with some concern for equality or argue for giving some kind of priority to the worst off. As for maximization, the various consequentialist views will probably converge. Both egalitarians and prioritarians favor the worst off, but in practice many utilitarians do too because of diminishing marginal utility. The thought here, then, is that when it comes to the minimum wage, there will be some consensus on a criterion giving priority to the worst off. Utilitarians will argue that the loss to the marginal workers is too great, especially given that they are already badly off and so could get more welfare for given jobs and income than others would. Egalitarians and prioritarians will focus on the

decline in the position of the worst off people and that, again, will lead them to condemn the minimum wage. Indeed, one reason why economists do not tend to discuss how to evaluate the effects of the minimum wage might be because, once one sets them out in this way, the very description would persuade anyonewith consequentialist sympathies (Wilkinson, 2004: 359-360).

The Classical Economists did not recognize an imperfect market but made assumptions about free agreements of prices and wages made in perfect freedom and perfect competition (Leonard, 2008:84). The standard (neoliberal/mainstream) theory assumes the markets as competitive and states that the minimum wage causes big losses to marginal workers and smaller losses to employers and consumers, while there are small offsetting gains to some workers. If those are the effects, then consequentialist views of any plausible kind will condemn the minimum wage.

Karl Marx looked forward to a society in which each could contribute "according to his abilities" and receive "according to his needs". Thus it is clearly not unreasonable to think of Marx as favoring wages minimally sufficient for a good life (Cordero, 2000:207).

More recently, John Rawls is often cited in regard to justice, rationality, choices, etc. Rawls considers the quality of wages in a just society, taking into consideration such factors as supply, demand, and savings required to be made for the benefit of future generations. He maintains specifically that a minimum wage is not an effective way of regulating income to provide for basic needs. He advocates instead a system of economic transfers such as family allowances or a negative income tax to provide a "social minimum"(Cordero, 2000:208).

Rawls asserts that if potential losses and gains are both unlimited, it is rational to be more concerned to avoid the worst possible outcomes than to insist upon preserving the possibility of the greatest possible gains. If the choosers are able to ensure that the minimum guarantee is an attractive one, they may feel little need to ensure the possibility of securing significantly greater advantages. It is important to emphasize that Rawls does not claim that choosers in the original position will seek to achieve the guarantee of a minimum income or bundle of primary goods. Rather, Rawls argues that the 'satisfactory minimum' that choosers will attempt to secure constitutes 'an adequate minimum conception of justice' – that is, the conception that provides the most satisfactory minimum guarantee of protections of their fundamental interests. In particular, Rawls argues, the choosers will choose a theory that: (i) minimizes invasions of fundamental rights, (ii) promotes equal opportunity to develop and exploit their talents and (iii) mitigates the inequalities that continue to exist in a social order that ensures equal opportunity. Thus, justice as fairness will minimize the strains of commitment, Rawls argues, precisely because it guarantees the most acceptable minimum protection of liberty interests (Kaufman, 2013: 354-359).

Some authors argue that minimum wage should be evaluated using a consequentialist criterion that gives priority to the jobs and incomes of the worst off. The conclusion is that, at worst, the minimum wage is a mistake and, at best, something to be half-hearted about (Wilkinson, 2004: 351).

Robert Nozick states for the libertarian position that significant but justified inequalities may develop through voluntary exchanges between individuals. Kai Nielsen in contrast argues for an "equality of conditions" as the social, ideal, with "an equality of the overall level of benefits" at least in the normal case (Cordero, 2000:208-209).

Some analysts have studied minimum wage by using game theory and deducing various conclusions. Mukerji and Schumacher (2008: 2-3) have used two models of game theory, namely renegade model and standard model. They show that minimum wages are justifiable only under a *renegade model* of the labour market which assumes that employers have monopsony power over workers. If the labour market is subject to such market imperfection, it can be shown that outcomes will be inefficient. A regulatory minimum wage can help to overcome inefficiency and is thus justified within the economic-ethical framework. If, however, the *standard model* of perfectly competitive markets is presupposed, then the minimum wage is not justifiable, since better alternatives exist. Under standard assumptions it follows that minimum wages need to be repealed in favour of a free market arrangement in conjunction with a tax-financed wage subsidy. They continue to say that economics and ethics can be mediated from a scientific-theoretical viewpoint and economic and ethical rationality can be accommodated in one coherent framework. They draw attention to the importance of institutional change and assert that well designed economic institutions enable individuals to interact egoistically and behave ethically at the same time which resolves the conflict between economic and ethical rationality and thus solves the implementation problem.

Continuing with the decision theorists, some have suggested the maximin principle: if the worst possible outcome of one act is better than the worst possible outcome of another act, then the former act should be chosen. If the worst outcomes of two or more acts are equally good, the maximin principle tells you to be indifferent between them. But that doesn't seem right. For this reason, fans of the maximin principle often invoke the lexical maximin principle ("leximin"), which says that if

the worst outcomes of two or more acts are equally good, one should choose the act for which the second worst outcome is best. (If that doesn't single out a single act, then the third worst outcome should be considered, and so on.) Why adopt the leximin principle? Advocates point out that the leximin principle transforms a decision problem under ignorance into a decision problem under partial certainty. The decision maker doesn't know what the outcome will be, but they know what the worst possible outcome will be. But in some cases, the leximin rule seems clearly irrational. It has been concluded that only the weak leximin criterion can provide grounds for choosing maximum basic income. All remaining criteria reject that choice, and some squarely support the zero basic income alternative. (Veen, 2004: 170)

Another distinct approach is about the situations for decreasing the wage levels. Identity Economics proposed by George Akerlof and Rachel Kranton, investigates how social norms associated with expected behaviour in social groups influence individual behaviour and choice. They are arguing that if the workplace is militarized by promoting firm loyalty type social identities, wages can be reduced while maintaining or even increasing output (Davis, 2011: 331-337).

Economics of Minimum Wage : Homo Oeconomicus

Neoclassical economic theory views workers as a means of production and competition as determining wages which are, in turn, lined to productivity (Leonard, 2008: 77). According to this standard, mainstream theory the market will automatically ensure that each worker is paid according to her marginal productivity. However it neglects the most important premise of such an argument – the employer must be forced to bid for workers in a competitive market against other employers if employees are to realize the full value of their work. To understand the economics of the minimum wage, the labor market cannot be treated as simply another market, subject to the textbook theory of "supply and demand." The reason is that the labor market is so much larger and all-encompassing than the market for carrots or cocoa futures (Prasch and Sheth, 1999: 467; 470-471)

According to the neo-liberal theory, if the minimum wage is at or below the competitive rate for labor, it has no effect, whereas if it is above that rate, it disemploys people. If the price of labor goes up, demand will fall. Employers will substitute capital or more skilled but more expensive labor for those who would have been employed below the minimum wage. While some workers will receive a pay rise and more experienced workers might find jobs, workers at the margin, who would be willing to work for low wages, will be disemployed (Wilkinson, 2004: 354). According to the mainstream theory, the minimum wage leads to lower profits, levels of savings, investment, and growth rates, hence lower wages in the future This idea presumes that investment is a function of savings. This argument is refuted by the existence of excess capacity (unemployed plant and equipment) in the economy. Consumption, the most important component of the final demand for goods and services, is determined both by the level and distribution of income. As was argued in the previous section, an increase in the minimum wage, through its effects on income distribution, can increase total consumption, and thereby, business activity. This will, in tum, have a favorable effect on the level of effective demand and the level of investment. It follows that minimum wages are consistent with an enhanced rate of growth within a nation's economy - indeed, through its effect on consumption, it is an important contributor to a healthy economy (Prasch and Sheth, 1999: 482-483).

The standard model of competitive labor markets predicts that a higher minimum wage will lead to job loss among low-skilled workers. This theory considers a competitive labor market for a single type of labor, as if all tyes of labour are uniform. According to the theory, a binding minimum wage that is set higher than the competitive equilibrium wage will reduce employment for two reasons. First, employers will substitute away from the low-skilled labor that is now more expensive towards other inputs, such as equipment or other capital. Second, the higher wage and new input mix implies higher prices, in turn reducing product and labor demand (Neumark, 2015).

Proponents of the mainstream theory presumes that the markets, imcluding the labour market, are competitive and perfect. Opponents to the neo-liberal economic theory claim that markets are imperfect, especially labour market has uneven, asymetrical characteristics.

In reality, most businesses focus on profit and if profit is the sole goal of the business, then paying workers the lowest amount possible can, perhaps, make some sort of logical sense. But if the primary outcome or goal of the firm is a quality product, then paying the lowest amount possible is logically counterproductive. If the focus is profit, then you will do anything to achieve the profit and thus will try to lower the costs, including wages. As Giddings state, "…this action of competition may be imperfect in the particular case [of rewards for labor]. So far as it is imperfect, the wages system is ethically defective..." (Leonard, 2008: 78).

Much of the debate centers on whether raising minimum wage causes job loss, and leads to a fall in profits. Recent research shows conflicting evidence on both sides of the issue. There are some studies that only a fragment of the labour market

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can be harmed by being unemployed, other studies suggest that overall employment could be harmed, while some other studies show that there is no negative impact of raising minimum wage.

Mainstream economists think that a minimum wage would result in increased levels of unemployment and diminished opportunities for the acquisition of job skills among relatively low-wage workers, as proposed by Katz and Rosen. It was stated by Hirschman that a well-intentioned social policy (the minimum wage) inadvertently harms the very group that it was designed to assist (Prasch and Sheth, 1999: 466).

On the other hand, it has been claimed that workers have varying skill levels, and a higher minimum wage will lead employers to hire fewer low-skilled workers and more high-skilled workers. This "labor-labor" substitution may not show up as job losses unless researchers focus on the least-skilled workers whose wages are directly pushed up by the minimum wage. Moreover, fewer jobs for the least-skilled are most important from a policy perspective, since they are the ones the minimum wage is intended to help (Neumark, 2015).

Some researchers have long argued that the rate of spending out of wages is higher than spending out of profits, so it would follow that redistribution from profits to wages would induce an increase in the marginal propensity to consume for society as a whole. Higher levels of consumption and the capacity utilization of firms should, in tum, induce higher levels of investment. If the economy were operating at less than full employment such a policy would, all things being equal, lead to an increase in effective demand, thereby contributing to an increase in the overall level of employment (Prasch and Sheth, 1999: 467-468).

It has been asserted that the dire predictions made by neoclassical economic theorists concerning the impact of minimum wages on aggregate unemployment are not supported by empirical research. The best evidence suggests that the minimum wage has not been a major cause of unemployment. Some job loss due to the wage floor has been detected, but it is much smaller than that claimed by orthodox economists (Levitan and Belous, 1979: 17-18) . Some recent findings support this claim.

It has been underlined that the labor market is not homogenous. It is made up of at least two sections. The "primary" market features relatively high and stable wages, in addition to high benefits and comfortable workplaces. "Secondary" labor markets are characterized by high tumover, low-wages, difficult or dangerous working conditions, and almost no benefits. Low-wage markets embody many of the characteristics of the "free market" of the textbooks (Prasch and Sheth, 1999: 472).

The negative impact of a rise in minimum wage has been accepted at a certain extent by some analysts who favour the minimum wage. They underline that the impact of a rise in minimum wage on unemployment is mostly seen among young workers. But this is not the same as saying that MWs are thr primary cause of youth unemployment (Levitan and Belous, 1979: 18). Even the opponents of minimum wage state that the unemployment effects of minimum wage are most pronounced for younger workers and in industries with a higher proportion of low-wage workers.

On the other hand, there are valid analyses based upon extensive empirical studies by other researchers (such as Card and Krueger, Schmitt, Spdggs and Schmitt) who have shown that the minimum wage has no discernible effect on the level of employment, and may even be correlated with increased levels of employment (Prash and Sheth, 1999: 466-467).

David Card and Alan Kreuger claim that increases inminimum wages in the USA did not increase unemployment and may even have decreased it. Their most striking piece of evidence is from a comparison of employment in fast food restaurants in New Jersey, which raised its minimum wage, with those in Pennsylvania, which did not. The standard theory predicts a decline in employment in New Jersey relative both to before the increase in the minimum wage and to Pennsylvania. In fact, there was a slight increase in employment. Their studies indicate that the minimum wage may have little, if any, impact on employment, even among the young and relatively unskilled (Wilkinson, 2004: 355-356).

Other studies have shown that there is no observable correlation between the level of the minimum wage and the rate of small business bankruptcies. Another study of small business owners, based on an extensive survey, could not find any inclination to lower the level of employment in the event of an increase in the minimum wage (Prasch and Sheth, 1999: 473).

Minimum wages have been found to have a positive effect on poverty levels and a positive effect on wages that are not in the sectors covered by the legislation. In many countries, lower paid workers are concentrated in industries or parts of the economy where there is little job generation in any case, and, where jobs are available, the workers are neither paid well

nor do they have much employment security. In the United States, only a small percentage of workers are affected, so there are only small changes in the number of jobs lost (Leonard, 2008: 80-83).

Gaski (2004: 212) underlines the negative impact of wage gains as the unemployment of hundred thousands, by naming the proponents of minimum wage as "ideologically charged segment of the economics community".

Some academicians and researchers say that people ought to get a minimum wage because, in general, nobody should be poor, or people's needs should be met. Wage regulation policies have a broad base of supporters who think they can justify interventionist measures ethically.

Obviously, minimum wage is not the rational choice of the workers. They are well aware that by some more extra skills that they might have obtained, they could have received more than the minimum (Kaufman, 2013: 360-368).

Some Economic Policies for and against Minimum Wage

Minimum wage raise is often compared by subsidies and taxes. One of the studies compare normative arguments for adopting either an unconditional and equal basic income as the policy instrument of a responsibility-sensitive maximin objective or a uniform subsidy on market wage rates. The wage subsidy instrument, however, creates a positive incentive to earn for the beneficiaries of redistribution –these being the low wage earners, whose productivity is correspondingly low. The incentive arises because for low wage earners, a uniform wage subsidy adds more to income per hour than is taxed away in order to finance the subsidy; in other words it increases their net rate of reward. As a result, low wage earners will supply more labor than they would do at the same rate of income tax under a basic income, and without the subsidy (Veen, 2004:148).

Related with maximin and leximin criteria, under the maximin objective of responsibility-sensitive justice, government redistributes income in favor of those who are worst off in well-being as a result of their productivity level. It is stated that only the weak leximin criterion can provide grounds for choosing maximum basic income. All remaining criteria reject that choice, and some squarely support the zero basic income alternative (Veen, 2004: 151; 169).

Wilkinson (2004: 357-358; 361) asserts that there are many ways to prevent poverty or meet people's needs, such as income subsidy. While the minimum wage might be part of a poverty reduction strategy, it does not seem to play much of a role in alleviating poverty. This is partly because minimum wage workers are a fairly small proportion of the total workforce and partly because many poor people are not minimum wage workers. They are often outside the workforce altogether, for instance single parents and their children, or else they are being paid above the minimum wage but have to share their money with many family members. There is an interaction between unemployment and poverty, since those who lose their jobs usually lose income too.

On the other hand, it has been stated that the ethical dimension of minimum wage debate has been neglected. It is argued that the minimum wage is a successful economic policy that is consistent with economic justice (Prasch and Sheth, 1999: 466).

A higher minimum wage would be of substantial assistance to workers who have little or no bargaining power vis-a-vis their employers. It would improve their quality of life, and to the extent they are able to use their higher wages to cover their basic needs, it would give them access to education and skills development. In the presence of a minimum wage, firms would have a direct incentive to modify their management strategies, adopt new techniques of production, and/or invest in their secondary labor market workers (Prasch and Sheth, 1999: 472).

Workers also face "overhead" costs, the cost of the maintenance of themselves and their families. If they are unemployed, or if their wages are insufficient, these costs must be covered by eithertheir family, the community, or the state. It follows that either these costs are borne by society at large, or society must tolerate the gradual diminishment in the quality of its labor force (Prasch and Sheth, 2004: 471).

Subsidies and transfers cover the whole needy population whereas minimum wages cover only a segment of workers. It would be erroneous to substitute one for the other, or to make a trade-off between them. Minimum wage can be and should be regarded as an ethical issue in itself to support the needy, vulnerable, low-income workers.

Ethics of Minimum Wage: Homo Finitus

The model of homo oeconomicus is a misleading foundation upon which to build economic policy. The labour market encompasses real human beings, homo finitus, who have physical obstacles (a limited life time and energy), and needs,

aspirations, wants, and wishes for a better life. In that regard, it has been argued that an adequate minimum wage not only better addresses the pervasive economic problems faced by real individuals, but ethically is a sound policy that should be promoted by a responsible society (Prasch and Sheth, 1999: 473).

Ethical or moralistic views have been resorted to by different opinion holders. Conservatives claim themselves as abiding to the moral rules. They assert that the deep principles of justice require far more of them than simply rejiggering the distribution of wealth. They state that they are not against increase in incomes of the poor but say that raising the minimum wage is a bad instrument for achieving a worthy good- namely boosting the incomes of working people (Brooks, 2016:16).

The minimum wage legislation is regarded as an unethical and ideological attempt made by the government and it is stated that possibly hundreds of thousands of soon-to-be-unemployed will be merely the latest victims of such dysfunctional propaganda (Gaski, 2004: 222).

It is underlined that mainstream economists claim that economic thinking cannot be thought of as subordinate to ethical considerations and that economic rationality has to be transformed ethically (Mukerji and Schumacher, 2008:2).

Some consider minimum wage legislation 'immoral' because they say that it effects low wage workers negatively. Some distinctions have been made about moralities by dividing them into magnanimous morality and mundane morality. The first morality (magnanimous) is appropriate for families or small groups in which members are familiar with and have personal concern for each other. The second morality (mundane) is suitable for large groups in which members have little knowledge of or personal concern for each other. Both moralities make the world a better place. But the strong emotional appeal of magnanimous morality creates temptations to apply it to large-number situations, such as markets, where it does more harm than good by hampering the cooperation between large numbers of strangers that cannot be achieved without reliance on mundane morality. It has been pointed out that it is the exercise of markets' mundane morality rather than a minimum wage that provides the only serious hope for low-wage workers to improve their real incomes (Lee, 2014: 37-46).

The democratic state's responsibility to the individual consists generally of protecting the individual from any person who might deprive him of his rightful property, or the means by which he acquires and maintains his property- be these material or more intangible such as life and labor, and "to promote the general welfare. Even though not explicitly enumerated, the state has a responsibility to maintain the subsistence of those citizens who are healthy, able-bodied, and working full-time, as well as those of its citizens who are, through no fault of their own, unable to provide for themselves. By upholding a sufficient minimum wage or a "living wage," the state can ensure that individuals will have the material resources to continue working full-time on a daily basis while meeting their own and their families' needs for many years to come (Prasch and Sheth, 1999: 477-478).

In this context, a minimum wage, set at a responsible level, can enhance the performance of the economy even as it promotes economic justice by providing a more equitable distribution of the final product. Through its positive effects on the level of effective demand, the rate of technological change, the rate of economic growth, and the perception of fairness that market outcomes can generate, the minimum wage can be thought of as an important institution in the creation of a just economic order (Prasch and Sheth, 1999: 484).

Markets are not perfect and competitive. Labour market differs from the other types of markets since the component of the labour market is the human being who mostly hires his labour for a living and for self-fullfilment. Justice is only applicable when both parties are acting justly—if one of the parties behaves unjustly, then unjust wages result (Leonard, 2008: 84). Inequality is often the basis for determining economic injustice, so when we see workers who are earning very little or discrimination against a group of workers, we feel that there is economic injustice (Leonard, 2008:83). In that sense, a legislation is needed (and thankfully exists) to provide the ground for a minimum income to meet the basic needs of the labourer.

Concluding Remarks

Markets are imperfect, and labour market has the highest asymmetries in the sense of material and financial proprietorship. Typical mainstream analytical tools to be used for minimum wage would be misleading. For instance, the neoliberal income/leisure trade off is a like a bad joke for the minimum wage receivers. They have no money to spend for leisure.

Minimum wage shouldn't be analysed with an efficiency-increasing, cost-minimizing, profit-maximizing approach. The minimum basic needs (food, shelter, travel to work and to school) of the workers need not be a subject of vast and voluminous economic analyses. It is not just to be in favour of the more powerful in the labour market where the bargaining and bidding power of the employers are much greater than the employees.

Most of the minimum wage earners are from sociologically vulnerable groups, the young, the old, the females, the immigrants, the second-rate citizens, etc. Even a little increase in minimum wage means a lot to these people. Employers face overhead costs but employees also face, food and shelter.

Economic transfers, subsidies, and negative income tax can only be used to augment the minimum wage practice but cannot take its place. Minimum wage legislation is a solid guarantee for the workers though I find most of the wages very low compared with the increasing rate in profits and in high incomes.

I suggest that the minimum wage should be treated within an ethical (moralistic) framework without taking into account of any macroeconomic implications.

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How the physical characteristics may affect the social life of streets in Athens, Greece?

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Abstract

The urban space is characterized by specific qualities that may contribute to, or mitigate the social life. These qualities were described by James Gibson as "environmental affordances". According to that theoretical perspective, urban designers and environmental psychologists should focus on the physical features of a space in order to understand and explain the way in which it functions and the degree to which is sociable. For the scholars of road networks, this approach is particularly useful because streets shape the platform for a wide range of social interactions and experiences. Streets are by definition social spaces, which not operate always efficiently because of their form and their particular characteristics. This is one of the primary reasons why it is stated in the literature that public space is now declined and as a result it needs to recover its old glamorous prestige and importance. In the light of the above, the specific research as primarily qualitative, is focused on studies of the urban form of the Athenian streets and proposes a typology for them considering some key physical characteristics which affect with a specific way the embedded social life. Finally, an attempt is made to generalize the effects of the specific physical characteristics to the socialization of urban spaces.

Keywords: environmental affordances, sociable streets, streets classification, street behavior, Athens.

Introduction

Open public urban spaces are considered the type of focal areas of interest for urban centers, throughout time. Indeed, their course is longitudinal (Rubenstein, 1992) and consist of places for socio-economic, political and religious expression (Classen, 2009). Expression of people was to a large extent, the basis for the organization of cities historically. On this basis, subject of this study was the understanding the parameters that affect human behavior, additionally to studies performed by psychologists and social scientists, space designers and the professionals on the field of environmental psychology.

This specific research paper falls under the correspondin field and focuses on the understanding of the design and operation of streets in Athens, Greece, in the light of the theory of environmental affordances. An attempt is made to address the scientific research question as follows: how the physical characteristics may affect the streets of social life in Athens, Greece? To explore that question qualitative methodological tools (Section 3) are used, following the understanding of the concept of environmental affordances, as described in section 2. Section 4 attempts to study some representative streets of social life Athens, in view of their characteristics, and generalization of the findings in Athenian streets. These roads are both city center as well as neighborhoods roads. This is quite significant because neighborhoods roads have not been particularly studied, as underlined by Mahmoudi Farahani, et.al. (2015). The same authors underline that the large volume of the literature refers to the city centers and as a result the examination of neighborhoods is neglected. It is also important that the issue is being considered in a broad context and not isolating specific variables, something that Van Nguyen and Thi YingHan (2017) have found in literature review when they studied social life of the streets of Vietnam. Finally, the resulting conclusions (Section 5) aimed at understanding the degree of sociability of the streets of the Greek capital and the association with the feeling that exists on the specific open public urban spaces.

Theory of Environmental Afordances

As it was aforementioned, this research lies within the scientific area of environmental psychology that, from the 2nd half of the 20th century (Clayton and Saunders, 2012; Cassidy, 1997), studies the relationship of the environment and human behaviour (Scholz, 2011). During this time period hundreds of studies have been conducted with the scope of understanding the needs of people and their behavior, approaching the issue under different perspectives, achieving to form different theoretical concpets, most important of which are (Moser and Uzzell, 2003): determinism, interactionism and transcationism. This specific research for the study of human behavior and the response of the latter in its environment is part of the tranactionalism theory and the research object is accessed with the environmental affordances theory.

Under this theory, any human behavior relates, in accordance with the possibilities offered by the space on every user, each time. In accordance with Tillas, et.al. (2017), who referred to the research work of Turvey, the environmental affordances are a "*real chance*" for the event of an action. Indeed, the various features of the site can support or constrain behaviors, without meaning that their existence anticipate their emerging (Gibson, 1979). Characteristic is the example that is demonstrated by Gaver (1996), who expects that the number of moving individuals on space located at a higher altitude level from another is less because of the height difference.

For the better understanding of environmental affordances, Fallah and Fallah (2015) propose their classification in particular categories according to specific criteria, as applicable. It happens for some environmental affordance to belong to more than one category, depending on the criteria utilized each case. In this work the environmental affordances initially categorized according to the benefit of the user, in positive and negative affordances, and subsequently with the corresponding criterion of the behavior actor, functional and social affordances. It is worth noting that the categorization was not examined, in the light of the latter criterion, in cognitive and emotional affordances.

Methodology

To answer the research question, specific roads in Athens were chosen, both in city centre and in neighborhoods. These roads were the study areas. Main subject for the road selection was the criterion of being representative examples of the average Athenian Street. As happens in most Greek cities, the intersection of the roads, on average, hovering at 8 meters without islet, with sidewalks to be of small width and numerous vehicles to be parked on either side of the lane. However, because it was desirable to determine the extent that the physical characteristics of the road affect social life, three examples of roads were selected based on the type of road, for three main types of road: traffic calming, dual circulation without islet and dual circulation with islet in the centre. Reason for opting for 3 streets per road type was to confirm the conclusions up to a certain point and avoid deriving frivolous generalizations. Given the fact that the research focuses on the physical characteristics of the design, selection of the roads was based on the combination of land uses that characterize them. Respectively, regarding the traffic characteristics, choice of the roads was based on distance varying approximately 200-300m from track in order to avoid extracting incorrect conclusions associated with traffic from and to the specific stations of public transportation.

Then, recording of the environmental affordances for every street took place and they were grouped on the basis of two criteria: the benefit of the user and the corresponding behavior of the actor. Based on the affordances, it was attempted to grasp a deeper understanding of the observed social life in every way. For the understanding of occurred behaviors, observations were made on the study streets during the summer of 2017. Remarks were made on a systematic manner during the day, in proportion to the respective investigation (Mehta, 2013; Kyriakidis, 2016) and aimed at understanding and recording behaviors (Jorgensen, 1989; Mehta, 2009; Ranjit, 2011) for road users. Furthermore, taking photo samples contributed positively to information recording. Tabulation was also used in order for the data to be presented in an easy readable way (Kyriakidis, et.al., 2017).

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Figure 1. Nine streets studied in Athens. Source: Google Maps and Own Elaboration.

Case Studies: Nine Athenian streets

Case studies choice and description of the main environmental affordances

The streets that were chosen are presented in Picture 1. In the category of dual circulation roads with an islet at the centre of the road, Thiseos Avenue in Kallithea, Stratarchi Papagou Avenue in Zografou and Piraeus Avenue in the centre of Athens were chosen. In the category of dual circulation roads with a typical width of pavements (taking into account the existing situation in Greece), Agiou Dimitriou Str. in Agios Dimitrio, Kypseli Str. in Kypseli and El. Venizelos Str. in Nea Ionia were chosen. Finally, in the category of traffic calming streets, Agiou Alexandrou Str. in Faliro, Thoukididou Str. in Alimos and Kassaveti Str. in Kifisia were finally selected.

For these roads, the physical characteristics that are the main environmental affordances were recorded. Table 1 presents these physical characteristics by road and by category, depending on the criterion used, where appropriate.

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	Affordances		Categorization	Thiseos Ave.	Papagou Ave.	Piraeus Ave.	Agiou Dimitriou Str.	Kypselis Str.	El. Venizelou Str.	Agiou Alexandrou Str.	Thoukidideou Str.	Kassaveti Str.
Pavement	Width of the pavement	Small	N – PH		+	+		+				
		Satisfactory/ big	P-S	+			+		+	+	+	+
	Corner of the pavement	Same as in the rest length of the pavement	N-PH		+	+						
		Widened (or large as in the rest length of the pavement	P-S	+			+	+	+	+	+	+
	Delimitation of the pavements and the main part of the road	Guard rails	P-PH		+							
		Small columns	P-PH				+	+		+	+	+
		No delimitation	N*-S	+		+			+			
	Ramps in the corner of the pavements		P-PH	+	+	-	+	+	+	+	+	+
	Green spaces	Tree arches and flower beds	P-PH		+		+	+				
		Tree arches	P-S	+						+	+	+
		No green spaces	N-PH*			+			+			
	Bus stops	Marking	N-PH*		+			+	+			
		Sunshade and benches	P-S	+		+	+					
	Benches along the pavement (benches on the bus stops are excluded)		P-S	+	-	-	-	-	-	+	+	+
	Privatized spaces with tables and seats (extension of cafes)	Delineated space with sunshade	P*-S	+						+	+	+
		No delineated space- no sunshade	N*-S		+		+					
	Small stalls on the pavement		N*-PH*	+	-	-	+	-	+	-	-	-
	Bicycle track		P-S	-	-	-	-	-	-	-	-	+
Vehicle space	Separating islet	With guard rail	P*-PH	+	+		-	-	-	-	-	-
		With no guard rail	N*-S*			+						
	Zebra crossings	Close to traffic lights	P-PH		+	+		+	+	*	*	*
		No related to traffic lights	P-S	+			+					
	Parking	Prohibition	P-S	-	-		+	+	+	-		
		Delineated parking spaces	P-S							+	+	+
	Organized bucket placement		P*-PH	+	+	-					+	
Buildings facing the street	Height of the buildings	Small	P-S			+	+			+	+	+
		High	N*-S	+	+				+			
	Set-backs resulting from the facades of the buildings or the staircases		P*-S	+	+	+	-	-	+	+	+	-
	One side street arcades		P-S	-	-	-	-	+	-	-	-	-
	Shop window	Small	P-S		+		+			+	+	+
		Large	P-PH	+				+	+			

P*/N*: potentially negative or positive affordances Ph*/S*: potentially physical or social affordances
* although there are no zebra crossings, the form of the street is like there are zebra crossings almost everywhere along the street.

Table 1. Main environmental affordances in the 9 study streets categorized according specific criteria. Source: Own Elaboration.

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Looking at Table 1, it is clear that all of the roads studied are largely (79%) characterized by positive or potentially positive affordances. Most positive affordances were recorded in the case of traffic calming streets, while the fewest in the dual circulation roads with an islet. But even in the case of the latter, positive or potentially positive affordances (63%) outweighed the negative or potentially negative (37%) condemning that these streets tend to provide positive benefits to users, with a greater benefit to that of security. Of these streets, Thiseos Avenue is the one with most positive affordances, while Piraeus with the most negative affordances.

In cases of dual circulation roads without islet, positive affordances were increased (73%), compared to the negative ones (27%). Of these, Agiou Dimitriou Str. seemed to concentrate a high number of positive or potentially positive affordances. Similarly, in the case of traffic calming streets, Thoukididou Street in Alimos appeared to gather slightly more positive affordances, with the streets of Agiou Alexandrou and Kassaveti fluctuating at similar levels.

At a later stage, a different reading of Table 1 was attempted, based on the corresponding behavior of the actor. It was found that most of the affordances were social (60%). This implies that there is a great deal of possibility of developing social activities in the planned streets. Therefore, in this light, the answer to the research question is that Athenian roads, in terms of physical design, are characterized by physical characteristics that characterize them as potential social. But who are more likely to have social activities?

Based on the same approach as the exploration of positive and negative affordances, it was found that traffic calming streets have the highest social affordances (79%), while the dual circulation roads with an islet, the fewest (51%). Regarding the latter, it is characteristic that, due to the high motorized traffic that characterizes these streets, urban designers' emphasis was on serving the physical needs of road users. Regarding the latter, it is characteristic that, due to the high motorized traffic that characterizes these roads, urban designers' emphasis was on serving the physical needs of road users. In the case of dual circulation roads without an islet, Kipselis Street has the lowest social affordances, while in the case of traffic calming streets there are no differentiations.

According to the above approach it could be noted a societal pattern in the streets studied. However, in order to better explore the relationship between sociability and environmental affordances, the streets were also examined in the light of the observed static activities which, according to Mehta (2013), are an indicator of the sociality of a region. The following section summarizes the results from the observation.

Social life of the study streets

The concept of social life in the public space is related to the daily and occasional activities that take place in it (Kyriakidis, 2016). However, according to Gehl (2006), particular emphasis is placed on day-to-day activities, due to their frequency of occurrence. Everyday use of all streets that present commercially intensive activity is an observation that is empirically confirmed in most cities in the world. This was also observed in the study streets where the most intense social activity was observed in the streets with a larger number of shops. Indeed, Piraeus Street was a typical example of a street where the number of static social activities was limited and spatially expressed in specific points that functioned as attraction poles, such as some restaurants and cafes and the Benaki Museum. The absence of shop windows resulted in the absence of activities such as window shopping, which was more evident in the other roads with more shops.

However, it was observed that this activity as well as other static activities were limited to streets such as Papagou Str., where the pavement was of a small width and elements such as flower beds and guard rails made it difficult for the users to remain on the pavement. Still, some static activities carried out were less time-consuming than on roads where the obstacle-free buffer width of the pavement was larger. Similar was the restriction resulting from the presence of parked vehicles, "sticking" to each other and the presence of obstacles on the islet (rails or reinforced concrete flower beds), as the pedestrians moved with difficulty from one side of the street to the other. On the contrary, on traffic calming streets and on streets without islet, a greater degree of interaction was observed from one sidewalk to the opposite. The main reason for this seems to be the short distance that the pedestrian has to travel on the street, the street coating material in cases such as in Agiou Alexander Str., which makes the road look more like a pedestrian street than a road, giving the message to the drivers to move on low speeds, and to park only in specific controlled parking areas. This results in delimiting parking, a fact that means a removal of the boundaries between the two sides of the road. Indeed, a characteristic observation on dual circulation without islet was that many pedestrian movements from one pavement to the opposite were also occurring in places where there was no zebra crossing, a fact that was limited to roads with islet.

The small obstacle-free buffer width of a pavement was found to imply a limitation to other static activities, such as people watching, which is a popular activity observed in large –compared to streets- public spaces such as squares (Whte, 1988;

Kyriakidis, 2016). On most streets, this activity was recorded taking place in private property locations such as food and beverage establishments (restaurants and cafes) or in privatized urban spaces (tables and chairs are locted in there, after the owner of an establishment make an aggrement for renting this public space) located on the pavement. Additionally, on streets where people could stay for awhile by using specific elements of space (e.g. a step or guard rails), such as on Agiou Dimitriou Str., people watching activity took place.

Frequent activity was the short discussions held, usually upright and in a shaded part of the pavement and preferably close enough to the facades of buildings or around any fixed point of space (eg. lighting pole, tree, bench, plaque, etc). Most discussions arose randomly and their displacement by the time of the appointment of people until the end of the conversation was short. Most random meetings were recorded in areas close to the corners of the urban blocks or in shop entrances with intense traffic and shading.

Finally, in regards of the time frame for the operation on the study streets, it was observed that most streets were populated by a large number of individuals, throughout almost the whole day. However, functioning of traffic calming streets was extended during the evening hours, due to the existence of food and beverage establishments on buildings that face the streets.

Figure 2. Scences from everyday life of the Athenian streets: Random meetings on the street, people rest for awhile, small conversations.

How are the environmental affordances related with the varying degrees of social life?

By comparing the data obtained from the observations with the conclusions resulting from the recording of environmental affordances, it was founded that there is a correlation between the physical characteristics of streets and structural activities. Some characteristic points illustrating the correlation of the two study variables be summarized as follows:

Land uses affect significantly the degree of social life on the streets. Although the issue of land uses is not investigated in particular, in the context of this study given the fact that emphasis is provided on the physical characteristics of streets, though, the observation in the streets e.g. as the Piraeus Street demonstrated the particular importance of land uses as parameter sociability of public spaces.

Streets with pavements of small width presented the lowest degree of sociality, like static activities. In the case that sidewalks presented delimitation (such as railings), like Papagou Str., the number of static activities was even more limited. Similar was the duration of static activities, where longer-lasting activities were observed on roads such as Thiseus Ave., where the obstacle-free buffer width of the pavement allowed it.

The existence of a separating islet between the lanes of the road was suppressing the interaction of its two sides, compared to the other two categories. On the other hand, on the traffic calming streets, most pedestrian movements were observed from one side to the other.

The form of the facades of the buildings seemed to affect the occurrence of static activities, since there was a greater number of such in front of shop windows, in front of houses and in places where the form of the facade allowed the users to stay (eg steps enabling a person to sit for a while).

The duration of static activities seemed to be influenced by the particular characteristics of each street such as pavement width, shading (the research was conducted during the summer months and the shading is desirable due to the high temperatures recorded in Athens) and the existence of a bench.

A large number of static activities were observed at sites of the pavements rent by business owners for recreational purposes. The length of stay in such places was often long. Indeed, there was a proportion of the time spent in cafes and the comfort they provided to the patrons (eg restful seats, shading, etc.).

The main conclusion that emerges from the above observations is the fact that there is a correlation between the affordances and the social life on the streets of Athens. It can be seen that at points where affordances that were categorized as social, a higher number of static activities is observed, resulting to a higher degree of the sociability of those streets. Finally, it was found that while some affordances are expected to have a positive impact on the users of the urban space, in practice the resulting result does not seem to be absolutely positive from a social point of view. A typical example of this is the placement of railings in pavements or islets in order for the people to be protected by motorized traffic, a fact that often adversely affects the sociability of the streets. A similar feature is, finally, the delimitation of the buckets (by locating them into specific boundaries) on the streets where parking is prohibited. Although as an initiative it is considered as positive, this creates room for illegal parking, since the car users perceive that there is a possibility of parking at that point. The effect of this phenomenon is the difficulty in moving pedestrians from one side of the road to the other and thereby reducing sociability.

Conclusions

Streets consist of a fundamental part of people's everyday life. Nevertheless, over the decades, large surfaces have been conceded to the use of cars, resulting in many streets to function more as traffic channels than as spaces of social interaction. In line with this opinion, the extent to which the streets of Athens are sociable was studied in the context of this particular paper. The theory of environmental affordances was utilized in order to answer this question, assessing some of the key physical features of nine streets in the center and neighborhoods of Athens, in the light of this theory. The results can be summarized as follows:

The streets that were studied, present more positive affordances than negative. This means that a high number of activities that allows their characterization as sociable streets is expected to be observed.

The lowest rate of social affordances is recorded on dual circulation streets with islet, while the highest on traffic calming streets. However, a different categorization could lead to different conclusions, such as streets with wide or narrow pavements. The existence of an islet or not consists another one affordance that is evaluated and not a noticeable difference. However, it was used as a road categorization criterion because it is usually placed on roads with at least two lanes per traffic direction and high traffic conditions.

In the context of the assessment of street affordances in positive and negative, it was found that most affordances recorded were positive, with the result that the user would benefit from the use of these streets, satisfying his/her basic needs, a fact that consists a basic reason that urges him towards these specific areas. One of these needs is security, manifested by the existence of certain physical characteristics on the streets.

To assess the above conclusions, the pace of social life of the streets was recorded. The conclusions reached are summarized as follows:

The number of activities is related to the land uses of buildings facing the street. Land uses that include recreational activities, for example, seemed to lengthen the operation of these streets.

The form of the facades of buildings also affects the development of static activities. Indeed, in cases where recesses, shop windows or residential doors were recorded, the number of random meetings and conversations was higher than the ones occurring randomly on pavement points where the above data were absent.

The number of most static activities was correlated with some physical characteristics of space, such as the width of the pavement and the shading. The existence of specific elements of space, such as lighting posts or a sign, functioned as a pole to gather people and develop social activities.

The elements of the area seemed to affect, also, the motorized vehicles and the parking with characteristic example that of parking along roads where parking is prohibited and at the same time delimited buckets and access curbs are in front of bus stops.

Roads with moderate and low traffic appear to be more social than roads where traffic loads are increased

From the above points, it can be seen that the way of using the street is related to its physical characteristics. However, research must specifically investigate the influence of each feature on specific activities and examine the interrelationship of the various activities that have so far been scarcely explored.

It should be noted, however, that the roads studied were characterized as sociable, although there seems to be room for further strengthening of their sociability. Given the fact that there are typical cases of streets occurring in Athens, a first conclusion could be drawn that the Athenian streets have a significant degree of sociability. For the sake of a safer conclusion, research continues on the detailed examination of characteristic streets without an islet that make up the majority of the streets of both Athens and the rest of the Greek cities. The resulting findings will help to understand the degree of sociality of the Greek roads and examine the elements that will need to be revised in the future to make Greek roads even more social.

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Preferences of Young People in the Use of Facebook as a Health Education Tool for HPV

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Abstract

The accessibility and popularity of social networks makes them appropriate tools for promotion and prevention interventions in health, reaching a large audience with greater efficiency. One of its most attractive features is *interaction*, which not only allows great diffusion of the messages, but also supplies them with greater interest and credibility. Platforms such as Facebook are very popular among young people, a high risk group for Human papilloma virus (HPV) infection due to ignorance, prejudice and sexual behavior that is risked and active. The objective of this research is to know the preferences and attitudes of young people towards (1) interaction and (2) type of information about HPV on Facebook. Increasing our knowledge in this area will help to make interventions in this field more useful. Through a questionnaire validated in previous research, was made a cross-sectional descriptive study of the preferences of 120 young universities in the use of facebook as a tool for health promotion about HPV. More than half of the participants would follow a page on the HPV to be informed and share information on prevention, vaccines and campaigns. The preferred resources were: multimedia, testimonials and articles by specialists. They prefer to "share" to "create themselves" messages. A group of subjects who reject the use of the tool is detected, arguing that they would not do it for (1) a lack of interest, (2) because people can relate them personally to the sickness or (3) for possible bugs and criticisms.

Keywords: Preferences, Young People, Facebook, Health Education Tool,\ HPV

1. Introduction

The convergence of media has led to the integration of tools, spaces and languages previously disintegrated, such as that used in social networks, where the integration of text, images and sound is produced by interacting from multiple points, in a global network, with open access and affordable (Castells, 2005). This capacity has changed the scheme of traditional communication to one with a more active receiver, which interacts with the media, with the content and with others through social networks (McQuail, 2002; Cabrera, Casquero, Fernández & Jiménez, 2007) which implies a change in existing dissemination models and in the role of the receiver (Jenkins & Jenkins, 2008).

Previous research on content in social networks (Moorhead, Kota, Schoons & Whitehill, 2013) emphasize interactivity as the most attractive of these platforms. In spaces such as Facebook, this is carried out through the creation of content, sending messages, sharing photos and videos, updating itself with its network of friends and creating groups. In addition, the user becomes involved in the social network and can create communities where their can share interests and identified themselves (Hale, Pathipati, Zanand & Jethwani, 2014). This interactivity, simple and direct, allows great social distribution and motivational as it can be shared from one contact to another through recommendations, valuing the publication or sharing it; in addition to a rapid and massive dissemination when involving the network of friends. In this way, social networks becomes as tools of communication and persuasion that allow the change of attitudes and behaviors on a massive scale (Fogg, 2008; Junco, 2011).

But also to promoting the dissemination of information and behavior to a diverse audience, in health interventions, this interactive communication offers real feedback, allowing dialogue between users and specialists in which the two parties collaborate to conduct issues related to the health and well-being of the audience (Heldman, Schindelar & Weaver,

2013; Chen, Koh, Ritter, Lorig, Bantum & Saria, 2015). And it allows us to adapt the messages to the needs of our target audience and to test the different intervention strategies, helping to make communication more effective (United States Center for Prevention & Control of Diseases, 2011; Park, Rodgers & Stemmle, 2011; Warren, Sulaiman & Jaafor, 2015). At the same time, the synchronous communication and collaboration among numerous participants (*interactivity*) facilitates the creation of commitment or *engagement*. This engagement with the theme and with the source, helps to maintain and increase trust and credibility among the users (Heldman et al., 2013; Rus & Cameron, 2016). In the research carried out by Turcotte et al. (2015) on the influence of opinion leaders and friends on Facebook, founded that the recommendation of friends perceived as opinion leaders was associated with an increase in the desire to adopt information search behaviors and that the information shared by a friend was perceived as more trustworthy than the one received directly from the media. In his study of audiences and how university students construct ideas about sexually transmitted diseases, de Oca (2013) founded that students preferred direct relationships through interaction with others and dialogue in social networks.

On the other hand, the Internet and social networks have become spaces for the search of information, opinions and testimonies on sexual health issues, as well as support for those affected by certain complains (Martinez-Martinez & Cuesta Díaz, 2017; McRee, Reiter & Brewer, 2012) influencing the attitudes taken and in the decision making and behaviors as, for example, in the case of the HPV vaccine (Stephens & Thomas, 2014; Dunn, Leask, Zhou, Mandl & Coiera, 2015) or the test for chlamydia (Syred, Naidoo, Woodhall & Baraitser, 2014). Thanks to its accessibility, platforms such as Facebook have become very popular among young people who have integrated it into their daily lives, of the 2 billion active users per month that Facebook has, 47% correspond to young people and adolescents (16-34 years old) (Facebook, 2017). This group of young people is also the one that reflects the highest incidence of human papillomavirus infections (Castellsaque, Iftner, Roura, Vidart & Kjaer, 2012), where unknowledge, prejudice and an active sexual life make them a group of high risk in the infection of the disease and its possible development in a future cancer of cervix, penis, throat and mouth (OMS, 2015; Han, Beltran, Song, Klaric & Choi, 2017; Moyer-Gusé, 2008; Murphy, Frank, Chatterjee & Baezconde-Garbanati, 2013). Therefore, the development of strategies that help understanding, prevention and detection are crucial (Chan, Cheung & Chung, 2009).

In this sense, social networks like Facebook, offer health specialists the opportunity to create interventions about sexual education, that reaches young people, attracts them and helps with the normalization and knowledge of HPV (Martinez-Martinez, Cuesta Cambra, Serrano Villalobos & Niño González, 2018). Zhang, Tsark, Campo and Teti (2015) investigated the intention and point of view of young students about sharing information of the HPV vaccine on Facebook, proving that Facebook seemed to be a good knowledge tool for them and that they would follow a page about HPV to be informed, Participants also recommended personalizing the messages by sharing the information to make them more attractive to their circle of friends. In another study conducted by Evers and his team (2013) on young people, social networks and sexual health issues, the participants suggested the creation of initiatives where they could participate and be involved in the subject. It has to be considered that when dealing with sexual health and STD issues, many users will not visibly interact with the page because they do not feel comfortable with others seeing them linked to the disease (Merchant et al., 2014; Sullivan et al., 2012). However, this non-visible way of interacting does not mean that they do not benefit from being part of the social network (Ballantine & Stephenson, 2011; Newman, Lauterbach, Munson, Resnick & Morris, 2011).

Therefore, interactivity is an important factor in interventions since facilitates the understanding of health information (Nutbeam, 2000), increases mouth-to-mouth between interpersonal networks and the self-management of user behavior promoting the dissemination of healthy behaviors (Merchant et al., 2014; Kalichman, Weinhardt, Benotsch, DiFonzo, Luke & Austin, 2002; Kucukemiroglu & Kara, 2015). Whether this interactivity is made by evaluating, commenting or sharing the information, it will increase the visibility of the page, this action will be reflected in the biography of each user which at the same time will be seen by their contacts, increasing the social capital and its diffusion (Penney, 2015; Nahapiet & Ghoshal, 1998; Ellison, Vitak, Gray & Lampe, 2014).

2. Method

2.1. Objectives and Research questions

For this interaction to take place, our actions must be adapted to the preferences, needs and behaviors of our target audience (Zhang et al., 2015; Patel & Berenson, 2014). That will allow us to be attractive and relevant, facilitating participation and diffusion. To this end, the objective of this research was to analyze the preferences and attitudes of young people towards the interaction and publication of information about HPV on Facebook, which will help making our interventions more dynamic, relevant and useful. The following research questions (RQ) were formulated:

RQ 1: Do young people find it interesting to follow a Facebook page about HPV?

RQ2: What kind of content and resources about HPV would they share?

RQ2: Would they post information about sex education or HPV on Facebook?

RQ3: What do they think about talking about HPV in their Facebook walls?

2.2. Procedure and Sample

A cross-sectional descriptive study of the *insights* of young people was made with a sample of 120 undergraduate students of the Faculty of Information Sciences of the Complutense University of Madrid (UCM) between 19 and 27 years (M = 20.85, *DS* = 1.370). Of which 65% are women and 35% are men. Based on the data obtained in the questionnaire, a description of the results has been carried out using the Student's T-test and an ANOVA. The goal was to study possible differences by sex. We also did and a factor analysis to establish personality traits that allow us to know the users preferences. In the case of open questions, the data has been recorded and grouped into more concrete concepts to be analyzed.

2.3. Measuring instrument

A questionnaire of 12 questions based on previous research was used to obtain data (Evers et al., 2013; Byron, Albury & Evers, 2013; Veale, Sacks-Davis, Weaver, Pedrana, Stoové & Hellard, 2015; Moreno, Kota, Schoohs & Whitehill, 2013; Zhang et al., 2015; Newman, Lauterbach, Munson, Resnick & Morris, 2011), with questions on a 7-point Likert scale and also in open format, which would allow evaluating aspects such as attitude, subjective norm, perception of behavior control and intention to speak or follow HPV information on Facebook. Some examples of questions used are "How likely are you to share information about HPV on Facebook?" or "What do you think your Facebook friends would think if they see HPV information on your wall?"

To check the validity of the questionnaire, we tested a first design in a *focus group* with a group of university students. Subsequently, the results and conclusions were analyzed with the DELPHIN system by a group of specialists in the field of communication and health of the UCM.

3. Results

3.1. Following a VPH page on Facebook

The data shows that 50% of the participants would follow it because they think it is important to be informed and because it can affect us all, compared to 48% that they would not because they are vaccinated, because It did not affect him because he was a boy, he does not think it's interesting or because social networks are not to become bitter. 2% answered that it would depend on whether it is private so that their contacts did not know it or if the content was interesting.

3.2. Attitude and preferences of young people to share information about HPV on Facebook

Almost half of the participants will share information about HPV on Facebook (47%) to raise awareness and disclose, the other half would not share it (46%) for shame, for not boring their contacts or because it may cause rejection. 7% answered that it would depend on the information. Regarding the type of information or resources they would share, young people showed preference for information about HPV related to prevention ($\bar{x}$ = 4.08), dissemination campaigns ($\bar{x}$ = 4.07) and links to articles ($\bar{x}$ = 4.06). However, what they would less share would be informational texts about HPV ($\bar{x}$ = 3.37), debates ($\bar{x}$ = 3.23) and photographs of symptoms and complains ($\bar{x}$ = 3.18). Significant differences by sex ($p > .05$) were not found. Factor analysis shows two trends in the type of user based on their preferences (Table 1). It can be observed the presence of two profiles: (1) a profile interested in sharing information about HPV on treatments (.844), prevention (.815) and vaccination (.792) and (2) a second one interested on helping rapid diffusion with supportive graphics (.864), dissemination campaigns (.851) and debates (.594). Data also indicated that the two components explain a high percentage of the total variance (71.226%), being factor 1 the one that more percentage of the variance explains (47.740%).

Finally, participants were asked to write three types of resources they would like to share. A total of 175 suggestions were registered, the most mentioned were the explanatory videos (17%), the real testimonies (16%) and the images (9%). With less than 1% we find suggestions such as: information on checkpoints, debates, surveys or forums.

3.2. Attitude and preferences of young people to publish information on sexual education or HPV on their walls

In the case of young people intention of publishing information about sexual education in their walls, 61% of the participants answered negatively because of shame, for lack of knowledge, the possibility of arousing suspicion or possible comments; 31% answered that they would do it because there is little information and they should be informed or to help someone they know; and 8% answered that it would depend on the type of content. There are no significant differences by sex (p = .689).

Something similar happens when publishing information about HPV, where 61% of participants answered that they would not do it because they consider it a private and personal issue, due to shame, lack of knowledge or possible criticism; 32% would do it to help and inform with maximum diffusion and 7% said that it would depend on the type of content and its relevance. Again, significant differences by sex were not found (p = .595). Participants were also asked about the type of information they would publish. Data show a greater interest for information in general as "*interesting contents*" (G3 / 09), "*all types of information*" (G3 / 11), "*simple content and that comes with clarity*" (G1 / 32), "*articles, news, debates, testimonies...*" (G1 / 17) or "*a documentary or informative article*" (G1 / 34). 26% specified that they would publish prevention information (G3 / 02; G3 / 18; G2 / 22; G2 / 57) as a "*preventive explanation*" (G3 / 19) or "*prevention and treatments*" (G1 / 01). 15% would publish campaigns (G1 / 06, G1 / 22, G1 / 33, G2 / 15, G2 / 49), 9% indicated that they would share real testimonies (G1 / 14; G2 / 64) and some "*success* stories" (G1 / 08). Also 9% said that they would publish information in the form of images and videos (G1 / 30; G2 / 44; G2 / 47) as "*some impacting videos*" (G1 / 25) and 3% said they would publish about "*HPV vaccines*" (G2 / 16). (Figure 1)

Participants were also asked if they would create and post messages about HPV on their walls. Most of them (90%) would not create messages because of lack of knowledge or shame, only 9% answered that they will create and publish them to raise awareness and because there is little knowledge about the matter. Significant differences between groups were not found (p = .322).

3.3. Opinion on talking about HPV on its Facebook walls

In relation to young people´s opinion by talking about HPV in their walls, 44% of the participants answered it was good or positive since it can help to inform about the importance of the disease and raise awareness, the rest (56%) answered that it was not a good idea because it is not an appropriate place, it is a taboo subject, it would provoke comments or it would seem strange.

"It is useful, valuable and important" (G3 / 11)

"Positive to promote information to the rest of people" (G2 / 40)

"I'm a boy, I´m not interested" (G2 / 32)

"That people would later say a lot of nonsense" (G1 / 11)

"Maybe if people see this type of information they may think something strange about me, a totally incoherent thing" (G1 / 37)

Due to the fact that the opinion of friends is an important factor that can determine whether an individual interacts or not, participants were asked about the opinions of their friends if they saw HPV information on their walls. 31% of the participants indicated that their friends would think that the information is interesting, it would draw their attention and that they will read it or share it. 26% answered that "*they would think they or someone close to them is suffering it*", 22% that they would be indifferent, 18% that they would think is strange or rare and a 3% that they would laugh or think that they had the profile stolen.

"I do well sharing it" (G3 / 03)

"They would thank for informing them" (G2 / 06)

"Indifference in most cases" (G2 / 56)

"They would be surprised and not credible" (G1 / 07)

"I'm crazy" (G1 / 22)

"That I have been hacked" (G2 / 53)

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In relation to how safe they feel to talk about HPV on Facebook, slightly more than half (52%) feels insecure or totally insecure compared to 30% that were considered safe. Although there are no significant differences between sexes (p = .430), in the frequency analysis it is striking that in the group of men there is a large part feeling "totally safe" to talk about HPV while the majority of women feel clearly insecure. (Figure 2)

4. Discussion

It is important to know how our target audience would help in the dissemination of information about HPV on Facebook and how they would react to the information. The analysis shows that many young people would follow a Facebook page about HPV to be informed and discuss with their friends. Among those who would not follow it, highlight the fact that many argued their lack of interest, that they do not think it will affect them or that no family member or themselves were currently suffering from it. This may be due to the feeling of false vulnerability pointed out by other authors (Moyer-Gusé, 2008; Murphy et al., 2013) that makes individuals not perceive certain risky behaviors as dangerous because they do not think than can be affected and do not take the appropriate prevention measures.

We can see that a large number of participants would share information about HPV on Facebook in order to raise awareness and disclose, highlighting two types of users, some more interested in sharing information about HPV, prevention and vaccines; and others in graphics, campaigns and debates. Regarding the type of content about HPV that young people would share, they prefer prevention, dissemination campaigns and articles from specialized sources. They would share explanatory videos, since there are an easy and quick way to consume information, real testimonies because they help to approach the disease, links to articles of specialists that provide credibility, and tables, graphs or informative posters that offer information in a clear and simple way. However, there are certain prejudices related to HPV that make many people not sharing this information and feel insecure about creating messages about HPV or publishing them on their walls because of shame to criticism, rejection or the possibility of their friends thinking they have the disease. These results are similar to those obtained in other research (Zhang et al., 2015; Evers et al., 2013) revealing the need to motivate and educate for the dialogue about sex education and sexually transmitted diseases among young people.

Research on the effects of interaction and *engagement* in social networks have shown how user interactions are evaluated by the rest of users (Turcotte et al., 2005; Warren et al., 2015), for this reason many people decide not to visibly interact with the page or the content so that others cannot relate them to the disease (Evers et al., 2013; Merchant et al., 2014), however, these interactions have a motivating role (Ballantine & Stephenson, 2011; Newman et al., 2011). In this sense, young people's beliefs about what their friends on Facebook may think about interacting with content about HPV will influence their decision to carry out such interaction (Sullivan et al., 2012). Although many participants believe that their friends would find the information interesting, we notice a large number who believe that they would think that themselves or someone in their family is suffering from it, that it would seem strange to them or that they would laugh at them. The analysis shows that this type of beliefs makes participants feel insecure talking about HPV on Facebook because it can be seen by many people, makes them seem vulnerable and they would feel criticized, highlighting the need of interventions that help the understanding of HPV and its normalization among young people, and where users can feel secure of expressing their doubts freely without fear of criticism or prejudice.

5. Study limitations and future research directions

The present research shows some limitations to be taken into consideration in future research. It would be advisable to use a larger and more diversified sample, not only with university students, to obtain general conclusions about the attitude of young people in the dissemination of information about HPV on Facebook. This research offers important information about the preferences of young people and valuable recommendations for specialists that should be taken into account for future interventions on health in social networks.

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Tables

Table 1

Matrix of components rotated [a] content preferences to share

	Component	
	1	2
Informative text about HPV	**.719**	.325
Graphic photographs of symptoms and complains	**.746**	.237
Real testimonies	**.743**	.450
Links to articles	**.715**	.496
Explanatory videos	**.703**	.490
Explanatory images	**.713**	.487
Specialist interventions	**.699**	.500
Outreach campaigns	.262	**.851**
Support graphics	.205	**.864**
Debates	.510	**.594**
Prevention of HPV	**.815**	.191
Treatment	**.844**	.200
Reminder tests and check	**.768**	.286
Vaccine information	**.792**	.293
Information about physical information points	**.755**	.343

Extraction method: Analysis of main components.
Rotation method: Varimax standardization with Kaiser.
a. The rotation has converged in 3 iterations.

Figures

Figure 1

Type of information about HPV that participants would post on their Facebook wall
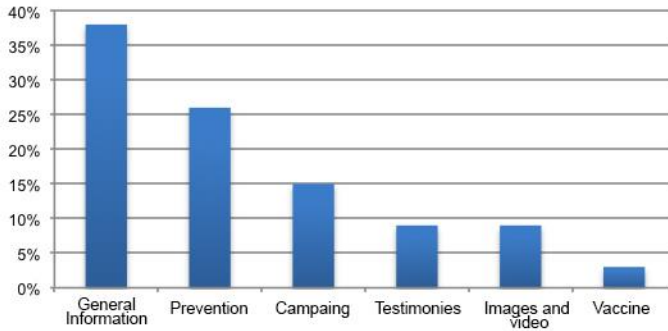
Figure 2

Frequency descriptive *How safe would you feel to talk about the HPV on your wall on Facebook?* by sex
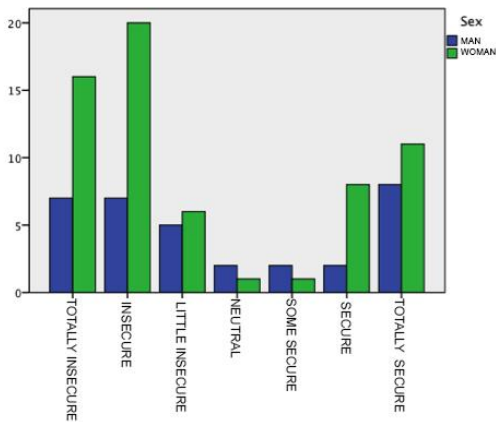
Promoting Child Agency Through Art Education: Integrations Between Education and the Artistic Fields

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Abstract

Art constitutes an essential element for all human becoming and it has always been a sort of kaleidoscope of the world and a call to see things critically or differently — thus the role of art in society has always been fundamental. This paper tries to articulate how the integration between art and education makes a valuable contribution in terms of enhancing children's agency and participation in formal or informal settings. Engaging with the challenging future, requires a good education of the arts and nurturing towards the development of artistic sensitivities, which in addition contributes to an increased sense of autonomy, purpose and self-discovery. The object of study refers to the idea how arts education provides a "space for agency", where all actors involved – teachers, parents, children, art professionals or curators etc. exchange ideas and become empowered in their communities. The value of art based learning can sometimes be neglected due to the attributed importance to maths, language or other domains and on the other hand, integrating art education in the school context can be quite challenging. Therefore, digging deeper into how to better integrate the arts especially in the school context is necessary. In addition, this paper tries to give a few recommendations towards the integration of art education starting from early childhood. Furthermore, this paper discusses also the possibilities that art education presents in special regards to education in schools, as an additional tool for social and personal development.

Keywords: art education; early childhood; arts integration, art based learning, agency

Introduction

Art is an essential form of expression that has long been recognised and proven to be a powerful tool when used in society, especially when referring to education. Not only art resides at the nucleus of culture and human existence, but it can be defined itself as a fruitful form of education, which allows the flourishing of our imagination and reveals our creative spirits. Being able to produce art is not just an adult ability, children are also capable of expressing themselves idiosyncratically and artistically and share their thoughts and voices through art making. Art making is a very natural process since early ages and it contributes to children's development.

Learning through the arts and art education has been promoted by research as being beneficial in terms of advancing creativity and children's development when applied in congruence with other academic fields of studies (Eisner 2002; Gardner, 1983; Dewey, 1934). Nonetheless, the importance of the role played by the arts in educational settings has been widely neglected and ignored when it comes to considering other subjects such as maths, reading and writing, who seem to be preponderant on standard school curriculums. Even though art education has received appraisal for its educational benefits and a considerable number of teachers and parents would like to include art in children's education, when it comes to budget priorities, art usually receives less attention and promotion. In part, this reflects still a certain erroneous and misleading conception that some disciplines are more important than others.

Gardner (1983) introduces the notion of multiple intelligences and stresses the idea that not all types of intelligences are being fostered and promoted in schools. Gardner highlights the idea that usually bigger attention is paid to the linguistic and logical-mathematical intelligence instead of other forms of intelligence such as musical intelligence or bodily-kinaesthetic etc. which can be detrimental for children's development. Therefore, he argues that more attention should be payed to other forms of intelligence that an individual has and education agendas should reflect all children's needs instead of prioritising only certain disciplines of study.

Art education and in particular arts integration, represents a way to communicate and address different levels of interests, capabilities and manners of learning for different children who have different intelligences. One general definition designates arts integration as "an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects art form and another subject and meets evolving objectives" (The John F. Kennedy Center for Performing Arts, 2010: 1). However, the notion of "*arts integration*" is not strictly defined and is a rather contested term. This is in part due to the lack of a standard and approved definition of what arts integration should be conceptualised, understood or practiced. The term "integration" comes from the Latin word "*integrare*", which means making something as a whole (Burnaford et al., 2007: 11). Different researchers provide different definitions for the term *arts integration:* Howard Gardner's theory of multiple intelligences (1983); project based learning that involves community strengthening (Wolk 1994); Marshall (2006) builds on cognitive theory for an interconnectedness between different domains and argues on the concept of substantive arts integration; art as a tool for expression and reflection of the socio-cultural world (Efland,2002); integrated arts that represent one of the four curricular structures (Eisner, 2002); arts integration as a whole integrated system without having core subjects (Aprill, 2001); art used as a tool to increase performance and achievement for academic disciplines (Catterall and Waldorf 1999; Fiske 1999); and other definitions which make arts

integrations a complex and disputed definition (Mishook & Kornhaber, 2006:4-5; Burnaford et al., 2007: 21-23). On the other hand, there exist a variety of regimens of art education in terms of stances, procedures, historical backgrounds and value considerations for different cultures (Gardner, 1990: xi). Obviously, arts integration is a socially constructed concept and therefore, each of the constituencies regarding this concept means different things according to different dimensions. The way how art itself is perceived is different depending on the context and value attributions towards art have a significant impact in terms of how art education is implemented in schools, which has an impact on children's development.

Art as a way of learning

Art has a lot of potential benefits in different levels, but such potentials have been however somehow overlooked and haven't received the right attention. The power of art, as a tool for learning and educating, might be often underrated, misused and even misunderstood. For many educators and arts defenders there is no doubt that art instruction is valuable, but however there exists controversy in terms of how the arts might contribute to the transposition of skills acquired through the arts to other domains. Some forms of artistic practice could contribute positively in the improvement of cognitive abilities thought to be important for academics, and research evidence suggests that for example spatiotemporal reasoning could be improved by receiving musical training, and in addition this may be beneficial also with certain forms of mathematics learning (Rinne et al., 2011: 89). The connection with art and other fields such as mathematics for example go back in time and have a long history together, particularly if mentioning the times where the disciplines were not separated. Although the arts and mathematics are different fields they have a strong interaction (Senol, 2010:2) and such interaction can be used to make analogies to the real world as well as trying to create new connections and meanings. Arts integration for learning maths could provide an opportunity also for children who present difficulties or special needs, by giving them a chance to learn through different tools and express themselves through art. Deaf learners for example can access maths easily through visual art, which promotes their self-esteem and confidence (Seekola, 2011:5). As a result, they get to better interact with the material and gives them a better chance to develop their ideas and express themselves. It is important to stress that art education can bring positive outcomes not only for children with special needs or "talented" children but for all children, since it calls on so many different forms of learning.

Other researchers on the other hand suggest that while such transfer of knowledge might occur, it might remain somehow limited and that the arts might be beneficial rather on the disposition

level, like developing persistence or reflectiveness, which are obviously helpful for succeeding on different directions (Rinne et al, 2011:89). Exercising art since early childhood incorporated in different forms of learning enables children's abilities to succeed not only in academic disciplines, but also outside school walls. By the term disposition development it is meant the ability to evolve certain forms of behaviour, which are represented "in a core of attitudes for schools, intellectual virtues, and habits of the mind" (Gadsden, 2008:34). Fostering dispositions through art learning provides children with social skills that they can later use for emancipating and empowering themselves in their communities and society in general. Engaging in critical thinking through the art process facilitates resilience since it helps in terms of enhancing capabilities.

Moreover, if art helps ameliorating children's capabilities for better succeeding also in academics, this demonstrates that art helps building better future opportunities and a positive orientation towards school. Alvord & Grados (2005) argue

about enhancing resilience in children through proactive approaches, which promote agency, and they argue that a multidisciplinarity of tasks enables better social connections and coping abilities. Taking part in activities that involve art, music, drama etc. gives children or young people the opportunity to participate in social groups with other young people and achieve recognition for their efforts (Alvord & Grados, 2005:241). Therefore, it would be important to underline that depriving learners of the chance to "experience a broad array of thinking, social, and emotional dispositions through art—to reorder their habits of mind—is to deny them the full experience of learning and deny teachers the full opportunity to understand the breadth of possible knowledge" (Gadsden, 2008:33). Although different conceptualisations towards the arts and its benefits towards learning exist, a variety of research evidence promotes and supports art integration as a way of learning. "Arts integration—the use of the arts as a teaching methodology throughout the curriculum—may improve long-term retention of content" (Rinne et al., 2011: 89). This means that learning through art also increases the chances for a better connection between the knowledge acquired on different levels, its better interconnected and better remembered from learners. Arts integration incorporates cognitive abilities that improve long term memory such as: elaboration, rehearsal of meaning, generation, enactment, oral production, effort after meaning, emotional arousal, pictorial representation (Rinne et. al., 2011).

Postmodern theorists support a form of art education where art is integrated within different disciplines, contextualised and transformed, surpassing the boundaries of the so called fixed domains and can represent a "concrete and feasible approach to teaching art in a postmodern way" (Marshall, 2005:227). Such approach links knowledge from different domains and helps learners making more sense of what they learn, rather than learning separate phenomena or concepts and memorizing by heart without a connection in practice or reality. Learning through art facilitates a sort of interconnectedness on all levels and a faster transposition of knowledge. In other words, exploring and putting ideas together from different disciplines enables a better understanding of the connections and better engage in the process of thinking and image making.

Another important aspect of learning through art is how children learn through trial and error and develop the ability to discover and associate theory to practice and vice versa. Children learn through all their senses and making mistakes is part of the process. Art gives the opportunity to engage with different senses and learning abilities, using different intelligences. Movement and exploration for example, are very connected but schools generally do not facilitate movement as a way of learning. Learning through dance and theatre activities for example uses such dimensions and allows learners to develop their creativity while using their senses and moving around. Such activities can be a huge aid for children who feel the need to move around or lack concentration and it develops children's bodily-kinaesthetic intelligence. Movement helps the process of memorising and learning by using the body as a tool. While playing or during recreation children learn to activate knowledge, use concepts and communicate with their environments freely. Dramatherapy for example can be used for "promoting involvement and a more active type of learning" (Emunah, 1994: x). Moreno (1972) observed how drama presents therapeutic elements for children engaged in role-playing and how its potentials are related to the social development of children. For Moreno, art and therapy were inseparable. Nowadays, with the increasing of school hours the time left for free play, free movement and recreation is minimal, which leaves less space for self-exploration and learning freely. Integrating art and play is another mechanism to support group interaction and stimulate the cognitive potential for every learner. Learning physics or maths through art might sound unrealistic and difficult to be implemented for many educators but integrating the arts as a way of learning might result more resourceful in learning than any other method. As an illustration, learning about gem stones or about weather phenomena can be easily achieved through the help of visual arts. Exploring and analysing the shapes of gem stones, reviewing watercolour techniques, painting the gem stones as well as learning how they are created chemically/physically means integrating interdisciplinary knowledge and finding connections between the shapes of the minerals, gems with the chemical composition, color etc.

(see Element of the Art Room Blog, Art Rocks ! 4th Grade Gems and Crystals, 2018)

Efland, among other theorists argues that: "If the aim of education is to fully activate the cognitive potential of the learner, ways have to be found to integrate knowledge from many subjects to achieve a fuller understanding than would be provided by content treated in isolation" (Marshall, 2005:228). Learning through art will be experiences differently by every learner, depending from different factors: cultural, socio-economic status, background, environment,

personal etc. The environment plays an important role in stimulating children's abilities. In the case of art learning, the adjustment of the environment is essential.

So far, a vast number of schools who have used art as a tool to learn have been successful. The Reggio Emilia schools for example are based on the idea that children need to be surrounded by an environment that supports their development

and such environments need to be thoughtfully designed in order to promote multi-sensory learning (Tarr, 2001:37). Although Reggio Emilia is   not arts integration, what appears as relevant is the importance accorded to the environment. The Art Class or the Art Space is fundamental in stimulating the arts integration process. In addition, learning should also implicate a cultural component, which means that teachers need to be aware of children's cultural backgrounds in order to nurture children's needs and help them be active and engaged in the process of learning. The connection between art and culture is fundamental for understanding how children access learning, and how they learn both formally and informally, including their participation in their communities. Since art facilitates the communication process,   it provides a bridge between cultures, and different realities of childhood. "Just as we should view art not as an accumulation of so-called art objects, but as a way of approaching knowledge, we should also view knowledge not as an accumulation of data, but as a flexible mechanism for reorganising reality" (Camnitzer, 2014:6). Reorganising reality means changing existing social realities, consider new perspectives and finding solutions for existing or future issues through creative and sustainable ways.

A "space" for Agency

Art constitutes an essential element for all human becoming and it has always been a sort of kaleidoscope of the world and a call to see things critically or differently — thus the role of art in society has always been fundamental. Art intersects with all areas of life and art is itself an education for the inner and outside world. The multidimensionality of art helps individuals understand better their realities, and no other tool can be greater than art in questioning our thoughts and creating meaning, as well as increasing the ability to exercise agency.

Art education contributes to children's development on different levels such as: cognitive development, socio-cultural and socio-emotional development, as well as it provides children tools to succeed on the academic level. Artistic experience is not only essential for developing artistic abilities and reflection but mainly it supports creativity in general, which is an indispensable aspect in succeeding in life. Fostering creativity, critical thinking and social competencies through art education might be central to enhancing children's capabilities, as well   as promoting children's rights. Children interact socially, physically, emotionally and cognitively

with their surroundings and the environmental involvement is where agency starts (Blanchet- Cohen, 2008: 257). Under brief terms agency is illustrated as the ability of individuals to act in an independent way, under free will and make their own choices. Children are not just passive subjects of social structures, but they must be seen as active agents who take part "in the construction and determination of their own social lives, the lives of those around them and the societies in which they live" (James & Prout, 1990:8). The connection between agency and art education might not necessarily be evident for many teachers or policy makers, however, art undoubtedly contributes significantly in giving children an opportunity for their voices to be heard   and to have access to a space to express themselves through different ways.

Research evidence shows that "children can produce and recognize educationally productive questions and can adapt them to their knowledge needs. The challenge is to design environments in which students can use such questions to guide their building of knowledge, thus assuming a higher level of agency in learning" (Scardamalia & Bereiter, 1991:37). Using art as a medium   facilitates the process of expression and allows children to express their thoughts not only through verbal or written communication. Visual art can be particularly empowering in the sense of allowing other forms of communication to flourish and other ways of learning to be accepted. Social empowerment comes as a result of achieving power in particular domains of activity. Empowerment through art can be achieved in different subjects. For example, empowerment in mathematics education as Ernest (2002) explains, concerns gaining the power to use mathematical knowledge not only for improving mathematical skills in schools but also for social betterment. In addition, epistemological empowerment "concerns the individual's growth of confidence not only in using mathematics, but also a personal sense of power over the creation and validation of   knowledge" (Ernest, 2002, 1-16).

Using art for learning maths means having access to knowledge, especially for children who find   it difficult to achieve knowledge through mainstream teaching methods. A Kandinsky or Paul Klee's art piece can be used to transmit knowledge on geometry, problem solving or give multiple   perspectives to look at things. Through the arts children are taught to ask questions freely without   fearing for a wrong answer since there isn't just one correct answer. Eisner reiterates that the arts teach children that there is not just one single solution and that their "personal signature matters", since not all answers should be identical and there is room for more than one interpretation (2002: 197). The idea of using art as a way for learning skills in maths or problem solving somehow challenges the conception that art serves only on the aesthetical level, to become better at arts itself or as just a form of entertainment. The idea is to allow new perceptions to flourish through the

arts and let children's subjectivities and creative thought contribute to learning from different angles. Performing arts on the other hand such as drama or theatre can allow children to acquire

knowledge through movement, dancing and acting. Through drama for example, children do roleplay and learn to adapt to the character's feelings and learn from the situations.

In environments where children are required to analyse or perform an activity through artistic tools, the individual voices, as well as skills or talents are recognised and supported. On another level, there is the possibility for group exchange as well as activate engagement in social issues as well as community engagement. Children's levels of agency in terms of knowledge construction is higher in learning processes where art is involved than when art is absent. Art involves playfulness and the capacity to imagine new alternatives and most of all also understand realities intersecting different cultures or contexts. Learning history through the means of art for example enables the use of different tools including visual arts, which allows a better understanding of different historical phenomena.

Global culture is nowadays being dominated by visual culture, which is omnipresent, in magazines, TVs, museums, computers, billboards, and has a tremendous impact in terms of human development (Freedman, 2003: xii). Learning about the visual culture appears as necessary to develop a critical perspective on art, but also on other matters relating to it such as social issues. Learning through art allows self-reflection and a critical lens to looks at things differently. Visual culture plays a tremendous role in supporting critical reflection towards social issues. "Arts education and the experience of the arts in learning and teaching, not unlike learning and teaching science, math, reading, and writing, are inextricably tied to the identities that learners and teachers assume and imagine are possible" (Gadsden,2008:35). 'Photovoice' is an example of how an arts- based approaches can contribute to agency, self-representation as well as giving voices to children and their communities (Desyllas, 2014:477). Desyllas argues how empowerment comes through art and how sex workers shared their experiences and used photography as a way of resisting to the stigma by expressing their creativity (p.477). According to Gell artworks can be effective mediators of social agency (1998:73), and in the case mentioned above, using the Photovoice method shows how photographs and art produced by the subjects affect their realities and ways of thinking and produce agency.

The impetus for providing support for creativity and art education appears now more necessary than ever, especially with the nowadays continuously changing and multicultural societies, where individuals need to find new solutions for different challenges that the future is bringing (Robinson, 2011). The role played by art is central to bridging ideas coming from different disciplines, socio-cultural contexts and realities, and creating an interdisciplinary approach to knowledge. By assigning an equal weight to arts as other disciplines, learners become active participants in the process of learning and co-construct the dynamics of their education together

with their teachers, art curators, parents etc. and as Gee & Green argue, learners become "shapers of knowledge rather than recipients of knowledge shaped primarily by forces external to them" (Gadsden, 2008: 31). The classroom turns to a space where art becomes the way to approach knowledge and such approach is constantly negotiated between children and adults, abandoning the old ex-cathedra method of teaching and embracing a more power-balanced education.

Art based intervention and particularly arts integration can help increase confidence and self- esteem, especially for youth that encounters difficulties or that is risk-oriented. Creative arts can result to be quite beneficial in terms of engaging and redirecting harmful behaviour of youth and especially at-risk youth (Wallace-DiGarbo, 2006:119). For children experiencing difficulties and stressful circumstances, art-based activities can turn into a way of "escaping" reality and mobilize new ideas and self-exploration, as well as new desires or motivations. Art-based interventions can reduce anxiety levels and other stressors which interfere in the learning processes (Aaron et al., 2011:28).

Art contributes in deepening self-discovery and communication with others around you. Art is itself communication, which makes it more accessible and tangible. "When children are free to choose their own projects, integrating knowledge as the need arises, motivation-and success- follow naturally" (Wolk,1994:42). Wolk also argues that such projects also support a strong sense of community since learners interact and exchange ideas with each other and they succeed together (p.42). Such perspective embraces the idea of engagement, which translates as engagement for all children, even for those who are often left behind or forgotten from teachers. The experiences that learners benefit through art education contribute in nurturing a sense of community spirit and active participation. In marginalised and disadvantaged contexts, allowing learners to take part in knowledge construction processes and engage in critical thinking enables empowerment and community agency. Community-based art education for example can benefit specific groups in the society and allow individuals to learn about art but also learn regarding other issues through the means of art (Ulbricht, 2005:7).

For at risk children, promoting resilience might be another advantage of incorporating art into children's daily lives. Many children will experience resilience or in other terms they will develop positive adaptation despite all the difficulties and adversities that they might encounter. Experiencing resilience not only is important in terms of children's development and well-being but also it contributes to the empowerment of children's voices and agency in the society.

Reflecting on Arts Integration and Education

Integrating arts education, especially in early childhood settings, requires a shift of mentality and therefore the role of the environment as well as the role of the teacher is essential in guiding the child towards social and personal development. Educators around the world are being constantly challenged to improve their teaching methods and approaches in order to facilitate the achievement of knowledge, the ability to learn and foster the right environment for proper development for every child. Teaching methods and the way how learning is conceptualised and practiced are often responsible for the future development of children's life skills and their self- fulfilment. Article (29), in the United Nations Convention on the Rights of the Child (1989), states that "*education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential*" (UN Convention on the Rights of the Child, 1989). This is obviously an understandable and unanimously agreed principle among educators, but everyday life reality shows that children's creativity and talents are not directed to their fullest potentials but are rather suppressed or even harmed. Ken Robinson (2006) argues why systems of mass education and schools suppress natural capacities to create and often kill creativity rather than fostering it. Critical thinking on the other hand is vital for finding solutions and in terms of development. Abrami et al. (2008:1102) describe critical thinking as "the ability to engage in purposeful, self-regulatory judgment, is widely recognised as an important, even essential, skill". Creativity and critical thinking are strongly linked together, and therefore engaging learners to apply creative critical thinking into all domains of learning is beneficial on the dispositional level, as well as the social and personal. Recognising and supporting children's voices and autonomy means respecting children as human beings and not just as becomings as Qvortrup (2009) would argue. Teachers and educators need to understand and stimulate children's active learning towards valuing their role as citizen and exercising rights and participation in the community.

Children should be given the opportunity to express their own potential and further it through the pedagogical and didactical help of teachers. Education plays an important role in motivating and extracting "*each intelligence*" and talents for every child (Gardner, 1983; 1990; 1995). However, changing from traditional styles of teaching and learning to hear children's voices demands a change in the pedagogical posture of a teacher, or educator. In this process teachers become more like mentors who guide children through their talents and give them the space to allow those talents to thrive. What differentiates art integration practices is the ability to use art to conceptualize and explore in different way. As an illustration, the "workbook" is the perfect example of how this can be achieved in the classroom/art space. The "workbook" is an efficient method of integration which focuses on drawing, writing, as well as illustrating content from different disciplines. The students try to make connections by going deeper into specific themes created in their workbook and they also share their opinions and discoveries with the other students of the art room. Marshall (2016) argues how the use of art and "workbooks" are forms of inquiry which the child uses to discover and learn across the curriculum. The author mentions how the workbook is the culmination of an extensive arts based inquiry project, such as the Muir Woods art integration project, where:

"Learners went to the woods as artist researchers using a scientific and historic lens. Prior to their investigation, they studied the ecology and history the site in the classroom and this prepared them to do their individual explorations. For this inquiry, each learner brought a research workbook. Far from being simple sketchbooks or journals, these books were field study books, the sort of books naturalists use in the field." (Marshall, 2016:13).

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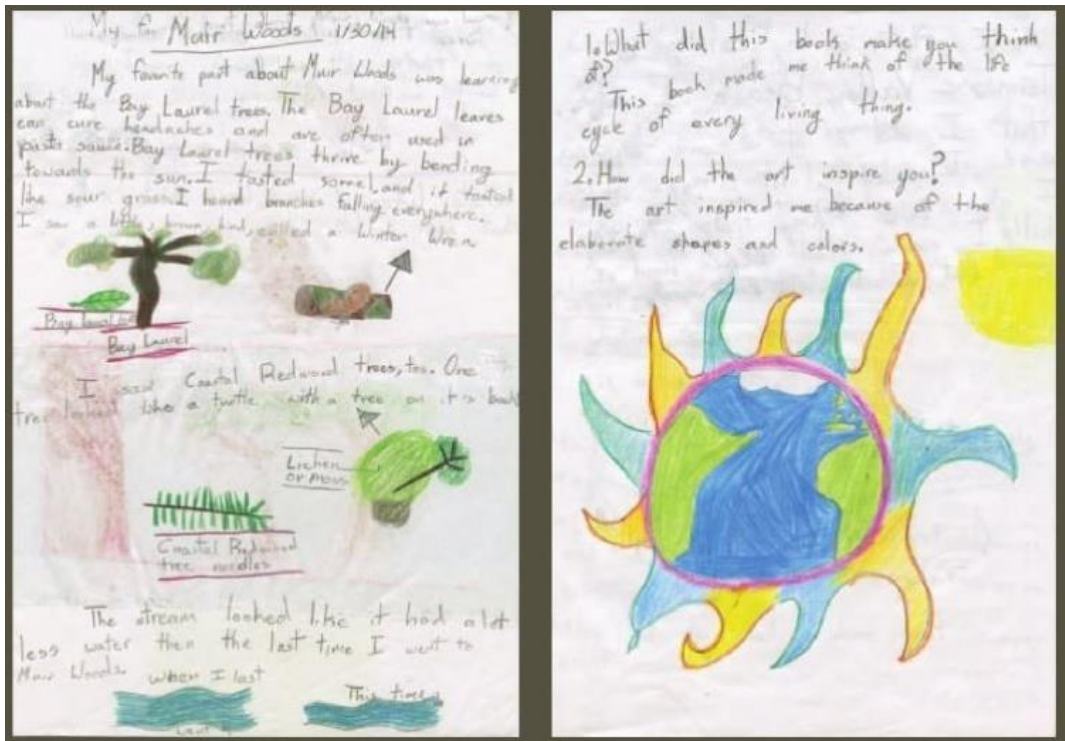
Fig. 1. Libby's Reflections. Two pages from her research workbook (2014) (Marshall, 2016: 14)

Libby's artwork/workbook is a concrete example of how each learner explores ideas through different and personal ways. In addition, Marshall argues how postmodern art images provide catalysts for development in order to teach about idea generation and creative process (2005: 240). Above all, using post-modern art is liberating, empowering and "agentic", engaging students in "thinking, learning, and image-making in substantive and integrative ways" (Marshall, 2005:240). On the other hand, the art teacher/mediator role is essential in the process of meaning making and art exploration. The teacher nurtures the process and guides throughout the curriculum.

This is indeed a complex and difficult process since teachers have to always reinvent and adjust their posture according to different situations. Teachers are in way like artists and as Freire argues the experience of "education is naturally an aesthetic exercise" (Shor & Freire, 1987:118). Even though many teachers might not realise that they are performing an aesthetic act, "we do art and politics when we help the formation of students, whether we know it or not. Knowing what we are doing will help us do it better" (p.119). Dewey (1934) believed that education should be based on aesthetic experience which for him was very valuable in the process of learning. White follows somehow the same line as Dewey by mentioning how stimulating and nurturing creative abilities and the capacity to think critically are essential for future endeavours and in life situations in general (Whyte, 1973:190-191).

Looking at the recent decades, interest in art education has experienced a sort of resurgence and there exists a growing desire to use arts integration as a way of unifying, creating and transmitting knowledge as interconnected and whole. However, even though in many schools around the world art education is part of the curriculum, and as mentioned above, despite all the positive outcomes and numerous research showing arts as crucial for learning, the place occupied by arts in the curriculum seems to be secondary or irrelevant in comparison to the importance accorded to subjects such as maths, reading, writing etc. "Core" subjects or disciplines are considered as representing more value in terms of benefits for learning and future goals, especially nowadays due to the increased standardised and high stake testing but on the other hand this is limiting learners creativity (Berliner, 2011:291). In addition, it is often the case that educators are not able to change their mentalities or perform a shift in their pedagogical techniques in order to integrate art as a way of learning in the curriculum, which does not leave space for change. On another level, teachers who are not trained to be dealing

with art and have a difficulty doing something that they were not prepared to do. Teacher quality plays an essential role in bridging knowledge within the curriculum and leading children towards creativity and holistic learning. Clark argues on the concept of integration by affirming that "a truly integrated curriculum is organised to show the connectedness of things…" (Marshall, 2005:228). Such integration allows learners to value and situate their experiences as part of a "big puzzle" and the role played by educators is essential in giving value and respecting children's work, especially in early childhood educations settings. Integrating art is not such an easy task to do, it needs to be thought through and it requires planning, reconceptualization of ideas as well as an evaluation process. What should be reconsidered is how educators and teachers see art in relation to children and their experiences. "Art is not situated in between; it is the umbrella that hovers over everything and includes everything. This inclusiveness makes art a meta-discipline, with science as one of its many subcategories" (Camnitzer, 2014:7). Inclusiveness of art not only in the working environment but also expressed through the learning acquisitions, which try to support the learning process aesthetically, naturally and culturally as well as children's inner worlds (Tarr, 2001:38).

Preparing teachers for arts integration might be another challenge, since a lot of teachers experience difficulty with the arts when they are not artists themselves. Teacher training and expert support is crucial under such circumstances and teachers should be in constant collaboration with museums, art curators or other organisations. Arts integration should be seen more as a collaborative partnership, where everyone learns from one another. As a result, the hierarchy between teacher and child is diminished, making the learning process multidimensional and open to the construction of new knowledge. The Reggio Emilia Schools have somehow demonstrated how the collaborations between artist-teachers and early childhood educators can be very fruitful. For example, art educators can take on the role of the *atelierista* and work in partnership with teachers and educators of the school in order "to support children to communicate their ideas visually, help to create provocative learning experiences, and design environments to enhance children's perceptual awareness and provide places for wonder, curiosity, and the expression of ideas" (Tarr, 2001:39). This is indeed not an easy task since it requires a reconceptualization of how all actors involved are going to coordinate their roles and responsibilities in order to support the learning process. "Project Zero", an initiative founded at Harvard University in 1967, explores how learning experiences can be engaging for all learners and promote aspects such as intelligence, creativity and critical thinking through the arts.

Nevertheless, the experience of art in early childhood is affected by adults and different life circumstances and even though art might be considered as some kind of panacea and solution to all problems, the reality shows how even by having a perfect policy implemented, with the best efforts, there will always be different variations and outcomes. Understanding and digging deeper into issues relating to art learning and cultures is necessary for understanding how children learn and how this learning is connected with their environment and communities. Like this, art can be used as a contextual tool to help improve the situation in children's communities and act as mediator between culture, communities and the individual.

Shifting mentalities and changing traditional ways of approaching knowledge requires also changes in other levels such as pedagogical techniques and a change towards the nature of the discipline as well as of cooperation (Bresler, 1995:10). Moreover, the environment where these changes take place needs to be considered and art education shouldn't be just providing art as experience but rather be a strong tool to provide support for learners and the acquisition of new

knowledge. Constructing and understanding through an art form, when applied in congruence with educational settings, improves cognition, other languages such as maths, geography, history etc. and leaves room for absorbing the acquired skills. "In addition to intellectual feasibility and soundness, integration typically involves issues of human relations, communication among different groups of teachers, and the coordination of resources, schedules, and structures" (Bresler, 1995: 10). Bresler also articulates how all this involves a shift from a solo performance to a chamber work and it requires a strong cooperation between all actors involved and such challenge is definitely of great worth considering the outcomes in terms of the advancement of human capabilities.

Conclusion

Although the importance of art-based learning has widely been acknowledged for its beneficial and liberating properties, especially in early childhood education settings, there exists a considerable disproportion between the arts and other subjects considered "serious". Art is still often treated as a leisure activity rather than a serious task to perform or either reserved as an esoteric entity that benefits only privileged individuals. Changing this mentality requires a shift of thinking towards a more open minded way of teaching and approach towards knowledge in general. Art should be viewed as a way to perform or approach knowledge and not only as a trivial component of education. Arts integration, although at times

contested or equivocated and at times   praised or treated as the antidote to educational concerns, presents an opportunity for learners to develop and further their potential and intelligence as well as promoting agency, social engagement and empowerment for all actors involved. Integration of the arts inside the curriculum   cannot be supported without the collaboration of arts-integration experts, artists, and educators,   therefore, providing professional care and assistance for teachers remains essential. Art learning   should provide a medium through which children, parents and their communities engage themselves in socio-cultural participation, ameliorate their life circumstances and change their realities creatively.

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In Case of Economic Crisis/Unemployment, Go to the Hospital

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Abstract

The unemployment rate in Brazil is 12.4%. An alternative for generating income is the informal economy. There are, according to the IBGE (Brazilian Institute of Geography and Statistic, September 2017), 22.9 million people who are self-employed. The sale of people, may become the only source of income for these informal workers. A hospital could be a place like this. We conducted a study with informal workers operating in the vicinity of a large public hospital in the city of Porto Alegre. The movement is this establishment is around 15,000 people per day. Eleven sales points were found, but only nine of these agreed to respond to the survey. The mean age of the workers was 32.88 years. Of the nine interviewees, eight had had another occupation before becoming informal workers. The mean time in their current occupation was 17.87 months (one worker who had been working 27 years in the profession was excluded). The number of people who depended on the income these informal workers generated from sales was, among five of the interviewees, four or more people. Most of the interviewees would like to have a formal job. The main reason for choosing the vicinity of the hospital was the high volume of people in the location. We concluded that the area around hospitals may be very attractive to informal workers due to the high circulation, with income generation for personal and family support.

Keywords: crisis, informal economy, unemployment, income, hospital.

Introduction

The Brazilian economy has formally been in recession since the second quarter of 2014, according to the Economic Cycle Dating Committee (Codace) of the Getulio Vargas Foundation (higher education institution) (Barbosa Filho 2017). The rate of growth of the potential product of the Brazilian economy has dropped from 4% per year to less than 2% per year (Barbosa Filho 2017). The unemployment rate is in the order of 12.4% according to the September 2017 report from the Brazilian Institute of Geography and Statistics (IBGE) (Instituto Brasileiro de Geografia e Estatística [IBGE] 2017). According to the same report, there are 33.8 million people working for themselves or in the private sector without a formal contract. If we compare this unemployment rate with that of the previous report we will see that there was a decrease of 0.6%. This was at the expense of increasing jobs in the informal economy. We use this term in accordance with the report of the International Labor Organization (Organização Internacional do Trabalho, OIT) (Organização Internacional do Trabalho [OIT] 2006), referring to workers and economic units that are not covered, under the law or those who practice outside of formal arrangements. As workers come from different sectors, this expression is preferred to "informal sector". There is a definition of informal economy that best elucidates what the "formal arrangements" are. According to De Soto (as cited in Ribeiro 2000, p.5), the informal economy is "a set of economic units that do not fulfill the obligations imposed by the State, in terms of taxes and regulation." It is important to mention Pamplona (2013) which states that the informal productive unit works essentially to secure employment and income for its owner.

Due to its flexible nature, the informal economy is in some ways better able to adapt to difficulties such as the current global recession, providing some measure of support to those in need. There are low barriers to enter into this segment and this allows people to join it (Chambwera, MacGregor & Baker 2011).

The number of unemployed people in Brazil is 13.1 million (quarter from June to August 2017), as already mentioned, it means a rate of 12.4% (IBGE Jul-Aug-Sep 2017). According to the same report, compared to the previous quarter, the number of self-employed people increased by 1.8%, meaning an entry into this category of 402 thousand people. If we

compare with the same period in the previous year, it is an increase of 4.8% or 1.1 million people. As mentioned by Lucio and Duca, the formation model of the labor market in Brazil has generated, among other features, a chronic failure in the absorption of population groups who are willing to sell their workforce. There is no way to absorb the entire contingent that is willing to work (Lucio & Duca 2017).

On its website, the FGTAS (Gaucha Foundation for Labor and Social Action) reports that the average search time for work in the metropolitan area of the city of Porto Alegre is 39 weeks and that the average real income (in September 2017) was BRL 1,616.00 (USD 474.23 - exchange rate on February 2, according to the site of the Banco do Brasil https://internacional.bb.com.br/displayRatesBR.bb) for self-employed workers (FGTAS, 2017). This amount is higher than the national minimum wage, which is BRL 954.00 (or USD 279.96- exchange rate on February 2, according to the site of the Banco do Brasil https://internacional.bb.com.br/displayRatesBR.bb). An essential tool for anyone who wishes to undertake self-employment, and which will allow knowledge of the market and definition of business strategies is market research. The informal worker who is willing to work with sales needs to evaluate where they are going to carry out their new activity, and it must be a place with a lot of circulation. The hospital where we studied the activity of informal workers is a public hospital, accredited by the Joint Commission International (the only university hospital in the country with this accreditation), and it has a daily turnover of about 15,000 people. This hospital receives people from the city itself, the countryside of the state and other regions of the country. It has 842 beds, a constructed physical area of 128,339.36 m² (headquarters Ramiro Barcelos, study unit), with a total of 34,426 hospitalizations and 612,214 consultations in 2016 (Hospital de Clínicas de Porto Alegre[HCPA]2017).

Methodology

The present work is a case study (Ventura 2007). It is an investigative and quantitative research, conducted through interviews conducted by the researchers with those responsible for the points of sale visited. The interviews were carried out at the point of sale.

Results

A total of 11 points of sale were located next to the main entrances of the hospital. Of these, 09 answered the questionnaire and 02 refused. The reasons for refusal were that they did not speak Portuguese very well and the person in charge of the point of sale was not present. Of the 11 points of sale found, 10 were dedicated to the sale of food and beverages and 01 to the sale of general articles (such as sunglasses, watches, headphones). Among the 09 interviewees, 05 were male and 04 female. Ages ranged from 17 to 59 years old, with an average of 32.88 years old. As for the level of education, 04 completed elementary school, 02 are still attending high school and 03 had completed high school. Of the 09 interviewees, 07 had previous occupations (e.g. waiter, security, fry cook) and 02 had never exercised any other activity. The average time in informal trade was 17.87 months (ranging from 03 to 36 months). A worker who has been in informal trade for 27 years was excluded from the calculation. Of the 09 interviewees, 03 work alone and 06 share the sales point with another 01 person. Number of people that depend on the income generated by informal work: 01 person in 01 case, 02 people in 02 cases, 03 people in 01 case and 04 or more people in 05 cases. The reason why these workers chose the access routes to the hospital were, for 06 of them it was the number of people circulating the place; for 01 worker it was its proximity to his home ; for 01 worker it was a reference from a family member who had already worked at the place; for 01 of the workers it was "for already being in the place for a long time". Two workers also pointed out a second reason: to sell products cheaper than the formal commerce of the region. As for the plans for the future, 05 said they wanted to work in formal occupations; 02 want to set up their own business (formal) and 02 want to continue with the informality.

Discussion

An economic crisis can be defined as periods when the economy of a country undergoes oscillations and, among other consequences, presents negative indicators, unemployment and increased poverty (Pignata & Carvalho 2015). As stated by Cury (2016) unemployment is one of the most visible faces, and one of the most damaging reflexes of the crisis. In the struggle for survival, these workers become part of the "informal" category. Their numbers are increasing, as pointed out in the survey carried out by the official agency, IBGE. What attracts these workers into informality is the need to generate income, to support themselves and their dependents. Other factors that may lead to informality would be: growth of the tax burden, increased regulation in the official economy, early retirement and inflation among others (Ribeiro 2000).

Places with large (and constant) movement of people attract these workers. Informal workers participating in this study may not have done market research using large instruments or with the help of official agencies. Apparently they did so intuitively, they searched for a place with a great daily circulation of people. At the hospital in question, about 15,000 people

a day circulate, all of whom are considered potential consumers of the products offered. Being present at this place means that they are generating sales and ensuring theirs and their family's livelihoods. We have seen that in five cases, the number of dependents of the income generated is four or more people.   As it is a public hospital, the people who go there are people of lower income, different to those who seek care in private hospitals. This factor is also present in the workers' perceptions, since two of them said that they settled there to sell food and beverages at a lower cost than the formal commerce of the region. Even in their "non-academic" way of doing this survey, they were able to perceive the poorer profile of the population that attends the hospital, leading them to believe that they are doing a good deed for the population by selling cheaper than the regular trade. Can we call this the Robin Hood Syndrome of the informal economy?

According to FGTAS, the average time of searching for a job in the metropolitan region of Porto Alegre is 39 weeks. If we compare this with the time that the informal workers are established in the current location, we see that this time is 17.87 months or 71.48 weeks. This means almost twice the time appointed by the state agency. The latter is the time already in the informality at the current place, this does not take into account the time between the loss of formal employment, the search for market space and the beginning the informal activity (which would make the time even greater compared to the state agency). Pamplona (2013) argues that informality has become a lasting alternative for many workers, whether they come from the formal sector or even those who have made their occupational insertion into the informal economy. In the interviewed group we find examples of these two situations. There are those who have lost their jobs and the case of the one where informal work was his first job. It is important to mention the case of the worker who has been working informally for 27 years. This one sees no prospect of returning to the formal market. This is another point that agrees with Pamplona (2013) when he mentions informality as a long-term occupation and hence with little chance of change.

One factor that needs to be analyzed is that in certain sectors there is a shortage of skilled labor, which prevents the filling of vacancies (Cury 2016). Analyzing the interviews, we saw that the workers came from different areas of work. We observed that of the nine interviewees, five have completed or are attending high school and four have only completed elementary education. We realize that they are workers without a differential in relation to the great mass of the unemployed. This could be making it difficult to be placed (or relocated) into the formal market. This is a desire of five of the interviewees, and they all used the same expression when referring to the job they want - "anything that is a formal contract". Using the official data on the income of self-employed people, we can assume that income generated by sales at the current location is higher than the national minimum wage. Therefore, this desire to have a formal occupation, even if the final income is lower, may be justified by the other advantages inherent in formal employment, such as guaranteed holidays, guaranteed wage payments, overtime payment (when worked) and unemployment insurance (Revista Creditas 2017). No data was collected on the total income generated for these workers due to the informal work. Due to the proximity between the places of sale, it would not be possible to guarantee the secrecy of the information.

Conclusions

Places of great circulation, such as the sidewalk of a public hospital, are attractive to informal workers as there is great sales potential and income-generating capacity. In the present study, the average working time in the informal sector is higher (almost double) than the average time of searching for a job. The workers interviewed wish to return to the formal market. We can state this based on the fact that five of the nine interviewees would like to have a regular job and two would like to have their own business (thus leaving the informal sector). The educational level of the interviewees may be a limiting factor for the filling of positions in the formal sector.

There are many aspects to be studied, such as the opinion of traders regularly established in the region and the impact of the presence of informal workers on their businesses, the origin of products sold (own manufacture or resale), as well as the follow-up of these workers in a situation where the economy recovers.

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How Does Social Innovation Contribute to Solving Social Problems?- A process-oriented framework for measuring social innovation

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Abstract

The study defines a process-oriented framework for measuring social innovation. Social initiatives focus on meeting the needs of the community and solving their problems The local, community-based innovative ideas have a significant role. During the systematic operation of innovation, the starting point (expression of local needs) and the definition of short and long term goals as induction factors are involved in the innovation process. The starting conditions are widening in the transformation with incentive and inhibiting factors, while the stakeholders of the innovation process are also determined. As a result of the transformation, territorial-specific results will be created complementing the economic and / or social impact of the given innovation. Indicators that help measure social innovation initiatives can be identified as prerequisites, conditions of implementation and sustainability criteria, defining the structured conditions of the innovation process per phase. In addition, several levels of social innovation efforts are possible. Measuring macro-level social innovation, it is necessary to examine regional contexts, with the method of analysis of the connection network, and also with a systematic approach. Regional social innovation measurement can be used to analyze local and regional cooperation and initiatives. The study analyzes the conditions and measurement possibilities of micro-level social innovation, their generating potential and investigates the speed of organizational innovation. An example of good practice in the municipality is presented as a case study, defining the conditions that help to evaluate social innovation by determining a process-oriented framework.

Keywords: social innovation, measurement, process-oriented framework, micro-level measurement

Introduction

The conceptualisation of social innovation and the determination of its measurement levels are relevant challenges, however, these issues are only partially covered by the sources on the topic. The concept of social innovation focuses on meeting the needs of the community, emphasizing the social benefits of problem-solving innovative ideas that can be interpreted locally, at the community level. Social innovation and so-called technical innovations reinforce each other and as a result they can respond to local, community-level challenges, find solutions to everyday problems and thus enhance the well-being of the community. Innovations resulting from the expansion of innovative areas can be characterized as complementary processes.

Social innovation efforts can be interpreted at several levels.

When examining macro-level social innovation, network and systematic analysis of regional contexts is required.

The analysis of social innovations at the meso level focuses on investigating novel regional co-operations. The exploration of contexts makes it possible to define the framework conditions that will be involved in generating regional social innovation.

The study looks at micro-level social innovations. The analysis is based on the involvement of companies, social enterprises and civil society organizations implementing social innovations at the organizational level, with particular regard to local governments. Local governments, through their novel co-operation, provide a new response to the problems of the community according to local needs, while increasing the well-being of the community. Social innovation efforts in a

process-oriented framework beyond raising living standards enhance the community's ability to act, thus generating further social initiatives.

In the first part of the study, we examine the concept and approaches to social innovation, emphasizing the similarities and differences between the various trends in particular. In the literature review, we also identify the definitions that can be used to determine the process-oriented examination of social innovation.

In addition to determining the process-oriented framework, we examine the micro level of social innovation and the framework conditions that can be interpreted at the organizational level, which enable the identification of social innovations at organizational level and their generating potential. Among micro-level social initiatives, we focus on exploring the novel cooperations of the local government within the framework of structured interviews. Social innovation as a new means and model to help the process of catching up is a kind of good practice in the toolbox of local governments, especially in disadvantaged regions.

An example of local government practice is presented as a case study, defining the set of conditions that help to investigate social innovation by determining a process-oriented framework.

Theoretical definition of social innovation

Nowadays it has become increasingly widespread that several basic problems of the economy and society (including poverty, unemployment, exclusion, bad access to food, water, technology, medicine, information etc., lack of education, prejudice, crime, environmental destruction...) are impossible to solve without novel cooperation between the actors of society, without the direct creative participation of citizens, or without social innovation. In the process of social innovation, the idea of the innovation and the resources that can be mobilized for implementation, the innovative organizational framework of implementation and sustainability are equally important. The definition of social innovation is not unified, it is divided by the determinants and the users of the concept. Apart from common features such as enhancing well-being, involving the society or meeting community needs, the approaches made by concept creators are different, thus it is a basic requirement to make a transparent and consistent structure (Table 1).

Many definitions have been reviewed during our research, and thus social innovation can be interpreted as a concept that results in meeting the needs of the society, along new or novel co-operation and structures. Social innovation efforts result in the renewal of the society, and also encourage the members of the society to act.

The theoretical approach to social innovation, as well as essential differences in each trend are summarized in Table 2. After the first mentioning of the concept of social innovation (Tarde, 1899, Hoggan, 1909), Dénes Gábor examined the essential role of social initiatives in 1970, analyzing scientific, technical, biological and social innovations, and concluded that technical innovations had significantly got away from social innovations. In his view, the overwhelmingness of technological innovations has caused disproportion in the process of innovations, as efforts to increase social prosperity are lagging behind and are marginalized. In this sense, social innovation is a comprehensive framework program, which is not primarily an initiative going along with technical innovations, but a "reform" that controls and regulates all the innovations (Gábor, 1970). Social innovations are inseparable associates of technological innovations, and innovations can be interpreted as complementary processes. The new innovative bases - as the field of social innovation - help to realize and improve the technical innovations, while at the same time increase each other's strength and this way they are able to respond to the current challenges of society. While giving the theoretical definition to social innovation, it becomes important to innovate in every area of life, and innovation initiatives should not only be confined to technical and economic fields (Drucker, 1985). According to another approach to social innovation (Mumford, 2002), it means generating and implementing new ideas, in which social interactions are organized to achieve a common goal. Another trend of social innovation theories (Hazel-Onaga, 2003) focuses on solving social problems, highlighting the importance of collaboration among stakeholders. There is also a point of view according to which the concept emphasizes the value created by social innovation (Mulgan et al, 2007), highlighting the fulfillment of social demand as the main goal.

A significant trend in social innovation theories emphasizes the improvement of the quality of life by solving social problems (Pol-Ville, 2009; Peyton Young, 2011). We accept and appreciate the approach which focuses on the process resulting from increasing social well-being. In our research, social innovation is identified as "providing new or novel responses to a community's problems with the aim of enhancing community well-being"(Kocziszky et al., 2017). In addition to rising living standards, the emergence of novel structures and the promotion of the capacity of society to act are emphasized. In a normative approach, "social innovation is a process that increases the willingness of the community to act in the form of new or novel collaborations"(Balaton-Varga, 2017).

To justify the empirical research, we consider it essential to define the characteristic elements of social innovation, which is a good basis for implementing our micro-level studies (Figure 1).

Some features of social learning

The development of social innovation can basically be divided into two subsystems. One is the central, political subdivision of development, which usually aims to develop values regarded as public goods by public subsidies. The other subsystem is local, which is the people's ambition to improve their environment, economics and viability, which is rich in information, practical knowledge, but usually lacks resources. The two systems are linked in many aspects, but they are still significantly different. The central subsystem allows for greater scale planning with the use of EU and national resources, but at the same time it often becomes the victim of various political and economic conflicts of interest (Nemes-Varga, 2013). Local developments, however, can only achieve structural changes and results in an integrated system. Many researchers are concerned with the issue of co-operation, and many of them also see a big challenge in general lack of trust, low willingness to cooperate, institutional and political culture.

Social innovation is created by other mechanisms, much more than technological innovation. It can be explained by the three dimensions of social innovation (EC 2013):

- Social innovation as the social process of creating innovation, that is innovation is not created in the traditional way (e.g. in a research institute), but with the participation of the society and the civil sphere
- Social innovation as an innovative solution prioritizing social responsibility, where responses to problems are in line with social values and norms, opposing profit maximizing business processes
- Social innovation, focusing on the renewal of the society, its aim is to change attitudes and social structure. In this case, we suppose that social innovation is implemented by changing social norms, values and relationships.

Social innovation should not be approached exclusively as a bottom-up activity since innovation and its support often originate from a macro level.

Innovation requires knowledge creation and learning. According to Reed et al. (2010), social learning is a process in which understanding and dealing with the problem involves a change that goes beyond the individual as the process takes place at a social level, in a community, through social interactions.

In the approach of Kozma et al. (2011), the place and level of the social learning process is of particular importance. Social learning (Nemes-Varga, 2015) is a process in which a community becomes capable of an action or activity that has not been able to do before. Social learning is based on the expansion of three types of knowledge:

- cognitive, scientific, technological knowledge,
- practical knowledge,
- situational knowledge.

In our research, we have come to the conclusion that the creation of social innovation should be supported by artificial intelligence, as the problem to be solved is poorly structured.

According to the literature, knowledge generation is a program that, on the basis of its analytical capabilities, is able to define and weight problems and propose a possible solution instead of the previously accepted versions. The system supports the recognition of the "best solution" through a "knowledge bank" during the problem solving process. This way it can be a useful supporter of decision preparation. Researches on the structure and functioning of knowledge generation (Expert Systems) began in the mid 1950s (by studying artificial intelligence) (Puppe, 1991). Research underwent a major change in the 1970s when researchers turned to knowledge-based systems.

The proposed knowledge generating system consists of two main parts:

- a user interface that allows data retrieval, grouping and comparing data, and defining and presenting the results of calculations,
- developing expert solutions.

Figure 2 illustrates the process of knowledge generation, which can be of fundamental importance for the creation, implementation and maintenance of social innovation.

After the process of knowledge generation, we briefly summarize the test model that gave the framework to our thinking, and on the basis of which we deal in detail with micro-level social innovation in this study (Figure 3).

Investigating micro-level social innovation

Social innovation, similarly to technical and economic innovations, is both intelligible and measurable at micro, meso and macro level, and has a key role in competitiveness.

The levels of social innovation (Kocziszky et al., 2017)

- micro (organisational) level,
- meso (settlements, regional) level,
- macro (national) level,
- global level.

Social innovation formulates novel solutions to challenges that are in tight connection with regional disproportions.

Due to the disproportions arising from the different levels of economic development, areas in peripheral situation with the need for catching up, get to the fore. Besides the so-called technical innovations, social problems can be solved by social means and the creation of new organizations. In the catching-up process, innovative ideas that can be interpreted at the local and community level as well as the micro-level social innovation activities play an important role. Innovations arising from the expansion of innovative areas can be considered as complementary processes. Social and technical innovations are in close contact with each other. If there is a change in the economy, it is also obvious for social changes to occur. As a result of a questionnaire survey conducted in the autumn 2017 (Tóthné - Varga, 2017), it can be stated:

- those who implement business innovation will, after a while, generate social innovation during novel cooperation,
- social innovation is often followed by business innovation.

Social innovation as a new means is the answer to everyday challenges. Social innovation efforts are new or novel structures, collaborations that help peripheral areas to catch up as effective and sustainable solutions.

The European Union's convergence strategy justifies the examination of the catching-up tools that mean a breakthrough for disadvantaged areas. In the peripheral areas, the low number or the total lack of technical innovations requires the implementation of innovative co-operations and programs that support the enhancement of competitiveness by involving civil initiatives and provide a higher standard of living at a social level. In the attempts to eliminate regional disparities, the role of new co-operations requiring active involvement of local governments and citizens is outstanding.

It is a basic task to investigate and coordinate those involved in the multi-player territorial competition (Ritter et al., 2013). Those involved in the multi-player territorial competition (Lengyel, 2003) are as follows:

- the local government,
- economic municipalities (economic chambers, entrepreneurial associations, trade boards),
- knowledge transfer institutions (higher education, vocational training),
- developing agencies.

It is also an important task to investigate the relationship between disadvantaged settlements, including their organizations and institutions, to take local initiatives into account and to utilize novel results of co-operation. In the new co-operation, the local government plays a prominent role as a coordinating, motivating and mediating actor in the pursuit of social innovation endeavors.

The measurement process of micro-level social innovation is complicated by several factors. The starting point for measuring innovation is determining appropriate indicators and their identification as input, output or impact indicators, referring to the process of systemicity. The question is what we should measure. The task is complex because the literature has not directly addressed the issue so far, and the question of measurability is of vital importance while getting the definition of the indicators. The determination of the measurement structure is also complicated by the large number of variables, and this way it requires a reduction in the case of each factor.

During the examination of relationships, factor analysis can be used to identify indicators that help measure social innovation. Indicators to help measure social innovation initiatives at organizational level can be determined on the basis of the following criteria (G. Fekete et al., 2015):

- preconditions,
- conditions of implementation,
- sustainability conditions.

Preconditions make it possible to define the innovations that appear as a starting factor in the convergence process. Preconditions typical of successful social innovation processes of a given settlement (altogether innovation activities) are as follows:

- ability to recognize a problem,
- willingness to change,
- striving for cooperation.

When measuring innovation activity, indicators based on the above categories help determine the measurement process (Figure 4).

The conditions for achievement are factors that play a key role in the catch-up process in the realization of successful social innovations In the short term, the innovation process is effective when as its result social transformation and community response to social problems occur. Implementation conditions for successful social innovation efforts of a given settlement (altogether framework conditions) are as follows:

- proficiency in the subject (information and knowledge),
- the personal competence of the heads of local governments, other state, economic and civil organizations: entrepreneurial, managerial, cooperation and creative skills
- a resource-building framework (formal-regulated and informal-relationship),
- instituitional framework,
- political framework,
- conditions of social sphere.

The successful implementation of social innovations is measured along specific indicators based on the factors determined above (Figure 5).

Sustainability conditions ensure the long-term success of the catching-up process as a means of renewing and transforming society. The conditions ensuring the sustainability of social innovation in a given settlement (altogether results) such as tracking, evaluation, feedback using the following area-specific results:

- education,
- health,
- employment,
- housing,
- social capital and networks,
- political participation,
- environment.

The measurement of the results of the social innovation process and the analysis of its long-term effects require the selection of indicators based on the above categories (Figure 6).

Good example by local government - case study

According to Zamf, "by social innovations we can achieve new paths and goals, especially new forms of organization, a new lifestyle, new regulations, which change the direction of social changes, make problems more easily soluble and and they become valuable, adaptive and institutionalized" (Szörényiné, 2015). In the case of settlements, innovative solutions of local governments mean new collaborations, which result in well-being and increase the power of action of the community. Mayors, like Schumpeter's former "entrepreneurs", are involved in the processes of innovations as innovators along new collaborations and structures.

One of the characteristics of disadvantaged settlements is the disruption of demographic balance. The causes are as follows:

- aging,

- inequality between education levels,
- migration of disadvantaged citizens (particularly of the Roma).

These challenges require innovative co-operation between local governments and NGOs. Self-government should not be interpreted as an isolated process, separated from citizens, but an attempt should be made to cooperate. A new governance model is needed which is holistic and according to which the role of citizens in the implementation of social processes is growing (Varga, 2017).

When studying the novel co-operations between local government and NGOs as well as enterprises, we examined settlements which are located in disadvantaged districts and use social innovation as a means to increase catching-up and living standards. The number of districts to be developed by a complex program determined on the basis of the district development indicator in Hungary on January 1, 2015 was 36, typically in the peripheral part of the country. Most developing districts are located in Szabolcs-Szatmár-Bereg county, in the eastern part of the country, with a total of 9 districts requiring a comprehensive programme implemented along comprehensive plans.

Every second citizen of Szabolcs-Szatmár-Bereg county lives in a district that needs complex development. Every third and fourth inhabitant of Hajdú-Bihar and Borsod-Abaúj-Zemplén counties live in a district requiring development based on a complex program. There are more than 980,000 people living in the districts, and 64% of them live in the three counties named above (Central Statistical Office).

The district of Nyírbátor (Szabolcs-Szatmár-Bereg county) is ranked 13th in the list of districts to be developed, with three towns (Nyírbátor, Nyírlugos, Máriapócs) and 17 municipalities belong to it. The dynamic catch-up and development of Nyirbátor is largely determined by the relatively high proportion of disadvantaged, mainly Roma population. The town's getting onto the path of long-term growth clearly depends on the overall management and social integration of the disadvantaged population. The main challenges of the examined settlement (ageing, migration of disadvantaged citizens) require innovative co-operation between the local government, businesses and NGOs.

In the survey we paid particular attention to social innovation initiatives which can be identified as good practices and generate further innovations. While studying the situation in the settlement of Nyírbátor, we conducted 3 qualitative interviews with the mayor's cabinet and the heads of NGOs.

The main question groups of semi-structured interviews:

- general organizational information,
- social innovation as a special concept,
- implemented social innovations,
- planned social innovation efforts,
- regional cooperation (and opportunities).

Four critical areas were identified during the study:

- education (high quality and adaptation to needs),
- employment (labor market programmes based on personal mentoring),
- health (improvement of health status and prevention),
- housing (improving housing conditions

Social innovation efforts as new model and means provide a solution to address problems in these areas. The study shows that social innovation initiatives are able to increase living standards, although some obstacles can be identified:

- lack of expertise,
- leck of volunteering,
- the local problem as a local feature makes it difficult to define general solutions.

In Nyírbátor in 2015 a complex programme was launched to improve the living conditions of Roma communities. The problems identified by the local government, local institutions and entrepreneurs, as well as the Community Action Group (KACS) are the same as the challenges identified in critical areas (Figure 7).

Determining the cause-and-effect relationships between the factors is complicated due to their impact on each other, and the unclear factors of the sequence of events, but it can be stated that if a disadvantaged citizen's housing conditions are

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inadequate, it can lead to health problems. Health problems can cause learning difficulties, which can lead to reduced labor productivity, which may lead to the deterioration in housing conditions. What was needed was the improvement of housing conditions, the promotion of local retail services adapted to local needs, the increase of the proportion of community programmes and spaces, and the expansion of community and social services. In addition, the development of adequate transport conditions is also emphasized, but the improvement of physical infrastructure alone is not enough to increase the social welfare of the population. In order to increase the standard of living of the society, taking the disadvantaged position of Nyírbátor into account, social innovation efforts are indispensable. Within the framework of social innovation, the role of the local government is emphasized, which (in cooperation with the enterprises and civil organizations of the settlement) helps to implement training and labor market programmes and to improve the accessibility of social services and public information through innovative initiatives and programmes. We studied a great number of novel activities among the measures which were different from the traditional self-government model in the town's life. The local self-government with the traditional governance is lagging behind the active initiatives based on participation, this way it is necessary to define a new self-government model. The new self-government model is cooperative and consultative, supporting citizens' decisions.

In the context of social innovation efforts Nyírbátor defined interventions that treated infrastructure shortcomings, as well as the problems related to the labour market, education, health etc. of the disadvantaged population in the residential environment in an integrated manner. Within the so-called "soft interventions" supporting the social integration of disadvantaged people, various labour market trainings, measures of employing the long-term unemployed and programmes aiming at the development of civil society were implemented. The novelty of the interventions was that the elaboration of the programmes was preceded by various professional forums, round tables (businesses - local government - disadvantaged population) and open days. Socially innovative solutions have emerged based on real social dialogue and partnership, in the course of which partnerships go beyond the usual formalities, and which result in a truly active way of mutual thinking.

The city organized two planning meetings to support the development of employment and education standards. In addition to the local government, representatives of the business sector, heads of elementary schools and the representatives of disadvantaged population (Romas) participated in the discussions. The long-term goal is that more local Roma people should work in the growing number of workplaces in Nyírbátor. During the programmes, the leaders of the educational institutions made it clear what each institution requires in order to be effective in participating in the local Roma integration process and in the effective cooperation. Representatives of the business sector presented development plans, ideas and labor market needs. They determined what each of the economic operators can add to the objectives pursued, how they can help the process of integration and what they need to contribute to the effective cooperation. The actual dialogue helped to inform the disadvantaged population, clarify the needs and requirements, and define the novel co-operation of the local government. A form of social innovation is the introduction of mutually beneficial initiatives which - together with the effects of rising unemployment - result in more active citizens and strong self-organization.

The Nyírbátor programme mainly supports the education and employment of the Roma. Identifying short and long-term goals will help integrate Roma into work. The participants of the sub-program (local government, business sector representatives, NGOs) identified the long-term goals as the first task and then the shorter-term activities to achieve the objectives pursued.

The tasks are given: targeted measures, revealing the causes of marginalization, the cooperation of Roma and non-Roma communities – all lead to the growth of well-being. Companies can contribute to the implementation process by providing information, organizing various training programmes, scholarships and mentoring programmes, and the local government can support convergence with the help of mediators (Roma and non-Roma ethnic intermediaries), in addition to preparatory work and mentoring.

The members of the Community Action Group (KACS) can get involved in the program by having accurate information on the disadvantaged population, as well as the specific interventions, and by getting the Roma community to know about them. They also have an important role to play in liaising with the institutions. The training of Roma mediators and their inclusion in the program will enable the improvement of the relationship between Roma parents and the school, Roma parents and teachers, and Roma and non-Roma parents. A kind of awareness is being created about the importance of learning, and increasing the chances of Roma children to succeed.

By means of innovative cooperation the local government has defined specific actions and tasks in the short and long term. Short-term measures are essential to achieve long-term goals.

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Education (Figure 8):

For the disadvantaged population, the area of education is a critical point. In order to increase social welfare, short-term and long-term goals have been identified during the program. Long-term goals in education are as follows:

- every child should have access to the training most suitable for their abilities
- integrated education,
- motivated parents and children,
- preventing children from dropping out of school,
- cooperation between the institution and the parent,
- support,
- destruction of prejudices

Meeting long-term objectives is achieved through defining and implementing short-term actions. Short-term goals in education are as follows:

- improving communication between actors,
- taking care of Roma values and culture,
- getting parents to be involved in school programmes,
- visiting families, giving assistance,
- mentoring (involving Roma parents),
- programmes to help taking responsibility for their own life,
- creating a computer workshop,
- having a subject of Health Education at school
- life management programmes for parents

Employment (Figure 9):

Convergence can be achieved by identifying critical areas and supporting intervention in these areas. In addition to raising and ensuring the quality of education, the implementation of employment-promoting labour market programmes is crucial. Long-term goals in the field of employment are as follows:

- Roma workers in all areas of labour market,
- employers' openness and acceptance,
- well-qualified, motivated, disciplined, skilled workforce.
- Short-term goals in the field of employment:
- providing information about employment,
- giving positive examples,
- vocational training adapted to employers' needs,
- mentoring
- talent management,
- scholarship system.

During the realization of the catching-up opportunities we identified local characteristics, obstacles and priorities as important factors. The framework conditions for improving living conditions at the local level together lead to convergence. Particularly important is the identification of people affected in the process, the role of communication (providing information), planning financial resources, attempts to change attitudes and institutional background. In addition to these factors, the local social care system plays a key role in implementing the catching-up process during the co-operation (Figure 10).

In response to local needs - unlike in the past - the local government did cooperate and continuously consulted with the entrepreneurs, civil organizations, institutions and citizens of the town to implement the programme. In an innovative way, they initiated an effective dialogue and resorted to novel solutions, while encouraging the public to act. This is social innovation itself.

Conclusions

When measuring social innovation at the micro level, it is important to identify the framework conditions that can occur as a precondition, a condition for implementation and a sustainability factor. The study requires an integrated model which is able to handle framework conditions, organizational activities and results in a complex way. In the case of social innovation at the organizational level, the measurement of an innovative process based on the active participation of local governments requires the identification of the mayor as an innovator. The innovation efforts of the local government are created by the stimulating factors (framework conditions), and the results of the innovation process can be specifically assessed and analyzed (Figure 11). In the model, framework conditions play a regulatory role in the innovation activity as institutional, political, resource-based and social factors. The results (the whole of municipal performance and social results) comprise a stage of social innovations, interacting with local government activities and framework conditions, examining the specific needs of innovation, that is the social change. In the analysis of the process of social innovation, it is important to identify the relationships which reflect the interaction between the factors influencing the innovation activity (Schmitz et al., 2013) and which form feedback loops in the innovation process (social innovation enhances the capacity to act and results in new innovations). A holistic approach is needed that addresses critical areas in a complex way and examines the interaction between problems in critical areas (education, employment, healthcare, housing). Co-operation between local people involved results in the most effective solution based on the participation of the local government, NGOs, Roma and non-Roma communities. The signs of the most effective solution is cost-effectiveness, high proportion of beneficiaries, rapid success, scheduling and sustainability, i.e. strategic thinking.

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Tables

Table 1 The approaches of social innovation conceptualized by users, Source: own compilation

DEFINITIONS AND USERS	INTERPRETATION
scientific associates, researchers	scientific definitions (normative interpretations, utility, distinction from technical innovation)
civil sphere, civil society organisations	mission, emphasizing the role of social enterprises
government, their institutions	administrative, society-centered interpretation
intergovernmental bodies (EU, OECD)	theoretical and / or methodological approach, measurement questions

Table 2 Interpretations of the concept of social innovation, Source: own compilation based on G. Fekete, 2015.

AUTHOR	YEAR	CONCEPT, THEORY
Tarde, G.	1899	society as an expanding network economy
Hoggan, F.	1909	social substitution
Gábor, D.	1970	technical innovations have been torn apart from social innovations
Drucker, P.	1980	innovation is also a social category
Zapf, W.	1989	change in society
Mumford, D. M.	2002	new ideas - common aim
Hazel, C.	2003	solving social problems: people involved, new collaborations
Mulgan, G.	2007	social value created by social innovation
Pol, E. - Ville, S.	2009	improving quality of life

Figures

Figure 1 Characteristics of social innovation

Source: Kocziszky et al., 2017

Figure 2 The process of knowledge generation, Source: Kocziszky-Veresné Somosi, 2016
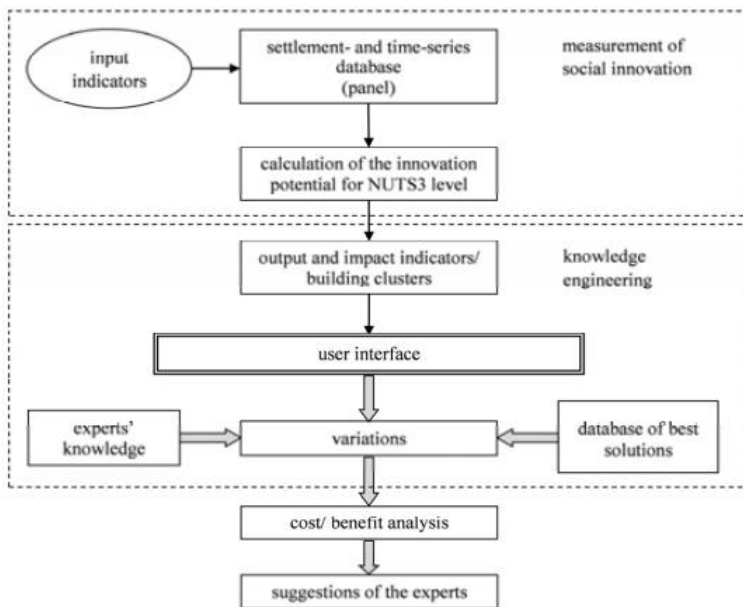
Figure 3 Framework model of analysis, Source: own compilement

FRAMEWORK MODEL
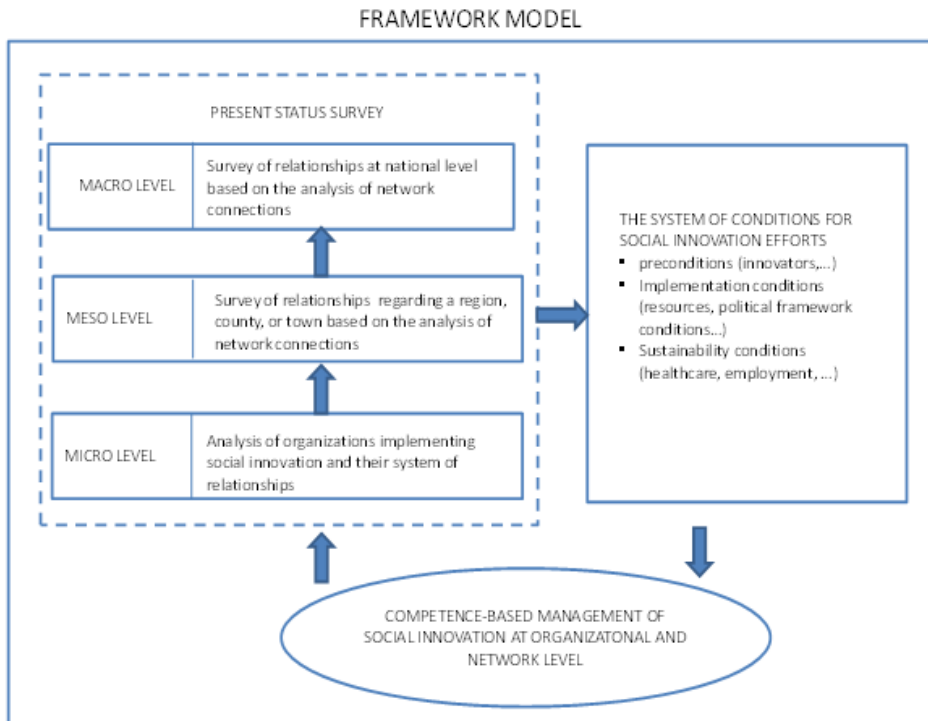
Figure 4 Prerequisites for social innovation: innovative activity measurements, Source: own compilation based on Schmitz et al., 2013

Figure 5 Conditions for implementing social innovation: measuring framework conditions

Source: own compilation based on Schmitz et al., 2013
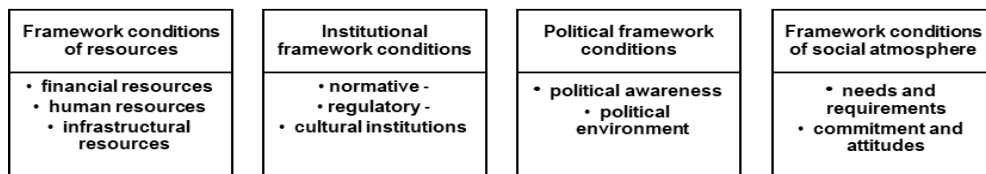
Figure 6 Conditions for sustainability of social innovation: measuring outcomes, Source: own compilation based on Schmitz et al., 2013

Education	Healthcare	Employment
• equality / inequality • acquiring skills	• access to services and quality • health	• job and salary • job and life

Housing	Social capital and networks	Political involvement	Environment
• state of housing • access, quality	• social cohesion • quality	• voting, awareness • civic participation	• patents • natural capital and resources
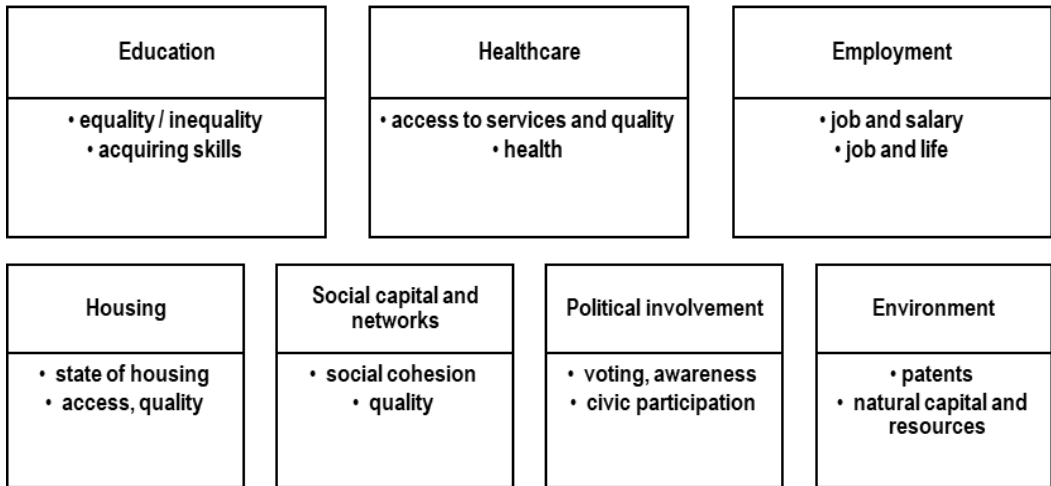
Figure 3 Critical areas in the most disadvanteged settlements

Source: own editing

HOUSING (inappropriate housing) → **HEALTH** (health problem)

EMPLOYMENT (reduced labor activity) **EDUCATION** (learning difficulties)
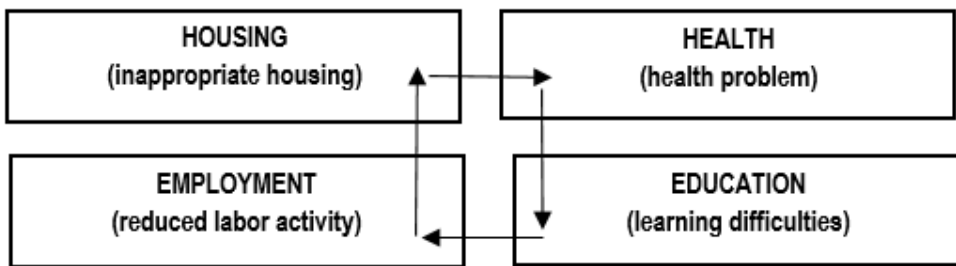
Figure 8: Long and short-term goals in education, Source: own compilation

LONG TERM GOALS (10 YEARS)

- integrated education
- motivated children and parents
- no dropout
- cooperation
- destruction of prejudices

SHORT-TERM GOALS (1-3 YEARS)

- improving communication
- Roma values and culture
- involving parents
- mentoring
- responsibility for their own lives - program
- Health Education as a subject, etc.
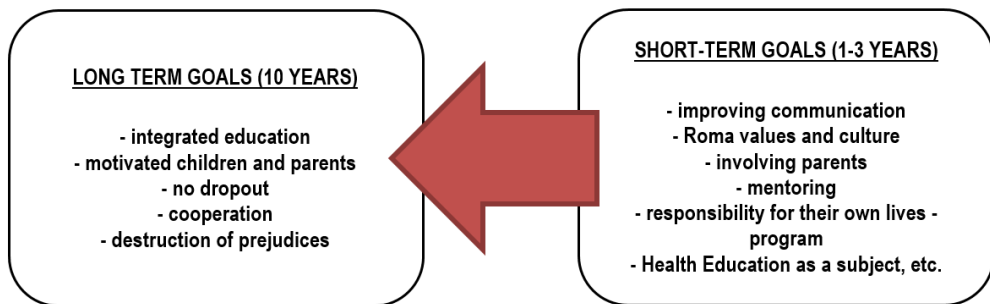
Figure 9 Long and short-term goals in employment, Source: own compilation
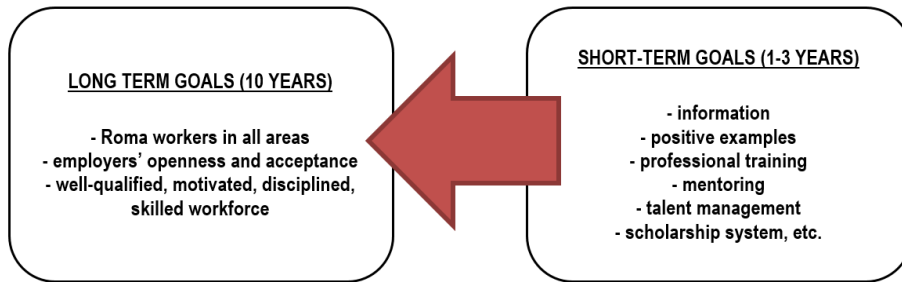
Figure 10 Frameworks of improving local living conditions

Source: own compilation based on The World Bank, 2015.
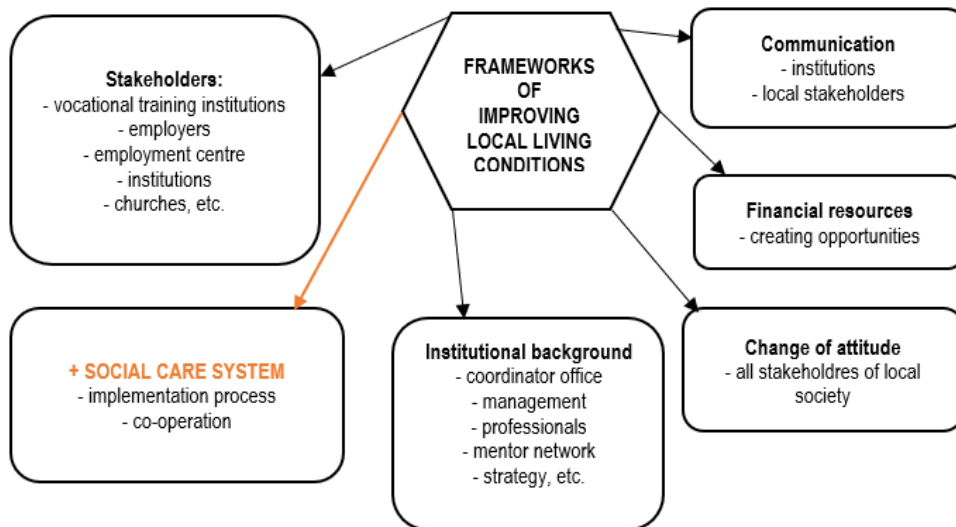
Figure 11 Measuring factors in municipal social innovation, Source: own compilation

Analysis of the Energy Dependence of the European Union

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Abstract

The *main objective of the research paper* is to accomplish a comparative analysis of the energy dependence of the EU member states. This objective is de-composed in several sub-objectives: First, to make a short literature review and a summary of the main ideas concerning energy dependence; Second, to clarify the methodology used for analysis of the energy dependence of the EU. Third, to analyze the nominal energy dependency of the EU, as well as the Union energy dependency by energy types.Fourth, to analyze the energy intensity of the economy of the European Union countries. *The research and analytical methods* used for the development of the paper involve comparative analysis of the available data on energy security indicators, graphical and table presentation of statistical and empirical data and survey of available legal and analytical research on the topic. Entirely secondary data sources have been used in the research. The *research results* comprise:

- the introduction of two new concepts as a result of the analysis – the nominal energy dependency and the real energy dependency;

- the construction of an energy dependency classifying scheme for the European Union member states;

- the construction of an classification grid of the energy dependence of the EU member states by energy type. The research results present the author contribution to the research field of energy dependency. They add value not only in analytical terms but also pave the road for formulating further ideas and evidence-based recommendations on policy measures.

Keywords: energy dependency of the EU, nominal energy dependency, real energy dependency, energy intensity of the economy

Introduction

Literature Review

Energy system is the "cardiovascular" system of any economy: a well-provided-for electricity, petrol and natural gas economy has one of the major prerequisites of sustainable economic growth. Economic and social welfare of any state depend on many factors, among which safe and reliable energy supply[1]. (Vassileva, A., S. Boneva, 2015). Many authors argue that the availability of energy is a key factor affecting the well-being and smooth functioning of modern economies[2] (Chalvatzis, K.J., E. Hooper, 2009).

In the last decades the requirement to secure energy resources has become dominant to the extent that it drives foreign affairs agendas of countries at all stages of development[3] (Williams P.A., 2006). In the past national energy agendas have focused on security of energy supplies which has been achieved using different (mostly domestic) energy sources. The result can be observed in a large variety of national energy mixes in Europe – with Norway relying on hydro, France on nuclear and Poland on coal sources. These countries have achieved a considerable degree of energy independence. Unlike them, a huge number of European countries import fuels, technologies or electricity to secure their energy supply. The

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dependency of the European Union on energy imports, particularly of oil and more recently of gas, are the main policy concerns relating to the security of energy supplies[1] (Eurostat, 2018).

Contemporary environmental concerns increasingly dominate policy and influence the energy mix in new directions[2] (Bishop J.D.K., G.A., Amaratunga, C. Rodrigues, 2008). The threats posed by climate change and local air pollution discredit local fossil energy sources in Europe. Imported nuclear fuel for the EU nuclear power plants and imported natural gas (via existing pipelines from the former USSR countries or liquefied from Northen Africa and the Middle East) have been increasingly promoted as environmentally friendlier solutions, however contributing directly to energy supply dependency. According the IEA methodology of calculating national energy balances, the primary nuclear heat appears as an indigenous resource thus reducing statistically the energy dependence of the countries operating nuclear reactors for electricity generation. The reason behind this is the principle of using the steam from nuclear reactors as the primary energy form for the energy statistics. However, the majority of countries which use nuclear power import their nuclear fuel and if this fact could be taken into account, it would lead to an increase in the supply dependence on other countries[3]. (IEA, EUROSTAT, OECD, 2005) All authors admit that the EU and Russia are energy interdependent – Russia is a major supplier for the EU and the EU is a major market for Russian gas, crude oil and nuclear fuel[4][5] (Krickovic, A., 2015; Kaveshnikov, N.,2010).

Renewable energy really contributes to reducing energy dependence and reducing the greenhouse gas emissions, except for some specificities of biomass[6] (Finkler, T., 2018). Renewable energy technologies are indeed making headway in research and development, and have actual contribution to the world's energy needs. In the same time, I share the opinion that renewable energy technologies could cause or deepen existing technological dependence for countries that are less innovative in respect to renewable energy technologies and components for them – a fact that is underestimated when national goals and policy measures are set in countries of different stages of economic development and different set of energy mixes. While the importance of renewable energy for the energy mix of the future is indisputable, the above mentioned aspect of renewable technologies distribution is not deeply studied in the literature yet.

2. Methodology and analysis of the energy dependence of the EU

As this paper presents a brief analysis of the energy dependency of the EU, the methodology of its measurements should be clarified in the first place. Energy dependency shows the extent to which an economy relies upon imports in order to meet its energy needs. The methodology used for calculating the energy efficiency indicator is the ratio of *net imports* divided by *the sum of gross inland energy consumption* plus *maritime bunkers* (Formula 1). Net imports are calculated as total imports minus total exports[7]. Gross inland consumption is a cumulative value comprising: Indigenous production + Production other sources + Imports – Exports – International marine bunkers + Stock changes. International Marine Bunkers are quantities of fuels delivered to ships of all flags that are engaged in international navigation which may take place at sea, on inland lakes and waterways, and in coastal waters. Energy dependency may be negative in the case of net exporter countries (e.g. Norway) while positive values over 100 % indicate the accumulation of stocks during the reference year (e.g. Malta).

Formula 1

Energy dependence = Net imports / $\sum$ {Gross inland energy consumption + International maritime bunkers}

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European Commission, COM (2008) 782 final/2, Towards a secure, sustainable and competitive European energy network

The methodology and the common conceptual framework that has been largely used for the calculation of the energy dependency indicator has one shortcoming – it does not take into account the efficiency of generation, transfer, distribution and consumption of energy that vary from country to country. Thus the methodology for calculating energy dependency is appropriate for calculating what I call *nominal energy dependency*.

If one adheres to this methodology he may come to a paradox. A country consuming more energy than the energy it produces will be nominally an energy dependent country. *In real terms* however, the efficiency of generation, transfer, distribution and consumption of energy in this country (e.g. Germany) could be higher than that of another country (or countries) that could be nominally less energy dependent (e.g. Bulgaria) or even energy independent one.

Adhering to these considerations we can conclude that energy dependence is a relative (not absolute) indicator affected by the efficiency of generation, transfer, distribution and consumption of every single unit of energy. Moreover, energy resources impact directly the competitiveness of any economic system not via their availability or scarcity but via the efficiency of their usage for different economic activities.

Therefore analyzing the energy efficiency of the EU one needs to consider:

The main general trends in nominal energy dependency in the EU member states;

The real energy dependency of these countries that could be analyzed when the energy efficiency indicators such as the energy intensity of the economy are accounted for.

The energy intensity of the economy is an indicator defined by the ratio between the *gross inland consumption of energy* and the *gross domestic product* (GDP) for a given calendar year and is measured in kilograms of oil equivalent per 1 000 Euro. It reveals the energy consumption of an economy and its overall energy efficiency. The gross inland consumption of energy is the cumulative gross inland consumption of five energy types: coal, electricity, oil, natural gas and renewable energy sources. Since gross inland consumption is measured in kilograms of oil equivalent (kgoe) and the GDP in 1 000 Euro, this ratio is measured in "kgoe per 1 000 EUR".

Table 1. Energy dependence ranging of the European Union member states and selected neighboring countries

geo\time	1990	2000	2010	2016	
Malta	100	100,3	99	100,9	0,9
Cyprus	98,3	98,6	100,8	96,2	-2,13632
Luxembourg	99,5	99,6	97,1	96,1	-3,41709
Italy	84,7	86,5	82,6	77,5	-8,50059
Lithuania	71,7	59,4	81,8	77,4	7,949791
Belgium	75,1	78,1	78,2	76	1,198402
Turkey	52,9	65,7	70,6	74,9	41,5879
Greece	62	69,5	69,1	73,6	18,70968
Portugal	84,1	85,1	75,1	73,5	-12,604
Spain	63,1	76,6	76,7	71,9	13,94612
Ireland	68,6	84,9	86,6	69,1	0,728863
Germany	46,5	59,4	60,3	63,5	36,55914
Austria	68,5	65,4	63,2	62,4	-8,90511
Euro area (19 countries)	57,5	64,1	62,1	61,9	7,652174
Slovakia	77,5	65,5	63,1	59	-23,871
FYRMacedonia	47,7	39,9	43	58,7	23,0608
Hungary	49	55,2	56,4	55,6	13,46939
EU (28 countries)	**44,3**	**46,7**	**52,7**	**53,6**	**20,99323**
Slovenia	45,7	52,8	48,7	48,4	5,908096
Croatia	39,8	48,4	46,6	47,8	20,1005
Latvia	88,9	61	45,5	47,2	-46,9066
France	52,4	51,5	48,9	47,1	-10,1145
Finland	61,2	55,1	47,8	45,3	-25,9804
Netherlands	24,1	38	30,2	45,2	87,55187
Bulgaria	62,8	46	39,6	37,2	-40,7643
United Kingdom	2,4	-16,9	29	35,3	1370,833
Czech Republic	15,3	22,8	25,5	32,8	114,3791

Sweden	38,2	40,7	36,9	31,9	-16,4921
Poland	0,8	9,9	31,3	30,3	3687,5
Serbia	30	13,7	33,2	28,9	-3,66667
Romania	34,3	21,8	21,9	22,3	-34,9854
Albania	6,6	46,6	30,5	21,1	219,697
Iceland	32,9	30,5	13,9	19,2	-41,6413
Denmark	45,8	-35	-15,7	13,9	-69,6507
Estonia	45,1	32,2	13,6	6,8	-84,9224
Norway	-437,1	-733,1	-522,8	-633,4	44,90963

Source: Eurostat

The general trends of development of energy dependency in the European Union can be tracked in the energy dependency ranging presented in Table 1 and in the energy dependency classifying scheme presented in Figure 1 that both outline four groups of energy dependent countries in the Union.

The group of the most energy dependent countries with energy dependency levels over 75% is a quite heterogeneous one, comprising small (Malta and Luxembourg) and big (Italy) European Union member states as well as island countries from the south of Europe (Cyprus, Malta) and much more northern countries (Belgium and Lithuania), each of them having quite different reasons for the high percentage of energy dependency they report as well as each of them representing an external border EU member state.

On the other pole of the classifying scheme is the group of the least energy dependent European countries with energy dependency levels of less than 25% - again, a heterogeneous group of countries from the north (Denmark, Iceland and Estonia) and from the south (Romania, Albania) representing external border countries or neighbor countries of the European Union (with well-established connections with the EU and prospects for EU membership).

As I assume the EU average energy dependency indicator to be a dividing line for this classification (Figure 1), we can outline two more groups of European countries – the group European countries that have total energy dependence levels less than the EU average but more than 25% (12 countries) and the group European countries that have total energy dependence levels higher than the EU average but less than 75% (10 countries).

The excellent presenting European country and net energy exporter – Norway, reports energy dependency levels of -633,4% for 2016. If Norway was a member of the European Union, the Union would report better energy independency levels; in the current political framework the EU could only strive for attracting Norway to be a member of the European Energy Union.
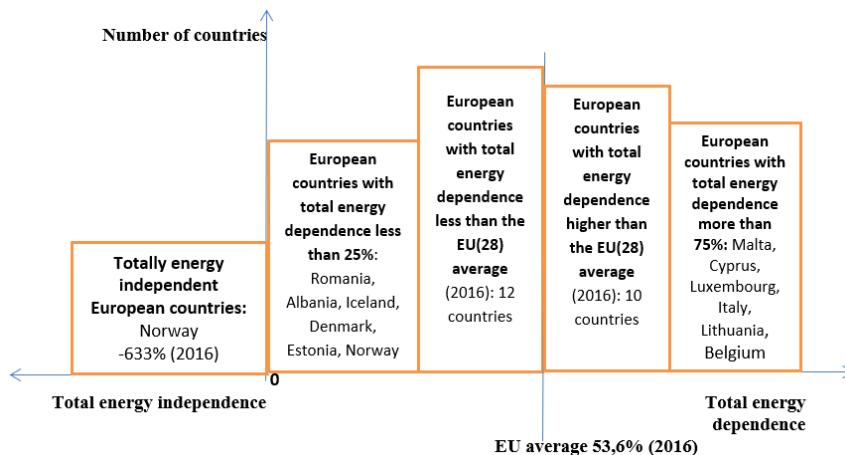
Figure 1. Energy dependency classifying scheme for the European Union member states and selected neighbor countries
Source: the author, based on Eurostat data

Energy dependence in the European Union is obvious by the fact that it imports more than half of the energy it needs from third countries and this tendency is steadily rising decade after decade since 1990. According to Eurostat data virtually more than half (53.6 %) of the EU-28's gross inland energy consumption in 2016 came from imported sources. The gap

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between energy supply and demand, caused by the reduction of primary energy production in the EU in this period, caused an increasing dependency on energy imports in most of the EU member states from third countries.

The analysis of the percent change of energy dependency of the European countries for 2016 compared to 1990 shows that only two countries (Estonia and Denmark) reduced significantly (e.g. by more than 50 percentage points) their energy dependence (by -84,92% and -69,65% respectively). Three more countries from Eastern Europe (Latvia and Bulgaria and Romania) considerably reduced their energy efficiency (by -46,9%, -40,76% and -34,99% respectively). The European Union as a whole increased its energy dependency by 20% for the period and the absolute records in increasing the energy dependency belongs to Poland (+3687,5%) and the United Kingdom (+1370,83%). Other EU member states that increased their energy dependency in the last four decades are the Czech Republic, the Netherlands and Germany. The neighbor countries of the EU also worsened their positions – Turkey, Albania, even Norway are much more energy dependent in 2016 than in 1990 (although Norway still remains a net exporter of energy).

The energy dependence of any particular country is to a large extent pre-determined by the available indigenous energy resources in this country as well as from the available infrastructure for energy generation and distribution and other factors. Based on Eurostat data for 2016 we can present the energy dependence of the EU member states by energy sources in a classification grid (Figure 2)

	Total nominal energy dependency	Dependency on coal	Dependency on petroleum	Dependency on natural gas
More than the EU average	Malta, Cyprus, Luxembourg, Italy, Lithuania, Belgium, Greece, Portugal, Spain, Ireland, Germany, Austria, Slovakia, Hungary	Portugal, Austria, Cyprus, Luxembourg, Italy, Latvia, France, Belgium, Denmark, Slovakia, Lithuania, Croatia, Netherlands, Sweden, Spain, United Kingdom	Slovenia, Latvia, Greece, Portugal, Malta, Luxembourg, Belgium, Ireland, France, Bulgaria, Spain, Netherlands, Germany, Sweden, Czech Republic, Poland, Lithuania, Finland, Austria, Italy	Greece, Lithuania, Estonia, Finland, Slovenia, Luxembourg, Portugal, Spain, Sweden, Belgium, France, Ireland, Italy, Slovakia, Czech Republic, Austria, Germany, Bulgaria
Less than the EU average	Romania, Denmark, Estonia, Poland, Sweden, Czech Republic, UK, Bulgaria, Netherlands, Finland France, Latvia, Croatia, Slovenia	Finland, Ireland, Germany, Hungary, Slovenia, Bulgaria, Romania, Greece, Estonia, Poland, Czech Republic	Slovakia, Hungary, Estonia, Romania, United Kingdom, Denmark	Poland, Hungary, United Kingdom, Croatia, Romania, Denmark, Netherlands
Countries with highest energy dependency rates	(over 75%) Malta, Cyprus, Luxembourg, Italy, Lithuania, Belgium	(over 90%) Portugal, Austria, Cyprus, Luxembourg, Italy, Latvia, France, Belgium, Danemark	(over 100%) Slovenia, Latvia, Greece, Portugal, Malta, Luxembourg	(over 100%) Greece, Lithuania, Estonia, Finland
Countries with lowest energy dependency rates	(below 25%) Romania, Albania, Iceland, Denmark, Esonia, Norway	(below 20%) Romania, Poland, Greece, Estonia, Czech Republik	(below 80%) Estonia, Romania, United Kingdom, Denmark	(below 70%) United Kingdom, Croatia, Romania, Denmark, Netherlands

Figure 2. Classification grid of the energy dependence of the EU member states by energy type

Source: The author, based on Eurostat data for 2016

The analysis of the energy dependence of the EU member states by energy type (energy source) shows that more half of them are import dependent on petroleum products (20 countries), natural gas (18 countries) and coal (16 countries). The reasons for this dependence are the primary energy production facilities that are currently in use (for coal), the well-known, established decades ago and functioning older and newer pipelines and transport routes bringing natural gas from Russia and the former Soviet countries to the EU and liquefied natural gas from Northern Africa and the Middle East, and the import of the indisputably scarce petroleum from different petroleum exporting countries to the EU.

Table 2. Energy intensity of the economy for the EU and selected neighbor countries (kgoe per 1000 Euro)

geo\time	1996	2006	2016	percent change 2016/1996	
Ireland	138,1	91,4	59,2	-57,13251267	
Denmark	115,1	84,1	66,4	-42,31103388	
Norway	94,8	87,3	79,5	-16,13924051	
Malta	:	154,1	82,6	-46,39844257	*
Luxembourg	144,7	126,1	87,9	-39,2536282	
United Kingdom	168,4	124,3	91,1	-45,90261283	
Italy	113,8	113,2	98,4	-13,53251318	
Austria	128,9	119,4	106,8	-17,1450737	
Spain	136,1	135,2	110,5	-18,80969875	
Germany	163,2	139,7	111,1	-31,92401961	
Euro area (19)	156	137	114,6	-26,53846154	
Sweden	206,5	138,9	116,2	-43,72881356	
Netherlands	170,4	135,7	116,8	-31,45539906	
France	164	138,3	117,2	-28,53658537	
EU (28)	175,6	145	118,6	-32,46013667	
Greece	150,3	130,1	130,8	-12,9740519	
Portugal	144,7	147,8	133,1	-8,01658604	
Cyprus	179,2	148	133,5	-25,50223214	
Belgium	207,1	166,5	147,6	-28,73008209	
Turkey	:	177,4	165,3	-6,820744081	*
Slovenia	269,9	208,4	178,2	-33,9755465	
Finland	248,1	200,6	181,5	-26,84401451	
Croatia	256,5	210,9	186,3	-27,36842105	
Latvia	467,8	233,6	202,9	-56,62676357	
Lithuania	606,5	300,8	203,7	-66,41384996	
Slovakia	485,2	324,7	208,9	-56,94558945	
Romania	547,8	341,4	214,5	-60,84337349	
Hungary	386	269,2	231,4	-40,05181347	
Poland	510,1	318,2	231,4	-54,63634581	
Czech Republic	394,1	313,9	239	-39,35549353	
Estonia	727,4	331,1	345,9	-52,44707176	
Bulgaria	951,1	593,2	422,6	-55,56723794	
Iceland	402,3	418,1	451,3	12,1799652	
Serbia	891,9	610,4	495	-44,50050454	

Source: Eurostat

The analysis of the EU energy dependency will be incomplete without taking into account the energy intensity of the economy of the European countries which are included in this analysis. Energy intensity is a measure of an economy's energy efficiency. The most energy inefficient country of the EU (Bulgaria, reporting 422,6 kgoe per 1000 Euro energy intensity of the economy for 2016) is 7 times more energy intensive than the most energy efficient one (Ireland, reporting 59,2 kgoe per 1000 Euro energy intensity of the economy for the same year). It should be noted that the economic structure of an economy plays an important role in determining energy intensity, as service-based economies a priori have relatively low energy intensities, while economies with heavy industries (such as iron and steel production) may have a considerable proportion of their economic activity within industrial sectors, thus leading to higher energy intensity.

The available Eurostat data prove that the least energy-intensive economies in the EU in 2016 were Ireland, Denmark, Luxembourg, Malta and the United Kingdom; they used the lowest amount of energy relative to their overall economic size (based on gross domestic product, GDP). The most energy-intensive EU Member States were Bulgaria, Estonia, Czech Republic, Poland and Hungary (Table 2). Any impartial analysis should note that all of the top 10 countries with the highest energy intensity rates in the EU are Eastern European countries and belong to the group of the relatively new members of the EU.

Between 1996 and 2016 the energy intensity of all EU economies fell. The biggest reductions in energy intensity however were recorded in Lithuania, Slovakia, Latvia, and Bulgaria (-66,41%, -56,95%, - 56,63% and -55,57%), where the amount of energy required to produce a unit of economic output (as measured by the GDP) fell by more than 50% between 1996

and 2016. By contrast, the smallest decreases in percentage terms were recorded for Portugal (-8,02%), Greece (-12,97%) and Italy (-13.53%); these were the only Member States where the reduction in energy intensity was below 15.0 %.

Conclusions:

Since most of the Eastern European EU member states hold the first places in energy intensity of the economy (and energy inefficiency respectively) and most of them have high energy dependence levels as well, the main strategic recommendation for these countries will be to enter and active members of the European Energy Union. Thus these European territories will become less energy dependent. To become more energy efficient as well, these countries should formulate new policy measures aimed at reducing their energy intensity that should be implemented at national level as well as coordinated at EU level.

Digital Competitiveness of European Union Member States from the Perspective of Human Capital

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Abstract

The concepts of "digital skills" and "digital competences" are key terms in the discussion related to the type of skills people need nowadays not only in terms of digital inclusion in the society but also in terms of employability. According to the latest definition by the European Union, digital skills "can be broadly understood as the ability to locate, organise, understand, evaluate, create and share information using digital technology, at different levels of competence" (European Commission, 2017). The rapid development of information and communication technologies (ICT) bring major transformations with respect to the individual's integration in society and employability. The paper analyses the 28 member states of the European Union (EU) from the perspective of the pesons' digital skills and employability in the science, technology (including the ICT) sectors over the period 2015 - 2017. The paper covers the following areas of research: (1) Overall digital skills, computer skills, internet skills of individuals in the EU 28; (2) Human capital with advanced and specialist digital skills in ICTin the EU 28; (3) Evolution of the digital competitiveness of the EU 28 member states from the perspective of human capital over the period 2015-2017. Quantitative and qualitative research methods were employed for data collection and analysis: database research and analysis; statistical analysis; content and thematic research and analysis from policy papers and reports.

Keywords: digital economy; digital society; digital skills; information and communication technologies

Introduction

In May 2017, the European Commission published a study regarding the use of IT / digital technologies in the workplaces in the EU, looking more closely at the digital skills required and currently existent (European Commission, 2017). As the information and communication (digital) technologies are more and more used by companies and organizations across the world, and thus the jobs are becoming partially or totally digital, the requirements imposed on the workers' skills are changing (Burton, 2015), (Digital Technology, 2017). It becomes evident for employers that an effective and efficient use of the digital technologies in the workplace must be accompanied by appropriate digital competences of the workforce. Equally, the daily life becomes more and more connected to information and communication (digital) technologies, and we all seem to need certain digital competences, even at basic level.

The concepts of "digital skills" and "digital competences" are becoming key terms in the discussion related to the type of skills people need nowadays not only in terms of digital inclusion in the society but also in terms of employability (European Commission, 2016), (Ferrari, 2013), (M. Kolding, C. Robinson, M. Ahorlu, 2009), (R. Vuorikari, Y. Punie, S. Carretero, L. Van den Brande, 2016).

Until now there is, however, no common definition agreed upon for digital skills or digital competences. Different terms with sometimes different interpretations are currently used in literature, with the general understanding that they refer to the abilities of using information and communication technologies, such as: IT literacy, ICT literacy, digital literacy, digital competence, ICT fluency, computer literacy, ICT skills, e-Skills, technological literacy, media literacy, information literacy, e-literacy (Chinien - Boutin, 2013). The first definitions used referred to "ICT literacy" as knowledge about computer use (J. Fraillon, W. Schulz, J. Ainley, 2013). As information and communication technologies become more complex and new applications develop, broader definitions emerged covering cognitive, attitudinal, social and emotional skills. Over time, a range of (sometimes partially) overlapping definitions, such as computer literacy, internet literacy, media literacy and digital literacy, has emerged (K.A.Mutka, 2011). In 2006, the European Commission adopted the definition of "digital competence" as "*the confident and critical use of ICT for work, leisure, learning and communication*", recognising it as one of eight key competences for lifelong learning (European Parliament and Concil of the EU, 2006), however this concept is still fluid,

susceptible to additions and modifications, continuously expanding and changing as a consequence of the rapid evolution of information and digital technologies (L. Ilomaki, A. Kanotsalo, M. Lakkala, 2011).

1. Overall digital skills, computer skills, internet skills of individuals

The study of literature (policy documents, academic literature and learning practices) revealed the existence of several conceptual framework for digital skills and components, which have a twofold objective: (1) the assessment and measurement of digital competences and (2) understanding the development of digital competences among citizens (Y. Eshet-Alkalai, E. Chajut, 2010), (OECD, 2013), (Ecorys UK, 2016). The EU Digital Agenda for Europe, which envisaged the development of "*EU-wide indicators of digital competence and media literacy*", led to the development of the DigComp framework on digital competence (European Commission, 2010), which was designed to help policymakers formulate appropriate education and lifelong learning policies.

Surveying the literature, it is possible to identify three main categories of digital skills, which can be found in different frameworks for the measurement or development of digital competences. These three categories apply to different types of abilities and users (European Commission, 2017):

"a). Basic digital literacy skills allow individuals to become digitally literate; these skills can be applied both to the workforce and generally to individuals in knowledge and digital society;

b). Digital skills which relate to employment, encompassing basic skills plus skills which are needed in a workplace and generally are linked to the use of ICT applications developed by professionals of information technology;

c). Digital skills for ICT professions, which include both categories above and the skills needed in the ICT sector as well as having an innovative and creating component, as linked to the ability to develop new digital solutions, products or services."

Among the conceptual frameworks that manage the digital skills, a number of them focused on individual skills, needed in everyday life including employment (i.e. basic digital literacy skills and digital skills which relate to employment from above), however more such frameworks only looked at the skills of ICT workforce. Table 1 summarises the most used conceptual frameworks for generic, specialist and complementary digital skills.

Table 1. Conceptual frameworks for digital skills

Reference	Digital skills framework
European e-Skills Forum – 2004 (European Commission, 2017)	ICT user skills, required for effective use of ICT systems and devices; "*ICT users apply systems as tools in support of their own work, which is, in most cases, not ICT*"; ICT practitioner skills, required for researching, managing, developing and designing, consulting, marketing and selling, integrating, installing and administering, maintaining, servicing ICT systems; E-business skills (or e-leadership skills), needed to exploit opportunities provided by ICT, producing more efficient and effective performance of different types of organisations, exploring possibilities for new ways of conducting business and organisational processes, establishing new enterprises.
OECD's Skills for the Digital Economy - 2004 (OECD, 2004)	ICT specialists: user whose competences cover the "*ability to develop, operate and maintain ICT systems*". ICTs make up for the main part of their job; Advanced users: this group of users are "*competent users of advanced, and often sector-specific, software tools*". ICT is a tool in a workplace context; Basic users: basic users are "*competent users of generic tools (e.g. office software, e-mailing and other internet-related tools) needed for the information society, e-government and working life*".
European eCompetence Framework (e-CF) - (European e-Competenece Framework, 2016)	"Dimension 1: 5 e-Competence areas, derived from the ICT business processes Plan, Build, Run, Enable and Manage; Dimension 2: A set of reference e-Competences for each area, with a generic description for each competence. Forty competences identified in total provide the European generic reference definitions of the e-CF 3.0.; Dimension 3: Proficiency levels of each e-Competence provide European reference level specifications on e-Competence levels e-1 to e-5 that are related to the EQF levels 3 to 8; and Dimension 4: Samples of knowledge and skills relate to e-Competences in Dimension 2. They are provided to add value and context and are not intended to be exhaustive".
Cedefop European Skills and Jobs (ESJ) survey -	Basic ICT skills: using a PC, tablet or mobile device for email, internet browsing; Moderate ICT skills: Word-processing, using or creating documents and/or spreadsheets;

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Reference	Digital skills framework
2015 (Cedefop, 2015)	Advanced ICT skills: Developing software, applications or programming; use computer syntax or statistical analysis packages.
OECD - 2016 (OECD, 2016)	"ICT specialist skills [are those necessary] to programme, develop applications and manage networks; ICT generic skills [are those necessary]to use such technologies for professional purposes; ICT complementary skills [are those necessary] to perform new tasks associated to the use of ICTs at work, e.g. communicate on social networks, brand products on e-commerce platforms or analyse big data". Complementary skills are thus "skills that are not related to the capability to use the technology effectively but to carry out the work within the new environment shaped by ICTs, i.e.: a "technology-rich environment""
Basic digital skills framework - 2017 ("Prishtina"sh.a, March 2013)	Managing information: Find, manage and store digital information and content Communicating: Communicate, interact, collaborate, share and connect with others Transacting: Purchase and sell goods and services; organise your finances; register for and use digital government services Problem solving: Increase independence and confidence by solving problems using digital tools, and finding solutions Creating: Engage with communities and create basic digital content
Digital Competence Framework for Citizens (DigComp) - 2017 (S. Carretero, R. Vuorikari, Y. Punie, 2017)	Dimension 1 and 2 represent a *conceptual reference model* identifying the areas to be part of digital competence and the competence descriptors that belong to each area. https://ec.europa.eu/digital-single-market/en/desirelate to the levels of proficiency for each competence and to examples of knowledge and skills applicable to the competences
Development Economics - 2013 (Development Economics, 2013)	"Advanced digital skills: skills linked to 'the creation and/or strategic exploitation of new digital applications, including more advanced programming and coding involved in the creation of new software, etc., but they also cover the strategic business skills needed to convert ideas into successful commercial projects and ventures'; Intermediate-level digital skills: these involve 'skills needed to implement and manage on a dayto-day basis the applications developed by those with advanced skills, but they may also provide contributions to the development of digital content, provision of system support and maintenance, etc.'; Entry-level digital skills: skills related to 'the use of digital applications designed, developed and promoted by others: involving for example searches for and/or the capturing and recording of digital data across a wide variety of business and public services, the administration of databases, the monitoring of data, contributing to the management of digital content, etc.'.''
UKforCE - 2014 (UKforCE, 2014)	„Digital Muggle: No digital skills required – digital technology may as well be magic; „Digital Citizen: the same work skills as are required to be a full digital citizen. This is the ability to use digital technology purposefully and confidently to communicate, find information and purchase goods/services; „Digital Worker: substantially more digital skills than those required for full digital citizenship but less than those of a Digital Maker. This includes, at the higher end, the ability to evaluate, configure, and use complex digital systems. Elementary programming skills such as scripting are often required for these tasks; and „Digital Maker: skills to actually build digital technology (typically software development). The Digital Maker category is interpreted quite broadly to include, at the low end, for example, workers who regularly create complex Excel macros or data files for controlling 3D printers'"

There are many computer and internet skills identified and measured at EU level. For example, Eurostat lists 37 computer skills and 19 internet skills when measuring individual's level of competence (Eurostat, 2017a), (Eurostat, 2017b). In accordance with the OECD classification of basic, advanced and specialist digital skills mentioned by OECD (OECD, 2004) , the computer and internet skills that are measured at EU level refer to **low and basic activities** (such as using a mouse to launch an internet browser or word processor; copying or moving files or folders; using word processing software; using copy and cut and paste tools to duplicate or move information on screen; using a search engine to find information; sending an email with attached files; create a spreadsheet (e.g. Excel); communicate through ICT using email, social media, Skype/videocalls), **advanced activities** (for example, writing a code in a programming language; use software for design,

calculation or simulation; programme and use CNC machines[1]; programme and use robots) and **specialist activities** (for example, programming and software development; design and maintain ICT architecture for the workplace, connecting computers to a local area network) (European Commission, 2017).

In terms of **overal digital skills**, on average 29% of individuals in the EU 28 have **above basic overal digital skills** over the period 2015 - 2017 (28% in 2015; 29% in 2016; 31% in 2017), the highest values in 2017 (above the EU 28 average) being reported by Luxembourg (55%), Netherlands (48%), Denmark (47%), Sweden (46%), United Kingdom (46%), Finland (45%), Malta (38%), Germany (37%), Austria (36%), Estonia (35%), Slovakia (33%) and Spain (32%) (Eurostat, 2018a). The highest increase in **above basic overal digital skills** among individuals between 2015 and 2017 were registered for Sweden (from 35% of individuals in 2015 to 46% of individuals in 2017) and Slovakia (from 26% of individuals in 2015 to 33% of individuals in 2017). At the other end of the scale, 1% of individuals in the EU 28 member states have **no digital skills** (average between 2015 and 2017), whilst 24.6% of individuals are reported with low basic digital skills on average during 2015-2017 (Eurostat, 2018a) (Figure 1).

In 2017, the top performing EU countries in terms of percentage of population having basic digital skills were Czech Republic, Cyprus, Netherlands (Figure 2).
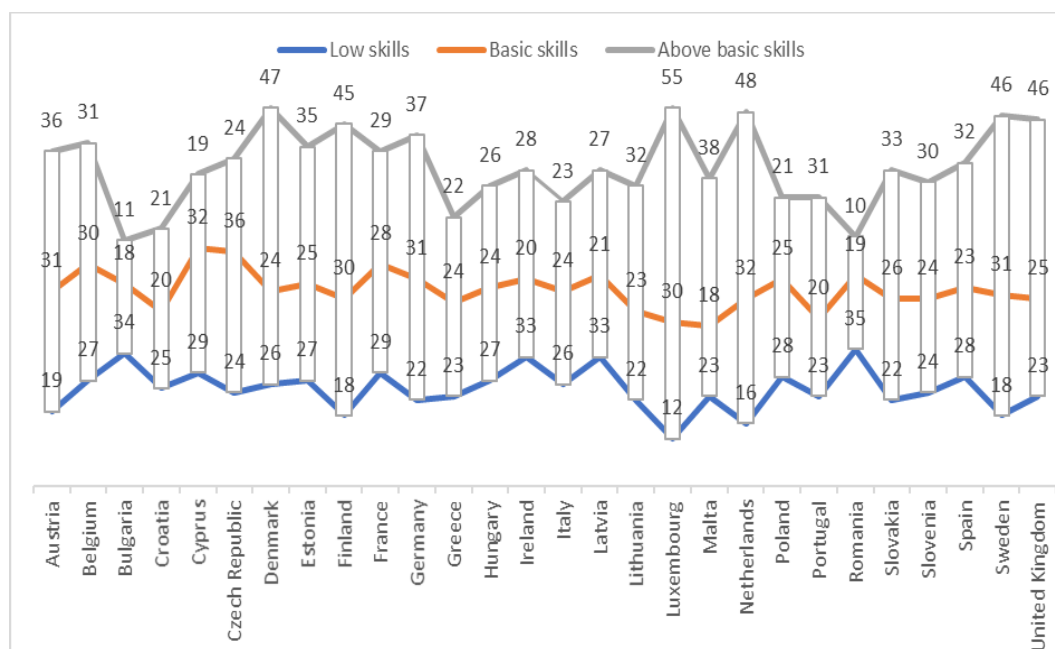
Figure 1. Overall digital skills of individuals in the EU28 in 2017 (percentage of population)

(Source: (Eurostat, 2018a))

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[1] Computer numerical control (CNC), https://en.wikipedia.org/wiki/Numerical_control
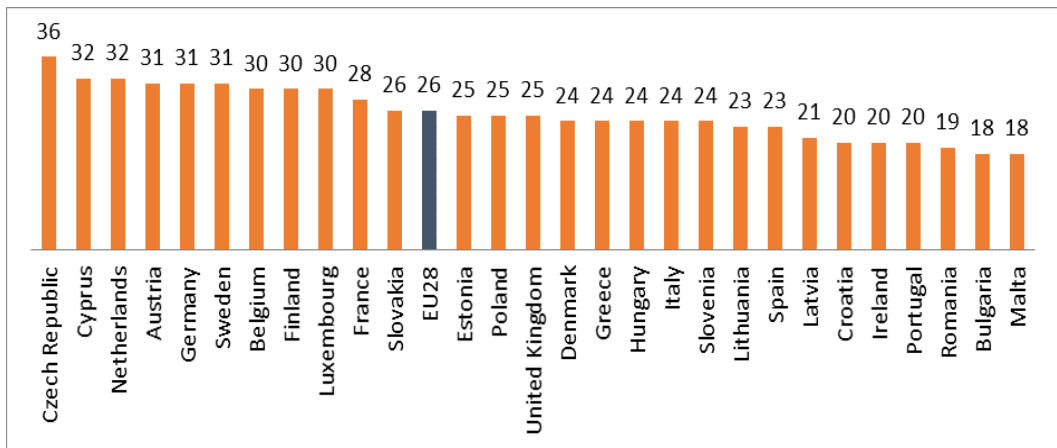
Figure 2. Overall basic digital skills in the EU28 in 2017 (percentage of population)

(Source: (Eurostat, 2018a))

The ICT skills (digital, computer, internet) are obtained through formalised education (school, college, university, etc), through training courses and adult education centres, on own initiative or on demand from the employer, through self-study using books, cd-roms, etc. or through informal assistance from colleagues, relatives in friends and some other ways. In 2011[1], most of the individuals in the EU 28 obtained their IT skills through formalised education (i.e. 28% of all individuals), followed by training through self-study using books, cd-roms, etc (21% of all individuals). The training courses and adult education centres at own initiative and at the demand of the employer were used in almost equal shares (13% and 14% of total population) (Eurostat, 2011). Analysing the status in the workforce of persons with ICT education and training, regardless of the level of education attained and ICT/digital skills obtained, Germany has the highest number of persons with ICT education active & employed, followed by the United Kingdom, Poland and France (Eurostat, 2018b) (Figure 3.
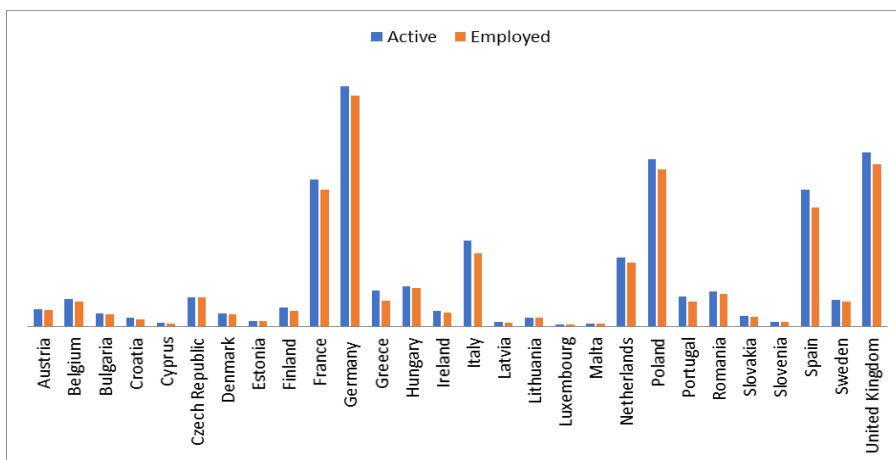
Figure 3. Persons with ICT education active and employed, regardless of the level of education and digital skills
(Source: (Eurostat, 2018b))

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[1] 2011 is the last year for which there are recordings in the Eurostat database for this indicator (Eurostat, 2011)

2. Human capital with advanced and specialist digital skills in the ICT in the EU 28

Advanced digital activities (and corresponding digital skills) are mainly related to the use software for design, calculation or simulation, programme and use CNC machines and programme and use robots, whilst specialist digital activities (and skills) refer to undertake programming and software development and design and maintain ICT architecture for the workplace (European Commission, 2017). With few exceptions, almost all EU28 countries increased their percentage of individuals having above digital skills (advanced and specialist) over 2015-2017, with top performers in 2017 Luxembourg, Netherlands and Denmark (Eurostat, 2018a).

The data about advanced and specialist digital skills is generally consistent with the graduates in the fields of information and communication technologies (ICT) in the EU28, including computer use, database and network design and administration, software and applications development and analysis, and inter-disciplinary programmes and qualifications involving information and communication technologies (according to ISCED-F-2013 fields of education and training) (UNESCO - Institute for Statistics, 2015). In 2015[1], the EU 28 countries with the highest percentage of advanced and specialist ICT tertiary graduates from the total number of tertiary graduates (ISCED 11, levels 5-8, (UNESCO - Institute for Statistics, 2012)) were Malta, Finland, Ireland, Romania (Eurostat, 2017c) (Table 2). It is, however, interesting to observe that although they have a high percentage of ICT tertiary graduates, Malta, Romania, Ireland are not very high when it comes about the actual advanced and specialist digital skills (see Table 2 and Figure 3). A possible explanation for this fact is that there is a mismatch between the ICT skills provided by the high education institutions and those required and employed later on in the workplace.

Table 2. Total tertiary graduates, tertiary graduates in ICT as part of total tertiary graduates (ISCED 2011, levels 5-8) and persons employed in ICT / digital specialist positions in the EU28 countries.

(Source: (Eurostat, 2017c))

	Population 2015	Total number of tertiary graduates (thousand) 2015	Total number of tertiary graduates in ICT (thousand) 2015	Percentage of ICT tertiary graduates from total graduates 2015	Employed ICT specialists (thousand) 2015	Employed ICT specialists (thousand) 2016
Austria	8 576 261	83 587	3 358	4.0	166.6	178.6
Belgium	11 208 986	112 406	1 229	1.1	188.4	193.8
Bulgaria	7 202 198	62 718	1 957	3.1	69.6	80.9
Croatia	4 225 316	36 144	1 467	4.1	42.7	52.3
Cyprus	847 008	7 941	240	3.0	7.9	7.9
Czech Republic	10 538 275	98 119	3 848	3.9	184.6	180.9
Denmark	5 659 715	74 428	3 246	4.4	106.4	119.4
Estonia	1 313 271	10 491	516	4.9	28.5	34.1
Finland	5 471 753	56 829	3 784	6.7	157.7	162.3
France	66 415 161	752 068	23 012	3.1	950.1	1 003.8
Germany	81 197 537	544 743	24 755	4.5	1 465.6	1 541.1
Greece	10 858 018	Not available	Not available	Not available	43.7	51.2
Hungary	9 855 571	68 485	1 620	2.4	152.6	158.1
Ireland	4 628 949	67 303	4 355	6.5	72.4	78.1
Italy	60 795 612	368 533	11 451	3.1	558.3	584.8
Latvia	1 986 096	17 021	752	4.4	19.4	19.7
Lithuania	2 921 262	32 205	587	1.8	27.9	34.1
Luxembourg	562 958	2 054	96	4.7	12.0	10.8
Malta	429 344	3 953	335	8.5	6.7	7.1
Netherlands	16 900 726	148 942	Not available	Not available	412.7	422.2
Poland	38 005 614	516 675	15,744	3.0	423.7	431.8
Portugal	10 374 822	74 757	862	1.2	104.3	108.8
Romania	19 870 647	133 478	7 142	5.4	160.8	167.7
Slovakia	5 421 349	61 054	1 752	2.9	68.1	73.2
Slovenia	2 062 874	18 631	647	3.5	32.9	32.1

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[1] At the time of the research, 2015 was the last year with recorded data available in Eurostat, (Eurostat, 2017c). No data was available for Greece and Netherlands.

	Population 2015	Total number of tertiary graduates (thousand) 2015	Total number of tertiary graduates in ICT (thousand) 2015	Percentage of ICT tertiary graduates from total graduates 2015	Employed ICT specialists (thousand) 2015	Employed ICT specialists (thousand) 2016
Spain	46 449 565	438 616	17 345	4.0	426.8	557.6
Sweden	9 747 355	78 244	2 758	3.5	293.8	310.8
United Kingdom	64 875 165	740 276	26 741	3.6	1 542.1	1 608.2

Advanced and specialist ICT / digital jobs and activities in organisations in the EU28 are considered, for example, the maintenance of ICT infrastructure, the support for office software, the development of business management software/systems, the development of web solutions, the security and data protection (Eurostat, 2017d). In order to have an image of what happens with the ICT specialist graduates after they finalise their studies (ISCED 2011, levels 5-8), the number of total ICT tertiary graduates in 2015 was compared with the number of total persons employed in ICT specialist positions in organisations across EU28 in 2016. The comparison serves only to provide a broad image of the flow of ICT tertiary graduates into the labour market, since there exists no clear correlation in the EU28 between graduates and their place of employment after graduation. A more correct comparison can be made when referring to the total population per country (Eurostat, 2017c) (Eurostat, 2017d). It is noticeable that the number of jobs requiring advanced and specialist ICT/digital skills, and persons employed, increased from 2015 to 2016 in almost all EU28 countries Table 2). The highest increase in the number of advanced and specialist ICT/digital jobs in 2016 compared to 2015 was registered in Spain (almost 131 000 more people employed as ICT specialists in 2016 compared to 2015), followed by Germany (about 76 000 more ICT specialists employed in 2016), United Kingdom (about 66 000 more ICT specialists) and France (about 54 000 more ICT specialists) (Table 2). Compared to the total population, the EU28 countries with the highest percentage of employed ICT specialists in 2016 were Sweden, Finland, Estonia, Netherlands, United Kingdom, Austria and Denmark, whilst Cyprus, Romania and Greece are the countries with the least ICT specialists employed compared to the total population. In general, it can be noted that there much fewer persons employed in ICT / digital specialist jobs than the number of ICT tertiary graduates, ISCED 2011, levels 5-8. For example, United Kingdom has the highest number of ICT tertiary graduates in 2015 in the EU28 (i.e. 26 741 000 persons), however the total number of people employed in ICT/digital specialist jobs in 2015 (which include ICT tertiary graduates of other years as well) was only 1 542 100 individuals. If to correlate broadly the number of ICT tertiary graduates in 2015 with the number of persons employed in ICT/digital specialist positions, it can be noted that the countries that employ most of their ICT tertiary graduates in specialist ICT jobs are Belgium, Luxembourg, Portugal, Sweden and Hungary (Table 2). EU28 countries that do not appear to make good use of their ICT tertiary graduates by employing them in ICT/digital specialist jobs are Ireland, Malta, Romania, Spain, Poland and Croatia.

3. Evolution of the digital competitiveness of the EU 28 member states from the perspective of human capital over the period 2014-2017

In 2014, the European Commission launched the Digital Economy and Society Index (DESI) as a composite index of five main indicators deemed relevant for assessing European Union performance in digital competitiveness (European Commission, 2014-2017). The structure of the composite DESI is presented in Figure 4.

Figure 4. The structure of the Digital Economy and Society Index

(Source: (European Commission, 2014-2017)

For the dimension Human Capital, the European Commission composite DESI measures the **Basic skills and usage** (including the indicators "Internet users: Individuals whose frequency of Internet access is at least once a week", and "Basic Digital Skills: Individuals with basic or above basic digital skills") and the **Advanced skills and development** (including the indicators "ICT Specialists: Persons Employed with ICT Specialist Skills" and "STEM Graduates: Science and technology graduates").

The number of individuals with basic and advanced skills increased in almost all EU28 countries from 2014 to 2017. However, there are countries that are consistently top performers over this period of time for both basic and advanced digital skills (i.e. Luxembourg, Netherlands, Denmark, Finland, United Kingdom, Sweden), and countries that over 2014-2017 are always the last in this ranking, with about 10-15% (sometimes less) of individuals having basic and/or advanced digital skills (the case of Bulgaria and Romania) (European Commission, 2014-2017) (Figure 5).

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Figure 5. The digital competitiveness of the EU 28 member states from the perspective of human capital over the period 2014-2017

(Source: (European Commission, 2014-2017))

Conclusions

The EU 28 countries with the highest number of individuals with basic digital skills during 2015-2017 (over 30% of individuals) are Czech Republic, Cyprus, Netherlands, Austria, Germany, Sweden.

The EU28 countries with the highest number of individuals with advanced / specialist digital skills in 2015 (over 45% of individuals) are Luxembourg, Netherlands, Denmark, Sweden, United Kingdom, Finland.

The EU28 countries with the highest number of ICT tertiary graduates in 2015 (no further data available; no data available for Greece and Netherlands) are United Kingdom, Germany, France, Spain, Poland, Italy.

The EU 28 countries with the highest number of persons employed in ICT / digital advanced and specialised jobs in 2015-2016 are United Kingdom, Germany, France, Italy, Netherlands, Poland.

Looking at the combined data analysed in the paper, the most performant EU28 countries in terms of digital competitiveness from the perspective of human capital during 2014-2017 are United Kingdom, Netherlands, Germany. Although they have a high number of ICT tertiary graduates, countries such as Bulgaria and Romania fail at employing them nationally in ICT/digital specialised jobs. In addition, despite the high number of ICT graduates, these countries do not perform in terms of basic or advanced digital skills of individuals, being found consistently at the lower end of the digital competitiveness scale from the perspective of human capital over 2014-2017.

Footnotes:

[1] Computer numerical control (CNC), https://en.wikipedia.org/wiki/Numerical_control

[2] 2011 is the last year for which there are recordings in the Eurostat database for this indicator (Eurostat, 2011)

[3] At the time of the research, 2015 was the last year with recorded data available in Eurostat, (Eurostat, 2017c). No data was available for Greece and Netherlands.

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Tables:

Table 1. Conceptual frameworks for digital skills

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Figure 3. Persons with ICT education active and employed, regardless of the level of education and digital skills

Figure 4. The structure of the Digital Economy and Society Index
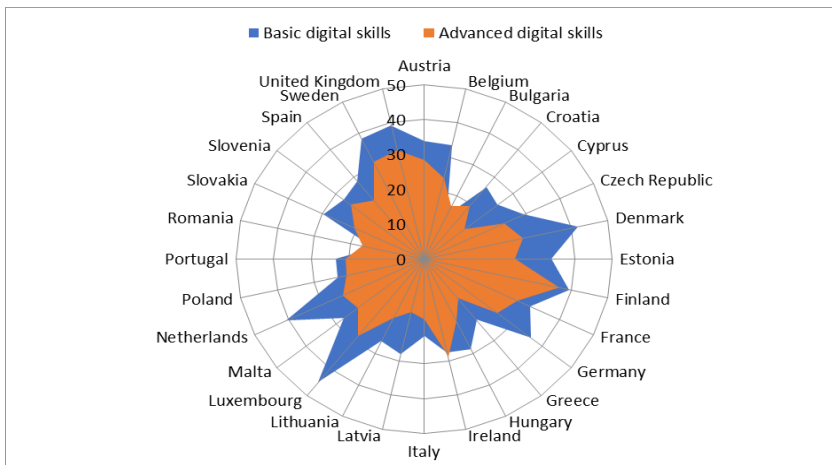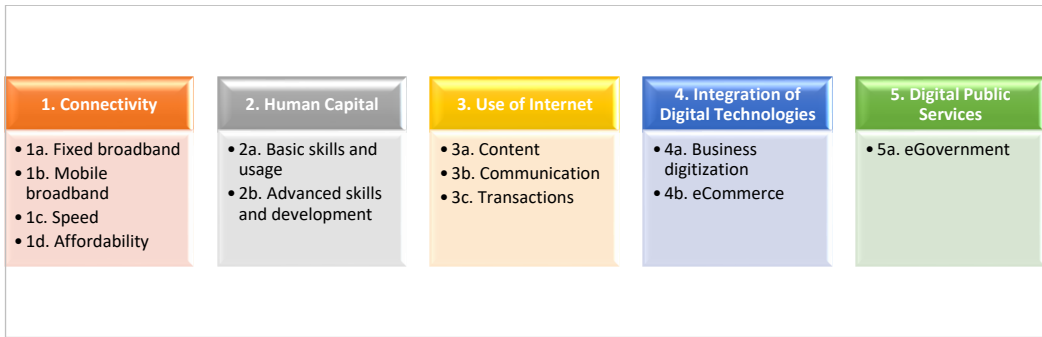
Figure 5. The digital competitiveness of the EU 28 member states from the perspective of human capital over the period 2014-2017

Role of Corporate Communication in Boomerang

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Abstract

Purpose – The study tries to analyze the trends in alumni relations and the role of corporate communication in developing organizational identification and a positive boomerang behavior intention among former employees. The approach of the study has been from the point of view of making this process formal and emphasize on the impact of corporate communication in maintaining alumni relationships, and attracting the former talent for the organization. **Methodology-** An exploratory methodology was designed to capture the perceptions of current and former employees of nine multinational companies (MNCs) in India, on alumni communication practices prevailing in their organizations. Transcripts of semi-structured interviews were analyzed, coded thematically and the essence of experiences was jointly combined into one description. **Findings** – Study showed that corporate alumni website, personalized messages on discounts on products and services, emails, social networking platforms, alumni engagement events, leadership and value training workshops and corporate communication standards, particularly consistency, have a positive impact on organizational identification and finally inspire the former employees to rejoin the organization. **Practical implications** – A number of significant managerial implications are drawn from this study, for example using both corporate communication and training to influence former employees' attitudes and decision to participate in volunteering activities or rejoin the previous employer. Still, it should be noted that the effect of corporate communication on the behaviors of former employees depend on communication standards and HR interventions in maintaining relationships with alumni. **Originality/value** – The results provide valuable insights from the key former and current employees perspectives into the effectiveness of alumni communication process to facilitate the recruitment of high performing employees or their involvement in other mutually beneficially activities . Further rehiring alumni is one such innovative method which when done in the right manner can provide a quick solution to the talent crunch. **Paper type**: Research paper

Keywords: Corporate Communication, Boomerang, Personalized Messages, Alumni Website, Communication Standards, Training

1.Introduction

The current trends in the VUCA (volatile, uncertain, complex and ambiguous) world have imposed fresh challenges on talent acquisition and management. Employability is of great significance to employers in order to ensure an adequate pool of employable individuals who are competent, flexible, understand organizational culture and possess the right skill sets (Emmerik et al., 2012). This has given rise to search of a new phenomenon popularly called 'boomerang' (Hart, 2009). "Boomerang" is a concept developed to identify, attract and rehire high performing employees who have joined some other organization and updated skill sets to suit the future job requirements (Sullivan, 2006; Hart, 2009). This era of identifying and nurturing boomerang employability, creates a unique competition for job seekers and new challenges for organizations to maintain relationships with former high-performers.

Iyer et al., (2000) have mentioned that corporate communication plays a vital role in building relationships with alumni and it develops mutually beneficial relationships among all stakeholders (Welch, 2015). Many organizations like Deloitte, Ernst and Young, IBM, Booz Allen, Kronos and KPMG have well designed alumni communication program and have been successful in nurturing boomerang employability (Sullivan, 2006). Recently, organizations have recognized corporate communication as a strategic management function and exercise it to guide, motivate, influence and maintain conducive relationships with internal and external stakeholders, and to build corporate reputation (Argenti and Foremam, 2002; Mazzei

2010; Goodman, 2010). Boomerang employees or alumni have also been considered as one of the major stakeholders who can build corporate reputation (Sullivan, 2006; Sung and Yang, 2009). Despite a widespread discussion and acceptance on communicating with alumni and developing boomerang employability among practitioners, the concept among academia and industry, is still fuzzy with little evidence to understand how 'boomerangs' can be targeted and developed to get positive results (Sullivan, 2006; Sung and Yang, 2009). Therefore, it would be significant to understand how corporate communication (CC) dimensions can influence boomerang employability from current and former employees' perspectives. This study explores the extent to which practitioners in India use communication dimensions to identify and support boomerang behavior intention and motivate former employees to rejoin. Secondly, the study provides an approach to examining processes and behaviors by investigating them from the perspective of former employees rather than just focusing on current employees. Thirdly, the study introduces the organizational identification construct into the context of boomerang. The construct has proven useful in reconciling conflicting organizational behavioral research (Iyer et al., 1997; Tsui *et al.,* 1992) and has the potential to provide insights into the attitudes and behaviors of former employees.

The study draws practitioner's attention to communication dimensions, which might facilitate former employees to rejoin and convince management to focus on specific communication dimensions, to deal with employee turnover and retention issues. The study also tries to fill the gap in communication literature by proposing a model using grounded theory (Glaser and Strauss, 1967) that links alumni corporate communication dimensions with organizational identity and intention to rejoin (boomerang). However, the literature review will herein be presented in advance of the results of the primary study in order to identify the specific CC dimensions studies by previous researchers that may influence organizational identification and boomerang.

2.Literature Review

2.1Corporate Communication (CC): Theoretical perspective and implications

Corporate communication is an essential management function in contemporary organizations (Goodman, 2010). Organizations have recognized CC as a strategic management function to guide, motivate, inform and influence internal and external stakeholders for achieving competitive advantage (Argenti and Foreman 2002; Argenti, 2007; Goodman, 2001). Recently, researchers have identified the need to maintain strong relationship with former employees through proper management of alumni communication programs (Hart, 2009; Sullivan, 2006). Also, communicating with former employees is considered as critical and essential to building trust and meeting organizational objectives (Iyer et al., 2000; Hart, 2009). Communication spawns knowledge sharing, and builds trust. This is explained in the resource based and constructivist approaches (Mazzei, 2010) which elaborate that communication is a social process of interaction or interpretation that gives a sense and meaning to social reality, organizational actions, events, organizational roles and processes. Further, social interactions among employees and external communities lead to knowledge creation and trustworthy relationships (Kalla, 2005b).

Researchers have also associated organizational outcomes like employer branding, job satisfaction, commitment, loyalty, organizational identification and organization reputation with corporate communication in their studies (Sharma and Kamalanabhan, 2012; Punjaisri et al 2009; Papasolomou and Vrontis, 2006). However, there is hardly any study in corporate communication literature that has explained the relationship between corporate communication dimensions and an individual intention to re-join the previous organization- 'boomerang'.

2.1.1 Dimensions of Corporate Communication

Tukiainen (2001) has given an agenda model of communication and explained that corporate communication has four dimensions. The first dimension describes how stakeholders of an organization use the communication system (channels, messages) to seek information. He explains here that channels of communication (as described by researchers like Mazzei, 2010; Robson and Tourish, 2005) and the quality of message content (Mazzei, 2010; Welch, 2015) are essential for the overall effectiveness of a communication process. The second dimension in his model describes the communicative way of conduct of employees (Quinn and Hargie, 2004) which is an essential factor in creating organization communication relationships. It includes whether the communication is regular, organized and equal. The third dimension of agenda model of CC describes the horizontal interaction between the colleagues and the informal way of action and the atmosphere based on human relations including face-to-face, verbal communication and unofficial communication network (Robson and Tourish, 2005). The fourth dimension of this model does the evaluation of the functionality of organizational communication as a whole. In this, consistency of communication, right timing of information flow and quantity of information specify the experience of general functioning of information flow.

Moreover, Asif and Sargeant, (2000) believe that communication relationships between all the stakeholders of an organization is another important dimension of corporate communication. Researcher believe that relationships are the act of communication that build a mutual understanding between sender and receiver of information and develop a strong communication relationship based on trust and cooperation (Asif and Sargeant, 2000). The contemporary communication researchers have suggested that corporate communication should be more than a simple exchange of information, but rather a cooperative effort across the various groups (Teeni, 2001).

Furthermore, communication researchers have explained that corporate communication should follow 'communication standards' (Bishop, 2006).This suggests that corporate communicators, in their roles as representatives of organizations acting in the public sphere, have a responsibility for authenticity, that is, a duty to use communication standards as a mode of action in their practice. Bishop (2006) proposes the standards of authentic communication which specify that communication should be clear, relevant, timely, truthful and consistent.

Therefore, the alumni CC dimensions that are considered crucial for this study are messages, channels, feedback, communication standards and communication relationships.

2.2 Boomerang behavior intention as an outcome

Boomerang is a concept developed to identify and rehire top performing employees (Hart, 2009; Sullivan, 2006). However, in this study we will try to understand the perceptions of former employees and their intention towards boomerang. As defined by Warshaw and Davis (1985), behavior intention (BI) is a degree to which a person has consciously planned to perform a behavior. Therefore, boomerang behavior intention may imply the degree to which the former employee has formulated conscious plan to rejoin the previous organization (Hart, 2009; Warshaw and Davis, 1985).

Sullivan, (2006) says boomerang recruitments have one of the highest ROIs in recruiting, when compared to many other sources of recruitment. He further explains that the time and efforts spent in recruitment and training of the boomerang is comparatively much lower when compared to the same for a new recruit. Boomerangs after having spent time outside the organization, understand not only the organization's expectations and competitive positioning, but may also have upgraded skills and acquired experiences of best practices and drivers for results, making their competencies unique to the organization.

The study conducted on employee engagement by The Workforce Institute and WorkplaceTrends.com (Cavalli, 2017) reveals a changing mindset about hiring former employees. This study conducted a national survey among 1,800 human resources (HR) managers, and employees, and found that despite having past organizational policies on forbidding former employees from hiring process, a large number of managers said they would definitely consider rehiring former employees. Moreover, the survey also identified a growing desire among job seekers to rejoin their previous organizations. Huhman. (2012) believes managers and organizations are in constant search for suitable talent to meet the growing needs in a dynamic and volatile business world. Boomerangs join the organization with a much higher commitment levels and a desire to succeed, and need minimal training to get back to work. Half (2016) explains that organizations are identifying the value of a ready talent pool and open to re-hiring its former employees who have been away for some years.

Researchers have established that consistent communication through various former and informer channels develops a sense of organizational identification and spawns a positive behavior among alumni (Newman and Petrosko,2011; Sung and Yang, 2009). Alumni communication programs, which are part of alumni relations, include managing alumni website, social media, special events and written materials (Hart, 2009; Iyer et al., 2000). Written materials that organizations use to stay in touch with their constituents include annual reports, catalogs, newsletters, magazines, invitations and blogs (Hart, 2009; Levine, 2008). Jones and Volpe, 2010; Sung and Yang 2009 studies on alumni relations of education institutions explain that the effective communication between the institute and the alumni result in higher likelihood of a quality relationship, organizational identification and favorable opinion of their alma mater.

2.3 Organizational identification as a mediating variable

Organizational identification refers to the perceptual connection that organizational stakeholders create with their organization. Social identity theory and, in particular, the proposition that individuals' perceived membership in the social group enabled by communication, provides the basis for perceived oneness (Tajfel and Turner, 1985; Dutton *et al.,* 1994). Social identity theory maintains that individuals classify themselves into various social groups, including religious affiliation, gender, and organizational membership, in order to define themselves in the social environment and to enhance their self-esteem. The strength of organizational identification depends on the individual's perception of the attractiveness of being a

member of the organization (Ashforth and Mael, 1989; Dutton *et al.,* 1994). Through the organizational identification concept, institutional professionals can recruit and utilize alumni in a role to establish a connection for the long-term (Weerts et al. 2010). Iyer et al (1997) have empirically established in their study on accounting firms that social interactions through communication builds alumni organizational identification which further results in positive behavior outcomes. In their study, alumni organizational identification is considered as a mediating variable between communication and positive behavior outcomes.

Researchers (Bergstrom et al., 2002; De Chernatony, 2001) propose that corporate communication can engender stakeholders' identification, reflecting their sense of 'oneness' because it is about getting relevant information about an organization, participating in important discussions, communicating organizational values, benefits and connecting with people of similar interests and organizational associations. Steele (1988) claims that individuals generally desire to be identified with a group or a concept for a long time, therefore, organizational identification developed as an employee of a firm will likely remain a component of the ex-employee's self-concept. Furthermore, researchers (Dutton et al., 1994) emphasize that alumni may use their identification with their former firm to reinforce their self-esteem. Communication researchers have established that organizational identification is one of the outcomes of corporate and internal communication practices (Smidts et al., 2001; Sharma and Kamalanabhan, 2014).

The advantage of organizational identification for this study is based on social identity theory which forms the base of corporate communication, and it also provides an explanation for ex-employees' favorable behaviors towards their former firm (Iyer et al., 1997).

However, due to the dearth of research on inter-linkages of alumni corporate communication and boomerang behavior intention, there is hardly any study that empirically depicts the influences of the corporate communication dimensions on boomerang behavior intention. Moreover, as explained in the previous section, the current study intends to see organizational identification as a mediating variable between alumni corporate communication and boomerang behavior intention.

3.Research Methodology

3.1Research design, data collection and sample

Given the highly contemporary and scarce research on communication and boomerang talent, qualitative study can provide much greater detail and richer data that may be collated into distinct constructs (Insch et al., 1997, p 1). During the qualitative analysis the researcher sought to understand the ways in which the participants in the study made meaning of their experiences and behaviors (Schein, 1985). For our study, nine organizations were selected which had alumni relations and communication departments. The nine organizations had recently undertaken a lot of communication initiatives to identify and develop boomerang employees. The available research literature on the topic was combined with 41 semi-structured interviews comprising of 18 (05- senior; 08-middle; 05-junior level management) HR/alumni communication/CC professionals and 23 alumni (06-senior; 12 middle; 15- junior level management) of the selected nine organizations in India. This interview sample drew on senior (with more than 20 years of experience), middle management (between 10-20 years of experience) and junior (below 10 years of experience) HR/alumni communication/CC professionals, as well as alumni of the selected organizations. The mix of functions was designed to understand the perceptions of all managerial levels on alumni communication process and its effect on boomerang behaviors.

These organizations belonged to IT, manufacturing, health care and consulting sectors. The interviews were conducted telephonically during July to November 2017 and the duration of interviews was approximately 60 to 90 minutes respectively. Due to confidentiality concerns, the company and individual identities have been made anonymous.

Furthermore, as described in grounded theory (Glaser and Strauss, 1967), it should further be noted that the interviewees were specifically selected to get relevant data related to the context of the study. Each interview was subsequently transcribed and analyzed. The first step in the qualitative data analysis was to classify and code discrete categories of meaning in the data. The next stage in the analysis was to move from a descriptive to a conceptual level of analysis which is supported in grounded theory (Glaser and Strauss, 1967) wherein relationships between variables appear as the researcher codes and interprets the responses of interviews.

4.Analysis

4.1Interviews results: Key Themes

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A qualitative content analysis of the interview responses was performed to understand the main themes of the study. Table I gives the research questions, codes for analysis and the main themes that repeatedly appeared out of the responses of interviewees:

Table I: Topics emerged from interview questions

Research Questions	Codes for analysis	Themes emerged from interviews
How important is corporate communication to maintain stakeholder relationships? Who is responsible for communicating with former employees?	Starting point	Corporate communication and HR maintain alumni relations
Does your organization believe in hiring former employees? Why?	Current status	Organizations are open to rehiring high performing former employees
Does your organization believe in sharing career information with alumni? Which messages are communicated regularly to former employees?	Alumni messages	Messages on organizational growth, new projects and career advancement programs are most effective
Which messages motivate the former employee to reconnect or rejoin? Which career or personal benefits are offered to former employees? Do you organize events to engage former employees?	Messages on alumni benefits	Training on skill development and leadership workshops build boomerang behavior intention Information about special discounts on products and services are highly appreciated
How your organization disseminate information and respond to former employees' queries?	Communication channels	Social media sites and alumni website are most effective channels for communicating with alumni
What is the quality of alumni communication? Does organization follow any guidelines in communicating with alumni?	Alumni communication standards	Alumni communication should be transparent, honest, relevant and consistent
Do you receive messages from senior management of your previous organization? What do you think about their involvement in alumni relations activities?	Organization-alumni communication relationship	Communicating with senior management is highly appreciated by former employees
How does organization collect views of former employees on organizational activities?	Alumni feedback and discussion	Former employees constantly share feedback on organizational changes, decisions and new product development
What is the impact of communication on former employees' behavior towards organization? Does communication develop a sense of identification in former employees?	Impact Alumni organizational identification	Corporate alumni communication builds a positive attitude and a high sense of identification among former employees
Does communicating with alumni result in developing boomerang behavior intention?	Boomerang behavior intention	Consistent corporate alumni communication motivates former employees to rejoin and develops boomerang behavior intention.

Perhaps, there was a degree of overlap between the above-mentioned themes. The words and examples used by few people were different from the others. However, the themes identified in Table 1 highlighted distinct dimensions that supported analysis and action. This process removed unnecessary repetition, and helped to preserve respondent confidentiality. Moreover, Figure 1 was developed through a process of sorting that traversed the entire four months of research. The model illustrated in Figure 1 exhibits corporate alumni communication process as well as tools and process employed, mediating variable and the boomerang outcome perceived by the participants in the study. Moreover, Table II summarizes the definitions and meanings of variables considered in the model of corporate alumni communication and boomerang behavior intention as shown in Figure 1.
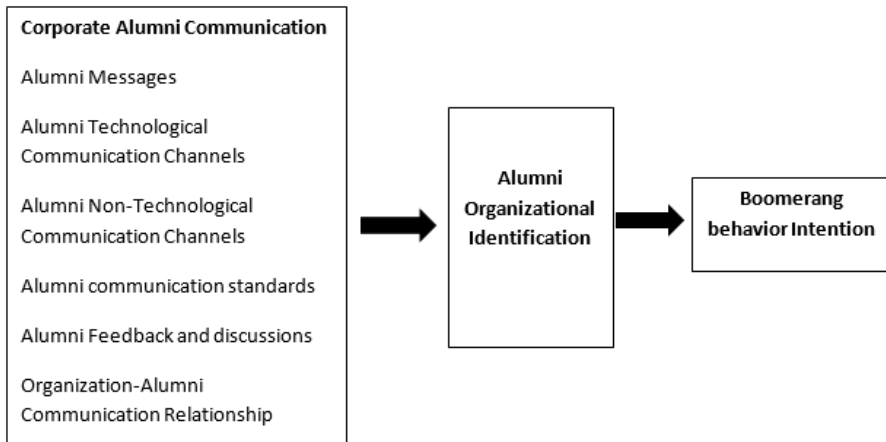
Figure 1: Conceptual Model of the study

Table II: Meanings and definitions of variables of the study

Variables	Meaning and definitions	Source (adapted from studies of)
Corporate alumni communication	The strategic communication between organization and its stakeholders (former employees) to develop a strong sense of identification and mutually beneficial relationships	Goodman, 2010; Van Reil, 1995; Hart, 2009
Alumni Messages	Messages pertaining to organization's goals and performance, alumni benefits like discounts on products and services, latest research and development, opinions of experts on contemporary topics	Hart, 2009; Newman and Petrosko, 2011; Sung and Yang, 2009; Sharma and Kamalanabhan, 2012
Alumni communication technological channels	Alumni communication channels reliant on technology like alumni website, social media sites like LinkedIn and Facebook, webinars, podcasts, online discussion forums, blogs etc.	Hart, 2009; Iyer et al., 2000
Alumni communication non-technological channels	Non-technological channels of alumni communication that are not supported by technology like face to face conversations, alumni events, meetings etc.	Levine, 2008; Sertoglu and Berkowitch, 2002
Organization-alumni communication relationships	The act of communication that builds a mutual understanding between sender and receiver of information and develop a strong communication relationship based on trust and cooperation between management and former employees	Iyer et al., 1997; Sharma and Kamalanabhan, 2012
Alumni Communication standards	Attributes of effective alumni communication messages like clarity, authenticity, truthful, consistent, relevant, distinctive and timely	Bishop, 2006; Sung and Yang, 2009
Alumni feedback	Two way communication between organization and its stakeholders to prepare and improve mutually beneficial plans	Bishop, 2006; Hart, 2009;
Alumni organizational identification	A perceived oneness of former employees with the organization and the experience of the organization's successes and failures as one's own.	Mael and Ashforth, 1992, p. 103; Iyer et al., 1997
Boomerang behavior intention	The degree to which the former employee has formulated conscious plan to rejoin the previous organization	Iyer et al., 2000; Hart, 2009; Warshaw and Davis, 1985

5.Results

5.1 Alumni Messages

The alumni relations and communication departments of different organizations comprise of people with communication and HR skills and experiences. All the nine organizations that were studied possessed alumni corporate communication people who planned and coordinated with HR teams to get specific information about the interests and backgrounds of alumni or any other information related to benefits like free workshops for alumni, discounts on products and services or other pertinent information related to organizations. The objective of alumni communication in these organizations was to build and maintain strong relationships with former employees by communicating the corporate messages effectively. Alumni communication teams of all the organizations mentioned that they carefully planned their alumni messages and tried to engage their alumni by offering various benefits and important information. One of the alumni communication managers of a management consulting firm said:

We take special care in designing the messages for our alumni. These messages are specially targeted to engage former employees and inspire them to participate in various activities. We cover all the latest happenings of the company and share expert views on contemporary topics that are sprawling around the business world. Regularly, we hold meetings with other functional strategy teams, and prepare messages on discounts and other special offers for our alumni. We receive overwhelming response from our alumni when we invite them for special training workshops. We also give special offers or discounts on our services to our alumni. Every word of our alumni messages reflect that we not just value our current employees but we equally value our former employees.

When former employees were asked about the effectiveness of alumni messages, all of them responded positively. Most of the employees appreciated the messages on career development, training workshops and special company offers. One of the former employees of an IT company mentioned:

I regularly get information on alumni website, LinkedIn and emails on various benefits like career development tips and training sessions. I feel special when I get discounts on the products of my previous company or get an opportunity to attend a special leadership workshop. I feel I am still a part of my previous organization. Besides, I like to read the articles and blogs of experts which are regularly shared with me on various technical and soft skills concepts.

While the majority of respondents indicated that the quality of alumni messages was generally effective, there were few individuals (at senior management positions) who felt that the messages needed improvement. These respondents felt that alumni messages should elaborate strategic information about the company like that on new corporate initiatives and on-going research and innovation in the development of new products and services.

Overall, the quality of alumni messages was perceived to be effective, yet it was felt that some more improvement in messages would enhance alumni participation and build positive behavior.

5.2 Technological and Non-technological Channels

The organizations of the study extensively use channels like alumni websites, portals, and social networking sites to connect with their former employees. After an employee finishes exit interview, he receives an email from the previous organization to register as an alumni, Thereafter, he gets an access to all the technology enabled alumni networks. These technological communication channels facilitate companies to disseminate content to alumni and also ensure the information is personalized and relevant. The alumni data base is segmented in order to tailor messages and ensure two way participation. Explaining the relevance of technology enabled channels, an alumni relations manager of a manufacturing company explains:

One of the fastest ways to connect with alumni is internet. Technology like personal emails, alumni mobile app, our well designed alumni website and online discussion forums regularly include career options, organizational updates and articles on topics like negotiation skills, innovation led management, data analytics, consulting skills and so on. Our registered alumni often motivate other non-registered alumni to participate in such activities and share updates about our alumni activities on their personal social network. Also, these digital channels help us to assess the opinions, latest updates of our alumni and build our alumni data base. Our HR managers organize webinars and other virtual training programs through these channels and ensure alumni participation and knowledge sharing.

Besides, it was interesting to observe that most of the senior (more than 18 years of experience) alumni, highly preferred the non-technological channels like informal get-togethers, training workshops, face to face interactions with senior management, alumni sports and other events. One of the former marketing heads of a consulting organization asserted:

I really appreciate the way my previous organization involves me in various events. I had always represented my organization in cricket and now after so many years, I like to play for the same organization again on the same ground. I also get to interact with my peers and exchange a lot of information about latest services and consulting projects. Sometimes, we get interesting ideas related to our work, network and receive support of our peers in achieving our professional goals. Despite internet and other technology enabled channels, I feel these face to face interactions and events are far more useful and leave a positive impact on us.

It was observed that alumni corporate communication channels particularly technological channels were extensively used by the organizations and engaged the alumni well. However, while technology based channels were more effective among the junior and middle management employees, most of the senior people appreciated the non-technological channels.

5.3 Communication Standards

A strong theme to emerge from the interviews was the growing need for setting up communication standards for the company and a demand for a more consistent alumni communication program. It was believed that all the alumni communication should be authentic, relevant, timely and consistent. A senior CC manager of an IT company who is also responsible for alumni relations said:

We try to understand the needs of our alumni. We know that our communication should be relevant, honest, timely and consistent. Keeping the expectations of our stakeholders in mind, our CC team has defined certain communication standards for the organization and every member of the organization adheres to these norms. Alumni are very important stakeholders for our organization. Many return to us because they believe in our philosophy, find high amount of consistency and authenticity in our relations and communication.

While most of the former employees and alumni were satisfied with the quality of alumni communication, few mentioned that the organizations should share more relevant and timely messages. These employees also believed that the organizations should be more consistent and authentic in communicating with alumni. Elaborating on this more, a former management consultant of a firm said:

I receive mails or calls from my previous organizations related to employee referrals and other events. My previous organizations track my career movements and send messages to me on my work anniversary and promotions etc. However, I feel these messages are inconsistent. I would suggest that the alumni relations team should involve us in important discussions consistently and share important insights related to work through emails and personal messages. Sometimes, I feel my previous employer does not want to share details about latest products and services because of confidentiality reasons. After all, we are not part of the organization anymore.

It was interesting to find that the effectiveness of alumni communication largely depend on the authenticity, relevance, timeliness and consistency of messages. Mostly all the former employees were satisfied with the quality and ethical aspects of alumni communication, yet there are few who felt that organizations should be more open, consistent and transparent in communicating with alumni.

5.4 Alumni Feedback

Most of the comments from interviewees indicated that organizations regularly collected feedback from the alumni on various organizations' decisions related to new product launch, market research and expansions etc. All the alumni networks are open to suggestion and feedbacks. One of the alumni relations managers of a consulting firm stated:

We value the opinions of our alumni. As all our alumni are progressing in their careers, and they are well versed with our organizational objectives, we like to take their inputs on every decision related to change management or product development. I am glad to share with you that we always receive overwhelming response from our alumni.

Former employees were highly satisfied with the feedback process adopted by organizations and felt they appreciated the inclusiveness of the alumni communication program. Most of the feelings gyrated around the fact that the two-way communication through regular feedback and action, facilitates collective thinking, improvement in processes and knowledge sharing. A software engineer of an IT firm said:

I regularly give feedback to my previous organizations on their latest initiatives. I immediately receive an acknowledgement from my previous organization on my feedback. Sometime, I am asked to share more views on a concept I had shared earlier. The response I receive in the form of personal messages and emails from my previous organization motivates me to remain connected to alumni activities.

Indeed, alumni feedback is considered as one of the most crucial aspects of alumni corporate communication and all the respondents of the study appeared to be satisfied with the feedback process adopted by the organizations.

5.5 Organization-alumni communication relationships

Respondents of all the organizations expressed that building a strong relationship between senior managers, functional heads, peer groups and alumni are essential aspect of building conducive alumni relationships. Such a harmony should serve as a guiding principle for corporate actions and decision- making across current and former employees groups.

Most of the former employees felt that senior and top management of their previous organizations communicated regularly with them through webinars, discussion forums and social networking sites on corporate initiatives and contemporary management issues. A former employee of healthcare company expressed:

The senior management of my previous organization consistently guided us on career development and leadership skills at major events such as award functions, corporate anniversary celebrations, alumni website and other alumni functions. This develops a strong sense of identification with our previous employer.

Furthermore, all the respondents strongly felt that interpersonal communication between current and former employees at all the levels was conducive. On asking about the quality of various communication relationships that existed between the current and former employees, one of the former employee of a manufacturing organization expressed:

We get timely and appropriate guidance from our former managers whenever we seek their advice, particularly at crucial and challenging moments. All the former colleagues are very supportive and share their views openly with us. Also, our former colleagues make the interactions and discussions friendly and interactive. I look forward to talking with my former colleagues and meeting them regularly at alumni events and get-togethers.

Most of the alumni relationship managers felt that identification with organization was not a one-time process; it was an ongoing process that required adequate management attention. Thus, alumni communication is planned in such a way that current and former employees of the organizations share their experiences and perceptions. This sharing intensified the learning and bonding between alumni and current employees belonging as they supported each other by giving valuable guidance, referrals and support.

5.6 Alumni organizational Identification as a mediating variable

Communication literature shows that communication can help to engender employees' organizational identification, reflecting their sense of "oneness" because it is about communicating the values, which are unique to a specific company making it differentiated from the others (Bergstrom et al., 2002; Cheney, 1983; De Chernatony, 2001). In case of alumni, the goal is to maintain the long-term connection, extending years after the employee has left the organization, develop positive behavior intentions and attract the top performing employees to rejoin. The common theme emerged out of the interviews was that the alumni corporate communication influenced levels of former employees' identification with their previous organizations in a variety of different ways. The relationship and trust between the current and former employees and the way alumni participated in various activities and discussions reflected their association with the previous organization. Importantly, levels of personal satisfaction with alumni communication appeared to be related to individual's experiences with former organization.

Presenting views on the role of alumni communication, a junior officer of an IT firm said:

Alumni communication practices of my previous organization help me to identify more with my previous employer. I feel associated with the values and practices of my previous organization. I like to interact with my old colleagues and want to contribute in best possible way.

While the majority of alumni indicated that the quality of alumni communication was largely good and helped them to identify with the organizations, a few respondents still felt that significant scope of improvement remained.

One of alumni of a consulting firm opined:

Alumni communication is a very effective way to reach out to former employees. Also, I respond to alumni messages because I had a smooth tenure and exit. Nevertheless, one of my colleagues has not registered with alumni network because he did not have a pleasant exit. Alumni relations teams should carefully identify and manage alumni, particularly those who have complaints or unpleasant memories about their tenure or exit.

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While most of the interviews did not appear to regard this attitude as resulting from the quality of alumni communication or the lack thereof, yet an additional role is clearly suggested. The alumni relations department should coordinate with HR teams to develop a strategy for former employees who did not have a smooth tenure or exit. It was highlighted in the interviews that all the employees should go through a smooth exit process barring few cases of misconduct or ethical breach.

5.7 Boomerang behavior intention: An outcome of CC and organizational identification

Newman and Petrosko, (2011) and Iyer et al., (1997) have established that consistent communication with alumni develops a sense of organizational identification and results in a positive behavior intention. This study has particularly tried to understand the intention of former employees to rejoin. When asked about alumni intention to join the previous employers, most of the interviewees gave positive responses. One of the respondents said:

I have a strong association and relationship with my previous employer. I attend all their alumni functions and events. I like the way they give me tips on career development and other skills. I would certainly like to rejoin my previous employer if I get the right role and opportunity.

In order to get the organizations' perspectives, HR managers were specifically asked to share their views on hiring boomerangs. Most of them wanted to consider their former employees and felt boomerangs are aligned with organizational culture and they are highly committed to organization. These respondents also believed that alumni communication helped them to identify the right talent and also reduced the hiring cost. One of the HR managers of an IT firm explained:

We closely observe the discussions and participation of our alumni and try to understand their current profiles and interests. Accordingly, we post job descriptions for a role on alumni website or social networking sites. We not just receive applications from our alumni but also from their referrals which help us to close a job position much before the deadline.

It was believed that alumni corporate communication teams interact with former employees consistently and exchange messages on various achievements of the organization, career development tips, and top management discussions. These interactions develop a sense of identification and pride in alumni for their former organizations. It was observed in this study that a strong sense of alumni organizational identification led to a positive boomerang behavior intention. Therefore the ability to create and maintain alumni identification and facilitate boomerang behavior intention in view of the changing environment was perceived as an important aspect of alumni corporate communication, and the commonly expressed view was that it should form an important part of the organizations' future alumni communication.

6. Discussion

This is the first study, to the best of our knowledge that examines the role of alumni corporate communication in building alumni identification resulting in positive boomerang behavior intention. The study is motivated by the increasing importance of alumni to different organizations. In contrast to prior research that focuses on current employees' engagement, this study focuses on factors that help organizations manage their alumni asset.

Our results suggest that corporate communication can influence identification and alumni's boomerang behavior intention. It seems clear that the organizations studied are particularly focused on the achievement of boomerang behavior by adopting an alumni corporate communication strategy. The significant results of the study indicates that organizations' efforts to improve their talent acquisition should include alumni communication. Secondly, as corporate communication literature explains the multiple strategic perspective (Welch and Jackson, 2007), it is interesting to note that the corporate communication dimensions play an important role in building relationships with alumni which would yield positive behavior outcomes (Iyer et al, 2000; Hart, 2009). Although many former employees of different organizations felt that alumni communication was effective, there was a general feeling that HR contribution towards building alumni identification and boomerang behavior needed improvement. Respondents felt that the exit programs should be carefully executed and HR managers had to put in additional efforts in rebuilding relationships with former employees who had unpleasant experiences during their tenure and exit. Indeed, the literature suggested that alumni could go a long way in building organization's reputation among various stakeholders with corporate communication and HR interventions (Sung and Yang, 2009; Sharma and Kamalanabhan, 2014; Jones and Volpe, 2010). Therefore, organizations should incorporate structured and planned communication program to build mutually beneficial relationships with all the former employees.

The findings of the study showed that messages on alumni benefits particularly career and development information, training and workshops; company discounts on products and services are highly appreciated by the alumni. This is in support with the findings of previous researchers (Hart, 2009; Sertoglu and Berkowitch, 2002; Sharma and Kamalanabhan,

2012) who have advocated the use of such employee benefits messages in building relationships with current and former employees. The other revelation that emerged out of the study was related to the different preferences of communication channels by former employees. While the technological channels like emails, social networking sites etc. were more popular among the younger groups with less than 10-15 years of experience (Naragon, 2015), managers with more than 15 years of experience preferred non-technological channels like alumni sports events, get-togethers, award shows etc.

An important finding is that 'communication standards' which has been explored as a variable for the first time in relation with organizational identification and boomerang behavior intention has emerged as the most important determinant of organizational identification. This is consistent with the findings of researchers who believe that communication is not a language, but it involves trust and relationships (Asif and Sargeant, 2000; Bishop, 2006). Furthermore, alumni feedback, introduced in this research, has emerged as an important determinant of organizational identification and boomerang behavior intention. Alumni feedback and organizational communication relationships hold great importance as these can help organizations to understand the perceptions, current status and opinions on various issues of former employees; and promote transparency and trust between organization and its alumni. This has supported Brunetto and Wharton, (2004); Teeni, (2001) findings that establish the importance of two way communication and senior management feedback in maintaining relationships with stakeholders.

Another implication of the study is that human resources (HR), corporate communication and alumni relations functions should be integrated in order to disseminate information, build relationships with alumni and generate positive behavior outcomes. This helps the organizations to understand the degree to which communication messages have to be written catering to HR requirements of talent acquisition and can be utilized to influence former employee's attitude towards rejoining the previous employer. The model presented in this paper identifies alumni corporate communication dimensions that can help in creating a strong sense of organizational identification among the former employees. It is evident that the biggest hurdle in building conducive stakeholder relationships is the communication process (Argenti, 2007; Goodman, 2010). Our analysis of Indian organizations shows that if CC dimensions are well managed, it can ensure organizational identification and boomerang behavior intention. The success of this undertaking on the part of Indian organization can serve as a model for other companies in their efforts to build a strong alumni relations and attract former talent.

Theoretically, this model holds significance as it has introduced alumni organizational identification as an outcome of CC, which has been ignored by researchers in their proposed models of CC (Van Reil, 1995; Welch, 2015). However, few research studies (Hart, 2009; Iyer et al., 2000; Araoz, 2002; Sung and Yang, 2009) have linked the dimensions of communication (mainly channels and messages) with positive alumni behavior, yet, the overview of the role of various alumni corporate communication dimensions like messages, channels, feedback , communication standard and communication relationships (specific to alumni communication) in achieving alumni organizational identification and boomerang behavior intention has not been studied earlier. At the highest level, the framework proposed in this study would enable a cross-organizational comparison of relative degree and nature of alumni corporate communication practices across organizations to understand whether it has influenced alumni attitudes towards boomerang.

7.Research limitations and scope for future research

In the attempt to understand two phenomena – "alumni corporate communication" and "boomerang behavior intention" – the scope of interviews may have been too broad and unable to investigate in great depth. Judgmental sampling was used to select the nine organizations of the study. Quota sampling was used to determine which respondents in each organization are to be interviewed (Leedy and Ormrod, 2001). This sampling methodology may impact on the validity and reliability of the study. There is a clear need for further empirical research. Such research could help quantify the nature of the relationships between the variables suggested and establish the extent to which the model might be generalized. Moreover, future studies can also attempt to take views of boomerangs who have joined the organization to understand the effectiveness of alumni corporate communication process in organizational identification and boomerang behavior intention.

It is obvious that there is a significant amount of work yet to be done to understand boomerang behavior intention from other organizational and individual perspectives. It is perceived that the framework and the ideas presented in this study will assist as a valuable starting point for several related discussions and future research.

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Oriental Cultural Values Depicted in Advertising; with Special Reference to Sri Lankan Context

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Abstract

Since the terrorist menace that affected the country for over 30 years was eradicated, Sri Lanka entered into an era of rapid social and economic development. In this process, mass media can play a significance role. Therefore a need arises to study the role of Advertising media in the sphere of cultural development. The nature and development of the Sri Lankan advertising culture mostly depends on the form of oriental cultural values. Cultural dimension is an essential factor for understanding advertising environments. It can be defined as a learned system of knowledge, attitudes, behaviors, beliefs and norms, which are shared among a group of people from various nations or cultures. Sufficient emphasis has not yet been paid on the advertising culture, which is a significant component in the concept development and cultural processes of Sri Lanka. The advertising in oriental cultural values settings remains a relatively unexplored area of research across all disciplines, even that of media communications study. Therefore, the authors of this paper attempt to fill this *lacuna*. This study examines the effect of oriental cultural values for advertising culture in Sri Lanka. This research aims to foster cultivation of Sri Lankan cultural values through the concept development of advertising.

Keywords : Culture, Advertising, Oriental , Values, Beliefs

Introduction

Background

Advertising is a deeply pervasive and motivational part of all lives lived in consumerist economies. It competent to directly impact for the values of the culture While it reflects society to a certain degree, it also has the effect of 'generalization' values or behaviors. First need to clear in this study the concept of "oriental". One thrust is the perspective known as "Orientalism," which focuses on the West's perception of the "Orient" in the construction of its self-identity (Said, 1978). This perspective has undergone something of a reversal in the past two decades. The theory of orientalism, as a "discourse" in all its epistemological and methodological dimensions, has raised a storm of arguments. It has been criticized for the vagueness of terminology, the self contradictions in its theoretical system and the reinforcement of the binary opposition between the Occident and the Orient. (Said, 1978) However, for all the arguments of the so called post orientalism, orientalism still has a great impact on postmodernist studies and culture, which deals with transnational capitalism as well as Sri Lanka's search for modernity. On one hand, oriental cultural ideologies and images have severely been used within the advertising industry in the country, celebrating Sri Lanka's traditional history and culture. On the other hand, libertarian life styles and values also seem to have used to address the needs of contemporary consumer culture. In this sense, the advertising industry symbolizes Sri Lanka's deep anxiety and ambivalence toward its own cultural ideologies and materialist culture of global capitalism.

Purpose of the study

In order to achieve above research aims the researchers looked into the following guide questions:

Examination of contemporary advertising approaches on Oriental Cultural Values Depicted in Advertising in Sri Lanka

Examination of working with cultural hegemony in advertising.

Documenting the specialties for an alternative oriental concept from the western concept

The purpose is to explore how the oriental cultural ideologies and values are being reproduced within the advertising industry in contemporary Sri Lanka. The research is conducted to obtain a better oriental cultural understanding of Sri Lanka. The foundation of the research is to understand different perspectives of oriental and west cultures.

The study will reveal noteworthy results of television advertisements focused more on highlighting oriental cultural aspects in their advertisements. Furthermore the research will help to understand cross-cultural concepts of western and Asian advertising industry.

Limitation

The field of interest in research is regarding four major markets in Sri Lanka (banking, telecommunication, transportation, food & beverages) and selecting the two most famous advertisements in each category broadcast in television media with consideration to the common audience who watch television regularly.

Special in (Commercial credit , Lanka bell , Sunquick , TVS)

Problem Discussion

Cultural systems play a decisive role in the productions of social relations, while the economy only relays and shifts them in their reproduction (Baudrillard , 1975). Influencing the buyer's preferences is culture as according to Geert Hofstede personal feelings and thinking patterns are much influenced by social environment where one grew up. The study mainly focuses on oriental cultural values depicted in advertisements in Sri Lankan context. The goal of this study is to find out how the oriental cultural ideologies and values are being reproduced within the advertising industry in contemporary Sri Lanka. The research is expected to contribute in providing new and useful information as it aims to represent the need of values as well as oriental perspective in the local advertising industry within the global capitalism.

Hypothesis

The advertising industry is basically driven by the idea of widening markets for selected products and services. It makes use of cultural and traditional ideologies not to change the *status quo* but to manipulate consumer demand in an opportunistic manner. It is this inherent pragmatic characteristic within advertising industry that transforms it into an ideological apparatus of oriental culture perspective.

Theoretical concept

Brief view of Storytelling

Sri Lanka is categorized as a third world developing country in the world. It has not been developed a sophisticated culture of advertising in comparison to the West when considering the earliest approaches of the storytelling, which dealt with the ideology of oriental culture.

At the dawn of the 20th century, some French children made an incredible finding in the Pyrenees Mountains – drawings of extinct animals in caves. The 35,000-year-old paintings on the walls of the Lascaux Caves are the earliest recorded evidence of storytelling.. For ancient humans, storytelling was magic. There was little separation between what was spoken and what happened and, it seemed logical that if we could describe a great hunt in all its vividness and glory, to those who did not participate, then it should be possible to tell a story about a hunt and see it happen later. When it didn't work all the time, they decided that perhaps drawing the story would help. The caves of Lascaux and others from the same period are not only the first storytelling arts, but also the first visual arts, first cartoons, and first narrated slide shows. The technologies we use today are innovative, but the methods of storytelling are ancient. Different stories and different ways of telling the same stories, shaped distinct cultures. People's stories are often similar to those of other cultures, but distinct from each other. . Your culture's stories became part of your self-identity. It's possible that culture is rooted in storytelling. With storytelling came cultural and societal bonding. When we invented stories, we invented gods, heroes, villains, and magic. The roots of psychology, of lecture-style teaching, of religion, all capsuled within stories.

Not only had the most ancient of stories and story forms been developed by the time they were written down, but also genres had been differentiated, though some were specific to their own cultures.

There was one common theme throughout most ancient storytelling, no matter where they were found in the world: they were at heart didactic, stories expounding on morality and teaching about the pleasures of a morally good life while describing the misery that followed ill deeds. As you can imagine, this contributed greatly to stories shaping their culture. Instead of standardizing advertisements across the global market, a message can be communicated more effectively by

incorporating cultural values in advertisements and allowing communication to play an effective role in interacting with the consumer through advertising. According to De Mooij "if we want to know how advertising works across cultures, we'll first have to learn how communication works" (De Mooij 2010:97). In advertising communication process, the basic purpose is to inform and persuade the customer about the product. It is also important for business units to know about the customer likes and dislikes. Understanding cultures is very important for global advertising and the Hofstede model of national is applicable to global advertising and marketing. The model explains various concepts of self, identity, personality that further help in devising branding strategies (De Mooij, 2010). Standardized advertisements across global market are not as effective as adaptive strategies for local markets; therefore it has become increasingly important to understand the local cultures. Cultural values depicted in advertising are an integrated part of the consumer self rather than environmental factors (De Mooij, 2010). Consumer self-identity (culture, image, values) along with social and mental processes (previously described in consumer buying behavior) affects the advertising appeal and style. (De Mooij, 2010). Advertising reflects the pattern of our thinking, the way we do things in our daily life i.e. eating, relaxing, talking, working, having fun, things which moves us.

It's proven according to the Baudrillard argument; Cultural systems that play the decisive role in the productions of social relations, while the economy only relays and shifts them in their reproduction (Baudrillard , 1975).

Oriental cultural perspectives

The word "culture" is the most powerful word in the human dictionary. By culture humans get the true meaning of a real human. Culture is derived from the Latin word "Cultura" meaning "cultivation" and was first used by Romans; however Germans practiced sociological meanings of culture two hundred years ago under the name of "kulturges-chichte" (Burke, 2008). Sir Edward Burnett Taylor, an English anthropologist in 1871 gave one of the earliest definitions of culture, which is used today as well. He defined cultures as;

"Complex whole which includes knowledge, beliefs, art, morals, law, Customs and any other capabilities and habits acquired by man as member of society (Taylor & Samovar: 2009, p 9).

In this globalization world people identify and understand each other distinctly because of their culture. According to our research topic we try to reveal and compare some differences of both the Western and Oriental cultural perspectives. Advertising is the biggest part of marketing communication in worldwide business activities today. It's not merely a popular and direct medium of sell products, besides advertising delivers and spreads more cultural values to the society. When studying about culture of the world we can recognize two categories as the oriental culture and the western culture. Oriental culture is mainly based on a collection of human relations, myths and values, whereas the Western culture portrays dynamic lifestyle, development in the countries and many new technologies, which were developed. In Asian perspective we can see that there are many gods, beliefs and myths tying people's hands and it's difficult to change their minds at once. Apart from that, religion also mainly affects the Asian mind and has different ideologies to the West. In Western cultures there are fewer gods or fewer religions and they contribute their full effort in inventing modern technology and knowledge for the sake of development. Furthermore, the Oriental culture is built on various traditions and rules and therefore focuses less on modern technologies. Western culture is able to break their rules with more ease and create more with the development and find something new. One special difference in Oriental culture is sympathy. People live for the other. For an example parents live for their children, a husband lives for his wife, children live for their parents etc. for the western culture its vise versa. The differences between these two cultures are numerous. But from this brief explanation we tried to clarify that the culture is located as the central layer between personality and human nature.

When considering culture according to the research topic, cultural knowledge and understanding is very important in business as culture Influences every aspect of marketing. Oriental individuals are guided by the cultural illustrations and historically created systems of advertising as it represents the way people think, how they communicate with each other, how they express feelings, how they live, eat, relax, enjoy and everything (De Mooij , 2005). Cultures differ in the way people experience and use aspects such as time, space, relationships, power, risk, masculinity, femininity and many others. According to De Mooij, advertising is a cultural artefact and in order to build relationships between consumers and brands, advertising must reflect people's values.

Methodology

Media industry watcher Nielsen Sri Lanka estimated Sri Lanka's total advertising spend on the media in 2016 to be approximately LKR 90 billion (USD 585 million at January 2017 exchange rate).

This research is based on qualitative approach for gaining more in depth knowledge and to get a clear picture from describing existing data and analyzing the Oriental cultural concept. Another reason for choosing qualitative research method is the variation in number of consumers in Sri Lanka. The total population of Sri Lanka is approximately 21.2 Million with television subscription of around 70%. Most respondents said they trusted and was influenced by television mostly (56%) followed by news papers (20%) and the internet (21%). There is a trend among the younger generation to turn to the internet as source of advertising. Notably radio 's trust level is very low among this sample (Secretariat for Media Reforms, 2016). When comparing the three major modes for marketing communication i.e. television, radio and magazine, television media provides a greater impact than others by combining sight and sounds with addition of offering more creative breadths (Kelly & Jugenheimer:2008).

It would be difficult to get clear results through quantitative research done on a small portion of a very large target audience. However continuation of this research by quantitative analysis on a large target audience and more diverse scope can provide generalizable results. Television is the most trusted type of media.

Yin (1989) described five strategies for conducting research which are; Survey, experiments, archival analysis, case study and history. In this research the question under observation contains "how" factor and the purpose of the research is to get better understanding of Oriental cultural values in advertisements therefore requires content analysis and focus group discussion has been adopted to answer the question.

Data for the study will be gathered in qualitative nature via focus group discussions with viewers; field observation; in-depth interviews with opinion leaders who were likely to influence the decision-making process in the community; Advertising creators, media practitioners and review of reports, studies, and evaluations to distill lessons learned. It will be create a space for articulating diverse viewpoints, approaches, and opinions. The study focuses on advertising viewers who living in Sri Lanka. It will be included 20 focus group discussions and 100 in-depth interviews. In order to test the hypothesis, correlation and regression techniques were basically applied.

Data Collection & sample selection

According to Denscombe (1998), data can be collected through four main sources; questionnaire, interview, documents and observations. In this research we have used direct observation plus content analysis of various videos of television commercials for data collection. However in case study approach, for maintaining the reliability and validity of research, it is more appropriate to use more than one source of evidence.

The primary data was collected through direct observation and interpretation of the research. To maintain the validity and credibility of research, systematic observation and content analysis was carried out with the help of two neutral observers of the videos. For comparison of television commercials, judgmental sampling technique was used for separating advertisements of various industries on basis of four criteria.

Are the advertisements using the method of storytelling or not

Are advertisements depicting Oriental cultural values

Is that product famous or not in the market

Conclusion drawing and verification

 The broadcasting time of commercials is within last five years and not beyond that duration i.e. 2012-2017.

Once the data was separated on basis of above criteria, eight television advertisements were selected representing the various fields of market.

Discussion, Result and Conclusion

The study result clearly shows that, workplace collectivism has a strong and significant effect on business activities and participation rather other underlined variables. Sufficient emphasis has not been paid on advertising culture, which is a significant component in the concept development and cultural processes in the country. The advertising in Oriental cultural value settings remains a relatively unexplored area of research across all disciplines, even that of media communications study. Therefore, in this study the researchers attempted to fill this void. This research is expected to develop a Sri Lankan and oriental cultural relationship through concept development of advertising.

Sri Lanka has not yet paid sufficient attention in Oriental effect in advertising and we are still following and being influenced by the western concept. In western concept the changes and developments occur day by day but in oriental culture seems regressive. Advertising firms and the clients also give priority to making and creating commercials based on human feelings. Then the problem may not be similar to consumer's requests. Mostly this happens unconsciously in the Sri Lankan advertising field. However the younger generation seems to be trying to spread and widen the understanding of oriental culture, but it is also unsuccessful. Currently TV commercials follow the trend of shifting to new media commercials and its contents are produced according to the demand of western market necessities. It is essential to expand new theoretical and conceptual areas about oriental cultural values and reinforce methodologies to address the folk consciousness consciously. Consumers and advertising creators and clients should be empowered to understand the connection between oriental culture and human relationship. Finally The advertising industry is basically driven by the idea of widening markets for selected products and services. It makes use of cultural and traditional ideologies not to change the *status quo* but to manipulate consumer demand in an opportunistic manner. It is this inherent pragmatic characteristic within advertising industry that transforms it into an ideological apparatus of oriental culture perspective.

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Between Law and Traditions: the Practice of (Non) Participation of Girls from the Albanian Community in Macedonia in the Family Property Inheritance

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Abstract

In the Republic of Macedonia after the state independence (1991) property issues, we have arranged through legal norms, but there are many factors that hamper the correct implementation of the goal set out in the positive norms for property inheritance.In the literature so far, we can find information and analysis of the law, the legal and institutional heritage system, litigation cases, comparative aspects of legal norms, but there is a lack of scientific research on the reasons for the low rate of girls' involvement in the legal part of the family property inheritance which belongs to them. Within this paper, we have analyzed the practical circumstances in Macedonia from the context of girls (non) inclusion in the family property inheritance, or more precisely "voluntary" resignation from inheritance. Rather, in focus of the analysis are the circumstances that affect their resignation.In order to reach the primary data, we realized an empirical study, i.e. a questionnaire survey, including girls (female heirs) from the Albanian community in Macedonia, which have completed the inheritance process on family property within legitimate institutions. Finally, we analyze the data and draw conclusions. Also, suggestions are given to serve the broad academic community, policy-makers, and stakeholders, who may raise issues as a problem that requires special institutional and educational treatment.

Keywords: property inheritance, non-inclusion of girls, Macedonia

Introduction

Guaranteeing the hereditary rights of girls is increasingly growing through a number of legal acts at the national and international level to respect the principle of gender equality. However, their implementation in practice, unfortunately, remains at the mercy of traditional attitudes to society.

Today, guaranteeing the hereditary rights of female heirs in transition countries remains an issue that needs to be devoted attention.

Systems and property rights vary from one society to another, depending on cultural, political and legal factors. Exclusion of women from property puts them in a disadvantageous, unseen and dependent position on men. Generally speaking, denial of inheritance rights definitely affects the economic security and independence of women in society, which is in contrary to contemporary international trends that empower the role of women in the family.

However, patriarchal family organization, from generation to generation, excludes girls from inheritance rights. Also, Albanian girls in Macedonia are still being excluded from family property inheritance, and this is a long-standing challenge that requires more appropriate legal, institutional and educational solutions.

There is an impression that the tendency towards circumventing laws continues because lawmakers have not foreseen all the possible circumstances of misuse, taking into account the tradition as well. This has nothing to do with unlawful actions, but for lack of norms that would hinder a tradition that is contrary to the aim of the law. Moreover, since legal norms should serve the citizens to the practical implementation of the law, and at the same time, it is required to foresee mechanisms for avoiding possible misuse.

Research has provided enough evidence to prove that girls in the inheritance process of family property are victims of culture and tradition which excludes them from their legal right.

The research is structured in two parts. The first part of paper deals with the legal framework; the gap between law and tradition; and good international practices during the inheritance process. The second part analyzes the data onto field research that shows the reality and beliefs of the focus group on issues of family property inheritance.

The study ends with conclusions and recommendations, which aim to outline how to overcome, identified problems or improve the processes of recognizing female inheritance rights.

Purpose of the research

The overall purpose of the research is to look at the reasons that prevent Albanian girls in Macedonia from enjoying hereditary rights and at the same time to contribute theoretically to the provision of data that could serve the wider community.

Examination of the reasons will be made through analysis of legal, procedural and administrative deficiencies that are restricting female heirs from property inheritance and identifying traditional barriers that hinder the participation of female heirs in inheritance.

The study also has other purposes related to the main purpose: proper information on the real situation regarding inheritance practices; raising female heirs awareness of their inheritance rights and procedures to be followed; promoting legal and procedural reforms in accordance with best international practices that can contribute to gender equality in inheritance; improving access to the treatment of inheritance issues by the competent bodies.

Material and method of work

For the proper study of the situation regarding the hereditary rights of Albanian female heirs in Macedonia, methods of theoretical, empirical and comparative analysis have been used. At first, a qualitative analysis of the impact of legal provisions on hereditary relationships has been made. Subsequently, comparative methods were used, due to their impact on the practical implementation of customary norms and legal norms.

Materials from the literature and field research materials have been used. Literature has been reviewed in order to analyze tradition, legislation, and practice referring to the inheritance of family property by Albanian daughters in Macedonia. The method of analysis has been focused on normative acts, research findings and conclusions drawn.

The survey included the implementation of a questionnaire, dedicated to randomly selected respondents. Direct meetings were held with respondents to give their answers, and additional discussions were held regarding the clarification of the opinion on their inheritance experiences. The data obtained were processed according to simple quantitative and qualitative methods of analysis.

Literature overview

According to the statistical data from the last census of 2002 in the Republic of Macedonia live 2,022,547 of which over 509,083 (25.17%) are citizens of the Albanian community (SSO, 2002:20). The majority of the Albanian population is located in the western part of the country, namely the Polog region, where it is evident the parallel functioning of social and legal norms, in terms of inheritance (Memeti, 2017:4). Here, it is interesting to note that women, according to Islam, have inheritance rights (Roald, 2001), while the Kanun advocates the opposite (Boman and Krasniqi, 2012:11)

The Kanun is a set of traditional Albanian laws, developed by Lekë Dukagjini and composed of 12 books and 1,263 articles. The Kanun was codified in the 15th century and it has been used mostly in northern and central Albania and surrounding areas formerly in Yugoslavia, where there is a large ethnic Albanian population; Montenegro, Kosovo, and Macedonia. The influence of tradition on inheritance issues is described in the marriage section of the Kanun, where only the sons are recognized as heirs and not the daughters. The rules of inheritance have been defined in Chapter 8, "A wife doesn't receive a share of inheritance either from her parents or from her husband". The reasons for this are the following: "a) To prevent her sons from settling in the home of her uncle who has no heirs; b) To prevent the woman's parents from settling in the home of her husband who leaves no heirs; c) To prevent the clan of one Banner from mixing with the clan of another Banner".

By tradition, real estate is held on behalf of the older son, because the family land has been kept for generations and shouldn't be transferred to others after the father's death. It is a tradition practiced in families with more descendants, to live together in a large family house, where each of the brothers gets a part of the home for the family themselves. In cities,

this traditional pattern of life rarely happens, though can be found a half-split homes, brothers' homes, or multi-family dwellings (Joireman, 2015: 234-50).

Real estate, particularly house and family land, is transmitted to the male line. A briefing issued to the Human Rights Committee in 2007 notes that "property is usually left solely to male heirs" (Frishchik & Duarte, 2007:4).

It has strong resistance to transferring property to female heirs and transferring it outside the family of origin. If female heirs seeking family property inheritance, they often face considerable obstacles, as they are thought to embarrass their family, and hurt family relationships, especially with their brothers. Many women choose to give up their property rights because of these social norms (USAID, 2016:162).

The patriarchal model is said to have been particularly intensive in traditional village communities, but certain authors find this model as still very alive and present in the contemporary Balkan context (Kaser, 2008).

It is thought that if the daughter obtains a part of the real estate than she enriches another family and not hers (Mircevska, 2008:476). Only sons can enrich their families through people and property; they are the representatives of the clan, and it is thereupon that all land and livestock remain with them (Erlich, 1964). The traditional environment, as no other, shows resistance to any modern legal regulations, which are unfamiliar and distant and do not consider the current stage of societal development and family relations, although the influence of tradition over all spheres of human life has fallen over recent decades (Mircevska, 2008:478).

When it comes to the status of the woman in the family in the Macedonian traditional culture, states that "inside the family structure on an existential level, the position of the female heirs wasn't as unfavorable as we can sometimes read it was. Practically, there are only very few examples of families where inside the family relations, the male group has significantly more important place than the female one" (Svetieva, 2002:115–124). In another study in this area, including the citizens of the Macedonian community, tradition has affected only 25% in the decision on inheritance; the decision for inheritance has been shared by all the 88% inheritors; while hereditary girls and boys maintain that they have the equal right to the inheritance of the parental property 93% (Mitrevska, 2017:26).

The term "patriarchal" is not fair to describe the status of women in the contemporary context, so some authors oppose its widespread use (Risteski, 2002: 91–115; Cvetanovska, 2014: 121–140).

By empowering women's position in the private and public sphere, the necessary conditions for changing the deeply entrenched patriarchal consciousness are acquired, thus establishing strategies for gender equality as a necessary condition for the modern developmental processes" (Stjepanović-Zaharijevski, 2006:233–243).

Today, there is a potential to question the thesis of re-establishing traditionalism in the context of the status of female heirs. According to this interpretation, the "woman" does not necessarily have to be treated as humble, dominated, trivial, etc. (Gajtanoska, 2017:614).

The legal framework

The hereditary right in Macedonia should be analyzed through the following acts: Family Law (2014), Law of Property and Other Real Rights (2001), Law of Inheritance (1996) and Law on Equal Opportunities between Men and Women (2006).

The Law on Inheritance explicitly stipulates that men and women have the same rights to inheritance (CEDAW, 2004:13). Article 3 specifies that "citizens are equal to inheritance". However, it is possible to exclude the descendants in inheritance proceedings under special conditions (Article 46) and to resign their inheritance (Articles 128-131), which creates opportunities for misuse to the detriment of the interests of female heirs. This legal definition contradicts the tradition of continental Europe, where most of the property is reserved for children and must necessarily be equally divided between them (Vangjeli, 2010:55-77).

The inheritance process in Macedonia has been regulated through some legal rules. Law on Notary (2007) freed the Courts from the workload and opened the possibility for citizens to realize their rights, especially those related to inheritance, while with amendments to the 2008 Law on Obligations and the 2008 Nonlitigation Procedure Law, notaries gained greater powers over inheritance and ownership. Based on the Law on Obligations, notaries have acquired the right to draft a lifelong contract and the transfer of property during their lifetime, which was previously under the jurisdiction of the Court. In addition, notaries have acquired the right to draft such contracts as a notarial act (Article 4). Upon approval of the Nonlitigation Procedure Law, notaries became trustees of the court and gained competencies regarding the treatment of inheritance (Articles 131-141).

Like any other legal issue, as well as the property inheritance, it requires knowledge of the law, the judicial-notary process, and its implementation. As far as knowledge is concerned, girls do not always know that they have the legal right to inherit from their parents. The fact that feminine legacy is unknown in their tradition does not encourage the titular to read the law. As far as the second obstacle is concerned - the lack of knowledge of the judicial and notary process, from the moment of the death of the parent from which the property is inherited, until a decision on the division of property is required, a personal commitment to participation in the inheritance process is required, which is also related to statements and sometimes even disputes that may also lead to court proceedings. The third legal obstacle-enforcement of the decision and the transfer of inherited property, the payment of the notarial fees related to the transfer of ownership, then the registration in Cadastre etc., is also an additional commitment requiring dedication, time and financial expenses.

The gap between law and practice in Macedonia seen by the international community

An impression was expressed that the process of democratization in Macedonia didn't lead to the implementation of the laws in practice and that it has a significant difference in laws and practice. Moreover, reports and research conducted by international institutions confirm the gap between law and practice.

At world level, in the framework of the study conducted by the OECD Development Centre's Social Institutions and Gender Index (SIGI), as a cross-country measure of discrimination against women in social institutions (formal and informal laws, social norms, and practices) across 160 countries, only in 55 states women are guaranteed the same inheritance rights as men, both in law and in practice (OECD, 2014:6). The study highlights countries with very low levels of gender discrimination in social institutions, which are characterized by strong legal frameworks and measures ensuring gender equality, where women and men have equal rights and heritage (Argentina, Belarus, Belgium, Czech Republic, France, Italy, Serbia, Slovenia, Spain, etc.). Meanwhile, Macedonia falls into the group of countries with a high level of gender discrimination in social institutions, characterized by inconsistent legal frameworks covering family code, inheritance, and access to women in resources; the strong influence of customary practices and parental authority (OECD, 2014:7).

Particularly in the annual reports of the European Commission on Macedonia's Progress, the European Commission underlines:

"Notwithstanding some progress towards gender equality for women from ethnic minorities, discriminatory customs and traditions, along with stereotypes, remain very present" (Report, 2008:52);

"The practice of family voting, along with other discriminatory customs, traditions and stereotypes, are still widespread and undermines women's basic rights" (Report, 2009:18); Support for activities and initiatives aimed at combating discriminatory customs and traditions and stereotypes remains insufficient (Report, 2009:54; Report, 2010:54; Report, 2011:54, Report, 2012:47);

 "Discriminatory customs, traditions and stereotypes are widespread and undermine women's basic rights" (Report, 2010:18, Report, 2011:18, Report, 2012:15);

"Discriminatory customs, traditions and stereotypes remain significant, capitalizing on underlying regressive trends in society" (Conclusions, 2013:37); "Discriminatory customs, traditions and stereotypes remain significant and are open to exploitation and the fostering of regressive trends in society" (Conclusions, 2013:44);

"Gender stereotyping persists and further measures are needed to combat double or multiple discrimination, particularly against Roma women" (Report, 2015:59);

"Public awareness of gender equality is lacking and gender stereotyping persists" (Report, 2016:61)

Best international practices in the inheritance process: the notary's role

Some European countries, in their legal system, have the most appropriate and proven solutions in practice that can improve the inheritance process in Macedonia as well. Below we will briefly review those legal provisions, which relate to inheritance contract, notarial contract, the Register of Wills and the principle of universal inheritance.

One of the basics of an inheritance, in addition to will and law is *the Heritage Contract*, which has priority to the application before the Will and law. The inheritance contract is defined as "a legal act by which the contracting parties regulate inheritance to themselves or for the benefit of a third party" (Pravni leksikon, 1964:967). The inheritance contract differs from the contract for lifelong support for two main characteristics: the decedent doesn't have the inheritance share, which is legally guaranteed to the heirs, and the heirs inherit the rights and obligations of the decedent.

In comparative terms, the inheritance contract is foreseen in Germany (Section 1941 BGB), Austria (§ 602 ABGB Erbverträge), Switzerland (Article 468 Civil Code), Spain (Art.658 and 892 Civil Code), Czech Republic (Section 1582-1593 Civil Code) and in other countries. Comparative laws foresee different solutions for contracting parties to the Heritage Contract. According to German and Swiss law, the inheritance contract can be concluded between each person. Otherwise, according to French law, the property gift agreement in the future may be related only to the spouse (Code Civil, Article 1091-1099), and may only be made to the benefit of their offspring. Even the Austrian Civil Code allows the signing of a Heritage Contract only between spouses (§602 and §1249 ABGB).

In its form, the Heritage Contract is a formal act. According to the German and Swiss law (Article 512 Swiss Civil Code), it can only be made in the form of a public document by the notary in the simultaneous presence of both parties, according to the rules for the compilation of a Public Will. However, in practice, the Heritage Contract is drafted by the notary in the form of a public document to be confirmed by another notary or two witnesses (Eccher, 2002: 71; Stojanović, 2003:165).

The Subject of the Heritage Contract is the whole inheritance or part of the inherited property. However, the freedom to make the Heritage Contract is legally limited to the indispensable part (Article 2303 German BGB, Articles 912-917 French Civil Code). In the case of a breach of the necessary part, the heirs may apply for a reduction of the Heritage Contract.

Another good international practice is *the Notary Testament*. There are often situations where neither the heirs nor the notary who carries out the hereditary procedure knows that there is a will; therefore the inheritance is divided according to the Law on Inheritance. If, after the Decision of the inheritance, a later will be found a testament, then another decision should be taken to revoke the Inheritance sharing Decision. Also, there are cases when one of the heirs knows the content of the Will, so it does not show it. As a result of these circumstances, due to the lack of legal norms for evidencing the Wills, a violation of the principle of legal certainty may occur, and this puts into question the will of the decedent.

In Macedonia, the existence of the notary's will is not foreseen as a special type of testimony within the Inheritance Law. According to Article 58 of the Law on Notary, notaries may draft testaments in the form of a notarial act, according to the provisions that fall to make a judicial testament. Unlike Macedonia, the notarial testament is recognized in comparative law (Ristov, 2012: 70-82). The notary testament is envisaged in the countries of the region: in the Montenegrin legislation (Article 69 of the Law on Heritage), Croatia (article 32 of the Law on Heritage) and the Republika Srpska (article 72 of the Law on Heritage).

There are different models of Notary Testament: without the presence of witnesses (Germany, the Netherlands, Spain, Russia, Poland, Serbia); with the presence of two witnesses (Bulgaria, Italy, Turkey, Czech Republic), with three witnesses (Greece); or instead of witnesses, the participation of another notary –Belgium and France.

Also, in comparative law, there are laws that regulate *the Testament Registry* as a system that enables the heirs and competent authorities to be aware that the deceased has left a Will and where it is located. According to the provisions of the Dutch Civil Code, the notary is obliged to notify the Central Register of Wills that he has prepared a testament or has been submitted to him to hold it (Garb, 2004:435). These testaments remain to be kept by a notary, while extraordinary Wills are sent to the Central Registry of Wills (Title 4 Dutch Civil Code). After the death of a person, the notary is obliged to look at the Central Registry if the testator has drafted a Will. Similarly, the Czech Notary Chamber is responsible for administering the Central Registry of Wills (division 2, Czech Republic Civil Code), which presents a list of public Wills and those deposited by notaries. The notary who compiles a testament is obliged to notify the Central Registry.

This reform process has also begun in the countries of the region. Croatia's Law of Inheritance (2003) has foreseen the Testament Register, which is administered by the Notary Chamber (article 68). The registration of testament data is done on a voluntary basis and has a declarative character (Klarić & Vedriš: 2006:751). Following the Croatian example, Montenegro also made changes to the Law on Inheritance (2008), envisioning the Testament Register, as a public document kept by the Notary Chamber in accordance with the Regulations of the Ministry of Justice. The data on the Registry of Wills, upon the request of the decedent, must be submitted by the competent courts, notaries, lawyers, and persons who have made a testament. Data cannot be made available to anyone before the decedent's death, except for the person he has specifically authorized for this purpose.

As a safeguard to guarantee inheritance rights, Germany has laid down *the Principle of Universal Succession* (Section 1922 German Civil Code), where all heirs legally inherit the property of the deceased person at the time of death without the need for legal proceedings. Heirs who want to give up their inheritance can do so within 6 weeks after the death of the decedent, respectively 6 months if they live abroad (Section 1944 German Civil Code). Each heir should be given full information on the value of the property he is giving up as well as his claims on the inheritance. Heirs then have the

opportunity to jointly agree on the division of property or the sale of their share where co-heirs have the right of priority for the purchase.

Results from the research

The questionnaire used in this research is composed of 17 questions. It is designed to include data on the demographic and socio-economic status of respondents, as well as responses to their perceptions of hereditary rights. It is worth mentioning that research involves only female gender, and is limited to Albanian female heirs in Macedonia.

Field research was conducted on the basis of a questionnaire consisting of general questions about the situation regarding inheritance and female heirs attitudes about property inheritance, questions that try to obtain data from female heirs what their attitudes are about property inheritance, in general, focusing more on determining the system of values in society in terms of property inheritance.

In this survey, 508 female heirs over the age of 18 were included. Within the Questionnaire there are seven questions related to the following variables:

1. Residence - Village (50%), City (50%);
2. Age - 18-30 (6%), 31-40 (31%), 41-50 (35%), over 51 (30%);
3. Marital status - Married (70%), Unmarried (16%), Divorced (4%), Widower (10%);
4. Education - Uneducated (2%), with elementary school (32%), High school (52%), with faculty and more (14%);
5. Employment status - Unemployed (76%), Employed (24%);
6. Net monthly household income in € - Up to 150 (18%), 150-250 (21%), 250-350 (22%), 350-450 (24%), 450-550 (12%), over 550 (3%);
7. Number of members in the family - One (2%), Two (9%), Three (31%), Four (40%), Five (18%), Six and more (2%).

While ten other questions have to do with respondents' perceptions of the issues that are a matter of research

Questions/Answers	Yes	No	I have no answer
Do you know about your legal right and the procedures to be followed in the inheritance of parental property?	52%	39%	9%
A significant proportion of female heirs (52%) have knowledge of their right to inheritance (although they do not know the inheritance procedure in the competent institutions); another part (39%) has no knowledge of the laws and procedures to be followed in realizing the right to inherit; while a smaller part considers that they have no interest in recognizing inheritance laws and procedures (9%).			
Have you requested within your family the legal title of your inheritance?	32%	62%	6%
The female heirs seem to be influenced by the tradition in their attitudes regarding the requirement to be part of the family heritage. Most (62%) did not request parents to participate in the inheritance. Only 32% have shown interest in participating in the inheritance of parental property, while 6% are still unspecified. The reasons for this inactivity can be found in the female heirs conviction that "they will be judged by the family and the society," and the great concern for maintaining relationships with parents and brothers.			
Have you inherited a portion of the property of your parents, legally entitled to you?	25%	69%	6%
Every ¼ of the female heirs have received a share of their inheritance, and this has mainly resulted from other circumstances (divorce, poor financial condition, husband's pressure, etc.) as the financial solidarity from her family to the female heirs real needs. Most (69%) did not inherit property from their parents, while a small part (6%) did not answer this question as the inheritance process had not yet been completed (mainly girls of younger age). Female heirs excluded from inheritance consider that at least a symbolic part of the inheritance should be given to the daughters.			
Do you have an understanding with your parents about the inheritance of the property in your part?	20%	77%	3%
There is a belief in most respondents (77%) that there is no understanding of the male part of the family about the issue of female heirs' inheritance since women are still considered to be dependent on men and the transfer of property to a daughter implies transferring property to the groom. Only 1/5 of the female heirs consider that the discussion about inheritance within the family does not present any disadvantages in family relations and that there is understanding between the inheritors. While only 3% do not find it reasonable to answer this question.			
If you have inherited property from the parents, are you treated as an heir equal to the brothers?	9%	83%	8%
We cannot yet speak about gender equality in heritage issues. In fact, the majority of the respondents (83%) considers that they are not treated equally in the inheritance process, despite a minority (9%) who has the inheritance equality experience, while 8% did not have an answer.			
Has the tradition played a role in your resignation from property inheritance?	85%	11%	4%
In the inheritance process, tradition has a key role. Thus, there is considerable conviction among the respondents (85%) that tradition plays a decisive role in the division of family property between male and female heirs. This is related to the "obligation" for			

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allegedly rendering a voluntary declaration of resignation from property inheritance. Only a few surveyed (11%) consider that their families have overcome barriers of tradition, while 4% have no answer.			
Do you think that the mentality and patriarchal traditions that have to do with the inheritance of property need to be changed in the future?	72%	15%	13%
Patriarchal mentality and patrimonial tradition of property inheritance are considered to be changed (72%) while there is still a small and conservative number (15%) of women who are convinced that the tradition should be maintained, while 13% have not responded.			
Did your participation in the inheritance of family property have adversely affected the relationship with the parents/brothers?	73%	25%	2%
Female heirs' requests to participate in the property's inheritance have a significant adverse impact on relationships with family males (73%). Every ¼ of the female heirs are convinced that their inheritance demand has not dampened their relationship with the family, while 2% have no answer.			
In the circumstances of more advanced gender equality in society, would you seek to be equal in the inheritance of parental property?	89%	3%	8%
Respondents almost agree (89%) that in normal circumstances when both parents and brothers would understand the inheritance issue fairly, within a society where gender equality would have been previously achieved, then it would be possible to talk about equality of inheritance of property. Only a few respondents (3%) think that they will not seek property inheritance from parents, while 8% have no answer.			
In a process of inheritance of your property, would you have divided it into equal shares for boys and girls alike?	38%	52%	10%
Finally, respondents were placed in the role of a parent who would divide the property among his own children. Thus, a considerable part (38%) has the conviction to change the tradition in favor of daughter heirs, increasing their share in the inheritance of family property. Still, the majority (52%) maintains that only boys should be inheritors of family property, while 10% have no answer.			

Conclusions

Starting from the results of the research, we have come to these final findings:

The current practice regarding the inheritance of property by Albanian female heirs in Macedonia is contrary to the goal of positive legal norms and international law on gender equality, and as such it should be excluded.

Positive legal norms are insufficient to deal with traditional practices, so there is a need for more precise regulation. Thus, legal changes are needed to avoid deficiencies as a preventive measure against circumstances where women's legal rights may be violated. This requires a great deal of effort by the Government, respectively the Ministry of Justice, the courts and notaries to eliminate the omission of gender equality in inheritance issues.

Female heirs are pressured to renounce their rights through family expectations and tradition, while legislation covering the inheritance issue lacks protective measures for persons who are forced to resign from their inheritance right.

The exclusion of female heirs from inheritance affects their economic power and social status in society, while the inclusion of girls into inheritance would have empowered their role in the husband's family.

In rural areas, the inclusion of female heirs in inheritance is lower than in urban areas, though urban female heirs are considered to be inherited in small percentages compared to male heirs in the family. Rural women are biased by tradition and living experience, as marginalized, economically dependent on the husband, uneducated and overburdened with housework, farming, and livestock.

There is a connection between the education level of girls and the realization of the right to inheritance since the educated daughter has more awareness and is more persistent in the right to inheritance.

With the emancipation of girls in contemporary families, the issue of inheritance remains more family and personal than traditional and stereotyped, while parents and brothers are beginning to correctly understand the issue of gender equality and inheritance in particular.

The inheritance situation shouldn't be understood as a war between the sexes, as today there are families who have a very moderate approach in respecting gender equality in inheritance, while the girls come out in substantial material support, housing, schooling, car, etc.

In conditions of contemporary democracy, the traditional patriarchal model is in the weakness due to the empowerment of women in politics, education, and institutions. Thus, families are not as patriarchal as in the past, and today women can be seen as deputies, ministers, mayors, directors, teachers, professors, doctors, lawyers, judges, and so on.

Suggestions

Legal amendments should emphasize that civil laws will prevail over customary laws and practices that discriminate against female heirs during the inheritance process.

Institutions at central and local government level with competences on gender equality should monitor the situation regarding inheritance, and propose measures to reduce the differences that occur in practice, but also develop campaigns to educate the population on the importance of gender equity in inheritance.

Civil judges and notaries, as competent persons in inheritance processes, should be trained and encouraged to respect full equality in the inheritance process in the spirit of the law.

New generations in the school should be educated about gender equality, including issues in the area of property rights. In this regard, specialized staff from the Ministry of Education and the Ministry of Justice should be engaged through specific programs to help overcome stereotypes in society in the younger generation community.

Civil Society Associations should be more active through projects in informing the population of legitimate inheritance rights, especially in rural areas. They should do: campaigns, meetings with citizens, and distribute leaflets and other educational materials, information and promotional brochures in all municipalities; raise public awareness through TV spots, electronic platform discussions. All this, to encourage and raise awareness among parents, for an equal access to property sharing between boys and girls.

Civil Society Associations for Women's Rights should be involved in the preparation of legal changes to inheritance. So the lawmaker should include in consultations and take into account their suggestions regarding future legal changes.

As a result of comparative experiences and socio-economic changes in Macedonia, the lawmaker should seriously consider entering into the legal system of the inheritance new elements such as: Heritage Contract, Notary Testament, Registry of Wills, and the principle of Universal Succession.

As a minimum safeguard measure that needs to improve the current situation, the competent court should hold a separate hearing with the heirs who express an interest in renouncing their inheritance rights by ensuring that they have been fully informed for their legal rights, the value of the hereditary estate, the location of the property. This rejection of interest should be done voluntarily, with legal representatives, through documents in a simple and understandable language.

In cases where there is no identified heir who wants to give up, heirs who have brought the case to the notary or judge should be required to swear that they aren't excluding any known heirs.

An issue that remains to be explored in the future may be: *If the expression of the heir's resignation to the competent institution (notary) is voluntary or influenced by the above-mentioned circumstances, and how the notary can affect the fair expression the will of the resigning party?* This is necessary since the statement of resignation (as evidence) is likely to be motivated by the aforementioned factors and as such, it shouldn't have this weight of the inheritance stage because it is given under pressure and against the will.

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The Reflection of the Consumers' Spiritual Perspective to the Materialism: A Case from Turkey

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Abstract

The purpose of the study is to investigate the effect of spiritual well-being on materialism, to contribute the marketing literature and to create awareness to marketing practitioners in developing marketing strategies. The research was conducted on 1243 people 18 and upper age, living in Turkey. Data was collected by online survey in 2018. Data tool has two dimensions; the first scale which includes three sub-dimensions (transcendence, harmony with nature and anomie) was used to measure spiritual well-being -scale's validity and reliability were done by Ekşi and Kardaş (2017)-. And the second scale was used to measure materialism -scale's validity and reliability was done by Richins (2004) and the Turkish translation was done by Tiltay (2014)-. The first dimension which measures the spiritual well-being (29 expressions) total Cronbach alpha coefficient is 0,890. The second dimension which measures the materialism (6 expressions) total Cronbach alpha coefficient is 0,767. The results indicate that the spiritual well-being explain the materialistic attitudes significantly but at a low level. Transcendence and Anomie, which are the sub-dimensions of spiritual well-being, have positive relations -not negative- with materialistic attitudes opposite to expectations is another result of study. Especially the anomie is found as the most powerful sub-dimension that explains materialistic attitudes. Harmony with nature, another sub-dimension of spiritual well-being, is found to have no significant relation with materialistic attitudes.

1. Introduction

Extreme wealth disease is seen as one of the greatest criticisms of contemporary consumer societies in 21st century where consumption habits have changed rapidly. This disease, in a life where materialism dominates people, constantly moves the expectations of the people upward. There are studies on the subject that materialism reduces life satisfaction (Kau, Kwon, Tan & Wirtz, 2000; Ryan & Dziurawiec, 2001).In this period that the excessive consumption is taken to centre and the dissatisfaction grows increasingly, people's differentiation pursuits has brought the concept of spirituality to the agenda. Spirituality as to its structure has intellectual, spiritual and inner components that include universal values. In terms of the consumption dimension, spirituality reduces the desire for conspicuous consumerism (Stillman, Fincham, Vohs, Lambert & Phillips, 2012). Researchers study on areas such as marketing, management, psychology, religion, philosophy, nursing, guidance and counseling (Kale, 2004; 2006) and the academicians, publishers and cultural researchers (Schneiders, 1989) in recent years have focused on the concept of spirituality.

According to Koenig, McCullough and Larson (2001) spiritualism is a personal search for understanding the answers to questions of   a person about life, about the meaning of life, and related to what is considered sacred or supreme.

Spiritual beliefs and values may or may not be connected to the religion. A person who doesn't have religious beliefs can have spiritual dimensions (Dhamania, 2014). The spiritual needs are formed from trust, hope, love, integrity, desire to find

the meaning and purpose of life, relationships, forgiveness, creativity, having experiences, sensuality, speech, consolation, rituals, pray and worships (Aslan & Konuk Şener, 2009).

1.1. Materialism, Spiritualism and Spiritual Well-being

1.1.1. Definition of Materialism

Materialism has different definitions made by different researchers. Richins and Dawson (1992) define materialism as held beliefs about the importance of possessions in one's life. As an important life value (Kasser & Ahuvia, 2002) materialism which is an enduring belief that happiness can be achieved through possessing specific objects (Burroughs & Rindfleisch, 2002). Materialism is defined as a focus on lower order needs, such as physical comfort and safety, over higher order needs, such as self-expression, belonging, and quality of life (Inglehart, 1990). According to Dittmar et al., (2014) materialism is seen as an individual difference in people's long-term endorsement of values, goals, and associated beliefs that centres on the importance of acquiring money and possessions that convey status.

Materialism concept has been frequently seen in academic studies after Belk (1985)'s research and there are also many studies in the marketing literature. Materialism is associated with status and profits. The characteristics of materialist consumers are the desire for status and seeking identity in society. The focal point of materialists is the feeling of ownership and purchasing (Santini, Júnior, Sampaio & Araújo, 2017).

Shrum et al., (2014) suggest that to understand the multifaceted functions of materialism in at least three ways. First, the general hypothesis is that materialism is problematic and the results are diminished well-being. Second, considering materialism as a stable trait variable. The third, considering materialism as an individual variation variable that lacks a specific focus on the underlying motivational processes that may mediate or moderate the relationship between materialism and well-being.

Materialism can be thought of as a cluster of related characteristics-traits, attitudes, and values focussing on assets and leading the selection of events and things. It is said to be that the more materialistic people generally tend to be acquisitive (a trait), having positive affect related to acquisition (an attitude), and placing high priority on ownership (a value) (Browne & Kaldenberg, 1997).

1.1.2. Definition of Spiritualism and Spiritual Well-being

Spirituality is an unclear concept, and people are having difficulty in describing this concept (Dyson, Cobb & Forman, 1997). Generally accepted concepts of spiritual studies are; the inner world of the quiche, inner motivation, inner integrity, the intention of one's consciously searching for the meaning of life, mutual commitment in the life cycle of the energy that transcends all material concepts and categories, known world and beyond, by one's own self, social and natural environment, and spirituality that transcends the limits of human consciousness and can see the big picture (Chandler, Holden & Kolander, 1992; Kale, 2004; Pandey, Gupta & Arora, 2009; Standifer, Evans & Dong, 2010).

People use spiritual expressions while defining well-being (Hodder, 2009). Self-esteem is determined as a partial mediator of the spirituality–well-being relationship (Joshanloo & Daemi, 2015). The defining attributes of spiritual well-being are: (1) having a subjective feeling of happiness; (2) affirming the self-worth; (3) managing interpersonal relationships with an open, accepting attitude; and (4) possessing an internal "energy" (Yang, Yen & Chen, 2010).

Gomez and Fisher (2003) explain that there are four different dimensions of spirituality. The communal domain expresses in the quality and depth of inter-personal relationships, between self and others, and includes love, justice, hope and faith in humanity. The transcendental domain deals with the relationship of self with some-thing or some-one beyond the human level, such as a cosmic force, transcendent reality or God, and involves faith towards, adoration and worship of, the source of mystery of the universe. The personal domain deals with how one intra-relates with oneself with regard to meaning, purpose and values in life. The environmental domain deals with care and nurture for the physical and biological world include a sense of awe, wonder and unity with the environment. The four domains of spiritual well-being integrate to form the overall spiritual well-being of individuals.

Spiritual well-being is involving the relationship of a person with a higher power within a certain system of religious beliefs, and the sense of meaning and purpose in life so meaning and purpose in life can be independent from a certain religious structure (Ekşi & Kardaş, 2017).

2. Research on Materialism and Spiritual Well-being

There are various studies which investigate relationship between materialism and different variables such as values, well-being, subjective well-being, and spiritual-well-being in literature. Kasser and Ahuvia (2002) investigated whether the values focused on money, image, and popularity were associated with lowered well-being or not, even in environmental circumstances supportive of such values. As expected by Kasser and Ahuvia (2002), the participants of the research who had strongly internalized materialistic values also reported lowered self-actualization, vitality and happiness, as well as increased anxiety, physical symptomatology, and unhappiness. Karabati and Cemalcilar (2010) study is primarily concerned with specifying value antecedents of materialism in Turkish adult sample and results provided strong evidence toward positive associations between self-enhancement motives and materialism. The findings also validate the central assumption in the literature that materialism diminishes well-being.

Materialism has generally held connotation that is associated with character deficiencies, self-centeredness, and unhappiness, and most extant research views materialism as having a negative influence on well-being (Shrum et al., 2014). Materialism is also associated with other negative indicators of well-being, such as loneliness (Pieters, 2013), depression (Mueller et al., 2011), and low self-esteem (Christopher, Drummond, Jones, Marek & Therriault, 2006; Richins & Dawson, 1992). Nelson (2009) has found that materialism leads to lowered mental well-being, and that spirituality is negatively correlated with the endorsement of materialistic attitudes.

Hudders and Pandelaere (2012) investigate the relations between luxury consumption, materialism and cognitive and affective subjective well-being aspects simultaneously, in Dutch-speaking Belgium. The results show that materialistic consumers are more inclined to consume luxury goods than less materialistic consumers, luxury consumption leads to enhanced positive mood, diminished negative mood and increased satisfaction with life.

One of the concepts thought to influence materialism is spiritual well-being. Some researches show that spiritual wants which are about self-actualization conflict materialistic desires (Arndt, Solomon, Kasser, & Sheldon, 2004; Rindfleisch, Burroughs & Wong, 2008; Rothschild, Abdollahi & Psyzczynski, 2009; Stillman et al., 2012).According to Stillman et al., (2012) most spiritual tenets argue that materialism and spiritual life are incompatible, so the conflict between spirituality and materialism is striking. In this conflict; self-enhancement values (epitomized by materialistic pursuits such as conspicuous consumption) and self-transcendence values (epitomized by spirituality and religion) are oppositional and conflicting. For this, the sense of spirituality should correspond to a diminished desire to consume conspicuously because conspicuous consumption exemplifies self-enhancement. Also they found that higher levels of spirituality correspond to a decreased desire to consume material goods in a conspicuous manner.

In another research about spiritual well-being and materialism, it was determined that the communal well-being was negatively related to perceptions of the active/illegal dimension is the passive dimension and was positively related to perceptions of the 'no harm, no foul' dimension and the 'doing good'/recycling dimension. Materialism was positively associated with perceptions of actively benefiting from illegal actions, passively benefiting at the expense of the seller, actively benefiting from questionable but legal actions and benefiting from 'no harm, no foul' actions (Chowdhury & Fernando, 2013).

The last study that is mentioned in the relevant section is Shrivastava et al., (2017)'s study. They investigated whether experimentally primitive participants with spirituality-related, mortality-related, and neutral texts, affects materialistic attitudes among Dubai residents. There were no significant differences in mean self-reported materialism scores between conditions.

In the light of previous findings and discussions on materialism and spirituality, the purpose of the current study is to contribute the marketing literature on forward over the effects of spiritualism and materialism and to create awareness for the marketing professionals in developing marketing strategies as one of the pioneer study by understanding whether the consumers in Turkey make a connection between spiritual well-being and materialistic attitudes or not.

From the above mentioned purpose, in the study, the effects of spirituality, which includes intellectual, spiritual and inner components, on materialism which is supposed to dominate people more and more is investigated. According to purpose of the study research hypotheses are;

H1: Spiritual well-being affects individuals' materialistic attitudes negatively.

H2: The level of spiritual well-being's sub-dimensions affect individuals' materialistic attitude level negatively.

H2a: There is a negative effect transcendence sub-dimension of spiritual well-being level on individuals' materialistic attitude level.

H2b: There is a negative effect harmony with nature sub-dimension of spiritual well-being level on individuals' materialistic attitude level.

H2c: There is a negative effect anomie sub-dimension of spiritual well-being level on individuals' materialistic attitude level.

3. Method

3.1. Model

Model 1 is the simple linear regression model for H1. It is established to determine whether the individuals' materialistic attitudes will be affected by their spiritual well-being levels negatively, is valid or not.

$Y_1 = \alpha_0 + \beta_1 X_1 + \varepsilon$ (Model 1)

Y_1 = Materialism (MAT)

X_1 = Spiritual well-being (SWB)

Model 2 is the multiple linear regression model for H2 (H2a, H2b, H2c). It is established to determine whether the individuals' materialistic attitudes will be affected by their spiritual well-being sub-dimensions (transcendence, harmony with nature, anomie), is valid or not.

$Y_1 = \alpha_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$ (Model 2)

Y_1 = Materialism (MAT)

X_1 = Transcendence

X_2 = Harmony with nature

X_3 = Anomie

3.2. Sample

The population of the study is consisted of people 18 and older living in Turkey. In the selection of the sample the simple random sample selection method was used. The survey was conducted in January 2018 as online survey. It was announced initially on e-platforms as Whatsapp-Twitter- Facebook. And the participants were asked to support the spread of the survey in their e-platforms. 1279 participants were reached within the scope of the research. The 17 participants' surveys were excluded from the study because they were the Turkish people living abroad. And 19 surveys excluded cause of not providing suitable data for analysis. 1243 of the 1279 surveys provided suitable data for conducting the analysis. 1243 participants took place in the research that are capable of representing the population,   18 years and upper age, to be living in Turkey.

3.3. Measures

3.3.1. Materialism

Material Values Scale: Measurement Properties and Development of a Short Form- MVSSF which was developed by Richins (2004) and translated to Turkish by Tiltay (2014) was used to assess participants' level of materialistic attitudes in the study. MVSSF has three sub-dimensions as centrality, success, and happiness. All sub-dimensions have 2 items. The scale is made up of 6 items totally. Current research's Cronbach alpha coefficient is 0,76. The scale is in the form of 5 Likert type scale (5: Totally agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Totally disagree).

3.3.2. Spiritual Well Being

Spiritual Well-being Scale-SWS which was developed by Ekşi and Kardaş (2017) was used to assess participants' level of spiritual well-being. SWS has three sub-dimensions as Transcendence, Harmony with nature and Anomie. Transcendence has 15 items, harmony with nature has 7 items, and anomie has 7. All scale is made up of 29 items. Current research's

Cronbach alpha coefficient is 0, 89. The scale is in the form of 5 Likert type scale (5: Totally agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Totally disagree).

Beside SWS and MVSSF, demographic information (gender, age, educational status, income level) of the participants was asked in the survey as multiple choices -in closed-ended form. Occupation and place of residence in Turkey questions were asked in an open-ended form.

4. Findings

4.1. Demographic Variables

The demographic information of participants is given in Table 1 as frequency and percentage.

Table 1: Demographic Variables

	%	f
Gender		
Female	62	777
Male	37	466
Education		
High school and less	12	149
University and upper	88	1094
Income		
3000 TL and less	44	550
3001 TL and upper	56	693
Age		
18-25	23	296
26-35	31	392
36-45	24	301
46-55	16	199
Upper 56	4	55
Region		
Mediterranean	5,14	64
Aegean	7,16	89
Marmara	32,34	402
Blacksea	23,89	297
Central Anatolia	24,13	300
Eastern Anatolia	0,64	8
Southeast Anatolia	6,67	83

4.2. Linear regression analysis

The results of Model 1, which examines the effect of spiritual well-being -overall -of individuals on materialism, are given in Table 2.

According to the obtained results, the explanatory power of the spiritual well-being level on materialism is (Adj R^2) 0,026. Based on F statistics (F=34,625; p=0,000) the model is significant. As a result of the regression analysis, β = 0,247 coefficient (t = 5,884; p = 0,000) representing the spiritual well-being scale was obtained positively and statistically significant. According to this, as the individual's level of spiritual well-being increases by one unit, materialism increases by 0,247.

The results of Model 2, which examines the effect of spiritual well-being -three sub-dimensions- of individuals on materialism, are given in Table 2.

According to the obtained results, the explanatory power of the spiritual well-being's sub-dimensions (transcendence, harmony with nature and anomie) on materialism is (Adj R^2) 0,085. Based on F statistics (F= 39,339; p=0,000) the model is significant.

Based on the regression analysis, β = 0,082 coefficient (t=3,485; p=0,001) representing the transcendence sub-dimension was obtained positively and statistically significant. According to this, as the individual's level of transcendence increases by one unit, materialism increases by 0, 82.

Based on the regression analysis, β = 0,044 coefficient (t=0,97;p=0,332) representing the harmony with nature sub-dimension was determined. And the relation between harmony with nature and materialism was not statistically significant.

Based on the regression analysis, β = 0,229 coefficient (t=10,178; p=0,000)) representing the anomie sub-dimension was obtained positively and statistically significant. According to this, as the individual's level of anomie increases by one unit, materialism increases   by 0,229.

Table 2: Regression analyses with materialism as the dependent variable

Dependent variable: Materialism					
Independent variable	β	t-test	p	F test	Adj. R^2
Spiritual well-being -overall	0,247	5,884	0,000	34,625 (p=0,000)	0,026
Transcendence	0,082	3,485	0,001	39,339 (p=0,000)	0,085
Harmony with nature	0,044	0,97	0,332		
Anomie	0,229	10,178	0,000		

According to the results of regression analysis, "the research Model 1, which expects that individuals' materialistic attitudes will be affected by their spiritual well-being levels negatively" is not valid.

In Model 2, which tests whether the individuals' materialistic attitudes will be affected by their spiritual well-being's sub-dimensions (transcendence, harmony with nature, anomie), only two of the dimensions -transcendence, anomie- are found to be significant.

Although negative correlation between spiritual well-being and materialism has been frequently cited in the literature it has been found, in current research, that there is a positive relationship between these. Based on this finding, the researchers preferred to investigate whether this situation was affected from demographic variables or not. And six more regression analysis was performed according to the demographic characteristics of the participants.

Simple regression results are given in Table 3 to examine whether the level of spiritual well-being of individuals affects materialism on the basis of gender, income, and education variables.

Table 3: Regression analyses with materialism as the dependent variable on demographic variables

Dependent variable: Materialism					
Independent variable:	β	t-test	p	F test	Adjusted R^2
GENDER					
Male	0,173	2,661	0,008	7,084	0,013
Female	0,298	5,319	0,000	28,288	0,034
INCOME					
3000 TL and less	0,238	3,541	0,000	12,537	0,021
3001 TL and upper	0,210	3,919	0,000	15,362	0,020
EDUCATION					
High school and less	0,341	2,526	0,013	6,381	0,035
University and upper	0,228	5,152	0,000	26,543	0,023

Gender

According to the obtained results, on the basis of gender, the explanatory power of the spiritual well-being level of males on materialism is (Adj R^2) 0,013. Based on F statistics (F= 7,084; p=0,008) the regression is significant. As a result of the regression analysis, β= 0,173 coefficient (t=2,661;p=0,008) representing the spiritual well-being level of males was obtained positively and statistically significant. According to this, as the males' level of spiritual well-being increases by one unit, materialism increases by 0,173.

According to the obtained results, on the basis of gender, the explanatory power of the spiritual well-being level of females on materialism is (Adj R^2) 0,034. Based on F statistics (F= 28,288; p=0,000) the regression is significant. As a result of the

regression analysis, β= 0,298 coefficient (t=5,319;p=0,000) representing the spiritual well-being level of females was obtained positively and statistically significant. According to this, as the females' level of spiritual well-being increases by one unit, materialism increases by 0,298.

Income

According to the obtained results, on the basis of income level, the explanatory power of the spiritual well-being level of participants- 3000 TL and less income- on materialism is (Adj R^2) 0,021. Based on F statistics (F= 12, 537; p= 0,000) the regression is significant. As a result of the regression analysis, β= 0,238 coefficient (t=3,541;p=0,000) representing the spiritual well-being level of participants- 3000 TL and less income- was obtained positively and statistically significant. According to this, as the participants'- 3000 TL and less income- level of spiritual well-being increases by one unit, materialism increases by 0,238.

According to the obtained results, on the basis of income level, the explanatory power of the spiritual well-being level of participants- 3001 TL and upper income- on materialism is (Adj R^2) 0,020. Based on F statistics (F= 15, 362; p= 0,000) the regression is significant. As a result of the regression analysis, β= 0,210 coefficient (t=3,919;p=0,000) representing the spiritual well-being level of participants- 3001 TL and upper income- was obtained positively and statistically significant. According to this, as the participants'- 3001 TL and upper income- level of spiritual well-being increases by one unit, materialism increases by 0,210.

Education

On the on the basis of education level, the explanatory power of the spiritual well-being level of participants-high school and less- on materialism is (Adj R^2) 0,035. Based on F statistics (F= 6,381; p=0,013) the regression is significant. As a result of the regression analysis, β= 0,341 coefficient (t=2,526;p=0,013) representing the spiritual well-being level of participants- high school and less- was obtained positively and statistically significant. According to this, as the participants'- high school and less- level of spiritual well-being increases by one unit, materialism increases by 0,341.

On the on the basis of education level, the explanatory power of the spiritual well-being level of participants- university and upper- on materialism is (Adj R^2) 0,023. Based on F statistics (F= 26,543; p=0,000) the regression is significant. As a result of the regression analysis, β= 0,228 coefficient (t=5,152; p=0,000) representing the spiritual well-being level of participants-university and upper- was obtained positively and statistically significant. According to this, as the participants'- university and upper- level of spiritual well-being increases by one unit, materialism increases by 0,228.

5. Conclusion

The currents study's results indicate that the spiritual well-being explain the materialistic attitudes significantly but at a low level. As the level of spiritual well-being increases, the level of materialism also increases. This situation surprisingly differs from the general literature (Stillman et al., 2012; Chowdhury & Fernando, 2013; Arndt et al., 2004; Rindfleisch et al., 2008, Burroughs & Rindfleisch, 2002).

Among the studies we reached, the research of Shrivastava, Pietschnig, Yousuf and Kassi (2017) is the only study that resemblance with current study's results. Shrivastava et al., (2017) research results show that spirituality does not affect materialism in Dubai case.

In another study, which investigated the relation between materialism and life satisfaction, materialism was negatively correlated with life satisfaction for Americans but was positively correlated for expatriates or Dutch (Dawson & Bamossi, 1991). Although the study of Dawson and Bamossi (1991) is not directly related with spiritualism its results show that some variables that are likely to influence materialism can reveal different outcomes in different cultures.

Another consequence of the current study is that the transcendence and anomie - sub-dimensions of spiritual well-being- have positive relations with materialism opposite to expectations. Especially the anomie is found as the most powerful sub-dimension that explains materialistic attitudes. Harmony with nature, another sub-dimension of spiritual well-being, is found to have no significant relation with materialistic attitudes.

The fact that the anomie is the strongest sub-dimension in explaining the materialism can be explained with the anomie items structures which are directed the unhappiness and search of the individuals. In current study, those who have high anomie scores have higher materialist tendencies. Shrum et al., (2014) expresses that many people believe in that the materialism make them happier. On United Nations Development Programme World Happiness Report (2017) Turkey

ranks 69th among 156 countries. With the support of this finding, relatively, as in the context of current research's sample, the unhappiness of people living in Turkey may be assessable increasing the materialism.

In the current research sample, contrary to expectations, a positive relationship between spirituality and materialism has been examined. To understand whether this situation can be affected by demographic variables researchers investigated demographic variables. According to the results of gender variable, it was determined that as the spiritual well-being increases materialism increases both in females & males. However, it was determined that the spiritual well-being effect on materialism was more significant and stronger in females than males. Deb, McGirr, and Sun (2016)'s research results showed that the female students were found to be more spiritual than males, and females' spiritual and existential well-beings were significantly higher than males. These results are contrast to the findings of Eastman, Fredenberger, Campbell, and Calvert (1997) and Kasser and Ryan (1993) researches. They found out that the males were more materialistic than females.

According to the results of income variable, it was determined that as the spiritual well-being increases materialism increases both in low and high income groups. However, it was determined that the spiritual well-being effect on materialism was more significant and stronger in low income groups than high income groups. This result has a similarity with the results of Deb et al., (2016)'s research findings as "university students coming from high-income families, are more inclined to spirituality". Contrast to current research, (Kasser, 2002) found out that the higher income adults' well-being and materialistic values have negative relation.

It is thought in Turkey that as the level of education increases, the income of people increases relatively; based on this perspective between income and education, the current study's results similarly show that the spiritual well-being effect on materialism was stronger in low level of education groups than high level of education groups.

This study is thought to be an intense study depending on its features; it has questioned the effect of spirituality on materialism which can be considered as one of the sensitive issues in Turkey; despite the sensitivity to the subject suitable data for analyses has been reached to %97,1; study covers all regions of Turkey; without a demographic constraint, a large group of people aged 18 years and upper have been attended online voluntarily.

Unlike the literature and the expectations of the researchers, the emergence of different results in the study has given rise to new questions. Especially the question of why the spiritual well-being increases materialism rather than reduces come to agenda. It is estimated that the reasons for this situation may be due to the effects of socio-cultural differences and may be due to the concept of spiritualism itself which is being discussed as a difficult concept to describe.

According to the surprising results of Turkey case, it is considered that the reasons of the effect of spiritualism on materialism should be investigated deeply in future studies.

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'The Bureaucratic Personality' View: Bureaucratic Characters from the Republican Period of Turkey's Three Prominent Women Authors

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Abstract

This study focuses on the "The Bureaucratic Personality" view through the three prominent woman authors', who lived in a republican period of Turkey, bureaucratic types are indicated in their literary works. The focused questions are following: 1) How bureaucrats characteristics can be explained in Bureaucratic Personality view? 2) How can be clarified bureaucratic types within the three woman authors', who lived in republican period, literary works? I have selected the following literary works in considering the research question: Şukufe Nihal "Yalnız Dönüyorum" Halide Edip Adıvar "Zeyno'nun Oğlu" and Halide Nusret "Gül'ün Babası Kim". In questioned literary works are noted as the data set. Bureaucrats' characteristic and their manner for cases are noticed as indicators, in methodology, this paper is a theoric, exploration study. The study designed into three sections. In the first part Merton, Hummel, and Argrys studies are referenced as Bureaucratic Personality" theories, likewise, bureaucrats' characteristics are explained. In the next section, bureaucratic types are noted within the Şukufe Nihal "Yalnız Dönüyorum", Halide Edip Adıvar "Zeyno'nun Oğlu", and Halide Nusret Zorlutuna "Gül'ün Babası Kim" literary works. In a similar vein, bureaucrats characteristic and their manner for cases are remarked. In the last part, bureaucratic types are analyzed through "The Bureaucratic Personality" view.

Keywords: Bureaucratic personality, formality, social distance, bureaucracy society separation

Introduction

I have investigated the early and the prominent studies on "the Bureaucratic Personality" in literature and I have encountered the studies that have been drawn up by Merton (1940), Argyris (1973). These studies have revealed the framework and characteristics of the Bureaucratic Personality" view. In literature, the next phase studies revised the early studies of the Bureaucratic Personality" view through the Simmel's concepts. (Perrow, 1979; Dalton, 1979; Miller ve Form, 1980; Norma, Gideon, Andrte, 1980)

This study focuses on the Bureaucratic Personality" view through the three well-known women novelist, who lived in a republican period of Turkey, bureaucratic types are indicated in their literary works. The focused questions are following: 1) How bureaucrats characteristics can be explained in Bureaucratic Personality view? 2) How can be clarified bureaucratic types within the three woman authors', who lived in republican period, literary works? I have selected the following literary work in considering the research question: Şukufe Nihal "Yalnız Dönüyorum" Halide Edip Adıvar "Zeyno'nun Oğlu" and Halide Nusret "Gül'ün Babası Kim". In questioned literary works are noted as the data set. Bureaucrats' characteristic and their manner for cases are noticed as the indicators, in methodology, this paper is a theoretical, exploration study. This study contributes to literature with evaluation of bureaucratic characters in three well-known women authors' literary work in Turkey case in consideration of the literature information.

The study has been constructed in three sections. In the first part Bureaucratic Personality" view, likewise, bureaucrats' characteristics are explained and discussed. In the next section, bureaucratic types are noted from the Şukufe Nihal "Yalnız Dönüyorum", Halide Edip Adıvar "Zeyno'nun Oğlu" ve Halide Nusret Zorlutuna "Gül'ün Babası Kim" literary works. In a similar vein, bureaucrats characteristic and their manner for cases are remarked. In the last part, bureaucratic types appeared in the authentic condition of Turkey are analyzed in consider the literature information. "The Bureaucratic Personality" view.

I)"The Bureaucratıc Personality" View

The starting point of this section is the identification of the Bureaucracy and its linkage the public administration discipline has been referred. Then that addressed the literature discussion on Bureaucratic Personality View and its characteristics.

Merton (1940, p. 560) has indicated that Mannheim's objective reason-oriented approach pretends the goals of an organization shapes the social structure of the organization. The Organization is a formation derived from hierarchical units that move in coordination with each other, and a structure in which the roles of persons, privileges, and authorities are explicitly specified by the regarding official rules that explicitly defined. The special name of this form of organization is the bureaucracy.

According to Weber (1946, p. 335), bureaucracy is a form of rational social action defined as a fundamental means of socialization of power relations which of people turn into intra-bureaucratic control relations. Norms and beliefs become technically competence and proficiency. Psychologically, bureaucrats portray a rational, devoid of emotional ability expert character.

Shafritz and Hyde,1997; Ventriss, 2000 studies offer an assessment of the linkage between bureaucracy and public administration through the control of public servants, control area, control of rulers, control of the results of organizational goals and organizational actions.

Merton evaluates the relationships between bureaucrats and organization rules. Besides, bureaucrats have an interaction with each other and their manners are issued in the Bureaucratıc Personalıty" view. Merton (1940: 561-565) has noted that there are formal rules and clearly defined "social distance" among people in different positions within the system. Thus, people can predict the actions of others who work in different positions within the system and can steadily adjust anticipatory expectations. This structure removes irrational attitudes in the system and troubles that personalized relationships can bring about. It is also expected that those in the bureaucracy will be able to adapt themselves to the system discipline and behave in a clear manner to the others.

The focal point of Merton's study is how the personality of the bureaucrats has been affected by the conditions of the bureaucratic dysfunction? Merton illustrates a set of examples to respond the unquestioned question: The formal rules are core elements in the bureaucracy's focus. On condition that the bureaucrats attach great importance to these rules, they might ignore the goals of the organization and give consequence to outcomes of the rules that bind them. In case the bureaucracy does not work, bureaucratic personality structures will be constituted in which personal struggle between bureaucrats is crucial.

In Merton's study (1940, p. 566) a second example of the bureaucracy's dysfunctionalities' impact on the personality of the bureaucrats is "disciplinary obsession." The disciplinary obsession of bureaucrats leads to rigid and excessive obedience, which will cause resistance to change in the bureaucracy. In addition, the non-personality rules create an environment in which different forms of thought are raffled and a vicious monotheistic way of thinking is appreciated. As a corollary, when the bureaucrats have made a decision, the support the idea that they are expecting to receive acceptance will become widespread or the in-system discontent and reactions will appear to the people who reflect their own thought.

Argyris study (1973, p. 158-159) has relied on the Maslows and the other human relativists. According to him, it is important for one to know the sense of failure and disappointment. In this case, the organization prevents the people around them from being satisfied with their self-satisfaction. Therefore, the person moves for the purposes of the organization, not for himself. Argyris indicates that the issue of dependency ignores the obedience, the expression of emotions, and the relationship between defense and problem-solving and decision making. The reason for this negligence is the difficulty of foreseeing the absolute tendencies of these theories. One point that draws attention to Argyris's study is that unlike the mechanical approaches that people perceive as a tooth of the wheel of the organization, they contribute to organizations and their working.

Hummel's approach (1998, p. 307; 2007, p. 3) to bureaucratic personality has two main implications. One of them is that bureaucratic life and social life are completely separated. The second is the special pressures; social, cultural, psychological, linguistic and political pressures shape the lives of bureaucrats and determine what they will be. According to Hummel, bureaucrats are socially responsible for human beings, as long as the social life will open the distinction of bureaucratic life. Culturally, they are influenced by other members of society and thoughtful to social issues such as justice, freedom, violence, oppression, disease, death, victory, defeat, control, and domination. "Psychologically, bureaucrats are not different from other members of society. The characteristics of bureaucrats can be summarized as follows: Linguistic

cognition is possible to communicate with bureaucrats. Politically, bureaucrats are service people. They work with an understanding of service that is idealized and focuses on results. It is the government's role to manage and make decisions. It is intended to provide rationality and efficiency, not personal expectations, in the service process. For this purpose, they use control as a tool and provide services. Bureaucrats are "soulless" and "thoughtless" personality types. and utilization personal convictions, or their thoughts like some kind of machine."

II) The Bureaucratic Character of the Three Well Known Woman Authors' Literary Works In Republican Period of Turkey

Şükufe Nihal's (2005, p. 40) novel "Yalnız Dönüyorum" deals with the memory of an emancipated, intellectual, well-educated, westernized woman and her experiences from her childhood to her adulthood. The main character of the novel, Yildiz, has spent her childhood years in the second constitutional period and is a grown-up fellow who approaches the problems of the country with an awareness of women in the era of republican and post-republican revolutions. With the Yildiz's description, her father is "a well-respected militia officer in one of the spectacular city of Macedonia ".

At that time, the commander of the city, the governor, many officers and a group of intellectuals frequently hosted and organized meetings in their homes. these meetings were dealing with 'the country issues, occupants, rebellions, autocracy, music and poem". Yıldız has noted her father characteristics and vision to the life as follows: (Nihal, 2005, p. 46-47)

"...My father was not a man who wanted to keep his children under pressure, who was open-minded, cosmopolitan and thoughtful... It was an unforgettable memory, my father invited me to his side. -The world is a girl who will wonder about the things that are falling in the world. I will introduce and let her endeavor the everything possible in the world, Then, I will trust her. She will experience by oneself and able to choose the best, the right one among the options..."

Halide Nusret Zorlutuna's novel "Gül'ün Babası Kim?" deals with the memory of a well-educated in the boarding school affiliated to French values, westernized woman and her conflicts with her traditionalist family ties and social values. The main character of the novel, Mecla, exiled to the Edirne, due to the fact that she was pregnant and expecting an illegitimate child and far from her family and lived with her duenna. Mecla familiarised with three teachers in the names of Güzide, Fahire, and Halit. In considering the bureaucratic personality view, Güzide and Halit characters are significant in this study. Mecla has notes Güzide's characteristics and vision of the life as following: (Nusret, 1933, p. 95-96)

"She is not a charming girl. However, she has a faintly lighted smile. like clear water, with It is not to be able to respect and sympathize with this vast, deep soul, who pardons all poverty, forgives all sins, and finally embraces all people, all their fondness. She is also a smart, wise girl who knows how to talk about all topics. It is very enjoyable to pay attention to the discussions between her and Halit. They agree on many points and can mutually influence each other. However, there are also some issues they cannot reconcile..."

Mecla has notes Güzide's characteristics and vision of the life as following: (Nusret, 1933, p. 96)

"Halit is an idealist man who, despite his age and experience in life, defeats his excitement, his dreams. Like all idealists, he has very pure sides. He does not want to believe in the existence of any other than his own ideal. His eyes are as immaculate, bright as a cloudless sky. There is an attractive relation, an affinity, against all the beautiful and weak things".

Halide Edip Adıvar's novel "Zeyno'nun oğlu" (1943, p. 125) deals with the observation and memories of The officers and their spouses who are in charge Diyarbakır. The novel is standing on the triangle between civil servant, soldier and local inhabitants. Major Hasan, Colonel (Miralay) Muhsin and district governor (kaymakam) Mazlum as bureaucrat types are striking with the dimension of their vision to the task and duty, interrogation ability of the society and their characteristics. Major Hasan is reported to Colonel Muhsin and after the designation to Diyarbakır, he has compelling to assist the Colonel Muhsin's wife Zeyno and move out the Diyarbakır. "... He was pretty respectful to his commender's wife with maintaining his formal and deferent position. The view of Colonel Muhsin can be observed from his reaction to the Mesture who is the wife of Governor Mazlum and has the ideals to create a society in coherence with the modern values in Diyarbakır. Zeyno is the wife of Colonel Muhsin and she discussed Mesture Hanım:

"...You can not imagine what is a mockery woman? After 40 years of age, she desires the being westernized like a fifteen-year-old girl enthusiasm ". (Adivar, 1943, p. 114) Muhsin's reaction to her testimony is like this: "This is a nonsense idea Zeyno! The world accepted that life is meant to live is now. Can not the person who passed the age of forty years be assertive? Doesn't she have the purpose, pleasure, happiness in her life? " (Adivar, 1943, p. 114) The characteristics of the Mazlum are indicated in the novel: "... In the spirit of the Mazlum, which is simple and apparent in appearance, it is not very valuable for him the valorous and treasured assets of the world of wealth but trying the measure the capability and

personality. In fact, He was unable to save himself from the influence of the old Muslim world. On the other side his wife who dignities the reputation and value, desires an internal position, in vigor, activity and new fun, and indeed he has a daughter interested in the new world values...'

III) Discussion

In this part of the study, I will evaluate the bureaucratic types within the bureaucratic personality view. In Şükufe Nihal's novel "Yalnız Dönüyorum", the father of Yıldız was an open-minded, cosmopolitan and thoughtful man.   These characteristics are coherent with his belonging that shaped by social space. As Hummel has asserted social pressures steer the bureaucrat's life and their social values. Hence, social values and pressures have an impact on his characteristics as a bureaucrat. That said, Hummel's argument is meaningful in accordance with the in the questioned situation.

Furthermore, as Hummel has addressed "bureaucrats have the ability to inform and shape things, but they do not have the ability to interact, and utilization personal convictions, or their thoughts like some kind of machine." This thesis is compatible with the discourse of Yıldız's father " I will introduce and let her endeavor the everything possible in the world. Then, I will trust her. She will experience by oneself and able to choose the best, the right one among the options."

In Halide Nusret's novel "Gül'ün Babası Kim?", The character of Güzide specified as deep soul, who pardons all poverty, forgives all sins, and finally embraces all people, all their fondness. She is also a smart, wise girl who knows how to talk on all topics." This identification shows the meaningfulness with the Hummel's social life bureaucratic life separation: "Bureaucrats are socially responsible for human beings, as long as the social life will open the distinction of bureaucratic life. Culturally, they are influenced by other members of society and thoughtful to social issues such as justice, freedom, violence, oppression, disease, death, victory, defeat, control, and domination."

In Halide Nusret's novel "Gül'ün Babası Kim?", The character of Halit ".. is an idealist man who, despite his age and experience in life, defeats his excitement, his dreams. Like all idealists, he has very pure sides. He does not want to believe in the existence of any other than his own ideal." This identification is meaningful with Merton's " non-personality rules. that create an environment in which different forms of thought are raffled and a vicious monotheistic way of thinking is appreciated. As a corollary, when the bureaucrats have made a decision, the support the idea that they are expecting to receive acceptance will become widespread or the in-system discontent and reactions will appear to the people who reflect their own thought."

Major Hasan is reported to Colonel Muhsin and after the designation to Diyarbakır, he has compelling to assist the Colonel Muhsin's wife Zeyno and move out the Diyarbakır.   "... He was pretty respectful to his commender's wife with maintaining his formal and deferent position.

In Halide Edip Adıvar's novel Zeyno'nun oğlu, the vision of Major Hasan and his sense of mission is meaningful with Merton's "social distance" concept. "There are formal rules and clearly defined "social distance" among people in different positions within the system. Thus, people can predict the actions of others who work in different positions within the system and can steadily adjust anticipatory expectations. This structure removes irrational attitudes in the system and troubles that personalized relationships can bring about. It is also expected that those in the bureaucracy will be able to adapt themselves to the system discipline and behave in a clear manner to the others."

The reaction of the Colonel Muhsin to the testimony of Zeyno about the ideals of the Mesture can be a proof the Argyris thesis. "It is important for one to know the sense of failure and disappointment. In this case, the organization prevents the people around them from being satisfied with their self-satisfaction."

The characteristics of the Mazlum are indicated in the novel: "…the spirit of the Mazlum, which is simple and apparent in appearance, it is not very valuable for him the valorous and treasured assets of the world of wealth but trying the measure the capability and personality. On the other hand, he was unable to save himself from the influence of the old Muslim world." This characteristic is meaningful with bureaucratic space and social space separation

Conclusion

The enlightenment of the above information the three well-known woman authors' who lived in a republican period of Turkey, bureaucratic types are indicated in their literary works can be explained by the framework of the Bureaucratic Personality" view. That said, the relation between Major Hasan and Miralay Muhsin in the novel of Zeyno's son, in which Merton's approach is determined by Weber's definition of bureaucracy as a framework, with disciplinary obsession and prioritizing formal rules. In addition, Halit and Guzide characters in her novel "Gül'ün babası Kim?" are compatible with the specified of a single idealistic character type that produced by none-personnel rules. Argyris is related to the fact that Miralay Muhsin's concept of progression is seen as an instrument to overcome the frustration created by advanced age with the determination that the frustrated bureaucrat based on Maslow's concepts based on human relations approaches will be motivated for organizational purposes rather than personal interests. Hummel's sharp distinction between social life and bureaucratic life is embodied in the properties of the oppressed brain in the novel of Zeyno'nun Oğlu. In addition, Hummel's adaptation to the rationalized ideal individual's description is compatible with Yildiz's father character in Yalnız Dönüyorum novel.

In conclusion, bureaucratic personality approaches explained in the studies of Merton, Hummel, and Argrys in the bureaucracy literature, and the bureaucratic types in the novels of the three women authors' Şukufe Nihal, Halide Nusret and Halide Edib Adıvar of the Republican period is meaningful under the above detections.

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The Flypaper Effect Phenomenon: Evidence from Indonesia

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Abstract

One of the implementations of autonomy policy is fiscal decentralization. The State gives chance to every local government for improving its fiscal ability. Original Local Government Revenue (PAD) is fiscal potency owned local government to improve local government independence to promote welfare to society. To accelerate fiscal independence of local government equally, the central government sends transfer funds in the form of General Allocation Funds (DAU) which aims to comply local government expenditure that has not fulfilled. However, problems faced is local government expenditure management still much more affected by DAU rather than PAD. It indicates that local government still depends on central government to comply expenditure called flypaper effect. This research aims to analyze the effect of PAD and DAU on local government expenditure by identifying whether occurs flypaper on provincial government in Indonesia. The method used in this research is analysis regression of panel data with Generalized Least Square (GLS). Data used is panel data from 34 provinces in Indonesia between 2008-2017. Based on results estimation, PAD and DAU positively and significantly affect local government expenditure. However, the DAU more affects local government expenditure compared with PAD. This exhibits that flypaper effect phenomenon occurred on provincial government in Indonesia which local government expenditure response more affected by DAU than PAD. It is happening due to the provincial government still relies on central government to comply its expenditure illustrated with high DAU transfers. This research concludes that decentralization policy in Indonesia is not effective yet. Thus, the government needs to adjust decentralization policy in order to improve regional fiscal independence.

Keywords: Original Local Government Revenue (PAD), General Allocation Fund (DAU), Local Government Expenditure, and Flypaper Effect.

Introduction

Centralized decentralization in Indonesia has been initiated since the enactment of Law Number 22 the Year 1999 regarding Local Government and Law Number 25 the Year 1999 concerning Financial Balance Between Central and Local Government which is subsequently perfected in Law Number 32 the Year 2004 and Law Number 33 of 2004. This regulation gives the Regional Authority the freedom to administer regional autonomy (Bash, 2015).

One of the implementations of autonomy policy is fiscal decentralization, in which the State provides an opportunity for each region to improve its fiscal capacity with the natural wealth owned for the school which is then earned income used to finance the needs of the region.

Original Local Government Revenue (PAD) is fiscal potency owned local government to improve local government independence to promote welfare to society. To accelerate fiscal independence of local government equally, the central government sends transfer funds in the form of General Allocation Funds (DAU) which aims to comply local government expenditure that has not fulfilled. Intergovernmental assistance within a country or region is very important in a government's finances (Deller, Maher, & Liedo, 2007). With the support given to the local government, it will be able to assist the fiscal activities of local government. Thus the objectives of regional autonomy can function effectively. Regional autonomy can be said to unction effectively if there is no fiscal gap between regions (The World bank, 2007).

Expenditure is the need of every local government to run an economy in a government. With the potential of nature owned, it is expected that local governments can finance their needs. Transfers from the central government are not the primary source of government spending. However, the problem is that the management of regional spending is still more affected by DAU than PAD. This indicates that the local government is still dependent on the central government to meet its spending.

The purpose of this study is to see if there is any inefficiency in the utilization of DAU to the local government at the provincial level. If the effect of DAU transfers has a greater effect on expenditure than the effect of the PAD, the asymmetry of transfer funds is assumed. With an asymmetric response to the increase and decline in the use of transfer funds from the central government resulted in a phenomenon known as the flypaper effect (Turnbull, 1998).

Literature review

Government Transfer

There are three categories of transfer allocation models implemented in various countries around the world (Ma, 1997). Application in each country varies depending on the political system, the development and the bureaucracy adopted by each State. The three categories are: (1) Transfer allocation model considering fiscal gap. This model is an ideal model because it is based on the consideration of the difference between fiscal needs and capacity. (2) Transfer allocation model based on fiscal capacity considerations between regions. This model is relatively easier to implement because allocations are more based on inter-regional fiscal capacity but tend to ignore differences in fiscal needs across regions. (3) Transfer allocation model based on various needs indicators. This model allocates transfers as an effort so that each region is able to meet the minimum public service needs.

General Allocation Fund

The General Allocation Fund (DAU) is the transfer of funds from the central government to the local government which is intended to cover the fiscal gap and the equitable distribution of financial capability among regions in order to support the independence of local governments perform their functions and duties to serve the community. The basic concept of DAU formulation is implicitly the elaboration of the theoretical basis of the fiscal gap conception. With the fiscal gap conception, the fiscal gap which is the negative difference between fiscal needs and fiscal capacity is considered a necessity that must be covered through the Central Government's transfer (Afrizawati, 2012).

Original Local Government Revenue

The Original Local Government Revenue is revenue that withheld based on local regulations in accordance with the legislation, for the purposes of financing their activities. PAD consists of local taxes, retributions, the income of regional government corporate and management of separated regional government wealth and other local government revenue. Revenue and expenditure relations have been widely discussed in the economic and financial literature since the late 1950s, many empirical hypotheses about this relationship (Chang & Ho, 2002). Some studies have found that spending affects earnings, while others find that income affects spending. The response has the same distributive and allocative effect as other funding sources (Bradford & Oates, 1971), such as local revenue.

Local Government Expenditure

Local Government Expenditure consists of indirect expenditure and direct expenditure. Indirect expenditure is part of personnel expenditure, interest expenditure, subsidies expenditure, grant expenditure, social assistance expenditure, sharing fund expenditure, financial assistance expenditure and unpredicted expenditure. Those items are not directly related to the implementation of programs and activities. Direct expenditure is a part of personnel expenditure, goods and services expenditure, and capital expenditure, that are budgeted directly related to the implementation of programs and activities that are budgeted directly related to the implementation of programs and activities. Government purchases are demand for goods and services (Mankiw, 2013). There are two types of government purchases of goods and services: government consumption and government investment (Amalia, 2015).

Flypaper Effect

flypaper effect is an asymmetric response to the increase and decrease in the use of transfer funds from the central government (Turnbull, 1998), whereby the transfer funds are granted for a certain period of time with an indication of a party benefiting from transfer revenues that tend to increase (Afrizawati, 2012). The government is required to be able to minimize the excessive response of funds transfer on local government expenditure. The individual choice theory states that *"dollar-to-dollar, matching grants will induce a greater expansion in spending on the will of lump-sum, unconditional grant"* (Bradford & Oates, 1971). However, to analyze the effects of transfer theory is not quite appropriate because grants are not given to individuals, but groups of people (Prakosa, 2004). That is, the effect of grants on expenditure depends on the collective decision-making process by these individuals. Other studies have shown a flypaper effect on DAU utilization. In addition, the results of the study also proved the occurrence of asymmetry in fiscal reimbursement (Junaidi, 2012).

Based on the literature and previous research, this study attempts to analyze Flypaper Effect on the effect of DAU and PAD on provincial government expenditure in Indonesia. So the hypothesis in this study are:

H0: There is no Flypaper Effect on the effect of DAU and PAD on Provincial Government Expenditures.

H1: There is a Flypaper Effect on the effect of DAU and PAD on Provincial Government Expenditures.

Research methods

Data

The data used are the provincial government financial statistics in Indonesia published by the Indonesian Central Bureau of Statistics through the official web. Processed data are data of General Allocation Fund (DAU), Original Local Government Revenue (PAD), and Local Government Expenditure which is panel data of 34 provinces in Indonesia with time series data from 2008 until 2017 and cross-section data 34 provinces in Indonesia.

Methodology

The method used in this research is the quantitative method. The method of analysis used in this research is multiple linear regression analysis of panel data analysis with Generalized Least Square (GLS). Flypaper effect testing is done by comparing the effect of DAU on Regional Expenditure and then compared with the effect of PAD on Regional Expenditure. The equations used in this study are as follows:

$$LGE = c + \beta 1PAD + \beta 2DAU + \varepsilon \qquad (1)$$

LGE $\quad$ = Local government Expenditure

PAD $\quad$ = Original Local Government Revenue

DAU $\quad$ = General Allocation Funds

ε $\quad$ = Error Term

In the equation used will be tested which variable has a greater influence. Flypaper effect occurs when government transfers have a greater impact on local government expenditure (Oates, 1999).

Common Effects Model

Common effects model is a technique used by combining time series data with cross-section data. This analysis technique is a simple technique to estimate panel data. The time dimension is not considered in this model, the data behavior in this model is assumed to be the same in every period of time. This method can use the Ordinary Least Square (OLS) approach or the least squares technique to estimate the panel data model.

Fixed Effects Model

To complete the test in this study used fixed effects model to accommodate differences intercept because the common effects model characteristics in each cross section cannot be captured. The common effects model assumes only the same intercepts and slopes in the whole cross-section. To estimate Fixed Effects model panel data, using a dummy variable technique to capture inter-province intercept differences, different intercept can occur due to differences in each province. Nevertheless, the slop is the same. This estimation model is often also called the technique of Least Squares Dummy Variable (LSDV).

Random Effects Model

The addition of variables with dummy variables will give consequences of degrees of freedom this is obtained in the fixed effects model. If the degree of freedom decreases, it will reduce the efficiency of the parameters. In the random effects model, the intercept difference is accommodated by the error terms of each cross section. Required Model specification test on data panel aimed to get the best model to represent data condition. Being tested specification on panel data model with three test types are Chow Test, LM Test, and Hausman Test.

Hausman Test

In the last step of the selection tool to make estimation that is between the random effects or fixed effects. There are two things to consider in this election is the first whether or not the correlation between error terms and independent variables, if both have a correlation then the most appropriate choice is to use a random effect model. Secondly, if the sample taken is only a small part of the population then it will get random error conditions so that the most appropriate option is to use a random effects model. Formally the test is a Hausman test. The null hypothesis for the Hausman test is based on the idea that both methods are OLS and GLS consistent but OLS is inefficient. Alternative hypothesis is consistent OLS method and inconsistent GLS.

Result and Discussion

There are three models in panel data analysis that can be used, namely OLS model, fixed effects model, and random effects model. To determine the best model used, can be analyzed with hausman test. From the test results, the results presented show that the most suitable model in this research is to use random effects model with Generalized Least Square method. This test uses data analysis program stata version 13. Table 1 shows the statistical description of the variables test.

Tabel 1

Statistical Description

Variable	Obs	Mean	Std. Dev.
Local Government Expenditure	340	5.52e+12	7.41e+12
PAD	340	2.74e+12	5.17e+12
DAU	340	8.83e+11	5.26e+11

Table 1 shows that the average of local government expenditure provincial in Indonesia per year is 5.52 trillion. While the average PAD and DAU are 2.74 trillion and 8.83 trillion per year. From table 1 show that the average DAU per year in each province in Indonesia is greater than the average PAD each year.

Tabel 2

Estimated Results

Variable	Fixed Effects	Random Effects	OLS
PAD	1.322154* (0.0247515)	1.328553* (0.0229941)	1.352901* (0.0199973)
DAU	2.888425* (0.1489559)	2.832855* (0.1455514)	2.175892* (0.1962795)

Note: Standard Errors in parentheses

significance: *<0.1, **<0.5, ***0.01

Random Effects estimation results show that PAD has the significant and positive influence on local government expenditure. The value of the variable coefficient exhibit that each increase of PAD one unit then the local government expenditure will increase by 1.328553 units, assuming other variables are considered fixed. DAU has a significant and positive influence on local government expenditure. The value of the variable coefficient indicates that every increase of DAU one unit then the regional spending will increase by 2.832855 units, assuming other variables are considered fixed. From these results, the effect of DAU is greater on regional expenditure than the effect of PAD. Thus there is a flypaper effect on the provincial government in Indonesia.

The results of research indicate that in the provincial-level government in Indonesia occurs flypaper effect phenomenon (receiving H1). In other words, the government's expenditure response in the form of provincial government expenditure is still more influenced by the DAU's effect than it is affected by the PAD effect. This result is in accordance with previous research (Junaidi, (2012), Ndadari & Adi, (2008), and Afrizawati, (2012)) which concluded that the flypaper effect occurs in the management of local spending.

Conclusion

The purpose of this study is to test whether there is a flypaper effect on the provincial spending in Indonesia by looking at the implications that arise from the occurrence of flypaper effect. By using the variable of general allocation fund, original local government revenue and local government expenditure, and the result of analysis in the previous section, the conclusion of the result of this research is first, variable General Allocation Fund (DAU) and Original Local Government Revenue (PAD) significantly influence regional expenditure provinces in Indonesia. It is seen that the regional expenditure policy is largely influenced by general allocation funds and original local government revenue, where the greater the revenue received by the province then the regional expenditure will be greater. Second, the test results show the effect of DAU on local government expenditure is greater than the effect of PAD on regional local government expenditure, which means there is flypaper effect on the province in Indonesia. This indicates that provincial governments in Indonesia tend to wait for grants from the central government, but they have not tried optimally to manage natural resource resources aimed at increasing local revenues.

Acknowledgments

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The Role of Auditors Against Money Laundering- Albania Case

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Abstract

In the process of the globalization of the economy one of the biggest challenges is combating and preventing criminal activities such as the money laundering. This phenomenon affects the failure of many sectors, such as monetary and banking system, the loss of public confidence in the financial system, the problem in calculating GDP in the affected countries. Albania has been considered a 'paradise' for investing and money laundering from suspicious or illegal activities, for more than 20 years. To prevent Money Laundering is necessary to make proper legislation and the involvement of several parties, including also the accounting professionals. The purpose of this paper is to estimate the role and function performed by Albanian Chartered Auditors (CAA – EKR) and auditors of State High Control Institution against Money Laundering. We try to give answer to the main research questions as: Are the Albanian auditors involved in fighting Money Laundering? Which is the level of legislation of Albania regulated against Money Laundering? What is the role of professional body of the auditors in preventing Money Laundering? The conclusions of this paper are based on literature review and data analysis through the independent test, Chi-Square test, gathered from questionnaires designed and intended for Albanian auditors to understand practically how they face this phenomenon in Albania. We find out a negligence of the auditors in reporting ML.Typically the construction companies with Albanian capital are involved in the money laundry transactions and further research studies are recommended to be made.

Keywords: money laundering, auditors, accounting professionals, procedure, financial statements

Indroduction

For many years the world faces a very delicate and negative phenomenon that is money laundering. With the development of the world's economies, with the increase of controls over the use of money and their source, the efforts of certain persons or groups have been increased to "clean" their money earned by criminal activity, corruption and tax evasion. Globalization of the economy has caused this phenomenon from a national phenomenon to become an international phenomenon because the efforts of criminal groups to "clean" money actually extend to other countries where the opportunities evaluated by them are greater. According to INCSR (2017, Volume 2, March 2017, pg 6) as in past years, money laundering continues to be a serious global threat. As transnational criminal organizations, terrorist groups, and other bad actors increasingly draw upon new technologies and criminal techniques to fund their illegal activities and generate and launder their considerable proceeds, the challenges faced by the financial, law enforcement, supervisory, legal, and intelligence communities are exacerbated. Jurisdictions flooded with illicit funds remain vulnerable to the breakdown of the rule of law, the corruption of public officials, and destabilization of their economies.

Money laundering (ML) is the process of concealing the criminal origin of activities and investments or the unlawful nature of financial transactions. Money laundering (World Bank Guide to AML 2011) is: "Concealing or disguising the true nature, source, location, disposition, movement, real rights in relation to property, knowing that such property is derived from a criminal offense ..." It is a criminal activity through which crime proceeds integrate into legitimate activities, making it easier to use them further. Paul Byron (2005), the representative of the United States Department of Justice, states that: "Money laundering has to do with gaining wealth from illegal activities and efforts to put these benefits into banking systems in such

a way as to erase origin of money or even continue criminal activity, using the financial system". Actually money laundering activity has moved beyond traditional financial institutions to other non-financial businesses and professions and alternative money value transfer systems

The phenomenon of ML becomes a problem even for Albania after years 90' when the market economy has been placed in Albania. For more than 20 years Albania has been considered a 'paradise' for investing and clearing money from suspicious or illegal activities. The general belief of experts is that this phenomenon finds 'free land' in our country as a result of many economic, historical and cultural factors. Among them, we can mention: the culture of 'cash' transfers; According to IFM (2011)cash-based informal economy (which facilitates the laundering and integration of proceeds of crime, especially in the real estate sector and in commercial undertakings) and the cross border transportation of cash and its further assimilation into the economy and Albania's financial system; the lack of a financial and tax system for more than 45 years; the unstable economic situation, characterized by the 'boom' of the construction industry; high level of corruption and of informal economy, non-complete legal framework and administrative structures non fully functional up to year 2000, for preventing and combating this phenomenon, etc. Albania (USA State Department, March 2017) remains at significant risk for money laundering due to rampant corruption and weak legal and government institutions. Albania has a large cash economy and informal sector, with significant money inflows from abroad in the form of remittances. Major proceeds-generating crimes in Albania include drug trafficking, tax evasion, smuggling, and human trafficking. Albania has a substantial black market for smuggled goods, and smuggling is facilitated by weak border controls and customs enforcement.. According to the Basel Anti-Money Laundering (AML) Index 2017, Albania is the top of high-risk risk countries in Europe and Central Asia. Albanian scored 5.75 points in the index, and is ranked 85th out of 146 or is the 10-th within European countries. Te methods actually used by criminal organizations for ML, as revealed by investigations are: transactions within the financial sector; Opening of bank accounts in the name of social and family ties; Purchasing or entering into partnerships in legal businesses (commercial companies, construction, services, transportation etc); Opening of offshore companies; Purchasing immovable properties (land, apartments, hotels, restaurants, gas stations etc); Commission of criminal activity outside of the territory of Albania, and laundering some of the proceeds obtained from this activity in Albania (IFM 2011)

 Actually the ML now is a global 'gangrene' it is not any more a national phenomenon. Referring to United Nations Office on Drugs and Crimes's report of 2014, money laundering turnover in the world can reach up to $ 2 trillion, or about 2.5-5% of the global GDP. In the process of ML are involved several parties such as lawyers, bankers, financial organizations, accountants, tax employees, ecct. Various important national and international organizations such as Financial Action Task Force (FATF), OECD, UN, IMF, EU, etc have devised different arrangements or guidelines to combat and prevention money laundering. The governments have prepared the legislation against ML. Professional organizations, including those of accountants; have also devised different guidelines for their actions in the fight against Money Laundering.

The objective of this paper is to highlight the factors and actors that play a role in promoting and preventing the phenomenon of money laundering in the world and in Albania, and the role that the Albanian Registered Auditors (ARA –EKR) and auditors of State High Control Institution have in particular in this regard. The research questions of this paper are: which is the regulation level of legislation in Albania against Money Laundering? What is the role of professional body of the auditors in preventing Money Laundering? : Are the Albanian auditors involved in fighting Money Laundering? Do Albanian auditors the proper qualification and action to combat money laundering? Which is the role of professional bodies of auditors? To give answers to these questions has been done an international and Albanian literature review. To understand practically how they face this phenomenon in Albania we have use and the data analyses based on the questionnaires prepared and sent to Chartered Auditors (CAA –EKR) and auditors of State High Control Institution. Based on the results of the study of the legislation regulation in Albania against ML and the role of the auditors in combating and preventing this phenomenon we have draw some conclusion and some recommendations.

Methodology

The main purpose of this paper is to estimate the role and function performed by Albanian Registered Auditors (ARA –EKR) and auditors of State High Control Institution against Money Laundering.

To achive the objective of the paper, the methodology used is a combination of primary and secondary data. The primary method used is the survey (questionnaire), which enables quantification because it measures the facts objectively. This method enables many cases to be studied with many subjects, and this gives us the ability to use statistical analysis and is more reliable than quality research. Questionnaires were addressed to 212 member of the Institute of Chartered Auditors of Albania (ICAA -IEKA) and to 20 auditors of Supreme Audit Institute (SAI-KLSH). The survey was conducted in Albanian

language and the questionnaires are distributed during 2017 by e-mail using Google form. In total we get 46 responses. At first glance, this seems a small number of responses, but knowing that our target champion was no more than 232 individuals, we can say that we have reached about 20 percent. So, this is a good percentage to take survey for this population.

In the survey, most of the questions (9) are closed because they are easier to get an answer from the auditor, and it's easier to make their encryption because they are converted more quickly into statistical data. Only one question of the questionnaire was open questions so that respondents were free to express their opinion regarding the improvement of the procedures against ML. Searching was designed in such a way as to facilitate data collection and at the same time to achieve satisfactory results that would draw conclusions as close to reality

Among the secondary data used, an important place has had the literature on the ML in Albanian and foreign language, especially the Albanian legislation on ML, reports published by specialized national and international institutions, the various guide of international organization on ML and other studies and materials published in this filed. It helps to present a view on the ML as a phenomenon and its effects in economy and the necessity to combat it by all the parties involved, to analize the level of legislation on AML and the relative insituttions in Albania, particulary the requirements for companies and auditors and for comaprision with interenatioanl practice.

Reivew of Literature and Theoretical framework

There is important to understand what ML is, what is the role and the consequences in the national and global economy, why the parties are involved in this phenomenon and the role of the governments and vary professional bodies.

3.1 Money laundering as phenomenon

Any amount of money that is either directly or indirectly circulated, re-translated or transferred; transformed or allied to products and property derived from criminal or illegal activities and criminal offenses constitutes "dirty" (Bank Of Albania 2017) ". Money Laundering is the process used to hide the source of money or assets arising from the activity criminal. Crime is motivated by profits and involves a variety of illegal activities from drug trafficking and smuggling to fraud, robbery and corruption.(GDPML 2015) Money laundering (Duhaime. C. 2014) is a process whereby the proceeds of crime are transformed into apparently legitimate money or other assets. It is said that the term 'money laundering' was coined from the practice of the American mafia who, at one time, channelled the cash proceeds of crime through launderettes to legitimize the cash. Whether this is true or not, the term 'money laundering' is now widely used. According to wikipedia definition Money laundering is the process of transforming the profits of crime and corruption into ostensibly "legitimate" assets (https://en.wikipedia.org/wiki/Money_laundering-30.01.2018). Anti-money laundering (AML) is a term mainly used in the financial and legal industries to describe the legal controls that require financial institutions and other regulated entities to prevent, detect, and report money laundering activities. Many countries have drafted their legislation to combat and prevent money laundering. Many international organizations have also been set up to combat money laundering.Anti-money laundering guidelines came into prominence globally as a result of the formation of the Financial Action Task Force (FATF) and the promulgation of an international framework of anti-money laundering standards. An effective AML program (AMF/CFT 2017) requires a jurisdiction to criminalise money laundering, giving the relevant regulators and police the powers and tools to investigate; be able to share information with other countries as appropriate; and require financial institutions to identify their customers, establish risk-based controls, keep records, and report suspicious activities. Money laundering (IFAC 2004) is the funneling of cash or other funds generated from illegal activities through legitimate financial institutions and businesses to conceal the source of the fund. Money laundering involves the manipulation of large quantities of illicit funds to distance them from their source quickly and in as undetectable a manner as possible. Because money-laundering activities may, however, have indirect effects on an entity's financial statements, they are of concern to external auditors

3.2. Albanian regulation AML

The regulation on AML in Albania has been started to prepare from the year 1995 and after. Albanian regulation and the relevant institution on AML is based on the international and European standards and legislation. Clearing money by investing personally or through third parties is considered a criminal offense, sanctioned by Law: No. 9086, dated 19.06.2003 "On some amendments to Law no. 7895, dated 27.01.1995 "Penal Code of the Republic of Albania"; Law: No. 9085, dated 19.06.2003 "On some additions and amendments to Law no. 7905, dated 21.03.1995 "The Criminal Procedure Code of the Republic of Albania"; Law: No. 9084, dated 19.06.2003 "On some additions and amendments to Law no. 8610, dated May 17, 2000 "On the prevention of money laundering". As explained above, the provision of direct or indirect

assistance, criminal or even extrajudicial activities deriving from good, movable or non-property and income, is also punishable. This is because you qualify as a Participant in this process.

Albanian AML legislation (Law No.9917, dated 19.5.2008/2011 Article no 3) define and the subjects involved in Money Laundering Prevention and legal obligation. Law no. 9084, dated 19.06.2003 states that subjects that should be vigilant and active participants in preventing and combating this phenomenon are besides the Banks and entities performing banking and financial activities, licensed by the Bank of Albania, other institutions or entities such Notaries, Lawyers, Registered Auditors, Consultancy Offices and Certified Chartered Accountants. This AML legislation considers as very important institution on fighting and prevention ML the Bank of Albania (BOA) and other commercial banks. The Bank of Albania, as well as its other counterparty banks in other countries, exercises a supervisory and controlling role over the entities licensed by it (Second Level Banks, Currency Exchange Points, etc). In exercising this function, it creates legal obligations for the prevention of the money laundering phenomenon.. In addition to the rigorous control of these units, the BOA also compiles mandatory enforceable regulatory policies for these vulnerable entities (Law No.9917, dated 19.5.2008 article 3). The law requires that any suspicious cases evidencing during the oversight exercise be reported to the GDPML. In the event of confirmation of its suspicions, the BOA continues with monetary sanctions, the removal or suspension of licenses of the entities involved in the ML until the criminal offense of the responsible persons.

The main structure monitoring and directing the AML in Albania is General Directory for Prevention of Money Laundering (GDPML). The law no. 8610, dated 17.05.2000 establishment of the Albanian Financial Intelligence Unit (FIU). The unit was then baptized under the designation of the GDPML. This structure is empowered by the AML legislation (against money laundering and the fight against terrorism financing) to collect, manage and analyze reports submitted by enforcers to prevent and combat money laundering and terrorist financing. Apart from supplying data to the prosecution and court, GDPML cooperates closely with other Financial Intelligence Units around the world. This is because nowadays money can be invested anywhere within a few minutes.

3.3 The AML regulation for Auditors and Accountants.

Albanian AML regulation involve in the fighting ML and the accounting profession and professional bodies which are e very important part of the entities and their business transaction. In particular it involve the registered auditors member of AIRA – IEKA) and the auditors of Supreme Audit Institution (High State Control). In order to assess whether the company has maintained an effective and AML compliance framework, the Inspection Procedure guided by the GDPML advises also to follow the Independent Testing of the Unit. The main purpose of independent testing is usually to determine the adequacy of the company's AML program, including whether it operates in accordance with the requirements of the AML Law and the policies pursued by society itself. Beside that in Albania GDPML has not the direct oversight on the professional auditors and accountants bodies, the legislation require from the company accountants to deal with the Internal Control System and their viability to provide links to: Care should be shown to the documentation needed to identify the customer and his / her background; Categorize the risk from customers and the transactions carried out with them to identify customers potentially involved in local or international Money Laundering Schemes and to these clients should be shown Growth Care, not allowing to be overlooked without any transaction being scanned with them; As soon as their doubts come to their attention, public or anti criminal authorities should be contacted to report the case. Reporting also implies the filing of all the proofs we have available; The data they have available should not be deleted after reporting them to the relevant instances but should be kept to prevent this client or other related natural or legal persons from resuming the trade co-operation with auditors and accountants; Lastly, these accounting or auditing specialists need to periodically train relevant personnel training to be updated with the latest techniques and schemes that are used within this criminal record.

On other hand the professional bodies of Registered Auditors in Albania (IEKA-ICAA), based on Albanian regulation requirements on ML and the international standards of auditing has adopted some regulation regarding to the ML. One document used by ICAA for the rules on AML is Code of Ethics for Albanian registered Auditors (ARA). In Section 21 of the Code of Ethics (IEKA(2014) that each Registered Auditor should apply to best practice his duty, the procedure is followed up before accepting a business client.

Before accepting an engagement with a client, an ARA should assess whether this accession would create any threat to respect for fundamental principles. Potential threats to integrity or professional conduct may arise, for example, from controversial issues related to the client (owners, direction and activities). One case may be the taking of a potential client with unlawful activities such as money laundering, which makes them dishonest and manipulative about the proper reporting of the financial situation.The threat posed by each client needs to be assessed and protective measures are taken to eliminate or reduce threats to an acceptable level. Among these measures ARA should obtain the necessary warranty from

the client that he will improve the governance practices of the company and will strengthen the internal control system in the framework of the ML fight or other illegal activities. Where there is no possibility and no optimism is seen to minimize the threats to a level acceptable by legislation, an ARA should not accept engagement with the client, as it is in violation of the basic principles of the profession to exercise by ARA. In article 27 of Code of Ethics is clarified when ARA is permitted and advisable to take into custody of Customer Assets. In this case ARA is legally required to seek information on the source of these assets and assess their legal and regulatory obligations. Only after this bureaucratic procedure has been carried out the EKR can demonstrate readiness to perform this service.

There is also the Law No. 10 091, dated 5.3.2009 for the Legal audit and professional organization of auditors and chartered accountant in Albania, which have some more requirements on AML for auditors. Article 45 of this law requires to the registered auditors or auditing companies that are engaged in the statutory audit of private entities for which there is a public interest are obliged to publish annually within the first three months of the year reports of transparency giving all the necessary information regarding to the company and its engagements.All this procedural obligation arises to eliminate the possibility for these companies to have associates, joint executives or to be related parties to the entities to which they have performed the external audit service. Since, in cases of breach of the principle of related parties, the auditor may not perform his / her duties in accordance with the law, and consequently, he / she may not record cases of criminal offenses, such as Money Laundering.

The Law No. 10 091, amended, in Article 3 "Public oversight" regulate the role of Public Oversight Board to oversee audit professionals. The mission of ARA is for auditing to be carried out in the context of a transparent, controlled and prudent environment and in the service of public interest. This is because, as controlled as the environment, the easier it is to identify cases of legal violations such as money laundering. This is a rule of nature, because the jolts love darkness. Thus, enlightenment 'enlightenment' not only facilitates the detection of money laundering schemes, but it also helps prevent the phenomenon, as discouraged parties are involved. This is based on the principle of the Sample Force.

At the article 11 of Law No.9917 For ML prevention, dated 19.5.2008 amended and updated later, it is advised that the entity is obliged to apply a policy for the implementation of procedures for enhanced vigilance in the case of clients and transactions of high risk categories. This procedure advises that the entity minimally employs a Responsible Person and a Vice-Responsible for Preventing Money Laundering at administration / management levels at the head office and at any branch office, subsidiary or agency.

The normative acts and other provisions based on this law state that at least the responsible person or deputy responsible for AMLs have been professionally established in the accounting field and have been provided with the necessary information on audit legal practices. This is because only an accountant or auditor is able to identify, analyze or prevent ML transactions. This accumulated ability from education and experience to read the accounting records and to deepen the analysis of transactions or backlogs that are hidden behind dubious accounting records. The law states the obligation for the private or public entities to keep accounting and other regular and transparent records and books, to conserve the documentations for each transaction with or on behalf or clients form at least 5 years, and to facilitate the GDPL for the possible controls. There is clear here the very important role of the accountants and auditors. The companies and accountatnas and auditors are obligated to report to the GDPML for all the trasanciton done in cash for an amount on 1 million ALL (aaround 7.5 thousand Euro).

If we compare the regulation in Albania and its requirement for auditors, accountants and companies for AML there are similarities. In general all the AML regulation require the companies to apply a policy for the implementation of procedures for AML, to have e person responsible for Preventing Money Laundering at administration / management levels, require from auditors and accountants serving to their clients to apply certain procedures and vigilance to prevent the engagement with suspicious clients and to inform to proper AML authorities when during their engagement they have reasonable doubts that clients is curry on ML transactions.

The results of AML regulation over the years

During the recent years Albania has done e significant progress in improving its AML regulation and has established the legal and regulatory framework. In 2016, the Albanian parliament passed several significant constitutional and legal reforms aimed at tackling corruption and organized crime. The reforms, if implemented properly, will result in better enforcement of money laundering and other financial crime laws. Albania has made technical improvements to its AML regime. These include increasing predicate crimes covered by the AML law, establishing Customer Due Diligence (CDD) measures for financial institutions, and improving the powers and processes used by authorities

In recent years GDPML has had god results on AML. As it shown in report of GDPML before the Co-ordination Committee of the Fight against Money Laundering on 15.02.2017, during 2016 approximately € 29 million was blocked through 61 administrative orders from the GDPML, which marked a significant increase compared to the previous year (2015) when about € 16 million were blocked through 47 orders. Over the last three years 56 million Euros have been blocked in the bank accounts of suspected persons (8 milion for total years from 2000-2013)

In this report mention above, GDPML was concerned on the level that of accounting professionals involved in reporting and recording cases of suspected of money laundering.

Table 1- cases of suspected of money laundering reported by Reporting Subjects

Reporting Subjects	Year 2013	Year 2014	Year 2015	Year 2016
Banks	420	822	585	619
Transfers company	45	74	79	209
Notary	15	122	303	205
Audit firm	1	0	0	1
Accounting experts	1	4	1	0
Motor vihicle trading company	0	9	36	35
CIPRO	20	64	210	134
DPD	36	48	45	47

Source: Annual Report 2016. GDPML (General Directory for Preventation of Money Laundering). Pg.17 SARs reported by entities over the years.

As is clear from the table outlined in this report, the compilation of SARs (Suspicious activity report) by the accounting and accounting firms' offices is year after year in negligible figures. This situation becomes even more alarming when we think that it is precisely these professionals who can have full access to the activity and reports of each economic entity, being contracted by these units to keep their accounting or to carry out control in cases suspicion from the steering group for problems in different units of the unit.

As it is shown on the table 2 below, during these years is noted that the training on AML regulation attended by auditors was very low.

Table 2: Number of trained professionals to AML

Subjects	Year 2014	Year 2015	Year 2016
Banks	120	285	108
Notery	237	73	127
EKA	1	0	1
Construction company	38	0	8
OJF	0	45	0
Insurance company	0	35	1
Supervisory authorities and Institutions	139	58	108
Motor vihicle trading company	14	0	3
Foreign exchange points.	70	73	77

Source: Annual Report 2016. GDPML (General Directory for Preventation of Money Laundering). Pg. 12

Here we can perhaps get an explanation of why the number of accounting professionals reporting to the Compensation Offices in the GDPML is so low, with regard to suspected money laundering cases. One of the underlying reasons is the training of accounting experts on AML regulation and procedures. As an integral part of the fulfillment of the obligation deriving from the law, the GDPML has probably been shown to be less active in raising awareness, training or sensitizing the subjects of accounting activity, or the accounting experts themselves have shown negligence by not taking part in meetings or seminars with this framework.

Money Loundering effects on the economy.

Money Laundering is e phenomenon that has e several effects on the economy in national and international level. ML effect on microeconomics, and on macroeconomics

5.1 Effect on microeconomics.

One of the most serious microeconomic effects of money laundering is the large number of bankruptcies in the private sector. Money launderers often use the first companies (market leader), which associate the proceeds of illegal activity with legitimate funds to hide the wrong profits. In some cases, the first companies are able to offer priced products under what the manufacturers are costing to produce. Therefore, first companies have a competitive edge over legitimate firms that attract capital funds from financial markets. This makes it difficult, let's not say that it is impossible, for a lawful business to compete against big companies with subsidized funds, a situation that could result in private business -management by criminal organizations. The management principles of these criminal enterprises are not in line with the traditional principles of a free legal business market, resulting in further negative macroeconomic effects

Effect on macroeconomics

On point of macroeconomic view the ML effect financial, fiscal and banking system

Monetary and Budgetary Effects

In some developing countries, illegal revenue may lead to government budget shrinking, resulting in a loss of control over economy by governments. Indeed, in some cases, the size of the accumulated wealth pooled money laundering can be used to strike markets or even small economies

Money laundering can also adversely affect currency exchange rates or interest rates as money launderers reinvest funds where their schemes are less likely to be disclosed, rather than where the return rates are higher. Similarly, money laundering can increase the threat of monetary instability due to the misapprehension of resources from artificial distortions in asset and commodity prices. The unpredictable nature of money laundering, coupled with the loss of policy control, can make sound economic policy difficult to achieve, causing galloping distortions in the market.

Money launderers are not interested in generating profits from their investments but in protecting their income. They therefore invest their funds in activities that are not necessarily economically useful for the country where the funds are placed. Moreover, as long as money laundering and financial crime convey funds from sound investments in low-quality investments that hide their income, economic growth may suffer. In some countries, for example, all industries, such as hotels and cunstruction, have not been funded due to current demand, but due to the short-term interests of money launderers. When these industries do not fit the money launderers, they abandon them, causing a drop in these sectors and major damage to these economies.

Fiscal effect

Money laundering reduces government tax revenue and hence indirectly damages the honest taxpayers. It also makes government tax collection more difficult. This revenue loss generally means higher tax rates than would normally be the case if unpaid crime proceeds were legitimate.

It also threatens the efforts of many states to introduce reforms to their economies through privatization. Criminal organizations have the financial capacity to surpass legitimate buyers for previous state-owned enterprises. Moreover, while privatization initiatives are often beneficial, they can also serve as a means of fundraising. In the past, criminals have been able to buy marinas, resorts, casinos and banks to hide their illegal income and further their criminal activities

Effect on the Banking System.

Countries cannot allow reputation and financial institutions to be harmed by money laundering, especially in today's world economy. Consumer confidence in the markets and in the signaling role of profits has weakened and eroded by money laundering. The negative reputation derived from these activities reduces the opportunities for sustainable growth by attracting international criminal organizations with undesirable reputation and short-term goals. This may lead to slower economic growth and economic growth at minimum levels. Moreover, once a country's financial reputation has been damaged, its resurgence is very difficult and requires significant government resources to correct a problem that could be prevented by proper anti-money laundering controls. It would not be difficult to imagine the fall or the failure of a reputable financial center if it would become synonymous with the purification of criminal assets. This is because we consider the importance of 'good name' and reputation in attracting and retaining business in the financial industry. Therefore, the importance of confidence and the need for transparency in the financial system cannot be underestimated, especially as it is known that it makes a significant contribution to the GDP.

Analysis of results and research findings

The questionnaire answered 46 registered auditors and SAI'auditors, of whom 46.7% were female and 53.3% male. 38 (83%) respondes are registered auditors and 8 (17%) are SAI'auditors. According to the survey data, majority of all respondets are over 50 years. This is not a strange think, because to be an accounting porffesional to need to have lots of work experineces, so it is difficult to find an accounting expert who is younger than 30 years.

The majority (60.5 %) of registered auditors answered that they Never encountered the ML phenomenon within a year meanwhile the SAI's auditors mostly (62.5 %) respond to face this phenomenon in few cases within a year.

Almost all the respondents answered that are mostly informed on the ML and AML regulation by the professional bodies they adhere to. We expected this answer because, the professional bodies in Albania, are organized according to EU regulations and are also positively assessed by internationals institutions.

We included in the questionaire some questions about the size, ownership, industry etc of the enterprises, which are more inclined to undertake Money Laundering, to take the information if the ML phenomenon is depended by this factors. As we expected the Registered Auditors responds that it is VIP Business with annual turnover over 150 million lek which are more included in Money Laundering, while 58% of SAIs auditors respond that are VIP Business and 48% respond that are SME. The answers for this question are presented in the table.

Table 3: The effect of the company size on the ML
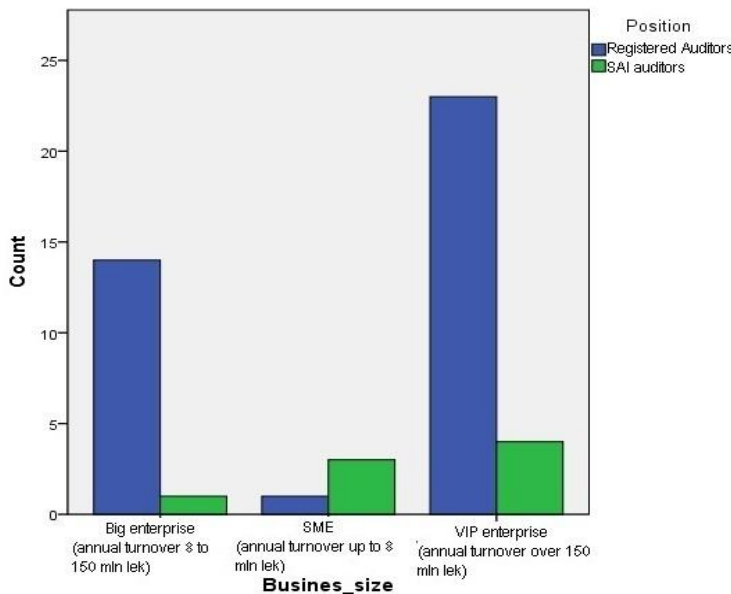
Source: Authors own work

The question on the impact of the lifespan of the business on the ML of activity most of Registered auditors are doubled between categories '1 – 3 years' and 'over 10 years'. However, prevails the idea that they have '1 to 3 year' in activity. While SAI's auditors support categories: '5 to 10 years' and 'over 10 years', and with a light majority wins idea '5 to 10 years'. So in conclusion in ML activities are involved more the young and old businesses.

Table 4: The effect of the lifespan of the business on the ML
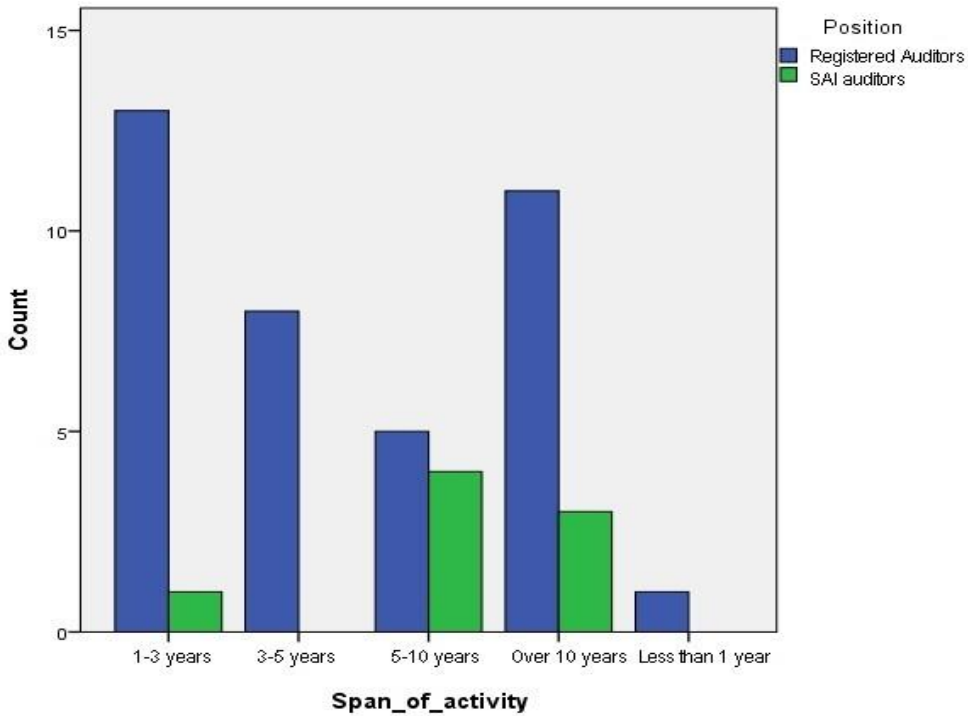
Source: Authors own work

Registered auditors clearly think that Construction *Industry* deals mostly with Money Laundering. We expected this answer because this industry has high profit rates and the companies which operate in that industry in Albania, generally prefer to make the transactions with buyers in cash. While the responses of SAI' auditors are divided between 3 categories, construction, other services and retail industry, where construction Industry is a little bit more advantageous

Tabele 5: The effect of the nature of the business on the ML
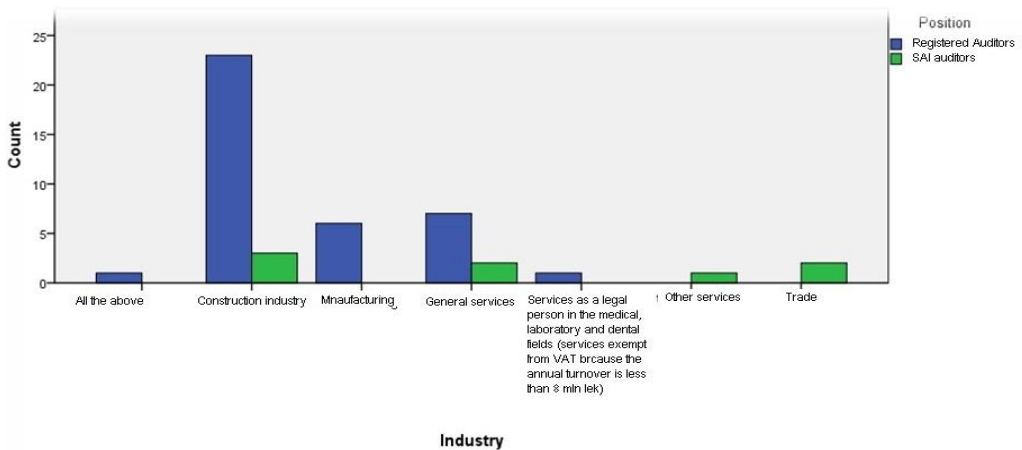
Source: Authors own work

To the question if companies owned by Albanian capital or foreign capital, both categories have responded in majority that, companies with owned by Albanian capital are mostly involved in this illegal activity. This was a response we expected, because it is much easier to create ghost companies with a Albanian partner.

Regarding to the level of collaboration between auditors and other accountants with state institutions such GDPML and Central Bank, in relative to ML, registered auditors respond something in the midst of 'Weak' and ' Good'. While SAI's auditors seem to have a more fruitful collaboration with these institutions as they are between 'Good ' and ' Very good'. Probably because they are employed in the state institution as SAI is. This is not a good sign of the fighting of this phenomenon, as it requires inter-disciplinary collaboration to achieve the expected results. However, this non-coordination between the institutions and accounting professionals was noted, even in the GDPML report for the year 2017 where it was evidenced that during one year were trained only one accounting expert and one auditor

Independence test

To prove the independence of the data received from the survey we used Chi-Square test. According to this test method should be calculate the index 'p' .To be independence between data tested this 'p' should be lower than 0.5 and to be depended the 'p' should be greater than 0.5.

6.1.a. Chi-Square test for the influence or not in the answers given by respondents of their position, age and gender.

To prove the independence between the position of the auditors and the source that they use for information based on Chi-Square test, we find out that the *'p' value is 0.37 > 0.05, so the variables are independent. So the information given by the auditors are not depended by their position.*

Testing the relationship between age and source of information the result is that *'p' value is 0.048 < 0.05, so the variables are dependent.* So, we can say that source of information that the auditors use, depend just by their age. Younger experts use more technology and international updates, than the older who less flexible and use just info, provided by professional bodies.

Table 6

Chi-Square Tests –position-source of information			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.499a	6	.370
Likelihood Ratio	6.455	6	.374
N of Valid Cases	46		
Chi-Square Tests age-source of information			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29.013a	18	.048
Likelihood Ratio	28.943	18	.049
N of Valid Cases	46		

Source: Authors own work

The 'p'value calculated for testing of relationship between Gender – Source of information result to be 0.58 > 0.05, so the the variables are independent. That mean that the gender do not has influence on source on the information used by auditors

Table 7

Chi-Square Tests –gender –source of inforamtion			
	Value	df	Asymptotic Significance (2-sided)

Pearson Chi-Square	4.721a	6	.580
Likelihood Ratio	6.237	6	.397
N of Valid Cases	46		

Source: Authors own work

6.1.b. Chi-Square test the relationship that exists between business size and other business characteristics

We have tested the relationship between the business size on duration of activities, industry and ownership.

Testing the relationship between business size and Duration of activity the 'p'value result to be 0.027 < 0.05, so it is lower than 0.05 (0.027 < 0.05) what means that these variables are dependent. That mean that bigger businesses longer their business life.

The 'p'value calculated by Chi-Square test for relationship business size with industry is 0.01 < 0.05, so the variables are dependent.

Table 8

Chi-Square Tests – business size-duration of activity			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.299a	8	.027
Likelihood Ratio	22.102	8	.005
N of Valid Cases	46		

Chi-Square Tests - business size - industry			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.794a	12	.010
Likelihood Ratio	22.557	12	.032
N of Valid Cases	46		

Source: Authors own work

The Chi-Square Independence test has given us a *'p'value 0.348 > 0.05 f*or the relationship of business size with ownership of business which proves a independence relation between *these variables..That means the ownership do not efect the size of the companies.*

Table 9

Chi-Square Tests - business size with ownership

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.452a	4	.348
Likelihood Ratio	5.660	4	.226
N of Valid Cases	46		

Source: Authors own work

Conclusions

Money laundering is considered by the international institutions and the researches as an illegal activity. It is a criminal activity through which crime proceeds integrate into legitimate activities, making it easier to use them further. It involves the manipulation of large quantities of illicit funds to distance them from their source quickly and in as undetectable a manner as possible.

Globalization of the economy has caused the ML from a national phenomenon to become an international phenomenon because the efforts of criminal groups to "clean" money actually extend to other countries where the opportunities evaluated by them are great. The increase of illegal activities on drugs, human traffics, corruptions are factors in the increase of the amounts of money which "need" to be clean by them owners. To combat and prevent ML several organization national and international has draw the rules, standards and legislation for AML, such Financial Action Task Force which has issue International standards on combating money laundering and the financing of terrorism.

Albania has been considered as a country with high activity on money laundering as a result of many economic, historical and cultural factors such: cash-based informal economy, the cross border transportation of cash and its further assimilation into the economy and Albania's financial system; the lack of a financial and tax system for more than 45 years; the unstable economic situation, characterized by the 'boom' of the construction industry; high level of corruption and of informal

economy, non-complete legal framework and administrative structures non fully functional up to year 2000, for preventing and combating this phenomenon; the existence of a substantial black market for smuggled goods, and smuggling is facilitated by weak border controls and customs enforcement, etc.

ML activities has negative impact in the economy, it avoids the honest competition on the market, it has monetary, budgetary and fiscal effect, in the banking and financial system

Money laundering activities may, however, have indirect effects on an entity's financial statements and direct effect on the operating, financing and investing activity of the companies. Because the auditors and accountants are offering services to the companies they can encounter ML activities. So the legislation AML requires from them to attend some procedures in relationships with clients and with doubtful ML transactions encounter during their engagement. Register Auditors Professional bodies in Albania (IRA-IEKA) in its Code of Ethic require to them members to attend the right procedures again ML. Several regulation such Civil Code, AML law, Law for registered Auditors, Bank law states several requirement for companies, registered auditor and accountants.

From the literature review and questionnaire we find out that there is e proper AML legislation in Albania and in coherence with international AML regulations and standards but it need to be implemented. Actually there is e positive progress in Albania against ML. From the survey was found out that there is e negligence of the auditors in the training on AML regulations.

The survey finds out that the construction industry, the big companies and the very yang and old companies are more affected by ML transactions. More affected by ML transaction are also the companies owned by Albanian capital

There is e lack of inter-disciplinary collaboration between auditors and other accountants with state institutions such GDPML and Central Bank, in relative to ML.

There is a need from Professional Bodies of Auditors and SAI for much more training on AML. There is necessary that the auditors to have much more in their sight during the engagement the ML transactions.

To achieve the expected results on AML there should be done much more to improve   inter-disciplinary collaboration between auditors and other accountants with state institutions charged on AML.

To have e better and more information on the AML situation in Albaia and the beter invelvemt of auditors and accountants ti si recommended further research to be made including in the sampla more audtoras and the chartered accountants.

To have e better and more information on the AML situation in Albania and the better involvement of auditors and accountants it is recommended further research to be made including in the sample more auditors and the chartered accountants.

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Sex Differences in Perpetration of Low Intensity Intimate Partner Aggression in South Sudan

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Abstract

The aim of the study was to investigate sex differences in perpetration of low intensity intimate partner aggression in South Sudan, to compare levels of perpetration and victimisation, and further to test whether the revised gender symmetry theory (Archer, 2018) could be applicable in an African country. A questionnaire was filled in by 302 females and 118 males in South Sudan, the mean age was 22.5 years (*SD* 8.4) for women, and 25.6 years (*SD* 7.8) for men. Intimate partner aggression was measured with self-reports using both the perpetrator and the victim versions of the Direct Indirect Aggression Scales for Adults (DIAS-Adult; Österman & Björkqvist, 2009), which measures seven types of aggressive behaviours. The results showed no significant difference between females and males on perpetration of five out of seven types of aggression; physical, verbal and nonverbal aggression, as well as direct and indirect aggressive social manipulation. For females, levels of victimisation and perpetration of aggression were equally high; this was the case for all seven types of aggression while, for males, victimisation was significantly higher than perpetration on three types of aggression. The results provide support for the revised gender symmetry theory in an African developing country.

Keywords: intimate partner aggression, low intensity aggression, revised gender symmetry theory, South Sudan

Introduction

Studies on domestic violence show that, worldwide, women are usually the victims whereas males are the main perpetrators (World Health Organisation, 2013). Although high intensity intimate partner aggression has been studied extensively in both developed and developing countries, few studies so far have examined low intensity intimate partner aggression (IPA) in developing countries.

The aim of the present study was to examine sex differences in perpetration of low intensity IPA, and to test the applicability of the revised gender symmetry theory (Archer, 2018) in an African developing country, South Sudan. The present study is a continuation, based on the same sample, of the study by Ndoromo, Björkqvist, and Österman (2017), where results of victimisation of low intensity IPA in South Sudan have been reported. In the present study, the focus is on self-reported *perpetration*, and a comparison between data on perpetration and victimisation of low intensity IPA is also made.

In the present study, the differentiation between low intensity and high intensity aggression is essential. The term *high intensity aggression* is used more or less equivalently to what other authors have referred to as physical violence, physical abuse, or physical assault within an intimate partner relationship. Other forms of IPA, in which the harm or injury induced is psychological or social rather than physical, is referred to as *low intensity aggression.*

The Revised Gender Symmetry Theory

Data supporting the gender symmetry theory (although it was not called so at that time) was first published by Straus and colleagues (Feld & Straus, 1989; Straus, 1979, 1999; Straus & Gelles, 1992; Straus & Sweet, 1992). They found, based on community data obtained with the Conflict Tactics Scale (Straus, 1979), that females and males perpetrated equal amounts of IPA, in stark contrast to the hitherto held view that males were the main perpetrators and females the main victims. At this point in history, no distinction was still made between high and low intensity intimate partner aggression.

Subsequently, others have made similar findings (Archer, 2004, 2006; Australian Bureau of Statistics, 2012; Bates, Graham-Kevan, & Archer, 2014; Kar & O'Leary, 2010; National Intimate Partner and Sexual Violence Survey, 2010), and the term *gender symmetry theory* came into use, denoting the view that males and females are equally aggressive in intimate partner relationships. Straus has also published more recent studies on the topic (Straus, 2004, 2006, 2008, 2009, 2011). Bates et al. (2014) found in a sample of UK students that females actually were more physically aggressive to their partners than males, and that they also were more likely than males to be "intimate terrorists".

However, there is no denial that as far as homicide and serious physical violence are concerned, males are indeed the main perpetrators and females the main victims (DeKeseredy, 2011; Dragiewicz & Lindgren, 2009; Dobash & Dobash, 2004; Grech & Burgess, 2011). It should be noted, however, that according to the US National Intimate Partner and Sexual Violence Survey (Black et al., 2011), 28.5 % of the males had been victims of severe physical violence by an intimate partner.

Archer (2018) therefore brought forward a revision of the gender symmetry theory, suggesting that when it comes to high intensity aggression, females are indeed more often victimised than males, and males are predominantly the perpetrators. However, as far as low intensity aggression is concerned, females and males are equally aggressive. Furthermore, Archer thought that the revised gender symmetry theory would hold only in community and student samples in developed and relatively nonpatriarchal countries (Archer, 2018). In African countries, therefore, the revised gender symmetry theory would not apply.

Low intensity intimate partner aggression has been studied in Mexico and Finland (Österman, Toldos, & Björkqvist, 2014) with the DIAS-Adult instrument (Österman & Björkqvist, 2009). It was found that females actually scored significantly higher than males on being perpetrators of four types of aggression against their partner: physical, verbal, nonverbal, and indirect socially manipulative aggression. In yet another study conducted in Ghana (Darko, Björkqvist, & Österman, submitted), using the same instrument, it was found that males scored significantly higher than females on victimisation from physical, indirect, and nonverbal IPA, while females also in this study scored higher than males on perpetration of physical, indirect, nonverbal, and cyber aggression.

Cultural Context of the Study

Intimate partner violence against females is widely accepted in South Sudan. A study found that 82% of females and 81% of males agreed that a woman should tolerate violence in order to keep her family together (Scott et al., 2013).

South Sudan has for long been plagued with ethnic conflicts, poverty and overcrowding, all factors which have been linked to high levels of aggressive behaviour in a population. The prolonged ethnic conflict in South Sudan has destroyed income opportunities, and insecurity has prevented children from getting an education. According to the World Bank (2016), security has deteriorated considerably in South Sudan since the end of 2013. It has also been shown that ethnic conflicts in a country may increase the risk of domestic violence: a study among Israeli and Palestinian children linked ethnopolitical violence to community, family, and school violence, and to aggressive behaviour among children (Boxer, Huesmann, Dubow, Landau, Gvirsman, Shikaki, & Ginges, 2013).

Of the population in South Sudan, 51% live below the national poverty line (South Sudan National Bureau of Statistics, 2012), and since 2014, reports of hunger have been on the rise (World Bank, 2016). Studies have found interactions between community poverty and aggression (Guerra, Huesmann, Tolan, Van Acker, & Eron, 1995). Low household income has also been shown to heighten the probability of intimate partner violence (Cunradi, Caetano, & Schafer, 2002). In a 167-country analysis of latitudinal gradients of heat, poverty, and aggression, Van de Vliert and Daan (2017) found that poverty mediated heat-induced aggression.

Overcrowding is common in South Sudan: of the population, 86 % live in rural areas in "tukuls", grass thatched houses, made of mud and sticks, and 67% of the people in urban areas also live in tukuls. Fifty-nine percent of the population sleep in a room with four or more people (South Sudan National Bureau of Statistics, 2012). Two recent studies from Nigeria have linked overcrowding to domestic aggression and antisocial behaviour. While keeping the level of poverty as covariate, overcrowding was shown to be significantly associated with victimisation from sibling aggression, parental negativity towards adolescents and antisocial behaviour of adolescents (Makinde, Björkqvist, & Österman, 2016). Another study showed that the effect of overcrowding on the antisocial behaviour of adolescents was mediated by parental negativity, adult aggression, sibling aggression and witnessing of domestic violence (Makinde, Björkqvist, & Österman, 2017). It was concluded that overcrowding may have serious consequences leading to antisocial behaviour.

Aim of the Study

The aim of the study was to investigate sex differences in perpetration of low intensity intimate partner aggression in South Sudan, to compare levels of perpetration and victimisation, and further to test whether the revised gender symmetry theory (Archer, 2018) would be applicable in an African country.

Method

Sample

A questionnaire was filled in by 302 females and 118 males in South Sudan. The mean age was 22.5 years (*SD* 8.4) for women, and 25.6 years (*SD* 7.8) for males, the age difference was significant [$t_{(407)}$ = 3.42, *p* = .001]. Accordingly, age was kept as a covariate in the analyses. The age range was between 14 and 60 years of age.

Instrument

Perpetration of intimate partner aggression was measured with self-reports using the perpetrator version of the Direct Indirect Aggression Scales for Adults (DIAS-Adult; Österman & Björkqvist, 2009), which consists of seven scales measuring physical aggression, verbal aggression, nonverbal aggression, direct aggressive social manipulation, indirect aggressive social manipulation, cyber aggression, and economic aggression. Responses were given on a five-point scale (0 = never, to 4= often). Cronbach's Alphas and individual items of the scales are presented in Table 1.

Seven scales measuring victimisation from the same types of aggression were also included in the study. Psychometric properties of the victimisation scales and results pertaining to victimisation have previously been reported in Ndoromo, Österman and Björkqvist (2017). Results regarding associations between perpetration and victimisation from aggression will also be included in the present study in addition to results of perpetration.

Procedure

Data was collected with a paper-and-pencil questionnaire in the cities Juba and Yei. Respondents were reached through the Women's Union in both cities, and through neighbours and acquaintances of members.

Ethical Considerations

The study was endorsed by University of Juba, and research permissions were given by the local authorities in Juba and Yei. The study adheres to the principles concerning human research ethics of the Declaration of Helsinki (World Medical Association, 2013), as well as guidelines for the responsible conduct of research of the Finnish Advisory Board on Research Integrity (2012).

Table 1: Single Items and Cronbach's Alphas of the Seven Scales Measuring Perpetration of Intimate Partner Aggression (DIAS-Adult, Österman & Björkqvist, 2009), for Respondents from South Sudan (*N* = 420)

	I have ….
Physical Aggression 9 items, α = .82	a) hit him/her, b) locked him/her in, c) locked him/her out, d) shoved him/her, e) bit him/her, f) scratched him/her, g) spit at him/her, h) thrown objects, i) damaged something that was his/her
Direct Verbal Aggression 7 items, α = .82	a) threatened to hurt him/her, b) yelled at him/her, c) quarreled with him/her, d) purposely said nasty or hurting things to him/her, e) called him/her bad names, f) interrupted him/her when he/she was talking, g) angrily nagged at him/her
Nonverbal Aggression 8 items, α = .87	a) refused to talk to him/her, b) refused to look at him/her, c) refused to touch him/her, d) put on a sulky face, e) slammed doors, f) refused to sleep in the same bed as him/her, g) left the room in a demonstrative manner when he/she came in, h) made nasty faces or gestures behind his/her back
Direct Aggressive Social Manipulation 5 items, α = .81	a) threatened to leave him/her, b) purposely provoked a quarrel with him/her, c) omitted doing things that I usually does for both of us (e.g. household work), or done them less well, d) been ironic towards him/her, e) been contemptuous towards him/her
Indirect Aggressive Social Manipulation 5 items, α = .74	a) spoken badly about him/her to someone else, b) tried to influence someone, such as children or relatives, to dislike him/her, c) ridiculed him/her in my absence, d) tried to exclude him/her from social situations, e) tried to make him/her feel guilty

Cyber Aggression 4 items, α = .76	a) written angry text messages to him/her, b) written angry e-mails to him/her, c) written nasty text messages about him/her to somebody else, d) written nasty e-mails about him/her to someone else
Economic Aggression 2 items, α = .74	a) not let him/her know details about our household economy, b) not allowed him/her to use money that belongs to both of us

Results

Correlations between the Scales in the Study

For females, all the seven scales correlated with each other at the *p* < .001−level (Table 2). The same was the case for males, except for perpetration of cyber aggression that correlated slightly less with all the other scales. For males perpetration of physical aggression did not correlate at all with perpetration of cyber aggression.

Table 2: Correlations between the Scales of the Study. Females (*N* = 302) in the Lower Part, and Males (*N* = 118) in the Upper Part of the Table

Perpetration of	1.	2.	3.	4.	5.	6.	7.
1. Physical aggression		.69 ***	.57 ***	.65 ***	.57 ***	.14 *ns*	.47 ***
2. Verbal aggression	.64 ***		.69 ***	.74 ***	.66 ***	.29 **	.54 ***
3. Nonverbal aggression	.58 ***	.63 ***		.67 ***	.65 ***	.28 **	.51 ***
4. Direct aggressive social manipulation	.63 ***	.76 ***	.67 ***		.64 ***	.18 *	.55 ***
5. Indirect aggressive social manipulation	.59 ***	.70 ***	.67 ***	.64 ***		.18 *	.47 ***
6. Cyber aggression	.40 ***	.44 ***	.50 ***	.47 ***	.56 ***		.08 *ns*
7. Economic aggression	.42 ***	.46 ***	.51 ***	.47 ***	.54 ***	.50 ***	

Note. *** *p* < .001; ** *p* < .01; p < .05 *

Perpetration of Intimate Partner Aggression and Age

For females, age correlated positively with all except two (cyber aggression and indirect aggressive social manipulation) of the seven scales measuring perpetration of intimate partner aggression (Table 3). In the case of males, no correlation was found for age with any of the seven scales.

Table 3: Correlations between Age and the Seven Scales of Perpetration of Intimate Partner Aggression

Perpetration of	Age Females	Males
Physical aggression	.21 ***	*ns*
Verbal aggression	.18 **	*ns*
Nonverbal aggression	.20 ***	*ns*
Direct aggressive social manipulation	.16 **	*ns*
Indirect aggressive social manipulation	.11 †	*ns*
Cyber aggression	.04 *ns*	*ns*
Economic aggression	.16 **	*ns*

*** *p* ≤ .001; ** *p* ≤ .01; * *p* ≤ .05; † *p* ≤ .10

Sex Differences in Perpetration of Intimate Partner Aggression

A multivariate analysis of variance (MANOVA) was carried out with sex as independent variable and the seven scales of perpetration of intimate partner aggression as dependent variables, and age as a covariate. The results are presented in Table 4. The multivariate analysis was significant. The univariate analyses showed that there was no significant difference between females and males on perpetration of physical, verbal and nonverbal aggression or direct or indirect aggressive social manipulation. Females were significantly more often perpetrators of cyber aggression, while there was a tendency for males to perpetrate more economic aggression.

Table 4: Results of a Multivariate Analysis of Variance (MANOVA) with Sex as Independent Variable, and Seven Types of **Perpetration** of Intimate Partner Aggression as Dependent Variables, and Age as a Covariate (*N* = 409)

	F	*df*	*p*	η_p^2	Group with Higher Mean
Effect of Sex					

Multivariate Analysis	3.01	7, 400	.004	.050	
Univariate Analyses					
Physical aggression	0.12	1, 408	*ns*	.000	-
Verbal aggression	1.40	"	*ns*	.003	-
Nonverbal aggression	0.19	"	*ns*	.000	-
Direct aggressive social manipulation	0.91	"	*ns*	.002	-
Indirect aggressive social manipulation	1.86	"	*ns*	.005	-
Cyber aggression	5.89	"	.016	.014	Females
Economic aggression	3.65	"	.057	.009	(Males)*

Note.   * = tendency

Correlations between Scales Measuring Perpetration of and Victimisation from Aggression

For females, all scales measuring perpetration of aggression correlated with all scales measuring victimisation at the *p* < .001-level (Table 5). The highest correlational coefficients were found between perpetration of and victimisation from physical aggression (*r* = .70), and between perpetration and victimisation of nonverbal aggression (*r* = .72). For males, all scales measuring perpetration, except those for cyber aggression, correlated at the *p* < .001-level with all scales measuring victimisation (Table 6). Perpetration of cyber aggression correlated only with victimisation from cyber aggression, while victimisation from cyber aggression correlated also with perpetration of physical and verbal aggression, and direct aggressive social manipulation.

Table 5: Correlations between Scales of Perpetration and Victimisation of Aggression for Females (N =282)

	Victimisation						
Perpetration	1.	2.	3.	4.	5.	6.	7.
1. Physical aggression	.70 ***	.58 ***	.59 ***	.54 ***	.57 ***	.33 ***	.45 ***
2. Verbal aggression	.52 ***	.60 ***	.51 ***	.49 ***	.54 ***	.35 ***	.35 ***
3. Nonverbal aggression	.55 ***	.60 ***	.72 ***	.60 ***	.57 ***	.37 ***	.53 ***
4. Direct aggressive social manipulation	.49 ***	.49 ***	.54 ***	.49 ***	.52 ***	.36 ***	.38 ***
5. Indirect aggressive social manipulation	.48 ***	.52 ***	.56 ***	.46 ***	.57 ***	.39 ***	.36 ***
6. Cyber aggression	.31 ***	.30 ***	.37 ***	.27 ***	.34 ***	.57 ***	.27 ***
7. Economic aggression	.32 ***	.36 ***	.47 ***	.36 ***	.39 ***	.37 ***	.38 ***

*** *p* < .001

Table 6: Correlations between Scales of Perpetration and Victimisation of Aggression for Males (N =113)

	Victimisation						
Perpetration	1.	2.	3.	4.	5.	6.	7.
1. Physical aggression	.46 ***	.42 ***	.64 ***	.39 ***	.51 ***	.32 **	.36 ***
2. Verbal aggression	.45 ***	.52 ***	.62 ***	.38 ***	.39 ***	.30 **	.39 ***
3. Nonverbal aggression	.38 ***	.36 ***	.52 ***	.29 **	.32 **	.18 †	.21 *
4. Direct aggressive social manipulation	.27 **	.39 ***	.47 ***	.39 ***	.32 **	.22 *	.22 *
5. Indirect aggressive social manipulation	.48 ***	.49 ***	.46 ***	.48 ***	.45 ***	.16 †	.35 ***
6. Cyber aggression	.18 †	.11 *ns*	.09 *ns*	.09 *ns*	.04 *ns*	.22 *	.07 *ns*
7. Economic aggression	.45 ***	.38 ***	.38 ***	.47 ***	.35 ***	.07 *ns*	.37 ***

*** *p* ≤ .001; ** *p* ≤ .01; * *p* ≤ .05; † *p* ≤ .10

Within-Subject Comparisons between Perpetration and Victimisation

Two within-subject analyses of variance (WSMANOVA) were conducted, one for females and one for males, with seven pairs of perpetration versus victimisation of aggression, and age as covariate. For females the multivariate test showed only a tendency toward a significant difference [$F_{(7, 239)}$ = 1.85, *p* = .079, $η_p^2$ = .051]. The result showed that for females, levels of victimisation and perpetration of aggression were equally high, this was the case for all seven types of aggression. For males the multivariate test was significant (Table 7). The univariate tests showed that for males victimisation was significantly higher than perpetration on three types of aggression; physical aggression, direct aggressive social manipulation, and economic aggression, while a tendency was found for verbal and cyber aggression.

Table 7: Results of a Within-subjects Multivariate Analysis of Variance (WSMANOVA) for **Males** (*N* =105) Comparing Score for Perpetration with Scores for Victimisation on Seven Scales Measuring Different Types of Intimate Partner Aggression

	F	df	p ≤	$η_p^2$	Behaviour with Higher Mean

Effect of Perpetration vs. Victimisation					
Multivariate Analysis	4.57	7, 97	.001	.248	
Univariate Analyses					
Physical aggression	27.10	1, 103	.001	.208	victimisation, Fig. 1.
Verbal aggression	3.58	"	.061	.034	(victimisation)*
Nonverbal aggression	1.52	"	ns	.015	-
Direct aggressive social manipulation	4.11	"	.045	.038	victimisation
Indirect aggressive social manipulation	1.91	"	ns	.018	-
Cyber aggression	3.62	"	.060	.034	(victimisation)*
Economic aggression	4.81	"	.031	.045	victimisation

Note.   * = tendency ($p < .10$)
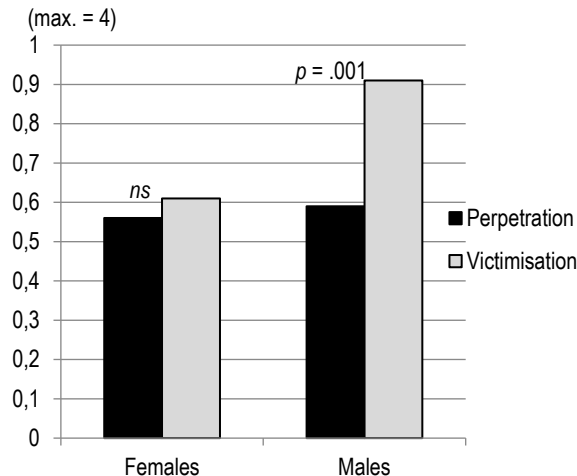
Figure 1. Mean values for females and males on perpetration of and victimisation from physical aggression ($N = 420$).

Discussion

Studies on *high intensity* intimate partner aggression usually find females to be victimised more than males, while males are found to be perpetrators to a higher degree than females (DeKeseredy, 2011; Dragiewicz & Lindgren, 2009; Dobash & Dobash, 1988; 2004).

The results of the present study on *low intensity* intimate partner aggression showed that females and males reported themselves to be equally often perpetrators of five types of aggression (physical, verbal, and nonverbal aggression, as well as direct and indirect aggressive social manipulation). It was also found that for females, the difference between levels of victimisation and perpetration were not significant for any of the seven measured types of aggression, while for males, perpetration scores were significantly lower than victimisation for three types of aggression (physical aggression, direct aggressive social manipulation, and economic aggression).

A previous study by the same research group (Ndoromo et al., 2017), based on the same sample in South Sudan, found that males were significantly more victimised from low intensity physical and verbal aggression, and that there was no significant sex difference on victimisation from three other types of low intensity aggression.

Furthermore, in a study involving respondents in Mexico and Finland (Österman et al., 2014), using the same instrument, DIAS-Adult (Österman & Björkqvist, 2009), it was found that males scored higher than females on victimisation from physical and nonverbal aggression. While females scored significantly higher than males on being perpetrators of four types of low intensity aggression (physical, verbal, nonverbal, indirect socially manipulative aggression) against their partner.

The results of these three studies support the revised gender symmetry theory (Archer, 2018) according to which males are expected to score higher on perpetration of high intensity aggression, while females and males are expected to score equally high on perpetration of low intensity aggression.

In the same vein, a study by Darko et al. (submitted) on low intensity intimate partner aggression in Ghana also found that males scored significantly higher than females on *victimisation* from three types of aggression (physical, indirect, and nonverbal), while females scored higher than males on *perpetration* of four types (physical, indirect, nonverbal, and cyber). Thus, there is evidence supporting the revised gender symmetry theory also in Africa.

In his proposal of the revised gender symmetry theory, Archer (2018) suggested that gender symmetry should be expected to be found only in community and student samples in modern Western nations, with a relatively high degree of gender equality. In developing countries with a patriarchal society structure, gender symmetry should not be expected to occur, not even in the case of low intensity aggression. The present study, like the ones by Ndoromo et al. (2017) and Darko et al. (submitted) contradicts this notion. Furthermore, both Ghana and South Sudan are known to adhere to highly patriarchal values. Ghana is a fairly well-developed nation for African standards, with literacy, education, and employment rates being relatively equal for males and females (Darko et al., submitted). Still, it is definitely to be considered as a developing country with a patriarchal society structure. South Sudan, on the other hand, is the youngest and one of the poorest nations on earth, and it has a long way to go to overcome patriarchy and gender inequality.

These findings suggest that the revised gender symmetry theory may need another "revision": apparently, male victimisation from low intensity IPA does not occur only in Western, relatively egalitarian societies, but it has now been shown to occur also in the highly patriarchal, developing countries of South Sudan and Ghana in Africa. More studies are needed from developing countries on other continents to see whether similar findings can be made there.

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The Possibility of the Philosophical-Theological Anthropology in Understanding the Value of the Human Nature: the Example of Fakhruddin Ar-Râzî (D. 1209)

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Abstract

The concept of human nature is investigated in the context of different theories in modern philosophy after Renaissance Period especially. This concept came into question after the theocentrical approach of the medieval philosophy. As we know, God is in the centre of all evaluatings before modern process. In this context, the human is seen as the creature of God. In contrast to this opinion, in modern process, the concept of human nature became one of the basic figures against the concept of God. In this paper, we will investigate whether the gains of theology and philosophy contribute to the understanding and solving the problems of human nature or not. Fakhruddin Ar-Râzî who is the basic figure in the history of Islamic theology and philosophy in medieval periods, suggests the important explainings on human nature in the context of his academical possibilities. So, in this process, Ar-Râzî melts the discipline of philosophy in the discipline of theology. In his synthesis between these disciplines , whether Ar-Râzi is successful or not, is another subject of discussion. But, by his great efforts, he was pioneer in arising of new discipline in social sciences. We express this discipline as Philosophical-Theological Anthropology. This discipline is new both in the history of philosophical sciences and in the history of anthropology too. In modern period, interdisciplinary relationships between social sciences have intensified; and this process has contributed to the improvement of theological anthropology in the axis of philosophical anthropology. In this context, by the earnings of Fakhruddin Ar-Râzi in synthesizing between philosophy and theology, we witness the arising of new discipline: The Philosophical-Theological Anthropology.

Keywords: Human Nature, Ar-Râzî, Medieval Period, Modern Process, Anthropology.

Introduction

Classical and Modern Theories on Human Nature

The concept of human nature has the philosophical content as much as the theological one. This situation is not new phenomenon. Because, since classical times, the human nature is the pivotal subject of the philosophical and theological discussions. [1]Hence, searching the truth since the pre-Socratic philosophers' investigations, is the basic and central element in that the philosophy expresses itself, firstly depending on the physical metarials. It must be remembered that in ancient times, the philosophers, before arriving to the level of metaphysical concept, have investigated the natural order of cosmos surrounding themselves.[2]

It has been understood that ın the process of investigating the truth, begining from the exterior world, the philosophers thinking the natural order, have arrived to the concept of the human nature in the period of sophist philosophers. To tell the truth, after the natural philosophy actualized and realised by pre-socratic philosophers, the political order in the society surrounding themselves has directed to thinking and examining the human nature. This is, in a meaning, a necassary or essential circumstance for the investigating and understanding the political order. [3]

In the framework of possibility of philosophical anthropology, there are a lot of theories and sub-theories suggested to explain the human nature. The main theories accepted by general scholars working in this area are consisted of two basic theories. One of them, human nature is innate empty; that is, ıt has no positive or negative qualities. According to this theory, human nature wins, in the course of life, its qualities and realizes them. For second basic theory, human nature has

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[2] Anthony Kenny, Ancienty Philosophy, Oxford University Press, Oxford 2004, vol. I, pp. 2-3.
[3] Anthony Kenny, Ancienty Philosophy, vol. I, p. 29.

the innate or natural positive and negative qualities. According to this theory, human nature has the innate bad essences or the innate good essences. [1]

Generally, the theological systems based on a religion, assert that the human nature has the positive and negative inclinations naturally; but it is not determined by any positive or negative qualities. Otherwise, we could not express on the natural freedom of human in the context of religion.

Theological Argumantations on Human Nature

The concept of human nature is the one of common subjects between philosophy and religion. In the process, the religion has inclined to rational argumantations to defend and explain itself. This rule or perspective of religion has not changed, investigating and argumentizing the human nature by its terminological concepts, after, especially, it is understood by theologians based on the revealed religion that the religion can be defended and explained to all people encountered in the society.

First of all, the human is seen as a creature of God in the all theological systems based on the revealed religion. In this meaning, the human nature is loaded by positive and negative qualities given by God. This situation, naturally, shows that the human nature is not empty, whereas some philosophers, for instance, John Locke and David Hume, in western tradition, argue that the human nature can not be loaded by any qualities.

In Jewish tradition, there is a special and different perception not only on human nature but also people living in the separate parts of the World. According to Jewish's socio-political reality, they are people, chosen by God and therefor it, they are the best people of God. [2]In this meaning, there is a big and impassable discrimination (or difference) between them and the other people living in the World. Of course, the human is also seen as a creature of God in the theological doctrine of Judaism. But because of their Chosen People, human nature is represented in themselves in the best style. By some researchers, it can be argued that Judaism seemed to be better equipped for national consiliation than other groups, owing to its long history of religious and communal isolation and to the strong impact of messianism throughout the ages.[3]

In the religious tradition of Christianity, the human is infected with sin, that is to say, original sin, he or she misuse God-given free will, he or she choose evil rather than good, and he or she (that is, human being), therefore disrupt his or her relationship to God.[4] The salvation from the original sin is possible by being a member of Christian church. But love of God is beyond all things in the doctirine of Christian theology. Because, according to this doctrine, all mysteries and all knowledge can be understand by human, but if human has not the love, he is nothing.[5] In a meaning, salvation can be realized only by having the love of God.

In Islam, in contrast to Judaism, there isn't the concept of Chosen People; and all human beings are close to God equally and they are created by God in the most beautiful form. It can not be thought that there is discrimination between humans. The supremacy, according to a lot of Qur'anic verses, should be searched in realizing the godliness. [6]In Islam, in contrast to Christianity, there is no original sin. The crime is seen individually [7]and can not pass to other generations by inheritance. The concept of free will in Islamic theological system is necassary to evaluate the human in the context of good and bad actions. Owing to free will, human can chose his or her action to attain to the final aim. [8]In the ethical system of Islam, human can be evaluated by his or her actions; and his or her actions can be evaluated by his or her intentions. In the famous word of Prophet Muhammed (be peace upon him), it is said that the actions can be evaluated by their intentions realizing them (the actions), [Arabic form is: *Innema'l-'amâlu bi'n-niyât.*].[9]

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[1] Stanley M. Honer, Thomas C. Hunt, Dennis L. Okholm, Felsefeye Çağrı (Original Name: Invitation to Philosophy), çev.: H. Under (Turkish Translation), İmge, Ankara 2003, ss. 376-398.

[2] F. E. Peters, The Children of Abraham, Judaism, Christianity, Islam, Princeton University Press, Princeton and Oxford 2004, p. 9

[3] Ze'ev Levy, "Jewish Nationalism", History of Jewish Philosophy, edit.: Daniel H. Frank and Oliver Leaman, Routledge, London and New York 1997, p. 675.

[4] Leslie Stevenson and David L. Haberman, Ten Theories of Human Nature, Oxford University Press, Third Edition, Oxford 1998, p. 76.

[5] Leslie Stevenson and David L. Haberman, Ten Theories of Human Nature, p. 82.

[6] Qur'an, 49/13.

[7] Qur'an, 14/51.

[8] Qur'an, 74/55.

[9] Sahîh-i Bukhârî, Bâbu Keyfe Kâne Bed'ü-l Vahy, 1.

According to a lot of Qur'anic verses, the human is created in the best stature and is reduced to the lowest of the low.[1] God showed/taught human what is wrong for him/her and what is right for him/her. [2] The way of salvation passes through purification of his/her ownself, that is to say, the Ego.[3] Whosoever does not purify himself or herself from badness of Ego, he or she becomes from the losers. [4] In this meaning, in the context of Qur'anic verses, the human nature has free nature; and this free nature creates the flexible area for him/her to realize whatsover he or she wants. But, we must point out the quite important reality that in all theological systems based on the revealed religion, especially, the will of God has surrounded all willed and unwilled things in the World. The balance between God's will and human's will preserves its mysterious in the ethical system of Islam. It is understood that the human's will is limited not only by God's will but also the will of society surrounding himself or herself. The free actualizing of human nature is not only relevant with the relationship between God and Human, but also relevant with the relationship between human and society. In Islamic ethical system, free will creates free human; and free human creates free society. Owing to this reality accepted by all theological ecoles in Islam, the cumpulsion is not in religion. But we must remark that there are, in practice, the different demonstrations between religious ecoles ın Islam.

Philosophical-Theological Anthropology and Its Argumantations on Human Nature

In the case of need, both classical, modern theories on human nature and theological argumantations on it, are expressed by us. But, the point we arrive at, is to explain the human nature by using the possibilities of philosophical-theological anthropology. Until this time, three disciplines expressed in the heading, generally, in the history of thought, are evaluated differently from each other; that is to say, these disciplines are not seen in connected manner each other. In this work, we will emphasize that the study in the manner of interdisiplinary will solve our some scientical problems in better style. Especially, the problem of human nature necessitates this way of working. The philosophy and the theology are evaluated in the connected manner in the classical texts of philosophy, particularly in Aristotle texts.[5] Abiding by Aristotle's philosophical tradition, specially Al-Fârâbî (Al-Fârâbûs) and Ibn Sînâ (Avicenna), after them, Fakhruddîn Ar-Râzî, connected the philosophy with the theology to improve their philosophical system and theological one. [6]

In the process, Fakhruddin Ar-Râzî tries to synthesis the savings of philosophy and theology in his systematical works; and demonstrates to analyze the human nature in the famous work, with the exact name, *Kitâbu'n-Nefs ve'r-Rûh wa Sherhu Quwahumâ* (i.e. The Book of Self and Soul; and The Explanation of Their (Self and Soul) Powers). We find Râzî's explanations and interpretations on human nature in his other works, in a fragmented manner. In the opinion of Râzî, we can not investigate the human nature with the disconnected interperetations; that is to say, we must look at the human nature, totally. [7] In this context, Râzî, in contrast to the other theologians in his period, accepts the self as the cognitive center in human nature.[8] In this context, Râzî evelutes the intelligence (*Al-Akl*), the soul (*Ar-Rûh*) and the heart (*Al-Kalb*) as different words in terms of their names, but the same word, in terms of their meanings; this word is the self (*An-Nefs*).[9]

As far as we understand from the classical texts of Aristotalian tradition, there are a lot of cognitive powers of the self to attain to the true knowlegde. These powers consist of interior and exterior faculties or abilities. However, these powers, in terms of their interior and exterior abilities, have ontological balance between themselves. The exterior powers of self consist of five senses: the sight, the smelling, the hearing, the palate and the touch. The interior powers of self consist of five cognitive tools: The common sense, the imagination, the memory, the fantasy and the mind. [10]

As known, the concept of *tabula rasa* has the important place in western tradition, especially, between some philosophers abiding by the experiment. In the tradition of Islamic thought, the concept of *tabula rasa* can not be advocated, systematically, as in western tradition. The place of Râzi in face of this concept is not different as in theologians of his period. He also rejects the concept of tabula rasa in his epistemological system and avoids it as much as possible. Instead of it, it seems that Râzî abiding by peripatetic philosophers in the tradition of Islamic thought, for instance and especially,

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[1] Qur'an, 95/4-5.

[2] Qur'an, 91/8.

[3] Qur'an, 91/9.

[4] Qur'an, 91/10.

[5] Vasilis Politis, Aristotle and Metaphysics, Routledge, New York 2004, pp. 48-50.

[6] Majıd Fakhry, Islamic Philosophy, Theology and Mysticism – A Short Introduction- Oxford 2000, pp. 104-105.

[7] Fakhruddîn Ar-Râzî, Kitâbu'n-Nefs wa'r-Rûh wa Sherhu Quwahumâ, edit.: M. S. H. El-Ma'sûmî, Matbûâtü Mahedi'I-Ebhâsi'I-İslâmiyye, İslâmâbâd Pakistan 1968, p. 78.

[8] Fakhruddîn Ar-Râzî, Kitâbu'n-Nefs wa'r-Rûh wa Sherhu Quwahumâ, p. 78.

[9] Fakhruddîn Ar-Râzî, Kitâbu'n-Nefs wa'r-Rûh wa Sherhu Quwahumâ, p. 78.

[10] Fakhruddîn Ar-Râzî, Kitâbu'n-Nefs wa'r-Rûh wa Sherhu Quwahumâ, p. 78.

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Ibn Sînâ's philosophical tradition, accepts the first principles of mind, expressed "the potential intelligence", in Arabic form Al-Akl-bi'l-quwwa,. to attain the knowledge. [1] However, Râzî considers the existence of the exterior senses necessary, to mobilize the potential intelligence in the mind of human. [2]Hereby, it seems that the existence of exterior senses in Râzî's epistemology has very important place. As far as we understand from his explanations on the nature of knowledge, Râzî has special position between the rationalists and experimentalists in philosophical tradition in medival ages. Owing to his special location, Râzî, in terms of his epistemology, can be accepted as moderate realist on concept. By means of his aspect, we see easily that Râzî has balanced approach on epistemology, and has wholistic consideration on human nature.

After analyzing on human nature, Râzî investigates whether the human kind has the one nature or not, in his basic works that he studies on ethics. Râzî, *ipso facto*, in his all writings, deals favorable and unfavorable assertions about one subject before making a scientifical decision. This method shows the modern perspective to us, substantially. To open to different approaches has crucial importance in scientifical area. Râzî realized this method in his writings even in medival ages, closing to different and anomalous thoughts. By his approach, Râzî proposes the integral method, criticizing all assertions, in social sciences. Absolutely, the scientifical method of Râzî has the original place in comparison to the methods, being followed by other theologians in his period. In this context, differently from Aristotle and his follower Ibn Sînâ, Râzî asserts that the human can differentiate in his or her nature from other members of human kind in ethical level or meaning. [3]

Conclusion

As mentioned above, Râzî, in his systematical writings, has special scientifical method, uniquely, distinguishing himself from other theologians in his period. This unique style of Râzî shows itself, investigating the human nature too. The exact core of this method is to open to all different thoughts asserted by the opponent thinkers, and is to harmonize the profitable sides of anomalous interpretations on human nature. Basically, possessing Our'anic background, Râzî does not accept that the human kind has the homogeneous nature, by considering the thoughts of Aristotle and his follower, Ibn Sînâ, on human nature that has common core between the members of human kind.

According to Râzî, human nature differentiates with the ethical values that wins in his/her life process, from each other. The Qur'anic impact has very important place in realizing of this reality that Râzî asserts on human nature in his different, scientifical works. Because, Qur'an declares, definitely, that the human nature is created in best way and after it, he or she is fallen to the lowest of lows.[4]

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[1] Fakhruddîn Ar-Râzî, Kitâbu'l-Mulakhhas fi'l-Mantıq wa'l-Hıkma, edit.: Ismail Hanoglu, Ankara University, Institute of Social Sciences, Unpublished Doctorate Thesis, Ankara 2009, vol.: III, p. 374: Al-Mebâhisu'l-Mashrıqıyya fi'-Ilmi'l-Ilâhiyyât wa't-Tabîyyât,, edit.: M.M. Al-Baghdadi, Dâru'l-Kitâbi'l-Arabî, vol. I, p. 466.

[2] Fakhruddîn Ar-Râzî, Kitâbu'l-Mulakhhas fi'l-Mantıq wa'l-Hıkma, vol. III, p. 374; Al-Mebâhisu'l-Mashrıqıyya, vol. I, p. 466.

[3] Fakhruddîn Ar-Râzî, Kitâbu'n-Nefs wa'r-Rûh wa Sherhu Quwahumâ, pp.85-86.

[4] Qur'an, 95/4-5.

Where Are the Dead? Celestial, Earthly and Subterranean Spaces in Juan Rulfo and José Revueltas

José Jesús Alvarado Cabral

Abstract

Juan Rulfo (1917-1986) and José Revueltas (1914-1976) are two of the most important writers of the twentieth century for Mexican and worldwide literature. When comparing the literary work of both authors can be found similarities rich in meanings that help us to understand in a deep way a worldview of man from the finiteness of being, the subjugation to which men and their societies confront the power Political of their rulers, and the alienation of modern societies. These thematic similarities find throughout their literary work divergences in style and treatment of their plots and characters. In this way, in the paper I propose here, I expose in a wide way the biographical and bibliographic aspects that support the importance of these authors, and then analyze how in the literary work of Juan Rulfo –the novel: *Pedro Páramo* and his collection of short stories: *El llano en llamas*– and that of José Revueltas –novels: *Los muros de agua*, *El luto humano*, *Los días terrenales*, *En algún valle de lágrimas*, *Los motivos de Caín*, *Los errores* y *El apando*; and short story books: *Dios en la tierra*, *Dormir en tierra* y *Material de los sueños*– show that cosmogonic vision of the Mexican being in which the presence of death prevails and its meanings from three possible spaces: in the subterranean, the earthly and the celestial. In a graphical way I analyze and contrast how both writers develop in their literary work these three spaces, from the symbolic perspective of the death.

Keywords: Juan Rulfo, José Revueltas, Mexican Literature, Cosmogonic Vision of Death.

Introduction

Why make writers like Juan Rulfo and José Revueltas coincide in a Literary Study in the 21st Century? Why discuss two authors in which we certainly find great convergences, of origin, of rescue of the voice of the Mexican people; but also extreme divergences, of thought, of style?

Juan Rulfo (Juan Nepomuceno Carlos Perez Rulfo Vizcaino), Writer, Film Screenwriter and Photographer, was born in Sayula, Jalisco, Mexico, on May 16, 1917, and died in Mexico City on January 7, 1986. His most important Literary Works, *El llano en llamas* (1953) and *Pedro Páramo* (1955), have been a landmark in the History of Mexican and World Literature since its publication. José Revueltas (José Maximiliano Revueltas Sánchez) was born in Santiago Papasquiaro on November 20, 1914 and died in Mexico City on April 14, 1976. Belonging to one of the most important artistic families in Mexico[1], José Revueltas carried out work in various currents artistic and thought: Literary, Cinematographic, Testimonial, Political and Philosophical. His Literary Work includes the novels: *Los Muros de Agua* (1941), *El Luto Humano* (1943), *Los Días Terrenales* (1949), *En Algún Valle de Lágrimas* (1957), *Los Motivos de Caín* (1958), *Los Errores* (1964) and *El Apando* (1969); and his Stoy Books: *Dios en la Tierra* (1944), *Dormir en Tierra* (1961) and *Material de los Sueños* (1974).

In these two writers there are generational and artistic similarities. Evidently, there is the Mexican rural origin, the time in which they write and publish their Literary Work, the theme referred to the rural origin already mentioned, the rescue of the voice of the Mexican people through its diverse characters, the complaint to the Mexican Government that oppresses its people, the recurrence to the *Mexican Revolution* and the *Cristero War*[2], and of course, the theme that guides this work: Death. But there are also generational and artistic differences in them: the principle of their Artistic Vocations: in Revueltas the contact with the political, cultural and artistic environment comes from an early age when he emigrated to Mexico City

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[1] His brothers, the musician Silvestre, the painter Fermín and the actress Revueltas, are still known and academic discussed in the world for their Artistic Work. In the same way, their descendants in different generations have made Artistic Works of great value for the cultural legacy of Mexico and the world.

[2] The Cristero War, also known as Guerra de los Cristeros or Cristiada, was an armed conflict in Mexico developed between 1926 and 1929 between the government and militias of lay people, priests and religious Catholics who resisted the application of the so-called Calles Law, which proposed limiting the Catholic Cult in this country.

and stayed with his brother Silvestre; and in the case of Juan Rulfo, having tried to study at the University of Guadalajara and devote himself for a long time to photography by working for a Government Agency and traveling throughout Mexico because of that job; also, there are their stylistic proposal, extremely divergent, and of course their political position, this last one is obvious, since Revueltas does not have in his life someone who could really follow him in parallel to his convictions and ideological temperament.

In this Paper I intend to analyze how these two writers in their literary work treat a common theme of the Mexican Idiosyncrasy: Death, how they have a stylistic and even ideological treatment different from it, which responds to the cosmogonic vision of the World Prehispanic, and to the Judeo-Christian Tradition of the Mexican people –a Catholicized people from the Spanish Colony–. This analysis focuses on how the authors, to talk about death and the possible or impossible Transcendence of Being, make their Stylistic-Literary treatment from Three Possible Spaces for the Being: the *Earthly*, the *Subterranean* and the *Celestial*. This also causes readings and analysis from the Ontological, Ideological and Social point of view.

Juan Rulfo's *Pedro Páramo*

It is unquestionable that Juan Rulfo in *El llano en llamas* (1953) and in the novel *Pedro Páramo* (1955), based on the structure and narrative functioning of both books, also fundamentals of what we call the 'Rulfian Universe', exposes widely and deep the Essential Condition of the Mexican Being with its Prehispanic Myths and Beliefs about Death.

Pedro Páramo sometimes involves in a subtle way and in others categorically, the presence of Original Sin, its projection from the Edenic couple, incest, and a somber physical and spiritual atmosphere due to the erratic restlessness of the dead by the consciousness of the Lost Paradise. To get these representations in the narrative of *Pedro Páramo*, Rulfo makes use of the orality of a people, Comala and its inhabitants; thus he explores in a wide way the condition of these inhabitants of the town: Suffering Souls that will not get to transcend the *Earthly* or *Subterranean Spaces*.

In this novel already considered within the Literary Canon, Rulfo follows a fundamental line still in force in Mexican Literature: giving voice to a people so that through that voice we can know the essence of their being and their vision of the facts. Thus Rulfo gives continuity to the line drawn up by the chroniclers of the Spanish Colony; As Norma Klahn has already mentioned, the aesthetic vision of Rulfo's art: "se opondrá al realismo tradicional, vigente en su época de formación, y su visión ética seguirá las pautas establecidas desde la Colonia por fray Bartolomé de las Casas y el padre Sahagún, darle voz a los desvalidos"[1] (1996, p. 251); thus spinning this present and past literature with the Prehispanic Texts and their Cosmogonic-Cultural interpretation of the Life-Death duality.

In *Pedro Páramo*, the voices of the dead will invade little by little the narrative space until overflowing in a choir that together they will be symbol of the Comala itself, the dry land crying and counting its misfortune. Rulfo introduces the reader to this gradual descent through a recognizable figure, whose existential order can be understood from the Earthly Space: Juan Preciado. The first line, his voice, is extremely significant to understand such recognition with the reader: "Vine a Comala porque me dijeron que acá vivía mi padre, un tal Pedro Páramo"[2] (Rulfo, 1955. p. 1). The narrative places us next to Juan Preciado, at his side, to witness firsthand the journey to the underworld world, as Evodio Escalante has pointed out: Juan Preciado is "guía del lector en su descenso a los parajes inhóspitos de Comala. Modelo de personaje extranjero y –por esto mismo– primer elemento de las identificaciones del lector"[3] (1996, p. 663).

Entering together with Juan Preciado to Comala and hearing the voices, perceiving the apparitions, sensing the snares of the Suffering Souls, and above all, the history of the people reconstructed by the memory of those souls, is how we can understand that our logic will be broken and that the inhabitants of Comala still have an impulse that makes them wander in that timeless plane. It is important to point out what this impulse consists of, since it is not pure inertia: all the inhabitants of Comala speak with conscience of sin and wander not to repent but to recall in an exercise of *querulous gossip*, the moments in which their tragic existence, within the order of the Chiefdom of Pedro Páramo, led them to be part of the act of transgression to a greater order: the Divine. Thus, a base space in the horizontal plane can clearly be identified in the novel: the Media Luna and as part of it, Comala, a town whose center in the actions of the novel, is always the church; In

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[1] … will oppose Traditional Realism, in force at the time of its formation, and its ethical vision will follow the guidelines established since the Spanish Colony by Fray Bartolomé de las Casas and the Father Sahagun, to give voice to the helpless.

[2] Because it is the original literary text, with its linguistic terms and local language uses, no translation of the fragments of the novel Pedro Páramo will be made.

[3] … the reader's guide in his descent to the inhospitable places of Comala. Foreign character model and -for this very reason- first element of the identifications of the reader.

addition, there are two horizontal spaces that are reached by vertical ascent or descent: *Subterranean Space*, the one under the earth, the tombs, and *Celestial Space*, the blue sky, the divine space. Thus, the *Earthial Space* is that of Pedro Páramo, of the Cacique, the Media Luna and the earth; the subterranean space is that of the dead or souls in pain, that did not reach the Divine Grace, and divine space that would have to start from the church of Comala, it is only the blue sky.

In the course of the plot, it seems that the order of the Cacique beats the Divine order because its force and imposition is immediate. The inhabitants of Comala have more fear to the effective and instantaneous punishment of the Cacique and follow their commandments, they are adjusted to the terrestrial commandments and to the consequences of the patriarchal presence of Pedro Páramo; but also on the individual level each person is aware of his spiritual transgression, as José Carlos González Boixo points out: "Todos los habitantes de Comala tienen conciencia del pecado y saben que no pueden redimirse de él"[1] (1996, p. 654). They participate in sin under the concealer and often imposing figure of the Media Luna and Pedro Páramo, but they also know that this transgression, Sinful Spirit, arises from themselves, and when the time comes to repent and seek forgiveness, a vain approach to the *Celestial-Divine Space*, they will not be able to achieve it because Father Renteria is one of them, another one who has followed the game of Pedro Páramo and his internal impulses, and therefore, the Divine Power of granting absolution is denied .

The inhabitants of Comala participate in sin and also, as González Boixo says: "se identifican con la culpa original de la pareja edénica, como un peso que hay que sobrellevar en la vida y que les impedirá alcanzar el paraíso perdido"[2] (1996, p. 654). This consequent identification Edenic Couple-Lost Paradise, is essential for Rulfo and his novel. It is used to illustrate the deep sense of guilt that plagues the Human Being, in general, and the Mexican subject to the Catholic Church and its patriarchal system of chiefdom, in particular. It is clear to find in the novel this identification by the two reflections that are transcendental in the dramatic development of the text: Donis committing incest with his sister (without name) and Pedro with Susana San Juan. In the history of the first couple we can find the elements that George Ronald Freeman has pointed out to assign the most important archetypal key with which we can understand the novel: the Fall of Grace; such elements list them as follows: "Esta caída arquetípica se caracteriza por a) La imagen de una humanidad maldita, b) Un concepto del pecado original, c) Una condición de caído, y d) Un medio ambiente hostil y árido por el cual el hombre tiene que vagar buscando absolución"[3] (1996, p. 842).

As already mentioned, a large part of the inhabitants of Cómala will not receive the Holy Oils, the Divine Grace, since Father Renteria first refuses and then can not grant it, therefore they will remain as Suffering Souls in the Subterranean Space and they will never reach the Celestial-Heavenly Space. Pedro Páramo is agent provocateur of such punishment for the land and the people, but he also becomes the recipient of punishment. As a patriarchal figure of Comala can prevail in it but his sentence will not consummate his inheritance as a Father Figure. In this idea there is an extremely complex duality proposed by Rulfo: Pedro Páramo is the father of everyone in the town, but in reality he does not have a son who can inherit his Kingdom; the only possible one, Miguel Páramo died and was the only one who managed to receive absolution.

The only possibility that Pedro Páramo has of transcending is to return with the woman he loved as a child, but it is impossible because she went crazy in The Andromeda Mine and remains in a permanent mystical-sexual trance. Thus, they have been expelled from the only possible paradise for human beings: Childhood and their Innocence. It is important to highlight how in this stage one of the two connections in the novel of the two spaces is presented: Blue Earth-Sky; This is given through the kite with which Pedro and Susana play, but this will not happen again except in the dream-hallucination of The Cuarraca.

In this way the Structural, Thematic and Symbolic Elements converge in the construction of the Rulfian Universe, a mirror where we can see ourselves reflected as individual beings, with a religious, social and cultural legacy that binds us to this land or gives us condemnations or deserved rewards. A village, Comala, which we entered accompanied by Juan Preciado to be trapped there: another one of the Suffering Souls; a town from which, as Escalante suggests, we can not, as readers, escape: "De Comala, como quien dice, no se regresa nunca, aunque se regrese. Esta es, de hecho, la experiencia de los lectores. En la memoria del viajero siempre habrá un recuerdo que nos devuelva a este páramo inhóspito"[4] (1996, p.683).

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[1] All the inhabitants of Comala are aware of sin and know that they can not be redeemed from it.

[2] They identify with the Original Guilt of the Edenic Couple, as a burden that must be overcome in life and that will prevent them from reaching Lost Paradise.

[3] This Archetypal Fall is characterized by a) The image of a cursed humanity, b) A concept of original sin, c) A fallen condition, and d) A hostile and arid environment by the which man has to wander in search of absolution.

[4] From Comala, as one says, never returns, even if he returns. This is, in fact, the experience of readers. In the traveler's memory there will always be a memory that will bring us back to this inhospitable wasteland.

In the following figure it can see how the plot is constructed from the three proposed spaces:

Figure 1. *Celestial, Earthly and Subterranean Spaces in* Pedro Páramo
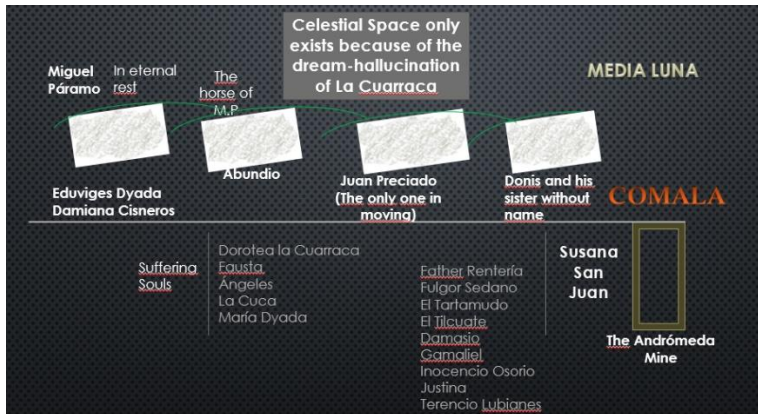
Earthly Space

Dorotea la Cuarraca, Fausta, Ángeles, la Cuca and María, are the ones who make the choral voice of the Subterranean Space, among gossip, jokes and dialogues with which the story of Comala and Pedro Páramo is built, the story of his fall from Grace. Further, as I already mentioned, in the Earthly Space is Juan Preciado, he arrives at Comala looking for his father Pedro Páramo and he will find death in the suffocation: the murmurs kill him. Similarly, although Miguel Páramo, sole legitimate son of Pedro Páramo, was buried and received the blessing of Father Rentería for money, his horse is not and is condemned to wander eternally on the Earthly plane, as stated in the same novel:

Una mujer que esperaba en las afueras del pueblo contó que había visto el caballo corriendo con las piernas dobladas como se fuera a ir de bruces… luego […] caminaba con el pescuezo echado hacia atrás como si viniera asustado por algo que había dejado atrás. (1955, pp. 26-27).

The other two characters that roam alive in the Earthly Space are Donis and his nameless sister, who live in the sin of incest and who are doomed to be sooner or later just Suffering Souls.

Besides these, it is mentioned in the novel that there is a crowd of souls that are loose in the street, among which are Abundio, Eduviges Dyada and Damiana Cisneros.

Subterranean Space

The Subterranean Space is the most important in the Juan Rulfo's novel, that's where the voices of the people of Comala, in particular of the women, are presented. As already mentioned, a large part of the people died and was buried but without receiving the Divine Grace. Dorotea la Cuarraca is the one who initiates this dialogue of the dead, she, along with Fausta, Ángeles, la Cuca and María Dyada, inhabit the Graves of the Poor, the dead piled up, however there is another woman's voice, says La Cuarraca, she speaks alone, that of the Big Grave (which Pedro Páramo paid): Doña Susanita tells them, Susana San Juan, who lives still dead moving in her delirium. In addition to these, they are there underground but mute, perhaps only ruminating their grudges, the dead men: Father Renteria, Fulgor Sedano and others.

Celestial Space

As already mentioned, the only two references to the Celestial Space are given by the innocence of childhood or by the madness of Dorotea la Cuarraca, who without the option of being a mother, hallucinates in a dream: "En el cielo me dijeron que se habían equivocado conmigo. Que me habían dado un corazón de madre, pero un seno de una cualquiera. Ese fue el otro sueño que tuve" (1955, p. 57), but she, as Father Renteria tells her, is not made for Heaven, only for Purgatory

Pedro Páramo as a child could feel the way he moved to that Heavenly Space thanks to his precocious love for Susana San Juan:

A centenares de metros, encima de todas las nubes, más, mucho más allá de todo, estás escondida tú, Susana. Escondida en la inmensidad de Dios, detrás de su Divina Providencia, donde yo no puedo alcanzarte ni verte y adonde no llegan mis palabras. (1955, p. 11).

The fate of Susana San Juan, The Cuarraca and all the other characters we know, but *Where is Pedro Páramo when he's dead?* He also did not die in Divine Grace even though he had all the money in the world to buy it, nor is he a Suffering Soul, he turned around, when he threw himself at the end of the novel, and was watered at the expense of the wind dispersing him, himself Comala, the *eterna living resentment* with which Juan Rulfo describes him and Comala.

The approach of these three spaces can be seen thematically and aesthetically coincident in the narrative of Juan Rulfo not only in *Pedro Páramo*, but in the same stories of his only volume published *El llano en llamas*, at least this is remarkable for the stories " Diles que no me maten", "No oyes ladrar los perros", "El hombre", "Luvina" and "Talpa".

Three Horizontal Spaces in the Literary Work of José Revueltas

José Revueltas was born in 1914 in Durango and moved to Mexico City from a very young age. There he starts his political activism, he is secluded in *Islas Marías* and he writes his first novel *Los Muros de Agua* (1941), then another novel, *El Luto Humano*, in 1943, which is worthy of the National Prize for Literature, and his first Book of Stories *Dios en la Tierra* of 1944. This will be followed by what for many is his best literary work but that earned him generalized repudiation of his fellow ideological struggle, the novel *Los Días Terrenales* in 1949, followed by *En Algún Valle de Lágrimas* (1956), *Los Motivos de Caín* (1957), then another story book, *Dormir en Tierra* (1960), the novels *Los errores* (1964) and *El Apando* (1969) - also considered by many as one of his greatest works- , to conclude with the book *Material de los Sueños* (1974) and the volume of work varies (presented as text of tales and short-stories) that was published posthumously, *Las Cenizas*, in 1981.

The first analysis of horizontal spaces in the work of José Revueltas is base on one of the best-known author's stories: "Dios en la Tierra", text that gives its name to his first volume of stories, published in 1944, when Revueltas was around thirty years old. This also represents a good example to delve into the particular universe of an author who has suffered multiple labels and pigeonholing of certain sectors of criticism, moving from Realism to Criollismo, Socialist Realism, and even Existentialism.

José Revueltas strives, both in his novels and in the stories discussed here, to build a method, a *Literary Machine*, as Escalante himself calls it, which has well-defined effects that he wants to provoke in the reader. Materialist-Dialectical Realism, that is what Revueltas calls it in that same desire to be congruent and to clarify, in the first place to itself, how this machinery should work. Escalante explains this procedure:

Lo que Revueltas pretende (…) es captar no un reflejo mecánico directo de la realidad, sino un movimiento interno, aquel aspecto que obedece a las leyes y a través del cual esta realidad aparece en trance de extinción, en franco camino de desaparecer y convertirse en otra cosa.[1] (1979, pp.18-19).

At the moment of applying this internal exploration in a real world to his literary texts, what Revueltas does is to become an Insightful Persecutor of the movements that, in this reality, are built, above all, that is what Revueltas perceives, in a process of descent or of degradation, ""... y encontrar en esta degradación, en esta corrupción aparente, no una manifestación del mal en términos absolutos, sino un momento en el camino de la superación dialéctica de la realidad"[2] (1979, p. 23). A textual movement that is none other than the internal evolution of reality, which most of the time becomes Revueltas, a repulsive encounter, because what he finds, according to Escalante, is "la verdad del acabamiento"[3] (1979, p. 26). The important thing is this Internal Movement that Revueltas explores to its ultimate consequences, not only verbally or thematically but in the same trajectory of his characters; and this movement is what basically separates Revueltas from any resemblance to Socialist Realism, which, according to Vicente Francisco Torres M., " hace de la realidad un espantajo momificado, antidialéctico"[4] (1985. p. 51). Thus, I will illustrate, from figure 2, the movement of this literary machinery in the story "Dios en la Tierra". For such an assignment, I have divided the text into five moments or movements, to follow the logic of Revueltas, which are clearly framed in the Space-Time progression of the story.

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[1] What Revueltas intends (...) is to capture not a direct mechanical reflection of reality, but an internal movement, that aspect that obeys the laws and through which this reality appears in a state of extinction, on the way to disappearing and becoming another thing.

[2] ... and find in this degradation, in this apparent corruption, not a manifestation of evil in absolute terms, but a moment in the path of the dialectical overcoming of reality.

[3] … the truth of the expiry.

[4] … makes reality a mummified, anti-dialectical scarecrow.

Figure 2. *Five moves in Celestial and Earthly Spaces in* "Dios en la tierra"

The first movement begins with an Omniscient Narrator who immediately places us before this overwhelming idea of oppression: "La población estaba cerrada con odio y con piedras"[1] says the omniscient narrator at the beginning of the story (Revueltas, 1979, p. 11). This represents one of the most particular characteristics of Revueltian literature, as Philippe Cherón emphasizes: "El tema fundacional de la obra de José Revueltas aunado al de su militancia, es el de la cárcel, el del encierro a todos los niveles..."[2] (2001, p. 51). From that first line the narrator places us not only in a space, but in a dimension where the essential thing is that confinement that is not only physical, with stones, also, more importantly, it is closed with hatred, with that feeling that we identify very own of the human, but which we do not stop finding very close to that idea that will be, clearly, present throughout the story: the similarity between two words that are supposed to be contrary: *God-Hate* (*Dios-Odio*), almost spelled in splanish. The narrator turns any place (the population) into a dimension that, although closed, does not stop referring us to a Mythical Time, from the recreation of an almost Biblical Tone, another constant of Revueltas. The narrator here is descending from the Celestial Space to the Earthly Space, and from that initial point of view, the Biblical Tone is justified since his vision is the *Divine* one. This one uses dry language, short phrases and adjectives that try to show a contradictory entity: "... Dios fuerte y terrible, hostil y sordo, de piedra ardiendo, de sangre helada... despaciosa, cuidadosa, ordenada crueldad" (1979, p. 11); reiterations that increase the Mythical breath and confirm this Divine vision: "... desde la ceguedad más ciega de su historia" (1979, p. 12), and rhetorical questions that it uses throughout the text with different purposes, in this case to reiterate the Mythical origin of chaos: "¿De dónde venía esa pesadilla? ¿Cómo había nacido?" (1979, p. 12). Also in this first movement stands out the repetition of an idea: "Todas las puertas cerradas en nombre de Dios, toda la locura y terquedad en nombre de Dios" (1979, p. 11), the mental closure of an entire people for a religious reason.

From these initial keys we have one of the first thematic locations of the text in historical events, Revueltas is referring to the Cristero War that took place in Mexico in two periods, from 1926 to 1929 and from 1933 to 1939, and he takes this as a pretext to speak precisely of the Alienation of the people, the mental closure that led a nation to raging, alienated confrontation. The narrator observes both sides, makes judgments, calls his reason giving meaning to that internal movement, he sees them almost disappearing, as Florence Olivier points out: "El simbolismo de las referencias bíblicas o

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[1] Because it is the original literary text, with its linguistic terms and local language uses, no translation of the fragments of the short-storie "Dios en la Tierra" and of the novel "El Luto Humano" will be made.

[2] The founding theme of the work of José Revueltas, together with that of his militancy, is that of prison, that of confinement at all levels...

míticas prehispánicas convoca en los textos las imágenes fantasmáticas de lo monstruoso como indiferenciación entre el mal y el bien cuando se encuentran a punto de convertirse el uno en el otro"[1] (2001, p.55).

The distance of the opposites is in the first movement of the text framed by the Mythical / Cosmic, but gradually it is diluted and this God soon becomes Earthly and incarnates to face his enemy. It is then that the second movement of the text begins, which is already fully realized on the Earthly Space, that of men of flesh and blood; cries are heard: "¡Los Federales! ¡Los Federales!" (1979, p. 12). Here, then, chaos, human form, takes shape: two sides: the Federals and the people. And in this way the degradation takes a more defined course, we talked about hatred and now we see how this hatred is humanized. The possibility of some *Divine* and / or Cosmic order is nullified, as Torres M. detects in Revueltas: "...la vida humana es algo que enturbia el caos del cosmos: esas materias extrañas que son la vida y la conciencia del hombre, están condenadas a desaparecer, a disolverse en el orden destructivo del universo"[2] (1985, pp. 60-61). Soldiers appear and with them arises the conflict that sustains the storytelling plot, the narrator tells us the dichotomy: soldiers do not fight against others, they fight against God incarnate in his town. The belief of the people in the divine being makes it a compact mass, they are the People of God, they take their name, they become their representative, they are God on Earth, therefore there are no particularities, the people are a mass that has the faith that blinds him and the strength of that same faith; but the soldiers do not reach to compact themselves, they are still individuals. The Federals are the land, Revueltas describes them this way in the story: "¡Y cómo son los soldados! Tienen unos rostros morenos, de tierra labrantía..." (1979, p. 12), therefore, and here is one of the final keys of the story, this earthly character imposes the needs of individuals: they are hungry and thirsty. The people, while God is, can not show these human weaknesses; while hatred, its mission, is not concretized, it will be a participant in the attributes that this same people attributes to their Divinity. These human attributes (Federal) and divine (People) we contemplate in the basic binarisms of the text: Federal / People = Thirst / Water = Earth / Water. The Federals are thirsty, they are thirsty, God is water, their people have water, they are water, and in no way will they quench the thirst of soldiers.

We arrive at a third movement, also on the Earthly plane, where the conflict completes its process of humanization (the Federals have a name: Lieutenant Medina commands them and there is another named Romero, the only names that appear in the story). The narrator uses a question to start this third movement: "¿Cuándo llegarían?" (1979, p. 13), the people ask themselves, waiting, challenging their opponents. The Narrator does not stop emphasizing the trajectory of this Literary Machinery but Revueltas leaves the fight only to the land of the closed, of the mental oppression; each side has its trajectory directed from a single physical element: God = Water, and from this there is a transformation of the same entity according to whose point of view: the absence of God is the curse for the Federals (the Thirst) and for the people the presence of God is the blessing (the Water); and this dialectic, Curse / Blessing, is presented from one sentence to another throughout the story.

We enter the fourth movement of the text, in the Earthly Space, and finally the storyline is completed, Lieutenant Medina thinks of an ally: "¡Si ese maldito profesor cumple su palabra...!" (1979, p. 14); a teacher who will have water for them. We see several points of extreme value in this intrusion of the ally and in the fact that it is precisely a Teacher: first, we place temporarily, now definitely, the story: it is the second period of the *Cristero War*, we come to this by two complementary data: remember the Educational Reform in Mexico of President Lázaro Cárdenas' Period (1934-1938) that had in the sending of Teachers to almost all the rural environment one of its main implements, and also by the fact that in this second period of the *Cristeros*, the participation of the Church as an institution was practically null, leaving all that labor in the hands of the people. Another interesting point in this interference of the Teacher as an ally, and here is a wink of Revueltas that I will not stop mentioning, is that perhaps *Reason* or *Knowledge*, represented by the Teacher, is another means of reaching the water and can break the binarism that separates the sides. And so the help is fulfilled but the Teacher is punished for the betrayal, because the narrator had already warned us from the beginning, this is a: "Dios fuerte y terrible, hostil y sordo" (1979, p. 11).

And so we went to the end, the fifth movement, short, only two paragraphs, but forceful, more Earthly impossible, closing the story masterfully. This fifth movement makes a detailed and dry description of the punishment, transforming the narrative into a falsely didactic tone: "Para quien lo ignore, la operación, pese a todo, es bien sencilla" (1979, p. 16). Then, it comes the description of how the people crosses the Teacher with a stake and nails it to the earth, like a Holy Cross on

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[1] The symbolism of the Biblical references or Prehispanic Mythical calls in the texts the phantasmatic images of the monstrous as undifferentiation between evil and good when they are about to become one another.

[2] "... human life is something that clouds the chaos of the cosmos: those strange matters that are life and consciousness of man, they are condemned to disappear, to dissolve in the destructive order of the universo.

El Calvario. "Un cristiano" (1979, p. 16) says the narrator with excellent irony when referring to the teacher punished and emphasize those two words in quotation marks. And the Teacher, the Reason, the Knowledge is like a scarecrow. The story, which begins in the Cosmic, ends with the pathetic swaying of a scarecrow assuming that mission to scare, as an example of the severity of the people, the People of God. A scarecrow that flutters as if moved by the wind, "llevando la voz profunda, ciclópea, de Dios que había pasado por la tierra"" (1979, p. 16). When finishing with that detailed description of the procedure, Revueltas demonstrates his mastery in the story and we verify the effectiveness of that literary machinery that is constructed in five specific movements. A machinery that from the beginning shows its directions in a clear and definitive way.

It is important here to point out how for José Revueltas the plane where the conflicts narrated in his literary writings happen is merely the Earthly one. The Celestial or *Divine* plane is not possible in its texts, it exists but only as a non-visible reference, always as a vault formed by gray clouds, or in the case of the story "Dios en la Tierra", by the luminous radiance, from where the Biblical breath arises, the Divine presence 'alienating', blind and at the same time invisible. Similarly, the infraterrenal space does not exist for Revueltas. *Where do the dead go in the literary work of Revueltas?*, nowhere do, they remain on the Earthly plane. This is exemplified by the impaled Teacher, so will Chonita, the dead girl, the Priest, Adán and the others killed in the novel *El Luto Humano*, where the dead are floating in the smelly water that floods the town after the *Flood*.

Similarly, the "machinery", the "internal movement" of the Revueltian narrative, is presented in the other literary texts of the author, for example, in situations and the obsessive, almost perpetual movement that is condemned by the characters of the *Islas Marías* in the novel *Los Muros de Agua*; similarly it appears in the anxious, desperate, almost anguishing movement of the sailors of "Dormir en Tierra" always alienated characters whom Revueltas puts in check to face them the truth of their *Expiry*.

I will review, to point out these ideas, the aforementioned novel El Luto Humano, through equal of an illustrative figure (3) and its brief explanation.

Figure 3. *Nine moves in Celestial and Earthly Spaces in* "El luto humano"

The novel *El Luto Humano* (1943) by José Revueltas is constructed in 9 movements that do not necessarily coincide with its capitulated structure (it has 11 chapters). These movements, as in the story "Dios en la Tierra", occur on the Earthly plane, with no opportunity for the dead to find vertical movement towards the celestial or infraterrenal spaces, and if any of these exist it is only as a dome, in this case at night, gray and black clouds that drop the flood, punishment of a God who is a shapeless mass, a vault that covers, rather than to protect, to enclose. There is no possible Divine Grace, nor Hell: this will occur in the same Earthly plane where the everyday happens for the Being, it seems that Revueltas makes that wink complicit to his possible readers.

The first movement in the novel is also presented with a Cosmic breath; from the beginning it is key to the dome that will reign in the novel: "Y el cielo no tenía luz, apagado, mostrando enormes masas negras… Y Dios golpeando el cielo, la

terrible bóveda oscura, sin estrellas" (1985, p. 14). To reiterate the confinement, the look of the Omniscient Narrator is transported to the interior of the house of Úrsulo and Cecilia, whose only companions are his daughter Chonita, dying, until The Death physically appears and surrenders to her. From here, the corpse of Chonita will wander on the Earthly plane without finding a destination, since The Priest will not have, like Padre Rentería in *Pedro Páramo*, the Moral or Divine Power, of giving him the Holy Oils.

The second movement occurs when precisely Ursulo comes to look for The Priest, with the ultimate hope that he accepted to give the Sacred Anointing to Chonita. Úrsulo meets Adán in the river and asks him to help him cross it in his boat, The *Cautibadora*. The development of these characters, as a permanent stylistic feature in the narrative of Revueltas, leads them to find a past full of resentment in which they wander as if, in fact, the dead were themselves, as mentioned in the same novel narrator: "Este país era un país de muertos caminando, hondo país en busca del ancla, del sostén secreto" (1985, p. 21).

The third and fourth movements occur with the first encounter in the church with The Priest, then in the river, when he kills Adán and leaves him floating there, in the stinking water product of the flood, site of all the dead. Úrsulo makes his request to The Priest in the church but if he had at any time had the power to leave Chonita in grace, he loses it because of the accumulation of resentment to those who return to see Adán. Even so, the fourth movement does not appear directly in the narration, it will be intuited from the expression of that resentment and the subsequent moral fall, now definitive, of The Priest.

A sample of Revueltas's humor is given at the beginning of the fifth movement, when he describes the cluster of characters locked up again in the house of Úrsulo and Cecilia, next to Chonita's corpse, as " flacos y feos" (1985, p. 46). How else to describe those dead in life more than with those two adjectives. If in *Pedro Páramo* de Rulfo, some living personages appear who go to the tomb and there they remain as Suffering Souls, in the case of Revueltas, they are always like that: dead. In such a way, besides the owners of the house and the dead girl, Calixto, the Calixta, The Priest, Jerónimo Gutiérrez and his shadow wife, without a name, are: "ellos los muertos, lo que comparecían ante el pequeño cadáver" (1985, p. 52). From that desolate meeting and the memories-remorse of these characters, the reader finds enough information to know the past of the people they inhabit (including the dead that inhabit them): The Strike; The failure of the Community Development System; and The Drought; and with it enters the narrative game, the character of Natividad, the dead man who floats throughout the novel.

In the sixth movement is presented, again, a real physical movement of the characters, begins with the departure of the characters, all Dead in Life, and continues when it appears, also physically, Natividad, floating in the river. All wander, flee, with Chonita dead as a burden, the Calixta lost behind, Jeronimo stultified by alcohol also as a burden-another dead. There is a description here of Úrsulo that emulates Pedro Páramo: "… Era tan sólo una extrahumana voluntad hacia el ser, la más vehemente, la más ardiente voluntad de la historia, la voluntad, la vocación de la piedra… como parte del tiempo ya, convertido ya en tiempo espeso" (1985. p. 77). This trip, this flight of the characters is also towards the memory, especially of The Priest remembering the prostitute Eduarda, in the framework again of the *War of the Cristeros*.

In the seventh movement comes the night and the procession of characters take refuge on the roof of the house of Ursulo and Cecilia, there they are protected in the darkness until the day comes and with it, the dome of clouds, the rain now irrepressible, with a barely luster, the sun that looks like a blind eye: "ojo viudo para contemplar la soledad" (1985, p. 92). That's how they last three days on the roof.

The eighth movement is already the delirium of those people, people starved of hunger, of thirst, of loneliness, the apparition of Adán floating dead in the water. The ninth movement comes with the appearance of the Vultures, their patience, hoping that those characters killed in life are finally dead body and spirit, because they have no possible transcendence up or down, only to float or be eaten by the Birds of Prey.

Conclusions

This study, as already mentioned, can be extended in its analysis and graphic representations to the total of the novels and short stories of Revueltas, and in general to a large part of Rulfo's stories, but that exercise would require more time and space. With what was discussed here, it was possible to illustrate how both authors stylistically and thematically manage the three spaces that imply Life-Death and possible transcendence of Being.

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Teacher Identity and Sociopolitical and Professionalization Demands. An Analysis of Their Relation in Light of a New Systemic Paradigm: the Three-Dimensional Spiral of Sense

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Abstract

This research has been done in the field of Education, Sociology and Social and Organizational Psychology and forms part of a larger complementary research program. We cite: 1) Studies carried out with secondary level and university educators seeking to contrast psychosocial and other factors related to teacher training that influence teaching practice and teaching identity, versus feelings of failure, burnout and fatalism. 2) Research with teachers from different countries (Argentina, Spain, France and Paraguay) seeking to observe the weight that the macro-context has on issues that both teachers and their institutions face at the micro-level. 3) Currently, we are continuing this research, though this time analyzing the shared representations that university students have of the most urgent problems their professors face. The methodology utilized was quantitative-qualitative: questionnaires, semi-structured surveys including open phrases which allowed actors to speak freely and, in the case of the French-Argentine research with .with IUFM professors, a special qualitative technique was applied: hierarchical evocation. This allowed us to determine which aspects related to professional pathways (objective and subjective) formed part of the "core" of social or shared representations and which were secondary aspects at the periphery of said core. Our findings show non-linear relationships between study variables – Expectations, Satisfaction and Achievement – and self-sustained interplay along three levels: micro individual, meso organizational and macro social. These are interpreted in light of a new systemic paradigm in human and social sciences: "The Three-Dimensional Spiral of Sense".

Keywords: Teacher Identity **–** Professional Achievement – Expectations – Satisfaction – New Paradigm

I. Introduction

Research on the issue of teachers, particularly that which takes into account the growing demands of the context – both macro social and immediate and organizational – and its relationship to Professionalization, not always in agreement with the competencies currently required, has been addressed within a Research Program that comprises various instances.

Here we focus on: 1) Research with teachers from different countries (Argentina, Spain, France and Paraguay) seeking to observe the weight that the macro-context has on issues that both teachers and their institutions face at the micro-level, addressing the Argentine case. 2) Studies carried out with secondary level and university educators seeking to contrast psychosocial and other factors related to teacher training that influence teaching practice and teaching identity, versus feelings of failure, burnout and fatalism.

Other complementary research has also been carried out, directed by Aparicio (Argentina), at different levels (secondary level, tertiary level and university level). Their characteristics – theoretical framework, objectives, hypothesis/questions, variables, methods and results – will be presented here briefly.

The models include personal and professional factors (the education-employment relationship); social and psychosocial factors (expectations, achievements, socio-professional mobility); and institutional and structural or macro factors (social, political-educational and economic)

These factors were observed in their sustained interaction (links, back and forth) and in light of a systemic perspective *sui generis* that plays out on three levels: macro-meso-micro-macro[1].

The methodology used was quantitative (statistical analysis, a semi-structured survey) but mainly qualitative (hierarchical evocations, interviews). The results, particularly the qualitative ones, show that for each study, the rich interactions underlying the continuance or innovation processes have an impact on teacher pathways and on identity, frequently related to Professionalization (Silva and Aparicio, 2015). In effect, the abrupt changes present in our globalized world do not find parallels in education, which is not always sufficient in terms of competencies in traditional disciplines (especially social and collective/metacompetencies necessary to bring about change). This generates ruptures in teachers' personal and professional worlds, which affects their insertion and mobility as well as their levels of satisfaction and even health.

A number of questions guided our research: What issues are found in terms of insertion and professional development? What relationship is found between education received and that given by the system? Do teachers perceive differences between the world of institutional mandates, life in the classroom, resources provided by the system and parent demands? Were their expectations met? What frustrations contributed? What psychosocial/organizational factors would they point out as negative (burnout, falling levels of expectations, workplace climate, little recognition…) and positive (coping, resilience, engagement)? Did they have opportunities for personal and professional growth? Which factors would they prioritize looking towards change and improvement? What complaints would they make regarding the macro system, its policies and reforms?

Before presenting our research, we describe the epistemological pillars that will allow us to interpret our findings.

The fundamental interest that underlies this complementary research is found in the analysis of the impact (explanatory/quantitative level) and comprehension (qualitative level) of *psychosocial factors* on teacher achievement within the context of the international patterns related to Quality Assessment at University. It should be noted that the prevailing criteria for quality assessment are efficiency, political effectiveness, efficacy and relevance.

It should be mentioned here that this Assessment was started late in Argentina, in 1995, when University Quality, combined with context, is first considered a priority. University polices emphasize the need to carry out systemic analyses. However, Assessment comes down to figures, statistics, diagnoses, input and output, but the human processes which lie at the base of such figures remain unknown in the Argentine system and, more globally, within the international framework, as has been noted in previous literature (Aparicio, 1995).

It was a challenge to carry out a systemic analysis of a factor with an impact on achievement at the macro level, and of the impact of the macro or micro organizational contexts on individuals. My research is oriented in that direction, i.e., towards the search for a more holistic and comprehensive approach to analyzing the "mechanisms" and/or factors that, when interacting, anticipate achievement on three levels or in three dimensions: the psycho-individual, the meso-institutional/organizational and the macro.

This new approach (Aparicio, 2015), established in the scientific production of 2005 (a); 2006 (a and b), 2007 (a and b) and 2009a comprises explanation and comprehension, quantitative and qualitative methodology, macro-micro-macro strategy analysis, processes and results, diachronic and synchronic and retrospective and prospective analyses, and transdiscipline (Aparicio 2010).

Finally, teaching – which demonstrates circuits of feedback – is at present greatly affected by Professionalization.

The set of factors mentioned has an impact at the level of identity. To this effect, we have found identities which are more "achieved" and others which are more "broken", finding cases in which teachers try to change their methods. In these teacher pathways, macro national, meso organizational and micro factors are at play.

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[1] Cf. Publications from 2012 and even more from 2015, year in which the author publishes her theory "The Three Dimensional Spiral of Sense".

II. **Theoretical Framework**

1. Professionalization and Identity

Career pathways, like identity, are in my opinion, an intersection of a certain history, a biography, and the relational/structural level. That is, a context favoring or impairing the realization of different levels (Dubar, 1991; Aparicio, 2009 f). In fact, all identities are interwoven between the individual and "others" (a system – or systems – and an organization – or organizations – recognized or not) and compel the individual to develop identity strategies for "survival" (Goffman, 1963), given the gap between what is desired and what is imposed/denied. This is due to the existence of mechanisms (often times far from necessities and disregarding relevance or response to contextual needs, in spite of this being an important criterion for assessing organizational quality,…) We will later refer to these aspects when dealing with Professionalization.

The issue of Professionalization has been analyzed by research carried out with different populations (university graduates, drop-outs, students who take longer to complete their studies, teachers, etc.), covering more than 20 years of study at the National University of Cuyo (UNCuyo) *(*see Aparicio 2015, chap.I).

We have worked on two core issues: identity related to professionalization in the field of education, and professional insertion.

Professionalization has been a source of debate since the 1980s (Lang, 1999). On the one hand, the effects of "overcrowding" in higher education (Bourdoncle & Demailly, 1998) have emphasized the need to consolidate certain competencies and sets of knowledge essential for professional practice and its corollary, social recognition of professional groups (Bourdoncle, 1993). The professionalization of individuals (training in an existing field) or of the activities (construction and/or redefinition of new profiles of an existing profession) demands the implementation of new mechanisms. On the other hand, as regards this research, the conditions of professional practice in the working world have changed, and professional insertion, as well as duration and promotion, represent a complex problem with numerous variables.

Briefly, the fast-paced changes within the professional world demand innovative transformations at training institutions and consolidation of new competencies valued by the market. This could have an influence on professional and institutional identity improvements.

There are many institutional efforts which have not always been accepted. In the specific field of training, new professionals encounter various difficulties, in addition to lack of recognition. Some authors even speak of de-professionalization of graduates in this field, as they are left behind in a process of "proletarianization" (Ozga & Lawn, 1981). There exist other problems as well: "semi-professional" status in a broad sense (Etzioni, 1969) and the devaluation of graduates' image in the field of education, along with an ever growing general weakening (burnout) (Tardiff & Lessard 1999; Maroy, 2006; Aparicio, 2006 a, 2006 b, 2007 a, 2007 b, 2009 a, 2009 b, 2009 c, 2013 a).

In general, considering the existing literature, we can say that there is a certain tension between the area of work and the area of training, as well as between the expectations at the moment of vocational choice and the actual experience in the professional environment; also, between the "ideal" situation expected by students and the real one of teaching graduates; between the representation of the teachers and their world experience. Is there an identity crisis as regards the deep changes in the labor market and as regards expectations? Is there a certain overprescription in the institutions to respond to the changes in the labor market, along with an underprescription in the means used for such responses? In addition, this issue of institutional and even disciplinary identities, as well as the identity reconstruction process, is accompanied, as has been mentioned, by current conditions of insertion, duration and professional mobility; all of them having an impact on professional careers (Dubar 1991, 2000 a, b and c).

Identity crisis as a result of deep changes within the market is clearly shown in the perspectives engineers have as regards their professional future (Aparicio, 2013 a). Identity is, then, the result of a history and a certain time marked by specific characteristics.

Finally, we must give some thought to the identity aspect. In fact, we consider that, along with the institutional issue – affected by the problem of uncertainty – in Argentina, conditions are favorable for identity crises. Uncertainty prevails.

When considering the changes in the conditions of university professionals' practices, it is interesting to carry out an interdisciplinary analysis of their situation from the educational and the psychosocial (expectations, pessimism/optimism,

satisfaction, non-conformism, anomy, etc.) viewpoints to determine the impact of these new contexts on health and identity, looking to improve the respective dynamic and interactive systems.

Two final words about this theme: Identity and Professionalization.

As regards *Identity*, we cannot expand any more at this point. We refer to our own work and other international literature (Lipiansky, 2008). There the reader will be able to find different forms of identity (ethnic, professional, cultural, sexual,…); different approaches, sometimes opposites (unity, decent ration, essentialism vs. constructivism, difference vs. resistance); identity in terms of transaction. The processes related to Identity are also shown (individualization, identification, attribution and introjection, conservation, realization); as are the most prominent perspectives (behaviorism, genetic, clinical, social and psychosocial views…); perspectives associated with cultural anthropology, symbolic interactionism, phenomenology, and systemism). Identity appears in the interweaving of history, biography and relationships. It always involves an "alter" – other – who may or may not recognize and may or may not accept the individual. Related to this, different identity strategies are used to deal with new, unexpected and bewildering situations; these strategies were found "in vivo" in the accounts of individuals in complementary research.

As regards *Professionalization*, as is widely known, it affects people, job positions, professions and groups, and so called Professionalism stems from it. There exist different approaches to the issue. Kaddouri (2008) makes reference to the institutional and collective projects carried out by some groups which lead to professionalism, and personal projects, i.e., originated as an individual initiative. Once again, here we can see our levels, the micro and meso levels. These projects have different levels of development according to areas, countries, etc.

When the personal project comes into conflict with the institutional one, a gap is produced, along with tensions and the implementation of identity strategies (Goffman, 1963).

As Kaddouri states (2008:149), Professionalization has two purposes: to acquire collective capacities, previously dealt with by Bourdoncle & Demailly (1998), and to internalize cultural and professional rules (autonomy, polyvalence, team work). Thus, those who are responsible within the labor market try to have individuals feel identified with the aims of the company and get involved with the identity model the company follows. However, conflict often arises between the personal and the collective projects and the individual must resort to identity strategies.

Professionalization may, in fact, encourage transformation regarding those identities that have been injured due to a break between the internalized and the imposed models; it may encourage a change of one or more identity components (specializing and polyspecializing professionalization). It may also encourage the existing dynamic identity to be maintained as the individuals are satisfied with their jobs, i.e., the aim is to consolidate identity and to keep/consolidate competencies. A successful transaction can be reached between the personal and the institutional projects. The threatened identity can also be confirmed. This occurs in individuals with little or a lack of social recognition (whether because they do not have the necessary competencies, or due to absence of updating, etc.). In short, we find transforming identity strategies when a change of profession is needed because there is a broad gap between the inherited and expected identities, maintenance, attempting reaffirmation in view of threat, and reconstruction. In all cases, Professionalization tends to reduce the gap; this gap is smaller in some cases than in others.

Finally, it is difficult to find a link to the burnout syndrome, marked by a fall in expectations within wearing-out environments: precisely here is where Professionalization becomes essential as regards personal and professional achievement as well as organizational improvement itself (Levy-Leboyer, 1971). This is established in the theories themselves regarding factors underlying the burnout syndrome (Freudenberger; 1974; Maslach & Pines & Aronson, 1988). "Founding fathers" could also be considered Leiter, Maslach (1988); Maslach & Jackson (1981); Maslach & Jackson (1986). and as regards the Expectancy Valence Theory Feather & Davenport, 1982 a and b; Seligman, 1991. The author, 2004 a and b.

According to the author, the greater the Expectations and the fewer possibilities for self-realization, individuals are more likely to fall into depression or show symptoms of deteriorating health. As such, it is important to understand the teaching issue from teachers, principals and aids themselves. In effect, our findings show that what is upheld by the media is frequently very contaminated by "beliefs" and "ideology", which contributes to further devaluation of the profession and consolidation of the image of a profession of little recognition, very far from the election of a vocation (Aparicio, 2013 b).

This issue, applied to the work environment – here teaching – has been addressed by Ortiz Zabala ,1985 ; Aparicio, 2015.

We see how Expectations, Satisfaction and Achievement are related to Pathways, pathways in which Professionalization currently plays an active part.

Here we present the focus of our research.

2. Complementary Research

Before describing the two studies, we will highlight others that came before or were carried out during the same period (i.e. Aparicio, 2015 a). In these studies, carried out not only at the university level but also at the Tertiary level (INFD) and secondary level, there is an interplay of macro, meso and micro individual factors as regards the issue of teaching.

2.1.Tertiary Education (Teacher Training Institutes, INFD) and Professionalization in Argentina: A *theoretical analysis of the macro relationship (legal and philosophical framework) and its impact on educational institutions and on teachers (meso and micro levels)*

Several historical, political and administrative aspects have combined to shape teachers' "weak identity" and their possibilities of self-fulfillment since 2007, when the INFD (Instituto de Formación Docente – Teacher Training Institute) was created by the Law of National Education No 26.206, which contributed to the consolidation of a weakened professional identity (*See.* MECyT, INFD, 2007). Among them we can mention: the diversification of the functions of teacher training, the inadequate importance given to research and abrupt administrative changes (until 1988, training was part of high schools). In that year, such training began to fall under the administration of the National Board of Higher Education, until 1994 when education administration passed to the jurisdiction of the provinces.

Such polices caused visible effects (transference, curriculum changes, institutional accreditation) and invisible effects (fragmentation of the system and a subsequent *lack of organic identity*).[1]

Other factors also have an influence on this weakened identity: the concept that teaching has a status as a semi-profession, a devalued image of the teacher, the ever-growing demands from the context which have turned teachers into "social workers", the characteristics of the new students teachers receive with which they cannot always cope, the gap between the "ideal teacher" and the "real teacher", or between the expected world at the moment of choosing careers and the real world. All of this makes "sense" or not to teachers' daily practices and professional life.

These problems, among others, reveal the renewed need for professionalization within the framework of Teacher Training.

Regarding the general macro-meso institutional framework, and despite the advances introduced by the INFD at the micro level, the practicing teacher currently demonstrates a weakened identity. As we can see, the issue works at three levels. The social crisis has an impact on the organizational crisis and on teachers, who, in spite of being weakened, reinforce the lack of identity in their own institution and in the educational system.

2.2. Teacher Training, Professionalization and Identity: An Analysis Based on Empirical Research

We will make brief reference to the author's research done at the educational level, in which there is a combination of epistemological basis, identity related matters, professionalization and professionalism.

2.2.1. International Level

2.2.1.1. Teachers' Careers, Professionalization and Employability. A French-Argentine Comparative Study on Teacher Training "Maisons familiales" and other Institutions (CONICET- National Council of Scientific Research, Argentina, Argentina and Université Lille 1)

This study develops along two core lines: Identity and Professionalization in the field of teacher training and teachers' professional insertion into the field. The issue of Professionalization has already been presented. The important fact to remember here is that, from the results of this comparative study, we are aware of the need: a) to go deeper into the issue of Professionalization because of all the possibilities it offers and, particularly, into the development of competencies (not only skills), which are nowadays requisite for professional practice to cope with new demands, conditions of professional practice, circumstances that impact the teacher's future, their expectations, their representations and the depreciation of their image within the context and b) to work in order to implement new mechanisms along these lines and thus avoid breaks in identity.[2]

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[1] This study was presented in Sherbrooke, at the inauguration of the IRPÉ Institute (2009 b and c).

[2] The professor Ghislaine Martin Galley also collaborated.

Within this framework, the links among the personal, training and professional performances become an issue of great worry. Our hypotheses were the following: a) There exists tension between the field in which teachers work and between what is professionally expected at the moment of starting work and what has been achieved during day-to-day practice. b) Some psychosocial factors in particular impact the achievement level and the feeling of achievement (satisfaction). Along this line, one of our purposes is to determine, precisely, which core variables (age, gender, etc.) and professional variables (Engagement, n-Ach, Resilience, Coping) have an impact on the teachers' dependent variable in the field of Education (French, Lille 1 and UNCuyo, Argentine:), as well as their representations regarding the value of education in favor of professional and personal recognition and development. There is feedback between the macro social level (two countries with different idiosyncrasies and different professionalization levels), the meso-organizational level (intuitions related to the aims pursued, which also provide institutional identity) and the micro level associated with the individual, the last and, paradoxically, the first actor in the system, since, without them, the system would not exist.

Methodology: It was qualitative (interview, semi-structured survey).

Sample: We worked with Teacher Training Institutes in Argentina and similar ones in France called "Maisons familiales", which receive students with different characteristics.

Results: We already have some results which permit us to determine the factors associated with professional achievement and professionalization for each course of study (two countries involved), as well as those factors consolidating or breaking their professional identities. This was achieved by comparing the representations associated with professional identity under the current "devaluation of the teaching career" and the widespread discomfort within the labor market.

2.2.1.2. Teachers' Careers, Professionalization and Identity. A French-Argentine Comparative Study on Teacher Training. (CONICET- Argentina / Université Paris 8, France)

The framework is the same as in our previous study. It is a French-Argentine comparative study, but this time, they are teachers working in Argentina (Mendoza) at the INFD, in urban, rural and poor areas, and teachers from the l'Universidad Paris 8, working in similar conditions (Aparicio, 2008).

Regarding methodology, it is similar, with emphasis on the qualitative aspect. We use techniques that allow us to compare shared (social) representations from both groups concerning their needs, problems, strengths and weaknesses of their institutions and of their education, especially as regards training, support and guiding mechanisms, and globally speaking professionalization mechanisms. In addition, we compare the core philosophies which have led to reform in France and Argentina with respect to teacher training (it should be noted that Argentina tried to follow the French model).

Results: They start to show similarities that refer to problems teachers share even though they belong to different countries. There are also differences, and above all, there is the influence of the macro-social aspect on the interpretation teachers and the media have regarding their problems (this is quite interesting from the point of view of our theory based on three interactive mainstays)[1].

The self-sustenance of the three systems (core mainstays of our perspectives) has become evident, as well as the presence of each in the others: what is "in the air" within the macro-social contexts in Argentina has been internalized by teachers and authorities. Also, the institutions regard the issue in terms of inclusion almost exclusively. Culture manifests itself inter-penetrating the different levels or spheres. The national, organizational/institutional and personal cultures self-sustain interactively.

2.2.2. Other Research in Argentina (INFD and secondary level)

We refer to only two studies.

2.2.2.1. The Issue of Teaching and Identity. A Case Study with Teachers Belonging to the School System (INFD)

We will make brief reference to another study conducted by the author that shows clear self-sustenance at the three levels (Martínez & Aparicio, 2013). It is part of a National Program (CAIE) funded by international organizations in order to detect the main problems affecting teachers.

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[1] Thus, for example, during the last few years, Argentina has regarded inclusion as a central policy. Inclusion and Exclusion, as well as all the issues they lead to, appear repeatedly, almost invasively. On the contrary, such issues have never been considered in France, much less in those terms.

Methodology: We studied almost 600 papers written by teachers from all levels of the School System who work in urban, rural and poor areas in Argentina. The teachers were asked to write about a problem in the classroom which, in their opinion, they had managed to solve and how they did so. The aim was to analyze the recurring practices and solutions (often times, as far as we could see, they were symbolic and/or even illusive) in order to improve such practices through the implementation of specific mechanisms. An increase in Professionalization and Professionalism was one of the objectives of the Program.

Techniques: We worked with document analysis and content analysis. The nodes, the categories and subcategories of teachers at different levels of the system (preschool, primary and secondary), in different kinds of institutions (public and private) and different contexts or areas (rural, urban, and poor areas) revealed very significant inter-penetration.

Results: The problems prioritized at each of these levels or contexts differed significantly and consistently from those prioritized at other levels or in other contexts. This revealed identities interwoven between individuals, the institutions they belong to, and their sociocultural contexts. Thus, the relevance of context (more demanding and, very often, even dangerous, according to the teachers' representations) appear in this study by Martínez, more strongly in poor areas, if we consider the occurrence of the problems the teachers referred to in their papers. This coincides with the findings in other countries with which we worked , such as France. From the operational point of view, it is a contribution to the design of teacher support mechanisms; from the epistemological point of view, self-sustenance clearly appears among the macro-social Cosmo vision, the school institution Cosmo vision (differentiated by the criteria mentioned above), and the teachers' cosmovisions.

2.2.2.2. Other Studies at the Secondary Level

Finally, research at the secondary school level has indeed been carried out (Borsani & Aparicio, 2013 b). Let us simply point out here that the mainstays of the theory have also appeared. Individuals, institutions and contexts interplay in a self-sustained movement, as regards the internalized culture.

3. Core Research: Research Studies (University and INFD)

3.1. Teachers' University Careers, Professionalization and Employability (CONICET - National Council of Research, Argentina)

Brief Theoretical Framework

This research analyzes University teachers' careers, as well as those of teachers from institutes with similar training programs; careers influenced by history and a social imaginary, but also by context and the sudden changes of late. All of this will have an impact both on teachers' identity and on their employability. The population includes teachers from different areas, levels, departments, provinces and from three foreign countries. Such variety provides a chance to recognize status and contextual differences concerning job mobility (careers), objective levels of achievement and satisfaction, dominant representations, and differences between expectations from the field and actual daily experiences. The model includes not only socio-cultural and base factors, but also psychosocial, organizational and structural factors.

In the present-day workplace, such structural factors could influence both professional careers and personal development. Thus, continuing studies with a high regional and international impact have been completed. The methodology employed is quantitative (statistical, systemic analysis) but, mainly, qualitative (hierarchical evocations, word associations and in-depth interviews). All of that allows for knowledge of the core problems existing in each Study Program itself (specific scenarios)[1] and in its relation to the working world (core shared representations), as well as of the differences between what was expected and what was actually achieved in the actors' prescribed and real world. Semi-structured surveys are also carried out, and a macro-micro-méso-macro strategy is applied.

Another objective**,** at the level of application or intervention**,** is to inform authorities who make decisions in the field of education about such results in order to implement programs to overcome problems which somehow hurt organizations today and which upset teachers in general.

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[1] We say "specific or situated scenarios" because we not only worked with university professors but also with terciary professors and professors from other countries.

Methodology

Sample: It includes newly graduated teachers (less than 5-years of experience) and those with little experience who graduated from private and public teacher training institutions in Paraguay, Spain and Argentina, teachers who hold a university degree currently working at universities and at the tertiary level (INFD) or high school; so their representations and problems may change. It also includes teachers working with hard and soft sciences at universities and tertiary level institutes (INFD) who have studied at different times under different philosophies. The purpose is to compare different disciplinary identity profiles and identity strategies.

Results

Here we refer only to findings for university professors. Through the use of the hierarchical evocation technique, we were able to determine which aspects were at the heart of the social representations (shared by the group) and which were secondary or peripheral. We will now refer to some of the nodes addressed, within which we distinguished categories using that which the professors themselves expressed. These are: What did you prioritize when choosing this career? What expectations do you have of your profession? Did your practice of the profession fulfill these expectations? How do you define a professor (identity)? What aspects would you identify as positive factors or strong points? What would be the negative or weak points? What are your thoughts about recognition? What would you ask the institutional authorities to change urgently looking to quality? What would you ask of politicians? What are your main concerns? What difficulties do you have in your daily activity?

Here we cannot speak of each of these aspects as each one deserves its own publication.

If we focus on "Expectation" (what professors expected of the career when choosing it and in accordance with the social imaginary), the only category that is located in the fourth or least significant periphery was the "political-institutional" category. This means that the group never held expectations regarding policies. On the other hand, curiously, three categories entered into the nucleus or heart: "affective" aspects, "education" and "future development of the workplace". This presents significant differences with that which was found in France.

Nevertheless, if we observe the responses to the question Did your practice of the profession fulfill these expectations?, the only category that enters into the nucleus is the "affective" category. There were conflicts, but also satisfaction. The rest of the categories fall into the least significant peripheral zone.

Let us concentrate on "difficulties" and "concerns" for a moment. The issue – in the international literature – frequently focuses on these aspects. The results show a dominance of affective aspects. Professors do not cease to suffer from tiredness, burnout, unease, stress and feelings of impotence (Blanchard-Laville 2000, 2001 and 2013; Montgomery & Rupp, 2005).

Violence (Debarbieux, 1998, 1999) and alienation also concerns professors: there exist too many mandates, many institutional demands, little understanding and few resources (psychosocial particularly) to deal with daily situations. Added to this is a lack of professionalization.

This all comes together in fragile identities (that sometimes lead to an abandoning of the profession before the five year mark or to the adoption of survival strategies) (Woods, 1997).[1]

Finally, demands of politicians were key. Non-conformism dominates. Professors demand better salaries, greater professionalization and better working conditions, among other aspects.

3.2. University and secondary level teachers. A study of the social and psychosocial factors that impact their pathways and satisfaction (Argentina)

This is a comparative study directed by Aparicio on the issue of secondary level and university level educators (Aparicio et al, 2010 a). Researchers observe social and organizational problems that impact teachers' health (burnout, fatalism) and their life projects. They also analyzed difficulties, expectations, motivations, feeling of fulfillment, hopes for the future and

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[1] See a list of the author's publications in order shortly. A synthesis can be found in Aparicio 2005, 2009 and numerous recent articles on professionalization and identity.

factors that influence these hopes, the valuation of the devaluation of teachers on the part of parents and the effects of this devaluation at the political and economic (salary) level, among others.

The objectives of this research were: a) to determine levels of emotional exhaustion, depersonalization and personal frustration (central components of burnout according to the "founding fathers") shown by university professors; b) to compare these levels to levels found for secondary level teachers; c) to analyze the relationship between different *burnout* levels and socio-demographic, motivational and professional factors; d) to understand the relationship that exists between resilience and coping on the one hand, and the burnout suffered by university professors and secondary level teachers on the other. More specifically, we are interested in understanding the role that personal and professional expectations play as related to Professionalization and how these influence teachers' levels of exhaustion or feelings of fulfillment, impacting their identities and pathways in diverse ways. e) Finally, from the epistemological point of view (the author's theory), to observe what relationship existed between the macro national contexts – growing demands from the immediate context (parents) and political-educational changes -, the meso institutional level – university or secondary level – and the micro individual level (particularly regarding teachers' feelings of satisfaction or non-conformism when faced with limits they observe in the general education system and in policies/programs adopted and levels of Professionalization).

Theoretical framework: We refer here to the founding fathers (the English school particularly) cited above (Freudenberger, 1974 and others).

Methodology: Our sample of university professors was made up of professors from the National University of Cuyo (N = 92) and secondary level teachers from an urban school (N = 42). We applied quantitative and qualitative techniques. The interval of confidence was 95.5%.

Results:

For university professors:

a. *Quantitative*

-Descriptive quantitative analysis

This analysis allowed us to observe: 1) The socio-demographic, professional and motivational profile; 2) the absence of burnout for this university group for the subscale that measures Burnout according to the *Maslach Burnout Inventory* (Emotional exhaustion, Depersonalization and Personal fulfillment), in contrast to what was expected by the authorities who requested the study.

-Bivariate analysis (*burnout* vs. base variable) – This analysis shows that the socio-emotional situation of the family, especially, is a significant factor in Personal Fulfillment; on the contrary, weekly working hours, salaries and main tasks (teaching or research predominantly) are associated significantly with Emotional Exhaustion. As regards the sub-scale of Depersonalization, the results were not statistically significant. We also found significant statistical relationships with the Resilience and Coping factor (factors that go against burnout, acting as barriers). Nevertheless, we are not able to address this here.

b. *Qualitative*:

Our findings, gleaned from the hierarchical evocation technique, show that university professors have not fallen into the burnout syndrome as they have, precisely, high expectations, family support and more offers of Professionalization than those found at secondary education levels. In addition, they demonstrate greater levels of Resilience and Coping. The triangulation shows consistent results.

Secondary level teachers:

Here the situation changes. There is burnout, less development of coping strategies and less resilience. Exhaustion is due fundamentally to society's demands, to the devaluation of the teacher's image and to violence found in schools, as well as to little possibility of professionalization systematized by the State, to few chances of improvements in salaries and too few opportunities for personal and professional development in the future.

To conclude, we may say that the brief analysis carried out with this research demonstrates the dynamic interplay (feedback) between individuals, organizational contexts and macro lines. In addition, using this strategy of analysis based

on the authors theory – "The Three Dimensional Spiral of Sense" – has allowed us to capture the deeper meaning of the educator issue, beyond statistical findings that allow for the explanation of a phenomenon but not for real understanding of its underlying aspects. Without this understanding, there are few alternatives for improving the quality of teachers' lives. The relationship individuals/contexts/individuals emerges in the differences found between university and secondary level educators.

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Dissemination of "Educating Communities" to Reduce Youth's Social Exclusion

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Abstract

The aim of the paper is to analyse the role of "educating communities" in reducing social exclusion for young people. The paper is divided into three parts. In the first part we give some definition of educating communities, as a network between schools and communities, involving social workers, parents and institutions that are focused on the behaviour of young generations. The second part is dedicated to an overview of the best practices present in the US (the Greenbrook Elementary School in New Jersey), where the model of educating communities exists since more than 10 years, so that we can observe the evolution and the results too. After this analysis we will investigate an embryonal experiment of educating communities in Calabria. Particularly, we will investigate the experimental program in Calabria, because Calabria is one of the poorest regions in Europe, with very high level of educational poverty, very high risk of social exclusion and very strong presence of criminality. The program about educating communities in Calabria involves Region, local institutions, third sector (social firm, NGO), youth workers and schools. Its aim is to build a different future for young people, ameliorate the social mobility and the intergenerational transmission of poverty (material and immaterial). Finally, in the third part we will conclude showing the policy implication of the investments in educating community (social cost, time of network creation and moral hazard) and the focusing on the challenges of the dissemination of educating communities in reducing social exclusion.

Keywords: Education, Education and Inequality, Education Quality, Equality of Opportunity, Social Exclusion, Intergenerational Mobility

Introduction

The aim of this paper is to give a contribution about public politics against young's social exclusion. For this research, we have considered, first of all, the literature review about relations between social and educational context and the life cycle of young. The needs of students from disadvantaged communities have been recently highlighted in several studies from the United States to Europe. Studies conducted by Organization for Economic Cooperation and Development's (OECD), as the Program for International Student Assessment (PISA), show each year the competences' trend in the areas of Mathematics, Reading and Science, underlined growing differences between students in developing regions and students in developed regions. We believe that the geographic residence is not the only factor that can influence PISA results and that building an "educating community" may generate positive effects in formal and informal competences.

Particularly, this paper deepens youth condition in Calabria Region, one of the poorest regions in Europe, in which a union of Primary and Secondary School with several social associations and young workers has created a movement called "educating community", as a "place" of discussion and sharing experiences with a common aim: include young in local communities. We've decided to study the condition of Calabria for many reasons. Calabria is not only the poorest region of Europe, but is also the region with the highest level of youth unemployment and one of the Region with a troubling level of scholastic dispersion. The international organization Save the Children in his last two annual reports (2015 and 2016) has evidenced about the relevant incidence in poverty and risk of social exclusion for young and minor and many young that leave school very early.

I. Youth and poverty

For the writer, it's very important in this historical phase to study social and economic condition of young people because of the concentration of poverty for "Millennials" as people born around and after 1980. We will analyse particularly the condition of youth living in the marginalized area or in peripheries of big cities. The urban area affects and is in turn influenced by social change: it is the place where the society can weaken or strengthen depending on the interaction, and it can be a source of opportunities and restrictions for people living there. Hence the idea that urban space can affect a

young person today to the kind of adult who will be tomorrow. The presence or absence of functional structures such as schools, youth centers, libraries, sports facilities and even medical facilities, can affect the growth of young and turn him or not, into a successful adult, responsible and involved in the development of its urban context.

Within the city itself, there are completely different ways of life: life in the suburbs is almost always stigmatizing and tends to reproduce the status of young people in poverty and exclusion typical of the area, while those who were lucky enough to be born and live in central areas has a better chance to access and benefit from social and economic opportunities. Those who come from wealthy families to experience the city can participate in educational activities or just leisure without foreclosure, favoring private spaces. The most vulnerable are forced instead to settle for what the city offers them for free. If the services were poor, both in terms of quantity and especially from the qualitative point of view the effects on young people may be different: a lack of integration of young, poor or deprived, often pushing them towards negative behaviors (crime, school dropout).

The city, therefore, does not produce for youth living standards and equal opportunity, but rather it is the place where in recent years' social mobility has reached very low levels. The starting point, therefore, play an essential role since they determine not only the opportunities, but also the individual's level of relationship that can establish with the inhabitants of other areas. Who's from a deprived neighborhood can become an outcast from opportunity and positive relationships only because they live in that particular neighborhood.

From the sociological point of view, this kind of analysis refers to the methodology of the Chicago School of the early 900 that is based on the existence of so-called "natural areas" or habitats of different types of people in the city. Emblematic in this regard is the classic example of Shaw (1930) on the possibilities and perceptions of young people in urban slums who observe the different opportunities of the most affluent, including their lack of access to the same opportunities and feel compelled to commit to these negative actions sometimes delinquent in order to improve their social position.

Years later, Wilson (1987) introduces the term "neighborhood effects" to highlight how living in a disadvantaged background can certainly increase the risk of poverty of the individual: social norms, family environment and the quality of the neighborhood where you live can affect negatively the standard of living of the people living there.

The idea that the district of residence has an effect on the growth of young people over the years is supported by numerous studies that analyze the effects of institutions in the neighborhood and interacting with young: the presence or absence of adequate schools, parks, libraries, places socialization, etc. But if this sort of studies is well-established in the United States, in Europe, we can say that this is an area of research still very young and that has affected mainly the Northern countries. Garner and Raudenbush (1991) analyzed the neighborhood effect considering the level of social deprivation in educational institutions and education of 2,500 young people in Scotland: also in familiar contexts, not particularly disadvantaged situations of spatial deprivation in education/school negatively affect learning and then employment opportunities in the future. Similarly, Andersson (2004) studying the condition of adolescents in Sweden showed the presence of different types of neighborhood effects associated with the educational environment and intended to be reflected in future in professional contexts. Kaupinenn (2008) regarding the case of Helsinki is a step further and concludes that the educational environment is certainly one of the means by which the effect occurs to influence the young in the completion or abandonment of the secondary school.

Studies by Sibley (1995) show that even in English city poverty and social exclusion of young people is determined not only by the place where you live but also to the neighborhood where they're attending the school. Even Bauder (2002) described similar phenomena with the term "cultural exception" to demonstrate how the weight of the reputation of a particular school can affect the life of a young reducing their future life chances.

Considering the risk of social exclusion for adolescents growing up in poverty, Cauce (2008) has put in evidence how students from poor family living in disadvantaged area, are much more exposed to violence, and how this attitude affects their functioning, to have lower academic achievement and school attendance, and to have higher rates of school dropout.

About the connection between education and social exclusion, in the following pages, we will use a model related to recent studies conducted by Raffo (2009) at the University of Manchester. He has created a diagram (Figure 1) representative of how poverty can affect the education of a young and as a special education system combined with social relations are able, in turn, to have an impact on poverty of the individual. Following the diagram, in fact, we can comprehend how a lack of material resources, caused by an economic deprivation, can affect the scholars' result of young. But Raffo explains another two aspects: the first one is about opportunities related to familiar condition or to any particular prejudice (i.g. if the student

lives in a periphery), the second one is about the cultural aspect (gender attitudes). A good mix of social interaction and policy interventions could reduce material deprivation, stigma and prejudice and increase the opportunities for students.

Figure 1

We will use this graphic in our simulation of educating community in Calabria to understand how the participation of the community could positively influence the educational outcomes of students involved in the Community and their aspiration too.

II. Can school prevent social exclusion?

During the Salamanca World Conference on Special Needs Education, UNESCO recommended the spreading of inclusive education (UNESCO, 1994), underlining how an inclusive orientation are 'the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all'. By this way, inclusive education could be a very good tool against social exclusion, because of the cultural overcoming of differences like gender, races, social status.

In 1996 Jacques Delors has written one of the most important document about education: "Learning: The Treasure Within". In this paper emerges a central role of education in life of the population, particularly for young population because of the aim of education as a universal permission to everyone to become a member of society without diversity without barriers to participate in the society. But education is not a "miracle cure or a magic formula" that open the door to a world in which all principles will be attained, but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. In this sense two factors became fundamental: strategy and network. Primary, strategy is important because the policy-makers have to plan the intervention as well as the economic resources that the community education needs. Secondarily, it's necessary to create a solid network between schools, local institution, third sectors, civil society; this network will cooperate to every step of the community as the society in which students will be included.

Some years later than J. Delors, after the event of September 11, 2001 in New York, A. Dodd and J. Konzal (2002) have deepened the role of education and school in the creation of a safer world, particularly in public school where children have the opportunity to learn with and from children whose back-grounds are very different from their own. Also, from their point of view, a strong network between school and parents is one of the principal steps to have an educational system able to contrast social exclusion: studies of individual families show that what the family does is more important to student success than family income of education. Jean Konzal has the opportunity to improve his model in Greenbrook Elementary School (New Jersey – USA): for five years, she has involved parents, teachers and students in a particular project called "Kindergarten Parent Journal Writing". During this project she has created a work group called PTO (Parent-Teacher Organization) with the aim to produce a bimonthly newsletter for the whole community, to raise money for events for family and student. The integration of teachers and parents has been positive and this case was studied by many researchers an innovative experiment of cooperation.

Where many actors of educational system stay together and work together for the community, they will produce real benefit for children's success in school and life: if a teacher and parent know, trust, and respect one another, there is a greater likelihood that one will initiate contact with the other when needed to help the child.

Recently, Epstein (2011) has made a theory about the importance of a partnership between schools, family and communities. In his theory, there are six different categories of participation: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. As Dodd and Konzal, Epstein considers relevant the participation of parents, but in this case he looks with a big interest with the involvement of community partners from *civil society* (volunteer organizations, senior citizen organizations, libraries, museums, zoos, faith-based organizations, or individuals living within the community). When this partnership works cooperatively with a shared responsibility, the effects on students' well-being are extremely positive: "school–community partnerships can impact student success and post-school outcomes as well as positively influence and benefit the community in return" (Willems and Gonzalez-DeHass, 2012).

It's important to underline how parental role is very important not only during "present life" of a student/child, but also for the adult of the future. The transmission of education from parents to children is an important tool to assess the extent of intergenerational mobility in a society: intergenerational transmission of education and of economic status is really persistent in emerging economies or in less developed areas of developed countries (Pastore F., Roccisano F., 2015). In

some case, researchers talk about under education traps: where certain families (because of the neighborhood effects, the fixed costs of education or a problem in the educational system) remain uneducated from one generation to the next.

Finally, a good network needs the involvement of social agents, local authorities and youth workers. In this network teachers, parents and the other actors have to work together: that's why researchers called them "peers". From these collaborative learning students have lots of added value: new ability in argumentation, structured controversy, reciprocal teaching and will be much more able in problem solving and to achieve goals.

III. Social Exclusion, education and facilities: the educating community is a possible policy for Calabria?

Poverty has multidimensional aspect: there is an economic poverty, but there is also poverty in terms of poor living. Amartya Sen (2000) talked about "Aristotelian perspective" to describe the origin of a dimension of poverty based on the impossibilies to be part of important activities. Being unable to participate in social life can impoverish a person: relational deprivation impoverishes a family's life, influencing and reducing economic opportunities for parents today and for children in the future.

Following this approach, we have analyzed the inclusion in Calabria, sited in the South of Italy, of the poorest Region in Europe (Eurostat 2017), particularly we have studied the relationship between facilities and social exclusion of young people leaving. In the Appendix 1 the reader could see the result of our studies: the distribution of schools, cultural activities (public and private library), social center (daily and residential) and sports facilities by the five provinces.

For the purpose of this paper, is important to underline how if distribution of schools reflects the distribution of population in the five provinces of Calabria, the distribution of equipment for young, from several surveys collected by us, marks a huge disparity between the five provinces of Calabria. The level of disparity most substantial is that relating to social activities, considering daily and residential center for minors. Among the 162 social centers dedicated to young people, 94 are located in the much more opulent province. By contrast, in the poorest areas, which the risk of social exclusion is higher, there is a very little number of facilities: young people living in the peripheral areas of the poorest provinces should need of important services against deprivation.

In this condition the birth of a partnership between school, community and parents, could be an important challenge for every student living in a periphery or in a poor area.

During last year, we have analyzed the development of "educating community" in Calabria, and look at some interesting finding. The composition of the Community presents all the Epsteins's categories: voluntary from each province of Calabria, schools, local and regional authorities, youth worker, social workers and parents. The aim of the coordination was to design a common platform of action that defines the principles useful for the promotion of thematic experimentation that comprehends the social formation system of Calabria as a system of human energies, and reflects on what amount of energy (skills) is available in the system today, how much energy is used and what is not used. It would be an experiment that analyses the causes of the unblocked potential energy blocking factors (e.g. Bureaucracy, know-how and school organization, territorial education, training centers, workplace alternation) work with network methodologies and pathways innovation to foster the release and expression of these energies.

Between the stages of the route, a program's manifesto for a regional pact for innovation in educational processes was envisaged. A pact that puts together the various stakeholders involved in the various training issues and is able to initiate a first definition of an organizational structure that allows shared construction, indispensable in instructing structural policies directed at different regional territories, a capability strategy on:

- Helping disseminations of positive structural practices
- To promote effective networks between schools and other educational agencies on the basis of organizational-operational-psycho-pedagogical-social pluralism, design
- Take good care of good practices,
- Devote real measures to children and teenagers and to those who follow them every day,
- Support joint participation and reflection of organizations, institutions and people who are learning

Figure 2: The Educating Community in Calabria

The students involved in a first experiment of the Community were living in a deprived place, an area of Calabria called *Locride* in which the risk of social exclusion is straightly correlated to criminality: young people abandons school and get easy money from criminal group affiliates to *ndrangheta*.

The target has included 100 students from high schools with special educational needs: foreigners (young refugee or migrants' sons), repeating students, students living in poor families, students at risk of dropping out. In primary schools, the community has worked to involve 230 vulnerable students with an inclusive approach. The overall group included problematic and risky scholars, both because the indicators of absences and votes clarify their deficiencies, and because they come from families at high risk of social exclusion and crime.

The first result of this partnership is published in a Report led by INDIRE the Research Center of the Italian Ministry of Education (INDIRE, 2016) on the project called "Educating Community for the rebirth of Locride". In this publication we can read how the strong role assigned to the partnership between school and the social organizations involved was one of the main features of the project, as is also summarized in the title that has been attributed. The operation of the network was set up with a non-bureaucratic approach to decision-making, on an effective participatory way, often characterized by the informality of the sessions organized and marked by numerous extended meetings. The choices were taken exclusively in the Group of management and coordination following the peer approach.

The relationship between the members of the Educating Community (tutors, experts, local authority) allowed to oversee the relationship with the class teachers and to consolidate the contributions of skills, motivation and behavior acquired in the courses. Also, it is interesting the attention to the growth of the Educating Community (of the school and the other members of the partnership) looking at the common replication: the same partnership could be replicated everywhere, and this disseminating dynamic could develop the experience involving every piece of society and therefore not just students.

Students and the partnership of the Community have worked together on several courses:

Individualized mentoring	Experts met students with lack of aspirations to increase their self-confidence
The leader in me	A motivational course with the aim to enforce personal life skill
My school blog	Students have to gain informatics abilities to create a school blog as a network between school and community. In the blog students have published event organized by local authorities and social organization involved in the project.
School to work transition	In this path students and experts have deepened the evolution of the job and the method to understand how knowing personal capabilities and working on their enforcement could be an easy way to find a job linked to personal attitudes

Finally, our findings about this first experimentation show us how an "educating community" could affect the dynamics evidenced by Raffo in his diagram on poverty and education outcomes: working in groups during class course overcomes the lack of material resources, by sharing what students need to follow the course; playing moments, with ice breaker games, struggles prejudices and contribute to create a spiritual group in the class and in the school. About opportunities and cultural activities, working on aspirations and on personal attitudes, could influence in an encouraging system the future and job opportunities of students.

IV. Recommendations for Further Research

This study and the effect of "educating Community" in a disadvantaged area like *Locride* could be more depth in future research when we have a complete information on scholar's performance during a school program and when the scholar has to find a job or a university course.

Future research should examine how educating community influences local authorities and citizens: does a partnership school/community can promote civil participation?

V. Conclusions

This paper shows how a partnership between schools, parents and social organization could have a positive impact on young people, increasing their opportunities and contrasting social exclusion. The experiment of "Educating Community" has produted many positive effects in scholar's life and for the community. That's why we think that "educating community" could be a good practice and a good policy to combat young poverty and social exclusion.

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Policy makers have to look at this kind of partnership and facilitate the participation of schools in public activities as well as the participation of local authorities and social organization in the school's activities, following the inclusive approach and according to the principle that no one stays behind.

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Figures

FIGURE 1

Poverty
(disadvantage, deprivation, socio-economic inequality)

1) Material/Pysical Resources

2)Opportunites/Constraints-structure, process and dynamics

3)Cultures

- Learning resources
- Economic resources
- Physical & Mental Health
- Housing
- Infrastructure - transport

- Power, prejudice & stigmatisation
- Resource access issues eg social capital, financial credit
- School processes and choice
- Organisational / structural hierarchies
- Transitional arrangements and youth labour market
- Governance, power, citizenshi and capabilities

- Identity
- IQ
- Ethnicity
- Language
- Cognitive capabilities
- Values and attitudes
- Cultural capital
- Symbolic: sign and space
Gender

Contexts for interactions, mixes and policy interventions

Educational Outcomes

Life chances

Figure 2: The Educating Community in Calabria

Educating Community

Local Network

School as a learning community

Holistic Education System

Cooperation between youth worker and schools

APPENDIX 1: The distribution of schools and facilities in Calabria

In this appendix, we describe our analysis between facilities and social exclusion of young people in Calabria.

To do this, we have considered the distribution by the five provinces of schools, cultural activities (public and private library), social center (daily and residential) and sports facilities.

Tab. 1 Population in Calabria by provinces

	Total	Age (3-18)	Average Income (2015)
Catanzaro (CZ)	362.343	53.201	€ 9.259,00
Cosenza (CS)	711.739	101.263	€ 8.655,00
Reggio Calabria (RC)	553.861	87.108	€ 8.954,00
Vibo Valentia (VV)	161.619	25.120	€ 8.400,00
Crotone (KR)	175.566	29.506	€ 7.313,00

Considering that Cosenza's province is the most populous province, we can observe how the distribution of schools reflects the distribution of population. It's important to put in evidence how Calabria Region in 2016 has promoted and voted in the legislative assembly a particular norm to preserve linguistic minorities and students living in internal areas.

Graph. 1- public school distribution by area - (Our Elaboration from Demo.Istat)
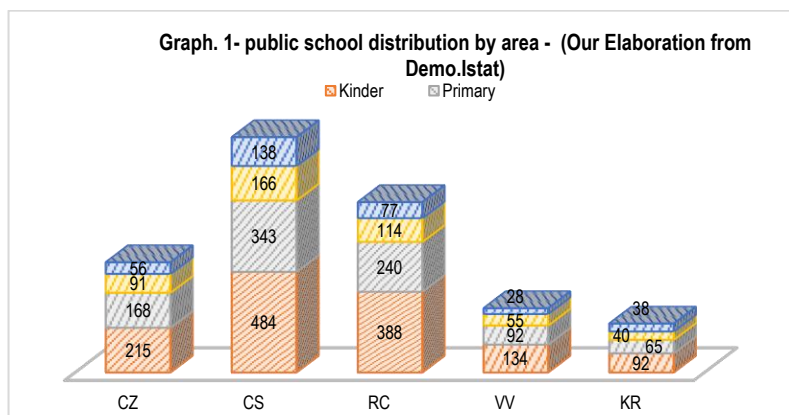
If distribution of schools reflects population, it will be much more interesting the analysis of the distribution of equipment for young, from several surveys collected by us, that evidences a massive disparity between the five provinces of Calabria. The level of disparity most substantial is that relating to social activities, considering daily and residential center for minors. Among the 162 social centers dedicated to young people, 94 are located in a province. By contrast, the poorest areas shall need a much more numerous allocation in the social sector.

GRAPH. 2: DISTRIBUTION OF EQUIPMENT FOR YOUNG PER AREA
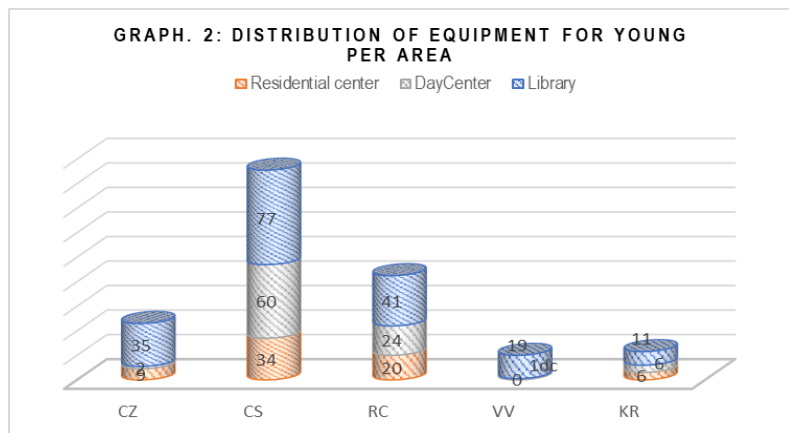
To be able to analyze the structural equipment in the five provinces of Calabria Region we will create a dedicated index of structural equipment for young people.

We surveyed the number of public school compulsory in all areas. We select a unique cohort of the population between 3 and 18 years and consider nursery schools, primary schools, secondary schools, and high school.

Consider:

• The density of the cohort (the ratio between the populations of the cohort 3-18) and the surface area in km2

• The number of endowment related to the cohort

To build our index says:

1. Sk = groups of individuals per area (area S1 = 1, S2 = zone 2, etc. ....)

2. mk = MaxK = maximum value of the relationship. This value will serve as reference data in order to proceed with normalization.

3. ψ (Sk) = mk / m = ratio of the density of the population of the cohort and number of schools normalized to the maximum value

Since we do not have values at the individual level, we consider the relationship created according to the density of the population cohort and the number of schools in the various provinces. We construct an index improved based on the maximum value of the distribution: we impose normalization to the maximum value of 1.

Tab. 2 Index for schools

Sk	Density of population (d)	c School (kindergarten, primary, secondary)	d/c	ψ(Sk) = mk/m
CZ	22,03	530	24,06	0,32
CS	15,09	1131	74,94	1,00
RC	27,13	819	30,18	0,40
VV	21,83	309	14,15	0,19
KR	17,00	235	13,82	0,18

If in the first case, the maximum index was in Cosenza Province. The lowest endowment of schools is always represented by the poorest provinces of Vibo Valentia and Crotone.

After this, to a better idea of large-scale equipment for young we construct a table in which we give a comparison of indexes created in the same way as was done for the school area for all of the areas considered: social, cultural and sporting.

Compared to what was said earlier on perceptions of quality of life in the various areas of Calabria, we can observe that the province of Cosenza, which is the most populous, is the best equipped in every field.

Tab. 3: endowment benchmarks between areas

Groups Sk	School Index	Social Index	Cultural Index	Sport Index
S_1 = CZ	0,32	0,08	0,31	0,44
S_2 = CS	1,00	1,00	1,00	1,00
S_3 = RC	0,40	0,26	0,30	0,39
S_4 = VV	0,19	0,01	0,17	0,23
S_5 = KR	0,18	0,11	0,13	0,24

It's easy to see how the distance between Cosenza and the other provinces, is very far: young people living in the peripheral areas of the poorest provinces should need of important services against deprivation.

Feeling of Loneliness in Deaf Adolescents: the Effect of An Online Life Skills Program

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Abstract

The aim of the current study was to investigate the effect of life skills training on the reduction of feeling of loneliness among deaf and hard of hearing adolescents.This study had a pretest-posttest with control and experimental group design using convenience sampling. The Feelings of Loneliness Questionnaire developed by Dehshiri (1387) was filled in by 275 individuals who were joined in a special social network for the deaf. The age rang of the sample group was from 17 to 37. Thirty of them who had the lowest scores in feelings of loneliness were randomly assigned to two fifteen-person groups. The experimental group received online life skills-based education, while the control group received no intervention. The training was performed in ten 120-minutes sessions. The data were analyzed by ANCOVA and repeated measures test. The results indicated that the online life skills-based training program reduced feelings of loneliness caused by a lack of interaction with friends and family in deaf adolescents. According to the results of this study life skills are so important for deaf adolescents and paying attention to these skills is a social necessity through which the mental health of individuals with hearing impairment and deafness can be improved. In addition, regarding the effectiveness of online life skills-based education and considering the inaccessibility of conventional consultation for all of individuals with hearing impairment and deafness, online counseling and also online social, cognitive, and consultative rehabilitation can be used and is recommended in other domains.

Keywords: deafness; hearing impairment; online education; life skills; feelings of loneliness

Introduction

Hearing is one of the most important senses in human which affects all our lifespan . This sense, along with language, plays a significant role in establishing communication with others. The prevalence of hearing impairment in children is more than 1.7% while up to 7% of adults suffer from it (including 183 million men and 145 million women) (World Health Organization, 2017). Deafness can influence physical and mental health and social well-being of adolescents and might result in low self-esteem, irritability, isolation, disappointment, depression and anxiety and emotional and social problems (Kral & O'Donoghue, 2010; Kushalnagar et al., 2007).

Researchers identified a direct relationship between the severity of deafness and psychological distress; although some levels of distress is part of everyday life, but increase in the level of distress along with symptoms such as anxiety and restlessness, irritability, tantrum/ impulsivity, stress, decreased concentration and sleeplessness may make a person relinquish and ignore his major social roles, especially job-related ones; therefore, deafness has a greater influence on adolescents both psychologically and physically (Nachtegaal et al., 2009; Saha, Sharma, & Srivastava, 2017).

Reduced participation of deaf and hearing impaired individuals in social life leads to a reduction in social adjustment and quality of life (Mc Gaha & ferrin, 2001). Hearing loss can cause secondary problems such as perception and communication problems, emotional and affective problems, social problems, academic problems, etc., furthermore, depending on the extent of hearing impairment, the child's age at the onset of deafness and his mental and intellectual capabilities, the extent of problems may vary (Pettala & Rajaguru, 2016; Marschark & Hauser, 2008; Elhageen, 2004).

According to research findings, deaf individuals experience loneliness more than others, however, in the late adolescence and early youth, the risk factor of experiencing loneliness increases and their social connections become more obscure (Deniz, Hamarta, Ari, 2005; Ang, Mansor, 2012; Stinson, & Whitmore, 2000). In fact, the disruption of proper communication with peers and others leads to a deficit in social and communication skills, and failure to learn life and social skills. As a consequence, low self-confidence, fear of rejection, feeling of humiliation, inability in developing friendships and low self-esteem might occur (Deniz, Hamarta, Ari, 2005; Ang, Mansor, 2012; Razny, 2011).

Moreover, according to the findings of the present study, deaf and hearing impaired individuals, on the one hand, have often not been fully considered by psychologists and very few interventions have been developed for this group. On the other hand, communication problems are prevalent among deaf and hearing impaired individuals, which further leads to the feeling of loneliness, low self-esteem, fewer acceptance of deafness/hearing impairment, and the abandonment of interests and activities, which also affects their psychological well-being (Fellinger, Holzinger & Pollard, 2012).

Unicef (2007) defines life skills as a large group of psychological, social and interpersonal skills that help individuals in personal decision making, effective communications, the evolution of role modeling and self-management skills, all of which might help leading them to a healthy living.

Therefore, deaf individuals need special training to get adequately prepared for social life. They should find a way to communicate with their peers and join the community. Cyberspace provides an opportunity for hearing impaired individuals to compensate for this feeling of loneliness and lack of face to face communication with others. In other words, the use of cyberspace should be promoted since it might provide the deaf individuals with various communication motivators (Ghiamatyoon, Nesayan & Movallali, 2016; Yoon, 2011). Though lots of studies have so far been conducted on the use of cyberspace and the internet by adolescents and youth, most of which have pointed to the negative effects of the use of cyberspace on mental health (Morahan-Martin & Schumacher, 2003; Oguz & Cakir, 2014), research on online training and the use of this public space in learning life skills and how to improve mental health is still scanty. Also little attention has been paid to the deaf youth concerns, factors and type of services which affect mental health of this group of youth (Blom, Marschark, Vervloed, & Knoors, 2014; Kožuha, Hintermair, Hauptmana, & Debevca, 2015; Maiorana-Basas & Pagliaro, 2014; Kožuh, Hintermair, & Debevc, 2014).

Consequently, considering the disabling nature of hearing impairment and low levels of mental health indicators in this group, who suffer from a hidden disability, and the dearth of studies about the loneliness feeling in these individuals, more research on this issue seems imperative. Also, due to the positive characteristics of virtual training and counseling, considering time and cost effectiveness and more self-expression on the side of the users, different individuals from various locations will be able to participate in training interventions (Gatti, Brivio, & Calciano, 2016). Through conducting this and similar studies, utilizing online life skills training programs, we hope to reduce the loneliness feeling of hearing impaired individuals and improve their mental health. The findings of these studies might be applicable in psychology and counseling clinics to prevent depression and isolation, and enhance self-esteem and identity styles, and even academic achievement of these individuals.

Moreover, considering the important studies carried out on loneliness feeling, many of which pointed to the effectiveness of training on a variety of life skills in the general population and, in some cases, among individuals with special physical-needs and the blind, the main question raised for the present study is whether online training program of life skills affects the loneliness feeling of deaf and hearing impaired individuals.

Method

The basis of this research was randomized experimental with pre-test, post-test and follow-up with control group, wherein the participants were randomly assigned into two groups. The statistical population of this study included all deaf, hearing-impaired, and cochlear implant youth between 17 and 37 years old throughout Iran. They were members of Faranak Clinic and were members of a Telegram channel named "capable deaf youth" in 2016-2017.

The participants were selected through convenience sampling. The sample of this study included 270 individuals. After administering loneliness questionnaire, 30 of them were randomly assigned into two groups of online life skills training (15 individuals) and the control group who did not receive any intervention (15 individuals). In other words, the questionnaire was distributed among all 270 individuals and among them, those who scored below the mean and met the inclusion criteria were included in the study. The inclusion criteria were hearing deficit (hearing loss, hearing impairment, cochlear implantation, according to their self-report), the absence of psychiatric illnesses that interfere with the course (according to their self-report), the absence of psychiatric and physical problems (according to their self-report), being in the age range of 17-37, having a minimum degree of education, agreement to participate in research and signing the written consent form. It is worth mentioning that the exclusion criteria were having a disorder or meeting the complete criteria for personality disorder in the second axis, disagreement with participating at any time in research, the inability or willingness to do assignments, the absence of more than two sessions in the three-step assessment process.

Instruments

To collect the data, the loneliness feeling questionnaire developed by Deshiri et al. (2006) was administered. The questionnaire included items on the rate and mode of communication and social interactions of the individual with parents, family members, friends as well as the emotional characteristics of these relationships. The items had a five-point Likert scale ranging. Participants rate each item as either O ("I often feel this way") ,S ("I sometimes feel this way'), R("I rarely feel this way"). The participants were asked to judge the extent to which each item is true about their feelings, behaviors and attitudes in this five-point Likert scale. The scales were scored from 0 to 4 and some items were reversely scored. The Cronbach's alpha coefficient for the whole scale was 0.91, for the loneliness due to communication with the family subscale, 0.89, for the loneliness due to the relationship with friends subscale, 0.88 and for the emotional signs of loneliness subscale, 0.79. Cronbach's alpha coefficient of the questionnaire was 0.85 in the present study.

Procedure

In order to create and increase trust in deaf and hearing impaired individuals (to be unbiased against hearing individuals), researchers worked as the counselors and psychologist in the "capable deaf and hearing impaired youth" group at the outset of the study. At first, the members of the group showed fierce resistance and bias towards the hearing counselors. At the initial session, we attempted to talk about the issues pertain to deaf and hearing impaired individuals, but the more we proceeded, the more resistance they showed. Therefore, it was decided to discuss the topics of interest to members. At the beginning of each session, members were inquired about their favorite topics. Gradually, over the course of a few months, the members' resistance was reduced and they talked more frankly with counselors about their own problems. During these sessions, the inevitability of learning life skills was discussed and after several months, deaf youth were informed about the research and provided with the informed consent forms and if the consent form was signed, they would be included in the assessment and training process, as the research participants. Once receiving the written consent and following the selection of the participants based on the inclusion and exclusion criteria, the participants were assessed by the research instrument. Then, they were randomly assigned into two groups, one group received online life skills training, and the other group did not receive any intervention. All questions in the research instrument were explained to the participants in plain, tangible and objective language, along with different examples.

The experimental group received online life skills training for 10 sessions of 120 minutes, two sessions a week, while the control group did not receive any psychotherapeutic intervention or any other training.

In order for the participants to better understand words, sentences, topics and situations, researchers used objective examples, films, pictures, paintings, animations, etc., and at the end of each session, the participants were given three assignments that were discussed jointly at the beginning of the next session. Furthermore, along with the beginning of life skills training sessions, a group of hearing, deaf, cochlear implant and hearing impaired individuals was created to help the participants understand the meaning of words and sentences and learn sentence construction. In fact, the aim was to allow members who do not participate in the group, due to poor sentences or lack of understanding of the meaning of words or phrases, to participate in the discussions, following the correction of their grammatical, word meaning and sentence mistakes.

In order to measure the effectiveness of treatment, before and after the online life skills training course, both pretest and post-test were administered to both groups. After three months, the participants were followed up.

After completing the follow-up questionnaire, the control and experimental groups were merged and a new life skills' training course for deaf and hearing impaired youth commenced.

To implement ethical interventions, the ethical codes proposed by the American Psychological Association (2003) and the Psychology and Counselling Association of the Islamic Republic of Iran (2006) were considered.

The general introduction of the program and the summary of the sessions, by the structure of the sessions, is as follow**s:**

Table 1. Summary of the sessions' content

No	Session content
First	Introduction and building rapport, introducing members and goals, introducing the training program, the significance of life skills training and its impact on individual and social life**.**
Second	An overview of the content of the previous session, self-awareness skills' training, discussing the characteristic of self-aware individuals, benefits of self-awareness, awareness of positive aspects of self, increasing self-confidence, assertiveness training, summary discussion, feedback, homework assignment.
Third	An overview of the content of the previous session, assessing homework, understanding the most important values from the individual's point of view, empathy skills' training, familiarizing the individual with empathy concepts, empathy effects on personal and social relationships and on personal and social contributions, empathy barriers, the main methods of empathy, summary of the session, homework assignment.
fourth	An overview of the content of the previous session, assessing homework, interpersonal skills' training, identifying effective factors and communication components, training communication skills, establishing an appropriate communication, active listening skills, summary of the session, homework assignment.
Fifth	An overview of the content of the previous session and continuing the training of the effective communication skills and effective interpersonal skills, homework assignment, elements of friendly relationships, concepts and interpersonal relationships, trust, empathy and acceptance, my message and your message, conflict resolution styles.
Sixth	An overview of the content of the previous session, assessing homework, conflict resolution styles, training the technique of courageous behavior, summary of the session, homework assignment.
Seventh	An overview of the content of the previous session, assessing homework, training the technique of courageous behavior, the significance of courageous behavior, healthy and unhealthy communication styles, ability to say no summary of the session, homework assignment.
Eighth	An overview of the content of the previous session, assessing homework, critical thinking skills training, processes and stages of critical thinking, active and creative thinking, summary of the session, homework assignment.
Ninth	An overview of the content of the previous session, assessing homework, awareness of anger and violence, training anger management skills, identifying appropriate anger reactions, summary of the session, providing feedback, homework assignment.
Tenth	An overview of the content of the previous session, assessing homework, negative mood coping training, training on changing automatic negative thoughts, group activity and doing assignments, appreciating the participants, summing up and closing session.

Data analysis

To analyze the data of this study, descriptive statistics of central tendency (frequency, mean and standard deviation) and inferential statistics (variance analysis and covariance (ANCOVA) are used. Descriptive statistics of the variables of the study are presented in the following table.

Table 2: Mean and standard deviations of research variables by experimental and control group

Variable	Group	Mean			SD		
		Pre-test	Post-test	Follow-up	Pre-test	Post-test	Follow-up

Feeling lonely	Experimental	107.53	61.78	63.13	18.27	21.10	21.94
	Control	90.07	94.07	93.87	21.73	27.47	26.88
Feeling lonely (Friends)	Experimental	33.8	17	18.4	8.60	8.31	8.02
	Control	30.13	31	30.6	8.68	9.44	9.57
Feeling lonely (Family)	Experimental	48.07	31.67	32.73	10.18	13.38	13.30
	Control	36.73	38.13	39.2	12.13	18.70	16.53
Emotional signs	Experimental	25.61	13.20	14.33	7.69	8.22	8.22
	Control	23.2	24.93	23.6	7.98	8.93	8.10

In Table 2, mean and standard deviation of each of the four research variables were reported in the pretest, post-test, and follow-up. As shown in the table, there is no significant difference in pre-test, post-test and follow-up scores of the control group, however, in the experimental group, post-test and follow-up scores differ significantly from the pre-test scores.

The main hypothesis: Online life skills' training program reduces feelings of loneliness in deaf and hearing impaired youth.

Table 3: Results of covariance analysis test for experimental and control groups

Indicator change sources	Sum of squares	df	Mean Squares	F	Effect size	p
Pre-test	1015.8	1	1015.8	1.74	.06	.2
Post-test differences of the two groups	8741.08	1	8741.08	14.95	.356	.001
Error	1578.87	27	584.62			
Total	24576.97					

Table 3 presents the results of the covariance analysis test to examine the difference between the two experimental and control groups, by eliminating the pre-test factor. According to the second row of the table and by controlling the pre-test effect, a significant difference is observed between the two experimental and control groups in the post-test (Sig <.05, F = 14.95). Therefore, the difference in the post-test scores of the experimental and control groups is statistically significant (p<.05).

Table 4: Analysis of variance results of repeated measures for post-test and follow-up

Indicator change sources	Sum of squares	df	Mean Squares	F	p
Time	4.27	1	4.27	3.11	.088
Error	39.73	29	1.37		

The results of repeated measures analysis of variance obtained from the comparison of post-test scores with follow-up scores are presented in Table 4. The results indicate no significant difference between post-test and follow-up of loneliness variable (p <.05 and F = 3.11); Therefore, it can be concluded that changes made in the individuals were stable.

Discussion

The aim of the present study was to investigate the effectiveness of the online life skills' training program on the loneliness feeling of deaf and hearing impaired youth. Although similar studies was not found, the results of this study are consistent with studies that reported the positive effect of training life skills. It is worth mentioning that the findings of the present study are in line with the findings of Trogit and Rife (2004). They indicated that hearing-impaired individuals, like other groups with specific needs, possess a low level of basic social skills and, as a result, they gradually lose their sense of value and thus they avoid encountering others and narrow the scope of their social interactions. According to the abovementioned points, the need to train individuals with hearing impairment for interpersonal skills is highly felt. Moreover, Huurre and Aro (2000) indicated that hearing impaired youth, especially those who were deaf, had more problems in their personal relationships and social interactions with friends than the healthy group; therefore, many studies have focused on training life and social skills through various activities and reported the effectiveness of such training programs. Among these studies, the findings of the following ones are consistent with the findings of the present study (Kef, 1997; Mc Gaha & ferrin, 2001; Erozkan, 2009; Bharath & Kishore-Kumar, 2010; Wittenberg & Reis, 1986; Heinrich & Gullone, 2006; Christians & Ankrom, 1988; Asher & Paquette, 2003; Hermann, 2005; Mahvash-Vernosfaderani & Movallali, 2013; Mahvash-Vernosfaderani, 2014; Mahvash-Vernosfaderani, Adibsereshki, & Movallali, 2012; Pettala & Rajaguru, 2016).

In explaining these findings, it can be stated that the main characteristic of individuals with hearing impairment is a deficit in learning and applying life skills. Deaf individuals, due to communication problems, might not be able to fully develop a strong social network outside their family. The extension of the concept of self (the feeling of self) is extremely complex and

complicated for the deaf individuals (Hintermair, 2008; Polat, 2003; Cates, 1991). In other words, they do not acquire the skills of life implicitly or they fail to apply the skills they have already learned. Considering the point that life skills' training is of crucial importance for deaf adolescents and directly affects the development of their life skills and psychological health (Pettala & Rajaguru, 2016), attempt was made, in the present study, to train skills that increase confidence, and to improve empathy skills, establish effective relationships, cope with stress, manage emotions, solve problems, etc. each of which improves the level of social and individual life in some way or another and, in particular, training reduces the loneliness feeling caused by lack of contact with friends. Moreover, group training, by its very nature, significantly increases the compatibility of this group, since gathering in a group of people with similar problems is effective in reducing mental pressure, negative mood, feeling lonely and consequently increases the acceptance of reality and coping with it.

Throughout the present study, skills such as self-awareness and change in autonomous negative thinking were taught to the participants. Individuals were guided towards self-awareness, awareness of positive qualities, increased confidence and self-expression, as they performed various assignments. The guided assignments, were presented from easy to difficult so that the individual obtain higher self-confidence besides self-esteem. The participants learned how to behave courageously, and used the healthy relationship guidelines in developing their relationships and managed to establish closer relationships with their family through controlling their anger and negative thoughts. Furthermore, group participation made everyone aware of the experiences and understandings of other members regarding the discussions and the situations and thus, they could obtain a wider and more comprehensive view of events and happenings without early judgment.

Training the life skills can be a source of change, including change in attitudes and beliefs, and this, in turn, enhances the recognition, adaptation and improvement of social relationships and individual health. Training enables people, including the deaf and the hearing impaired, to learn more about themselves, recognize their strengths and weaknesses, develop some degrees of self-awareness, and overcome their weaknesses and add to their strengths and adopt brighter and wider viewpoints. As a result, a person might readily accept the facts, agree more consistently with them without an immature judgment and this might, in turn enhance his/her adjustment and reduce his/her psychological pressure. Consequently, he/she might have more effective and lasting communication, and thus his/her sense of loneliness reduces as well.

During the training sessions, the members of the experimental group, being in a group context, could express their emotions, and exchange their experiences. Furthermore, they understood that they are not the only ones who experience these feelings, thus, they expressed their thoughts and feelings more easily and freely. Subsequently, they became more aware of their own thoughts and feelings. In addition, skills' training exerts an undeniable influence on coping with negative mood, changing and controlling automatic negative thoughts, emotional management skills and critical thinking. It further improves the control of emotions, feelings and unrealistic expectations. Though the findings of different studies highlight that loneliness is a distressing experience, the cognitive element has also been emphasized. Life skills training, in the present study, made individuals take a more critical and insightful look at their issues, events and expectations, and to gain more adequate and accurate understanding of themselves and others. In this regard, recognizing the abilities, the requisite social skills, effective relationships and increasing self-esteem plays a crucial role in the reduction of loneliness emotional symptoms.

Conclusion

Based on the results of this research, it can be maintained that life skills training is essential for all people, especially deaf and hearing impaired ones. To further justify the need for a life-skills training program aim at reducing loneliness feeling of deaf and hearing impaired youth, it can be stated that training skills such as proper communication techniques, effective interpersonal skills, self-awareness and empathy, coping with negative mood, emotional management and problem-solving allow an individual to develop the ability to act in accordance with his/her own criteria and achieve the desired outcomes in a certain situation. In addition, training can enhance individual's knowledge, strengthen his/her positive beliefs and prevent isolation and withdrawal. All the aforementioned points prevent the occurrence of disruptive individual, psychosocial, and social factors or largely decrease them. It seems that most of the psychological and social disturbances result from the inability to act in line with their own criteria, and as a consequence, the individuals fail to achieve expected outcomes; they might lack sufficient knowledge and have mistaken beliefs about themselves and the world around them.

Similar to other studies, this study also has certain limitations. First, the report of psychiatric illnesses has been based on individuals' self-reports. Second, the participants had a limited ability to identify examples and illustrations which aimed at objectifying training in the experimental group. Third, analyzing and comprehension ability of the participants was low,

particularly in abstract concepts and concepts that required judgment and the final limitation was the difficulty researchers had in explaining the meaning of questionnaire items through chatting and illustrating images.

It is suggested that the durability of the effectiveness of the training program be examined in the course of one-year, two-year and five-year follow-up periods. Word meaning and sentence construction could be included in future training courses. Furthermore, due to the limited sample size (deaf and hearing impaired youth) of the present study, it is recommended to conduct more studies to find stronger supports for the effects of life skills training approach on loneliness feeling and its therapeutic effects on other variables and psychiatric disorders. Moreover, the effects of this training program can be compared with other therapeutic approaches.

Acknowledgments

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The Role of Regional Organizations in Reducing Organized Rape

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Abstract

Organized rape in armed conflict is one of the most serious violations of human rights, which creates a clear crisis in the identity of the other party and solidifies the sense of bitterness of defeat. Rape in armed conflicts is thus different from that of others, which can have a negative impact on social and international peace and security. Conservative and racially conservative societies are also affected by systematic organized gang rape, which occurs systematically from parties to a non-international armed conflict or within the policy of the aggressor State in the event of an international armed conflict. In contrast to the efforts made by the United Nations to curb organized rape, regional organizations have made little effort in this direction. The role of regional organizations in the framework of Chapter VIII of the UN. Charter in reducing armed conflicts and protecting human rights, and in cooperation of the United Nations and the Security Council in the task of maintaining international peace and security. The European Convention on Human Rights has established a mechanism to monitor the extent to which individuals enjoy their rights and freedoms and the extent to which States parties respect them. The US Convention on Human Rights followed the same approach as the European Convention, but through the regulatory body of the American Commission on Human Rights and the American Court of Human Rights. Although women and children suffered systematic rape as a result of armed conflict on the African continent, the African Charter on Human Rights did not provide the necessary mechanisms to curb crimes of sexual violence, and the Arab Charter on Human Rights did not play a role in the face of organized rape. We therefore considered the adequacy of the provisions of the International Bill and the mechanisms of action of regional organizations in curbing the crimes of sexual violence, organized rape in particular in places of non-international armed conflict, and whether organized rape can be considered a violation of personal liberty and dignity. Or is it a crime against humanity? And other questions that can be raised, which we will try to answer in the context of this research.

Keywords: Organized Rape, Armed Conflicts.

Introduction

Organized rape is one of the most serious international crimes that have attracted the attention of the international community to its violation of basic human rights. The victim is raped in all forms of armed conflict whether internationally, internally, religiously, ethnically, nationally, or as a result of the combination of all these factors.

Women are being raped by men on both sides of the hostile and friendly forces, and even by the interference of those in the territories with the international mandate to maintain international peace and security. Reports have documented numerous cases of rape and other sexual assaults against women committed by members of the preserve peace belong to the U.N, and the main objectives of most of these crimes have been to mobilize felt of shame.

In past armed conflicts, rape has not only been a crime against women, but a terrible crime against men. It is the humiliation of a certain nation and abuse of the man as guardian of his wife.

If a man is forced to see the rape of a woman responsible for her as a form of psychological torture, the rape itself is understood as physical and psychological torture according to the rape victim's own belief and based on the report of the Preparatory Commission for the International Criminal Court and what will come out of the formula, the end of the draft text of the Elements of Crimes.

Thus sexual violence can be considered systematic rape as a form of torture as long as the perpetrator committed a sexual act of physical or psychological violence resulting from mental humiliation committed with the aim of showing aggression or causing physical and psychological harm to the victim or others.

It is no way to investigate organized rape without regional support to prosecute the perpetrators, so it was necessary to shed light on the role of regional organizations in curbing organized rape, which could contribute to the development of the legislative confrontation of these crimes. At the same time, the International Criminal Court (ICC) and the Statute of the International Criminal Court (ICC) have played a prominent role in criminalizing acts of sexual violence in all its forms and defining the main crimes of rape committed against women in international and non-international armed conflict.

Section I / Legislative treatment of organized rape

National criminal laws did not protect women in wartime and did not restrict the means and methods of warfare that protect women who are not involved in hostilities. Regional organizations have no role in confronting this type of crime which are in flagrant violation of human rights norms and have not directly and effectively urged States and armed opposition groups to abide by the rules of international humanitarian law to respect non-combatants and to protect them with special criminal provisions.[1]

This conduct leads to neglect women's personal experiences with the war and their protection from the dangers of armed conflict, especially the violence they are subjected to in particular, and has led to the failure of a number of countries to enact international human rights treaties that require states to prosecute or extradite criminals, of the principle of comprehensive legal validity or universal jurisdiction over crimes of genocide, crimes against humanity and war crimes, except in a few countries such as Belgium, which is one of the first countries that establish the principle of universal jurisdiction in a particular legal reality when, under the 1993 law, six Belgian courts granted full legal jurisdiction to consider crimes and violations against international humanitarian lawin accordance with the four Geneva Conventions and the Protocols thereto, regardless of the nature of the dispute or where the alleged acts were committed or by or against whom, including the nationality of the victim[2].

One of the most honest application was that the Rwandan case, which was accused of committing crimes described in Belgian law of 16 June 1993 as a serious violations of international humanitarian law, has allowed the Belgian judiciary to assert its jurisdiction over the offenses criminalized by this law even if committed in the course of an internal armed conflict and outside the territory of Belgium and without harming Belgian citizens[3].

Thus, the Belgian law is one of the most important national legislative instruments on serious violations and international law, the first of its kind, which makes Belgium the first country to specifically enter some serious violations of international humanitarian law committed in a non-international armed conflict as a (war crime) [4].

In 1999, Belgium's legal capacity was extended to cover the crime of genocide and crimes against humanity under the 1999 Act. The Belgian legislator added genocide and crimes against humanity to the list of crimes that Belgian courts can exercise their comprehensive jurisdiction. In order to support the provisions of Article VII of the Rome Statute of the International Criminal Court, the Belgian legislature adopted in 1999 the definition of crimes against humanity enumerated in the Statute, which include acts of rape, sexual slavery, forced prostitution, forced pregnancy, forced sterilization, any other form of sexual violence when committed as part of a widespread or systematic attack against any civilian population and knowing of the attack.

After the punishment for crimes against humanity was subject to a series of texts of an international character, especially those relating to the International Military Tribunal System in Nuremberg for the prosecution of the Second World War criminals related to the London Convention on 8 August 1945[5], the provisions on crimes against humanity became part of the French domestic law when the French legislator introduced texts relating to crimes against humanity under the law of December 16, 1992 amending the penal law in the first part of the second book under the title (crimes against humanity)[6]. These three types of crimes mentioned in the domestic legislative systems are not very different from what was mentioned in the statutes of the criminal tribunals for the former Yugoslavia and Rwanda which mentioned the crimes against humanity and crimes in violation of the laws and customs of war and the crimes of genocidal genocide without elaborating on the

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[1] Judith.G. Guggram, Women, Human Rights and International Humanitarian Law, International Review of the Red Cross and Special File 1998,1948 on Human Rights and International Humanitarian Law, Eleventh Year, No. 61 September 1998, p. 408.

[2] Linda\keller-Belgin Jury to Decide Case Concerning Rwandan Genocide- Criminal law- May2001- P.2.

[3] Thomas Graditzky, Individual Criminal Responsibility for Violations of International Humanitarian Law Applicable in the Case of Non-International Armed Conflict, International Review of the Red Cross, Eleventh Year, No. 59, March 1998, p.34.

[4] Thomas Graditzky – Ibid, P.27.

[5] Linda Keller ,op.cit,P.2.

[6] Ibid,P.2.

crimes of sexual violence and its various forms and standards of adaptation as crimes against humanity, war crimes or genocide, in contrast to the Rome Statute, which dealt with these crimes in more detail.

With the exception of some limited efforts by regional organizations to criminalize acts of rape committed in armed conflicts such as the Organization of African Unity (OAU) with respect to organized rape in Rwanda, there is almost complete absence of an influential role for those organizations with international legal personality to act under the legal basis provided by the articles of chapter VIII of the United Nations Charter in this direction .However, there are risks inherent in the international response of understanding violent crimes against women as an exceptional thing specific to that specific conflict and a key feature of some wars, ignoring the long history of these egregious violations of the dignity of women and humanity[1].

A number of incidents of raped women can be mentioned in international and internal armed conflicts to illustrate this point, beginning with what happened in Rwanda to women who were victims of the civil war there and women in Kashmir who suffered rape and death under Indian military administration. As far as a civil war in South America was concerned, and during Peru's 12-year civil war, women were targets of brutal violence repeatedly committed by the parties to the armed conflict. Women were raped by government security forces and threatened, raped and killed by individuals Communist Party of Peru; the same women are often victims of violence on both sides[2].

Another example that has only recently raised serious regional attention is the continued and continuing rape of so-called "comfort women" by Japanese military personnel during the Second World War, which had witnessed horrifying numbers of organized rapes committed by the Red Army in Europe. Here it is clear that rape in war is not a matter of chance. The presence of wrong women is not only a matter of sex, but a matter of authority and control which is adopted according to the concepts of male soldiers and their male supremacy and according to the strength of the army lines of control and the cases of racial and class inequality between women.

In determining the main causes of sexual violence against women in armed conflict, it is possible to find a reason to criminalize such acts in criminal legislation or to increase penalties ,two of which are applicable to organized rape in armed conflicts: rape of women is only violence aimed at the social group to which they belong as a humiliation to their group, especially that the complicated and complex emotions of hatred and superiority and ignorance of the mistakes of real or conceptual or national pride all emerge at the outbreak of armed conflict and is always expressed through the rape of women of the other side. The second reason lies in the link between state military and violence against women, where rape permits in the former Yugoslavia included a requirement for the recruitment of mercenary soldiers [3].

According to a study carried out under the supervision of many local organizations in areas that have suffered from armed conflict, it has become clear that many individuals who act violently in the war have never committed violence during peace. On the contrary, the causes of violence in peacetime are due to psychological, It involves psychopathological and psychopathological deviations to satisfy some of these illnesses the aggression develops and is clearly reflected on

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[1]The agreement establishes a military court to try war criminals whose crimes have no specific geographic place, whether they are accused of being in their personal capacity or as members of a group or organization or in the two sides, two war crimes tribunals have been set up on the base of this agreement, one in Nuremberg and one in Tokyo.

[2]The provisions of this section include three chapters, the first of which deals with the crime of genocide, the other crimes against humanity and the latter, some of the general provisions. Thus, the crime of genocide comes at the head of the list of crimes against humanity, punishable by life imprisonment Any act carried out in accordance with an agreed plan aimed at the total or partial extermination of a national or ethnic group or belonging to a particular sex, religion or group according to any other random criterion shall be punishable by one of the following acts: Intentional murder, serious assault on the integrity of the body or mind, or placing the group referred to in conditions of life leading to its total or partial destruction, and also by taking measures to impede reproduction or forcibly transfer children to other places. If Article 211.1 is concerned with the crime of genocide. Article 212.1 is devoted to the crime of persecution which is consistent with the first crime in the sentence and the motive for it, political, racial or religious, according to a deliberate plan, which is characterized by the fact that it is practiced against a group of civilians and that it does not seek to destroy them Directly, but to persecute them continuously. f the latest crime is committed in time of war, it is subject to the provisions of Article 212.2 and thus becomes obsolete if it is defined as a crime against humanity as it is not subject to statute of limitations. Finally, there is the crime of participating in the work of a criminal group formed or in a prior agreement aimed at preparing for the commission of crimes against humanity. This participation shows the contribution to one or more preparatory acts in preparation for the commission of one of the crimes against humanity referred to in articles 112-112, Of the Penal Code (citing: Muhammad Abu al-'Ala 'Aqeedah, former source, page 114-116.

[3]FWCW Platform for Action Women and Armed Conflict, op.cit,P2-3.

vulnerable groups in society[1] ,so the researchers focused on finding out the reasons why a man's habitual behavior is aggressive towards women in times of war. Assaulting a woman is an attack on her husband, father or son[2] . A third opinion showed that rape raised military courage and felt that rape was a crime committed in peace and war and that giving women a taste of soldiers and mercenaries meant treating them as if they were not a human being but a mere goal or a war prize[3].

Section II: Role of regional organizations in activating the principle of non-impunity

One of the most important objectives of the establishment of the International Criminal Court is to activate the principle of non-impunity of any criminal whatever his immunity, whatever his political status and whatever his nationality is , and whatever nationality of the victims are and the place of the commission of the crime.

Swiss doctor Monica Hauser[4] has founded her humanitarian organization "Medica Mondial" to work on victims of organized rape in the countries where these crimes took place. She began her work in Sarajevo, Bosnia 1992.

However, the regional organizations did not have an effective role in bringing many officials to justice, and not to intervene in cases of impunity for many military commanders who issued orders for such crimes against women and children.

 For regional organizations, their efforts were limited to calling for the need to enforce international criminal justice in general to provide mechanisms and safeguards to prevent gross violations of human rights and to prosecute the perpetrators of the most serious crimes under international law. Despite the existence of principles adopted by the International Criminal Court system, it should guarantee the principle of non-impunity, but it has not been supported by regional organizations except in general cases, where regional efforts have remained stalled when no mechanism is available to follow up senior officials for the crimes they have committed and which are criminalized under international law and which fall under the jurisdiction of the International Criminal Court.

In a November 16, 2017 Human Rights Watch report entitled "Burma Rape of Rohingya Girls and Women"[5]"Rape was a prominent feature of the Burmese army's ethnic cleansing campaign against the Rohingya. The brutal violence of the Burmese army has left countless women and girls who have been brutally abused and traumatized," says Specialist Skye Wheeler. Instead of activating the principles that serve the principle of non-impunity, starting with the principle of the responsibility of leaders and rulers for crimes committed by forces subject to their control and actual control and the principle of complimentarily and the principle of non-statute of limitations of international crimes and the beginning of international cooperation with the Court . However, regional organizations have not focused on the relationship between national jurisdiction and the jurisdiction of the International Criminal Court (ICC) on organized rape, and have not adopted effective mechanisms to highlight international cooperation with the International Criminal Court to follow up the perpetrators of collective and organized rape wherever they are in the territories of the various countries, while not denying the resort of the International Criminal Court to the regional organizations for obtaining the cooperation of the States Parties in the collection of evidence and hearing witness testimony. The regional organizations have not played a role in confronting the obstacles that impede the implementation of the principle of impunity, particularly the authority of the Security Council throughout the investigation and prosecution, as well as the establishment of the principle of non-impunity under Chapter VII of the UN Charter, which authorized the Security Council to take such coercive measures to the Attorney General's office in the International Criminal Court is a situation that threatens international peace and security, including mass and systematic rape, as long as it constitutes a form of sexual violence that is criminalized in the Statute of the International Criminal Court, especially as rape is common to other crimes such as forced pregnancy and forced prostitution, sexual slavery and other crimes of gender-based violence committed against women in armed conflicting two ways: The first concerns the systematic form of the commission of these crimes, namely that (the offense is committed as part of a widespread or systematic attack directed against a group of civilian population) or in the context of the commission and the time of their occurrence (it issued in the context of an international armed conflict, or non-International and linked to it)[6] .If large-scale or systematic attacks mean sexual violence as a course of conduct that supports or strengthens the policy of a

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[1] Christine Chinkin, Rap and Sexual Abuse of women in International Law, op.cit,P.1.

[2] Christine Chinkin, Rap and sexual Abuse of women in international Law .op.cit .P.2.

Look : Sexual violence during the Rwandan Genocide and its Aftermath shattered Lives Human Rights Watch ,Rawanda-ISBN 1-56432-208-4,September 1996,P.2.

[3] Christiane Chinkin- op .cit – P.2.

[4] Sandra, Gratsly Lotsren, Rape and sexual violence during wars is a crime against humanity, Swiss, 2010.

https://www.swissinfo.ch/ara/society/

[5] https:www.hrw.org/ar/news/2017/11/16/311479.

[6]) See the first paragraph of Article VII and VIII of the Rome Statute of the International Criminal Court.

State or organization to commit such an attack, the context of the armed conflict is international or non-international. These crimes fall within the framework of a plan or policy or as part of a large- Like this [1] and does not necessarily the widespread commission of crimes of sexual violence measure statistically [2].

Thus, a single rape crime in time of war is sufficient to prosecute the perpetrator of a war crime and without having to prove that it occurred systematically or on a large scale, whether committed in accordance with a planned or widespread plan against a group of women and girls, it is appropriate to prosecute the perpetrator as a crime against humanity regardless of the context of their commission, whether in time of war or peace. There is no doubt that sexual violence in times of war is worse than sexual violence in times of peace, where it is accompanied by trauma and damage associated with violence of another kind: the loss or death of spouses or the loss of children and parents and the usual loss of home and property, thus losing women important social symbols In her life it creates a feeling of weakness, prominence and loss of belonging, which makes the situation of victims of rape and sexual violence in times of war a special situation that deserves special study and attention by the Security Council [3] . Although rape in war differs from sexual assault in peacetime, the first one is often committed in a particular political context and often generates organized violence against women for political, racial, national or religious reasons, making it fit to be adapted as a war crime and a crime against humanity at the same time .The second thing is the knowledge of the offender that his crime is part of this systematic attack or large-scale or have the intention to do so as far as crimes against humanity or to be aware of the factual circumstances that prove the existence of war or armed conflict as far as serious violations of the four Geneva Conventions of 1949,and to the third article in particular, which constitutes a minimum measure applicable to all armed conflicts, including armed conflicts not of an international character [4].The difference in the degree of this science or the facts does not change the content of the crimes and does not deprive them of its ruling, where not only the knowledge of the culprit and absolute certainty, but also the uncertainty. In addition to allowing rape and various types of sexual violence to be analyzed through different visions of regional and even international organizations, sexual violence under certain circumstances can be considered as a means of committing genocide as long as genocide means "acts of murder of members of a group or causing serious bodily or mental harm to them or deliberately subjecting them to living conditions or to impose measures aimed at preventing childbearing within it or forcibly transferring their children to another group with the intent to destroy that national, ethnic, racial or religious group as such, in whole or in part" [5].

Rape, forced pregnancy, sexual slavery, forced sterilization, forced prostitution and genital mutilation are all effective means of causing serious harm to women who reach death or use these crimes to create conditions aimed at destroying victims, destroying their families or their reproductive and reproductive capacity, especially in cases where women women's rights defenders are targeted in armed conflicts because of their political activity [6].

The example of the rape of women is what happened in the Democratic Republic of the Congo and after the human rights situation worsened since the resumption of the conflict in August 1998, where women bore the burden of the conflict from both the governmental and non-governmental parties. Several victims of torture were subjected to rape and various forms of sexual violence. On 10 July 1997, the case of Padeba Liliane, who was detained, beaten and sexually assaulted by 17 persons from the Alliance of Democratic Forces for the Liberation of the Congo-Zaire (AFDL), she was accused of having an affair with a soldier of the Zairian armed forces [7].

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[1] The International Criminal Court Nuremberg to Sarajvo: Background to the ICC-P.3.

[2] Crimes against Humanity – definition and Source (s) of the incrimination- according to the Rome statute of the International Criminal Court(ICC), as approved by the Law of 25th May 2000,Crimes against humanity occur whenever certain acts are committed- 2000- P.7.

[3] FWCW platform for Action – women and armed conflict. http://www.u.n.org/womenwatch/dauybeijing/platfprm/armed.htm-P.3.

[4] It is recognized that the essence of Article 3 is that it is of a customary nature which forms part of the binding rules binding on all States and which must be observed in all forms of armed conflict and which governments cannot dispose of even in cases of emergency.

[5] FWCW platform for Action – women and armed Conflict . http:www.u.n.org/womenwatch/dauybeijing/platform/armed.htm,P.3.

[6] See Article VI of the Rome Statute of the International Criminal Court.
   Look : The International Criminal Court :Ensuring Justice for women –op.cit.P.2.
   Carin Benninger and Anne Laurence –op.cit.P.205 .

[7] Carin Benninger and Anne Laurence –op.cit.P.208.

Rape was used as a method of torture, terrorism and retaliation against some East Timorese individuals. On September 24, 1998, the body of Anastasia, sister of the 21-year-old East Timorese resistance leader, who was beaten to death with a stone in her head after being raped by a paramilitary organization trained by the Indonesian Special Forces command.

In the context of armed conflict between the security forces and the Liberation Tigers of Tamil Elam (LTTE), the main armed opposition group fighting for a separate state in the north and east of Sri Lanka, there have been persistent reports of torture, including the rape of

As a result of Amnesty International's documented widespread torture of women detained on criminal charges and suspected women who were arrested or arrested in accordance with the International Criminal Court or arrested after conviction where they were initially detained by national authorities, found it necessary to include them all in the Statute of the International Criminal Court which is necessary and effective measures, including keeping women separate from men.

Section III: The role of regional organizations in activating the rules of protection of organized rape victims

It is assumed that the regional organizations have an active role in consolidating the provisions of the Standing Statute of the International Criminal Court and the effective implementation of the mechanisms of investigation, procedures or rules of evidence that are essential to ensure the prosecution of perpetrators of sex crimes after many international conferences have successfully mobilized those efforts to cover these items using the precedents and decisions of the International Criminal Court for the former Yugoslavia and the International Criminal Court for Rwanda as well as recent reforms in some domestic legal systems.

The attempt by these organizations to reform Article 68 of Part VI of the Standing Statute of the International Criminal Court on the protection of victims and witnesses and to ensure their participation in criminal trials, namely that there is no real and effective mechanism to prevent organized rape before it occurs and to find effective and non-exclusive solutions to those subsequent remedies for the commission of such crimes by requiring the Chambers to take appropriate and necessary measures to conduct any part of the trial in secret sessions or to allow the presentation of evidence by electronic or other special means to protect the victims and witnesses physical and psychological security , integrity, dignity and privacy, as well as allowing victims of women to present their concerns and views at any stage of the proceedings deemed appropriate and appropriate by the Court and as long as the presentation and consideration of such views and concerns do not in any way interfere with the rights of the accused and the requirements of a fair and impartial trial [1].

Thus, it is clear that the rights granted to the victims and witnesses set out in Article 68 are an exception to the principle of public hearings. Therefore, special protection measures must be taken for victims and witnesses of organized rape to be applied during the investigation and trial stages[2]. The regional organizations did not play an active role in devoting the protection provided for in article 68 of the Rome Statute, which came in other articles and articles, the first of which is the fifth part of the legal system concerning the investigation and prosecution and the justice required by the prosecutor to take appropriate measures to ensure the seriousness of the investigation And prosecute perpetrators of crimes, especially crimes of sexual violence or one of the forms of gender-based violence against women[3].It is necessary to emphasize what is stated in article (69) of the sixth section concerning the evidence and in so far as it is necessary to take into consideration a number of matters when determining the relevance and acceptability of any evidence, including the evidentiary value of evidence or any breach or damage that may result from this evidence and assess the weakness and strength of witness testimony.

Based on the above, victims will be able to participate in the appropriate stages of proceedings and trials as specified in the Statute. Their participation will be important not only to protect the rights of the victim at different stages of the trial but also to provide recovery for both the victim and the community. The Statute provides in other locations for the participation of the victim in certain cases specified in the hearing to obtain special authorization or authority for the Prosecutor to enforce the continuation of a particular investigation in accordance with the third paragraph of Article 15 [4],or when the court is

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both women and young girls by Sri Lankan soldiers. On June 25, 1998, Mirosovil ordered a 26-year-old Tamil woman to marry a Sinhalese soldier and forced her to stand in front of 10 Sri Lankan soldiers to choose one of her husbands. When she refused to respond, he ordered his soldiers to place a red sign pointing to the marriage on her forehead When she shouted a protest, she was gang-raped and then killed . The army refused to hand over her body for examination and autopsy and tried to threaten her parents to force them to remain silent.

[1] Carin Benninger and Anne Laurance – Ibid- P.150-151.

Aspects of the Statute of the International Criminal Court - Legal Studies - Quarterly Journal of the Legal Studies, Department of Beit al-Hikma, Second Issue, First Year, 1999, p. 82.

[2] Barbara C. Bendont, Gender specific provisions in the statute of the ICC, op.cit,P.15.

[3] Barbara Bedont and Katherine Hall Maritinez, op.cit, P.14.

[4] In which (the Prosecutor concludes that there is a reasonable basis for initiating an investigation to be submitted to the Pre-Trial Chamber for authorization to conduct an investigation together with any material collected. The victim may plead before the Pre-Trial Chamber in accordance with the Rules of Procedure and Evidence).

asked to issue a decision on the question of jurisdiction or admissibility in accordance with the third paragraph of Article (19)[1],or before the Court issues orders for compensation under Articles (75) and (79) [2].

Finally, we should discuss the text of the fourth paragraph of Article (68) of the Statute concerning the delegation of the Victims and Witnesses Unit established under Article 43 of the Basic Law[3],and to adopt effective mechanisms for the protection of witnesses and victims who appear before the court and others at risk due to witness testimony by providing advice to the Prosecutor and the Court on appropriate protection measures, security arrangements and appropriate advice and assistance.

After intensive mobilization of efforts by women's organizations and women's rights organizations supported by two judges at the International Criminal Court for the former Yugoslavia[4]and the International Criminal Court of Rwanda The Judges have adopted important rules, procedures and evidence to protect victims and ensure proper treatment of sexual offenses during the trial[5].

There is a need to examine and analyze evidence that presented before the International Criminal court of the former Yugoslavia (ICTY) and Rwanda that the victims of most sexual crimes are reluctant to talk about their experiences and feel deeply hurt and exposed to serious security, psychological and medical concerns [6].The International Criminal Court for the former Yugoslavia (ICTY) confessions in the prosecution case against Tadech have argued that rape and sexual assault against women have devastating and permanent harm to the victim and that traditional court proceedings exhaust and drain their psychological state before trial, during and after it and it may reach the approach of experience with a second case of rape[7].

Regional organizations on the occasion of the presentation of organized rape cases should review the most important violations considered by the international criminal tribunals, notably the "Tadech" case when the International Criminal Tribunal for the former Yugoslavia recognized that a fair trial not only meant that it was fair to the accused, but also the fair treatment of prosecution and witnesses, which requires that the accused be found guilty in a fair and legitimate manner and also prove his innocence in the sense that a trial that arouses fear in the same witnesses and prevents the proper presentation of the evidence is an unfair trial. When the accused is prevented from presenting papers in which he is

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[1]) Which states that "the Prosecutor may request the Court to issue a decision on the issue of jurisdiction or admissibility and in the proceedings relating to jurisdiction may also be given to the local authority pursuant to article 13 as well as victims to submit their notices to the Court."

[2]) For more information on the articles, see: Secretariat Note on the Statute of the International Criminal Court, Rome, 17 July 1998.

[3]) Look: This is detailed in paragraph 6 of Article 43 of the Rome Statute.

[4]) In the forefront of women's non-governmental organizations that use the results of their research on violence against women to change the style of war judges, prosecutors, police and health service providers to respond to abused women is an organization (Medicazenica) with (13) women began to develop a research project to understand the causes and scope of gender-based violence and to identify the extent of violence against women during and after the conflict in Bosnia and Herzegovina, particularly in Zenica, 70 km north of Sarajevolike many other frontline organizations with women, as a result of the influx of victims and the frustration caused by the failure of many legal institutions to cooperate with victims of sexual violence, they planned to document the problem and define entry points for government institutions and communities that take care of survivors and intervention before the new violence begins.(Medicazenica) collected data on incidents of sexual abuse were collected using regional police records as well as those in all social duty stations and field surveys conducted by 542 interviewers through a random survey of women across the province of Zenica, trying to gain insight into the causes of increased violence against women. Based on interviews with women, interviews with activists and social workers, police reports and judicial reports, they documented the nature and extent of violence against women, mostly sexual in nature, such as rape and forced pregnancy, as well as ill-treatment of victims of sexual abuse by police and judicial authorities. This first such project in the country has changed the way in which lawyers, judges, police and judiciary respond to victims of sexual violence who often lie to their claims and neglect their complaints. Every police department has trained professional personnel who is responsible for dealing with victims of violence against women. The judges appear to collect and deal with women's testimonies. The organization also hopes that judges and lawyers will influence politicians and, consequently, national criminal laws and legislation a system that protects the rights of women at any stage of the judicial process. The organization's reputation in part come from the way in which they gather and intervene to help victims, although they share a common commitment to the rights of women, but they represent all ethnic groups, some of which fought during the war.
Cheywa Spindel and Others, op.cit, PP.86-88.

[5]) Establishing an Effective International Criminal Court , NGO Action Alert (No.3) ,op.cit,P.4.

[6]) The International Criminal Court : Ensuring Justice for women,op.cit,P.3.

[7]) Barbara C. Bedont , Gender, specific provisions in the statute of the ICC,op.cit,P.13.

defending himself and at the same time the situation is unfair to the victim and witness women who may experience repeated psychological trauma, revenge and even death due to participation in the judicial process[1].

As is the case with every item related to systematic rape, it is necessary to stand against the views of the opposition to curb the systematic rape of women and children, especially when the objections raised by some member states of the League of Arab States on the need to take special measures to protect women from sexual violence and gender-based violence and previous attempts to exclude sexual violence from any form of special protection through war crimes and crimes against humanity or to attempt to make them secondary cases to be considered in cases of torture or inhuman treatment of males[2].

Conclusions

We have concluded that the crime of systematic rape in times of war is one of the forms of mass violations of human rights, especially those that take the form of war strategies. In an effort to reduce sexual violence in times of armed conflict, it became clear to us that the bodies responsible for monitoring and defending human rights have succeeded and with the support of some regional organizations in this direction more than organizations concerned with armed conflicts and we believe that the suppression or defeat of sexual violence it cannot be the outcome of one day of work by regional organizations. Therefore, in our study, we made sure that our research leads to clear practical proposals and to planning an appropriate policy to reduce organized rape and to make specific recommendations in the field of criminalization and punishment.

First: Regional organizations should take appropriate policy and decision-making measures that express the condemnation of violence against women in general and of organized rape in particular, and refrain from invoking any traditional or custom that may impede their work as follows:

Ensure gender sensitivity in order to include issues addressing violence against women in the context of the administration, facilitation and implementation of the criminal justice system and promote an active and visible policy that seeks to incorporate a gender perspective into policies and programs before decisions are taken to conduct an analysis of their impact on women.

Stand behind the Security Council and urged him to issue his decisions to address organized rape under Chapter VII of the Charter to ensure the strength to support its implementation.

Second: Encourage female victims and to assist them in filing and following up on official complaints, holding conferences and workshops in this field, facilitating these procedures and empowering them or enabling other parties to initiate legal proceedings against organized crime.

Third: Urging countries to enact legislations on crimes against humanity, and the serious violations of international humanitarian law committed in armed conflicts and enacting provisions addressing various forms of sexual violence.

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Gender Sensitivity Issues in Short Stories

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Abstract

This study is a hybridized research which consists of the qualitative and quantitative data. It determined the trend of manifestation of the different themes of gender sensitivity in short stories and looked into the difference in the trend of manifestation of the different themes and the relationship with the sex of the short story writers. The findings revealed that the theme on how women are hindered for political career was the theme that mostly occurs on the selected short stories written by males with nine or 45 percent trend of manifestation. However, with the selected short stories written by females, the themes on women's vulnerability to poverty and the discrimination of women for employment appear with the most number of occurrences of four or 23.53 percent. There was an observed difference in the trend of manifestation between the males and the female writers. However in the Kruskall Wallis statistical test revealed that there was no sufficient evidence to conclude gender differences in the themes. Furthermore, the sex of the short story writers does not affect the trend of manifestation of the different themes embodying the different gender sensitivity issue in the selected short stories except with the gender sensitivity issue on Poverty. The researcher concluded that short stories contain different themes reflecting the various gender sensitivity issues which vary in the trend of manifestation.The study recommends that Filipino writers should write more stories depicting the role of Filipino woman and emphasize their importance in the society.

Keywords: gender sensitivity issues, short stories, women

Introduction

At the moment of birth, a human being is defined as being a boy or a girl. Everything a person does with her or his life is dependent on that simple categorization. Socialization, specifically gender socialization, begins with family as the primary agent and later other agents of socialization become more influential. Children are bombarded with diverse messages, images and representations of gender, constructing a dreamlike world of childhood innocence (Leaper, 2007).

Women in the Philippines now are not only seen at home, taking care of the children, doing the laundry, cleaning the house and preparing everything before her husband arrived home from work. They are also seen perform the same task given to men. They are seen fighting for truth, struggling to improve the economy, operating machines and even offering their lives to others.

The combination of the persistence of traditional gender ideologies and changes in economic and social realities makes today's workplace a particularly contentious arena for working out gender issues. On the other hand, women face persistent discrimination based on their gender: They are paid less, promoted less often, and assigned to specific jobs despite their qualifications and motivations; and they are made to feel unwelcome, like intruders into an all-male preserve. (Kimmel, 2004)

Today women had successfully invaded the world of work but still she does her responsibility at home with prowess and she never complains for all the things she does because she is a Filipino woman.

According to Vibal (2008), "To achieve great success in life one must be willing to walk the extra mile". In a sense, this quote may apply to the women of the Philippines, who have struggled so hard and for so long for recognition and equality in a world which had viewed them as second-class citizens and even as chattels. Where the efforts of men were easily recognized, Filipino women had to walk the extra mile just to have their contributions acknowledged. Despite this, Filipino women have achieved much. They fought for their country's independence alongside their men, and when that independence was achieved, they have contributed to the best of their ability to the building of their nation. But this does not mean that women had taken control over men.

The pursuit of equal rights for women has been a slow process. Several issues which are questionable in describing gender sensitivity are still reflected in the different aspects of human life.

Women of today are active in medical sciences, law, engineering and architecture. As a proof, women power dominated the 2007 bar examination with Mercidita as the topnotch (Frialde 2008). Women are also active in sports and outdoor activities. They are now free to engage in any activities which they think will suit their personalities and gain additional knowledge and skills.

In Literature, the evolution of the struggle of Filipino women for equality is undeniably expressed and emphasized by both male and female writers. Gender sensitive issues are depicted in some literary writings but definitely become helpful and educative. Though there are some points of inequality, this was necessary to show and understand the society.

The concept to identify the different issues of Gender Sensitivity in Literature most particularly in short stories is to analyze the content of such literary writing. Perhaps due to the fact that it can be applied to examine any piece of writing or occurrence of recorded communication, content analysis is currently used in a dizzying array of fields, ranging from marketing and media studies, to literature and rhetoric, ethnography and cultural studies, gender and age issues, sociology and political science, psychology and cognitive science, and many other fields of inquiry. Additionally, content analysis reflects a close relationship with socio- and psycholinguistics, and is playing an integral role in the development of artificial intelligence.

 This study aimed to determine and analyze the thematic content which embodies the different gender sensitivity issues of ten selected short stories written by well-known Filipino writers. Specifically, it sought to answer the following questions; (1) What are the themes of the selected short stories of Filipino writers embodying different issues on gender sensitivity along;a.) Poverty; b.) Employment; c.) Health Care; d.) Education and e.) Politics (2) What is the trend of manifestation of the different themes of the selected ten (10) short stories embodying the different gender sensitivity issues employed, according to the sex of the short story writers? (3) Is there a significant difference in the trend of manifestation of the different themes embodying the different issues of gender sensitivity between male and female short story writers? (4) Is there a significant relationship between the sex of the short story writers and the trend of manifestation of the different themes embodying the different issues on gender sensitivity?

This study focused on analyzing the thematic content which embodies the different issues on gender sensitivity of the ten selected short stories of well-known Filipino writers.

It also dealt on finding out the trend of manifestation of the different themes of the ten short stories embodying the different issues on gender sensitivity and the relationship between sex of the well-known Filipino short story writers and the frequency of the manifestation of the different themes embodying the different issues on gender sensitivity.

The researcher made used of ten (10) selected short stories written by well-known Filipino short story writers. These short stories are Footnote to Youth by Jose Garcia Villa, Weddding Dance by Amador Daguio, Zita by Arturo Rotor May Day Eve by Nick Joaquin, How my Brother Leon Brought Home a Wife by Manuel Arguilla, The Virgin by Kerima Polotan Tuvera, Maternity Leave by Ligaya Victorio-Reyes, Dead Stars by Paz Marquez-Benitez, Love in the Cornhusk by Aida Rivera-Ford and Desire by Paz Latorena.

Methods and Materials

This study have focused on the themes of ten selected short stories of Filipino writers embodying the different issues on Gender sensitivity along; poverty, employment, healthcare, education and politics. It involved establishing categories and then determined the occurrences as they are used in the text.

In the selection of the short stories, the researcher gathered the needed data through library research and identified the different short stories written by well-known Filipino writers

Moreover, the researcher determined the different gender sensitivity issues which are; Poverty, Employment, Healthcare, Education and Politics based on the Various Rights of Women which are Economic Right, Right to Education, Right to Work, Right to Health and Political Right. (http://www.rightsreporting.net2010)

Categories of themes were made to describe the portrayals of women in the different selected short stories which embody the different issues on gender sensitivity. Careful and intensive reading of the different short stories was employed with the end in view of identifying the different themes of the short stories.

Finally, the researcher content analyzed the different themes of the different short stories written by the Filipino writers embodying the different issues on gender sensitivity.

The researcher have determined the occurrence of the different gender sensitivity issues embodied in the theme of the selected Filipino short stories by well- known Filipino writers through content analysis, The short stories were particularly written during the pre-war period from 1925-1941.

The researcher identified the different themes of the short stories written by five (5) male and five (5) female Filipino writers in terms of the different ideas on gender sensitivity using the categories and subcategories which is a description of the portrayals of women in the selected short stories made by the researcher based on the different principles in identifying the theme by Steven Dow Cowan's "Short Story Theme and Ideas" (2011).

Simple frequency counts and percentages, non-parametric Kruskall Wallis Ranked Sum test and the Chi Square test were used in this study.

Results and Discussions

The themes reflecting different issues on Gender Sensitivity in selected short stories were determined according to the different issues on gender sensitivity such as: Poverty, Employment, Healthcare, Education and Politics. These themes are stated into five categories, namely: (1) Themes that considers women's vulnerability to poverty (2) Themes that describes women's discrimination for employment and desires for higher positions (3) Themes that portrays unfavorable treatment for women's healthcare (4) Themes that shows women's limitations/hindrance to acquire further education, and (5) Themes that demonstrates women's hindrance for political career and renders them invisible and mere follower.

Table 1

Categories of Themes Embodying Various Gender

Sensitivity Issues in Selected Short Stories

Gender Sensitivity Issues	Categories of Themes on Women of Selected Short Stories
POVERTY	Vulnerability to poverty
EMPLOYMENT	Discrimination for employment and desires for higher positions
HEALTHCARE	Unfavorable treatment for healthcare
EDUCATION	Limitations and hindrance to acquire further education
POLITICS	Hindrance for political career which renders them invisible and mere follower.

Themes on Women's Vulnerability to Poverty

From the stories, **Footnote to Youth, Wedding Dance and Love in the Cornhusk** revealed the theme that women are vulnerable to poverty. The theme depicts women just performing house related duties such as taking care of the children, cooking, laundering and washing the dishes demonstrated by Dodong's mother and his wife, (Footnote to Youth).In like manner, Lumnay (Wedding Dance) is seen planting beans, cleaning water jars and keeping the house clean.

They further illustrates about working mothers who worry about **Maternity Leave** which is one of the benefits a woman employee should enjoy after giving birth, but in the case of Lucia, the main character in the short story (Maternity Leave), worries about her absence in her work because this would mean earning little amount for her family and spending much after a little time to breast feed would spend for the babies food and formula milk. However with Tinang (Love in the Cornhusk) having babies in a hurry would mean additional expense for she would be thinking of the basic needs of not just one baby but two babies instead, thus poverty sets in for this particular situation of women.

Themes on Women's Discrimination for

Employment and Desires for Higher Positions

The short story **Maternity Leave** by Ligaya Victorio- Reyes shows how women are discriminated in the workplace because of the reproductive role of woman and that is giving birth. Woman, who should be excited for having a baby becomes worried, instead, because of the consequences or punishment brought by their maternity leaves.

The idea above further shows that the short story **Maternity Leave** reveals that women are discriminated because of their role as mother. To be a mother is a joy a woman could ever have, but because of the less benefit and assurance given to them worries set in.

In the story **Desire,** the statement above shows that a woman who is the main character was not believed to write such delightful sketches and letters not only because she is unattractive but so because she's a woman. The story shows how women are regarded as less knowledgeable and talented when it comes to what they could do; they are believed to be inferior to man.

With the story "Zita" by Arturo Rotor, the protagonist of the story is a girl who is told to please a man and pays respect to him. The short story reflects how women are discriminated for they are only considered as just mere follower of men. In the story, only men and recognized and perform the role of a teacher and who should be given respect because he is a man.

Traditionally, women do all the household related chores, but the heavy works that require more strength is done by the husband. The scope of their functions include cooking, cleaning, teaching the children, washing clothes, repairs, budgeting, and helping in the farm. The husband is the one who makes sure the farm would yield quality crops, so he does all the maintenance works. In some cases, where the husband needs help from other men, the wife would make sure that the men are fed, so she cooks food and bring it to the farm. The Filipino women, ensures that everyone is well fed, and this characteristics extends to the workers, relatives, or visitors.

In general, Filipino women find pride in their work. They do not find themselves alienated from their chores because they work with, around, and for their families. This family-oriented mind set gives them a sense of dignity and responsibility. The family and the children are the primary priority in a Filipina's life.(Clamonte,2007)

Themes on Women's UnfavorableTreatment

for Healthcare

The main character of the short story **Footnote to Youth** is Dodong but the realization of his action was the difficulties of Teang, his wife. Eventhough Dodong knew how difficult life is, he still had married Teang, and because of this, they have lived the life of misery where at a very young age had children of her own. This is also reflected when Teang because of giving birth to seven children, became shapeless and thin. This shouldn't had happen if Dodong and Teang have waited for the right time to get married and be matured enough to go through the difficulties of life. Because of early marriage which brought them financial burden, the health of the wife was at stake.

To bear a child is a woman's role, but this role is not easy when having it is a burden. This is about the short story **Maternity Leave** by Arturo Rotor. The story shows the theme on how woman's healthcare is treated unfairly which is the struggle of a woman as a mother who believes that to be a mother is a real happiness for women, but one must prepare for it emotionally, financially and prepare for it physically.

In the story, **Wedding Dance** Awiyao has to leave Lumnay and marry another woman, for inspite of being a great wife; Lumnay can't give him a child. The inability to have a child is not the fault of only one, but in the story it is what is reflected – Awiyao may carry the burden but it is much with Lumnay, the woman, the wife because she will be left alone by the man she had loved.

Themes on Women's Limitations/Hindrances

To Acquire Further Education

The unequal chances of Filipino women to acquire further education could be seen in the different short stories under study. Filipino women are shown to be less educated or even illiterate compared to men who were portrayed as a teacher or someone who dominate women.

A woman who suffers belittlement due to lack of education is shown in the short story by Aida Rivera Ford. Tinang, the main character in the short story was thought to be illiterate because of he   r physical appearance. Filipino women are those who play the role of a housemaid and regarded as less educated compared to men who are well dressed and respected.

Acquiring education is one of the many stuggles of Filipino women which is also portrayed in the short story, **Desire** by Paz Latorena. The story of Paz Latorena was about a woman who wanted to be loved not because of her body but because of what is everything about her. The main character is a woman who is homely but molded with a body of unusual beauty.

The short story was written during the time that was very repressive and judgmental for women. It was the time where beauty is just skin deep, more often than not face value is more important than the inner side of a woman.

Themes on Women's who are hindered for Political

Career and Rendered them Invisible and Mere Follower

The setting of the short story **Wedding Dance** happens somewhere in the North, specifically in Ifugao where a traditional wedding dance is practiced. There is a belief that a man should have a child and to have none, is forbidden. It is said that there is an unwritten law that a man may take another woman if his wife can't give him a child. In the mountains before where some Filipinos belonging to ethnic groups rely more on their traditions and culture.

The short story **Zita** by Atruro Rotor is reflective of the alienating nature of the society during the time of its writing, especially in how society wants women to be: how they should dress, their manner, etc., and how these norms that society is imposing result in new and difficult issues for women of that period in history. This is a Gender Sensitivity Issue on Politics which has something to do with the norms and tradition of the society.

With the lines of Agueda it expresses how she hated Badoy so much, not because of his status but because she sees him as a representation of men who were given priviliges to acquire education. The development of Agueda's character in the short story, **May Day Eve** shows the status of women in the society. Politically, during this time, men were regarded to be dominating women.

In the story, **My Brother Brought Home a Wife**, Leon arrived with his wife in the province. They took a surprising route home for Leon, but it was meant as a test for the wife to see if she could endure the sacrifices she made and meet her new family.

Table 2

The Frequency of Occurrence of the Different themes of the Selected Short Stories

Short Story Writers	CATEGORIES				
	Poverty	Employment	Healthcare	Education	Politics
Male writers	3	1	6	1	9
Female writers	4	4	3	3	3
Total	7	5	9	4	12

The number of uccurences of the themes on each of the short stories analyzed cleary indicates the trend of manifestations of the different themes implicitly stated in the selected short stories of male and female writers.

 The theme depicting the category on **politics** had most number of nine occurences among the short stories written by male; six occurences for **healthcare;** three times for **poverty**, and once for **employment** and **education.**

On the other hand, for the female writers four occurences were noted for each of the gender sensitivity issues on **poverty** and **employment** and three occurences were also noted for **healthcare, education and politics.**

Overall, the gender sensitivity on **politics** got the highest number of twelve occurences while gender sensitivity on **education got the least of occurences which is four.**

These findings with regards to politics garnering the highest frequency of occurences being the most emphasized issue in the selected stories can be attributed to the fact that the short stories under study were written during then period where the unwritten law were religiously followed by the Filipinos. The loves of the Filipinos were based from the traditions, beliefs and customs which governed the community.

Table 3

Summary of the Trend of Manifestation or the Total Occurrences of the

Different Themes of Gender Sensitivity Issues in Short Stories

Gender Sensitivity Issues embodied in the selected Filipino Short Stories	SEX			
	MALE		FEMALE	
	Frequency	Percentage	Frequency	Percentage
A. Poverty	3	15	4	30
B. Employment	1	5	4	17.5
C. Health Care	6	30	3	17.5
D. Education	1	5	3	17.5
E. Politics	9	45	3	17.5
Total	20	100	17	100

The theme on how women are hindered for political career rendering them invisible and mere follower to man, had the most number of nine or 45 % occurences in the short stories written by male writers; six or 30% occurences on how women's healthcare are unfavorably treated, three or 15% occyurences on how women are discriminated in terms of employment and the desire for higher positions; and one or 5% on each theme on how women are discriminated in terms of employment and the desire for higher positions and on how women are limited or hindered to acquire further education.

It is reavealed on Table 2.2 that with respect to short stories of female writers that the themes that women are vulnerable to poverty and on how women are discriminated in terms of employment and desire for higher position have the same number of four or 23.53% occurences for each gender sensitivity issues on poverty and employment. The themes on how women's healthcare in infavorably treated, how women are limited or hindered to acquire further education and how women are hindered for political career rendering the, invisible and mere follower to man relating to gender issues on healthcare, education, and politics, respectively, it had occurred three times or 17.65% frequency of manifestation on the different short stories of female writers.

The findings may mean that male writers prefer to write short stories with themes on gender sensitivity issues on politics, while female writers on gender sensitivity issues on poverty. These imply the evidence of superiority of men in dealing woith issues pertaining to politics because it depicts the ease of struggle against societal pressures. However, for female writers wrote short stories with theme on gender sensitivity issues on poverty as evidenced fior their acceptance for their traditional role of just staying at home doing householf chore and managing family's needs.

This study determined the significant difference between trend of manifestation of the different themes of the different short stories and the sex of the writers which was obtained using the Kruskall Wallis Rank Sum Comparison.

Table 4

Difference between the Trends of Manifestation of the Different Themes Embodying the Different Issues of Gender Sensitivity

And Sex of the Short Story Writers

Variables compared	KW Rank Sum	P	Conclusion
Sex and Theme	Male = 431 Female = 272	0.1201	not significant

Table 3 shows an observed difference in the trends of manifestation of the different themes and the sex of the short story writers. However, using Kruskall Wallis statistical test, findings revealed that there was no sufficient statistical evidence to conclude gender differences in the thematic content of their short stories. Although the males have a considerably Kruskall Wallis sum of 431 as opposed to the females' 272, the p value of .1201 indicates that this observed difference is not enough to warrant a significant difference between the males and the female short story writers at .05 level of significance.

Table 5

Relationship Between the Sex of the Short Story Writers and the Trend of Manifestation of the Different Themes Embodying

the Different Issues on Gender Sensitivity

Theme	Chi Square	P-value	Conclusion
A. Poverty	3.9375	0.047	Significant
B. Employment	0.8333	0.361	not significant
C. Health Care	2.25	0.134	not significant
D. Education	0.4444	0.505	not significant
E. Politics	3.1111	0.2111	not significant

It can be gleaned from Table 4 that the theme reflecting employment (0.361); healthcare (0.134); education (0.505) and politics (0.211) yielded a not significant result except with the gender sentivity issues on poverty with the p-value of (0.07) which yielded a significant relation.

This means that female writers tend to write more on women doing household work while the male writers tend to write more on women who are sensitive about family's primary needs and conditions. In the rest of the themes, no gender differences were indicated using the Chi square test, although a noticeable trend was observed.

Conclusions

Based on the findings of the study, the researcher concluded that, short stories contain different themes reflecting the various gender sensitivity issues on poverty, employment, health care, education and politics.It was also found out that the trends of manifestation of the themes of the selected short stories vary.Furthermore, the theme of the short story is independent on the sex of the writers, However, there are mixed results in the relationship between the sex of the writers and the trend of manifestation in the use of the different categories of the thematic content.

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APPENDIX A

The Ten Short Stories Used in the Study

Short Stories written by males

Footnote to Youth	by Jose Garcia Villa
The Wedding Dance	by Amador T. Daguio
Zita	by Arturo Rotor
May Day Eve	by Nick Joaquin
How My Brother Leon Brought Home A Wife	by Manuel Arguilla

Short Stories written by females

The Virgin	by Kerima Polotan Tuvera
Maternity Leave	byLigaya Victorio-Reyes
Dead Stars	by Paz Marquez Benitez
The Virgin	by Kerima Polotan Tuvera
Love In The Cornhusks	by Aida L. Rivera

Short Story Writers Biography

Short stories by Filipino writers showcase the Filipinos' talent as a story teller and as a writer. Philippine short stories have always been the country's most popular and well-liked literary genre.

They discuss a wide array of themes which varies from political to nationalist to present day social issues. Prior to the country's colonization, Filipinos already have their own short stories through their myths, legends, fables and folktales. Each region has its distinct form of storytelling and this made up the variety of Philippine short stories.

The early 20th century also ushered in the writing talent of short story writers like: Jose Garcia Villa, Amador Daguio, Arturo Rotor, Nick Juoaquin, and Manuel Arguilla are the male writers. Kerima Tuvera, Ligaya Reyes, Paz Marquez- Benitez, Aida Rivera-Ford and Paz Latorena are among the female writers.

The following biographies of the different Filipino short story writers are from Philippine Literature books authored and edited by Lacia et al, (2008),Maramba, (2006) and Patron, (2002)

Jose Garcia Villa (August 5,1908-February 7,1997) was a Filipino poet, literary critic, short story writer and painter. He was awarded the National Artist of the Philippines title for Literature in 1973, as well as the Guggenheim Fellowship in creative writing by Conrad Aiken. He is known to have introduced the "reversed consonance time scheme" in writing poetry, as well as the extensive use of punctuation marks especially commas, which made him known as the Comma Poet. He used the penname Doveglion (derived from " Dove, Eagle, Lion) based on the characters he derived from himself.

Amador Daquio (1912-1966) was a poet ,a novelist and a teacher during the pre-war. He was best known for his fictions and poems. HE had published two volumes of poetry, " Bataan Harvest" and "The Flaming Lyre". He served as chief editor for the Philippine House of Representatives before he died. Daquio was born in Laoag, Ilocos Norte, but grew up in Lubuagan, Mountain Province where his father an officer in the Philippine Constabulary, was assigned.

Arturo Rotor (1907-1988) was a medical doctor, a musician, and a writer. He was born in the Philippines on June 7, 1907. He attended the University of the Philippines, graduated from the Conservatory of Music and the College of Medicine. He trained further at John Hopkins University's medical school. During his time ther he and his co-workers discovered a rare form of jaundice now known as "Rotor Syndrome", Rotor published a paper on the disease in 1948. He was also a civil servant, serving as Executive secretary of the Philippine Commonwealth government in exile during World War. Immediate after the war, he was appointed Secretary of the Department of Health and Welfare. He also served as director of the University of the Philippines' Post Graduate School of Medicine.

Nicomedes Marquez Joaquin (1977-2004) was a Filipino writer, historian and journalist, best known for his short stories and novels in the English Language. He also wrote using the penname Quijano de Manila. Joaquin was conferred the rank and title of National Artist of the Philippines for Literature. After being honored as National Artist, Joaquin used his position to work for intellectual freedom in society. He is considered most important Filipino writer in English, and the third most important overall, after Jose Rizal and Claro M. Recto.

Manuel Estabillo Arguilla (1911-1944) was an Ilokano writer in English, patriot and martyr. He is known for his widely anthologized short story " How my Brother Leon Brought Home a Wife", which won first prize in the Commonwealth Literary Contest in 1921. Most of Arguilla's stories depict scenes in barrio Nagrebcan, Bauang, La Union where he was born. He became a creative writing teacher at the University of Manila and later worked at the Bureau of Public Welfare as Managing Editor of the Bureau's publication Welfare Advocate until 1943. He was later appointed to the Board of Censors. He secretly organized a guerilla intelligence unit against the Japanese. In October 1944, he was captured, tortured and executed by the Japanese army at Fort Santiago.

Kerima Polotan Tuvera (December 16, 1925 – August 19, 2011) was a Filipino author. She was a renowned and highly respected fictionist, essayist, and journalists, with her works having received among the highest literary distinctions of the Philippines. Some of her stories have been published under the pseudonym Patricia S. Torres. Born in Jolo, Sulu, she was christened Putli Kerima. Her father was an army colonel, and her mother taught home economics. Due to her father's frequent transfers in assignment, she lived in various places and studied in the public schools of Pangasinan, Tarlac, Laguna, Nueva Ecija and Rizal. She graduated from the Far Eastern University Girls' High School. In 1944, she enrolled in the University of the Philippines School of Nursing, but the Battle of Manila put a halt to her studies. In 1945, she transferred schools to Arellano University, where she attended the writing classes of Teodoro M. Locsin and edited the first issue of the Arellano Literary Review. She worked with Your Magazine, This Week and the Junior Red Cross Magazine. In 1949, she married newsman Juan Capiendo Tuvera, a childhood friend and fellow writer, with whom she had 10 children. Her short stories "The Trap" (1956), "The Giants" (1959), "The Tourists" (1960), "The Sounds of Sunday" (1961) and "A Various Season" (1966) all won the first prize of the Palanca Awards.

Ligaya Reyes (1910-) Ligaya Victorio-Fruto finished elementary and high school at the Far Eastern University where her teachers encouraged her to write. She obtained her degree from the Philippine Normal School (now University), then taught in Baguio City. She has been married twice, first to Ramon Reyes, who died in 1944, and then to Larry Fruto, an engineer and who also died in 1979. She once worked for the Honolulu Star Bulletin, but quit in 1969 and writes occasionally for the newspapers. She also found work with the Manila Tribune, where her first husband also worked as illustrator. She also worked for the Manila Times and Graphic.

Victorio-Fruto started writing while still in high school. In Baguio her family stayed in the house of a woman with ten children and spent the evenings in storytelling. When her husband died, writing stories became means of extra income. While he pursued her journalistic career, She continued writing fiction for various publications. Seven of her stories were included in Jose Garcia Villa's honor roll of short stories, from 1926-1940. "Call of Gangsa,"1933; "The Singer Came Into the Garden" and " This is Christmas," 1936; "Boy Left Behind" and "On Record,"1937; and " Bus Ride" and "Maternity Leave," 1940.

Paz Marquez-Benitez (1894-) authored the first Filipino modern English Language short story, born into the prominent Marquez family of Quezon province, she was among the first generation of Filipinos trained in the American education system which used English as the medium of instruction. She graduated high school in Tayabas High School and college from the University of the Philippines with a Bachelor of Arts degree in 1912. She was a member of the first freshman class of the University of the Philippines, graduating with a Bachelor of

Arts degree in 1912. Two years after graduation, she married UP College of Education Dean Francisco Benitez, with whom she had four children.

Though she only had one more published short story after " Dead Stars" entitled "A Night in the Hills", she made her mark in Philippine literature because her work is considered the first modern Philippine short story.

Aida Rivera-Ford (1929-) was born in Sulu but crossed Negros Oriental in 1949 for an English degree at Siliman University. Records toast her as the first editor of Sands and Coral, the School's literary folio, In 1954, she flew the University of Michigan on a Fulbright grant to secure her master's degree in English.

Love in the Cornhusks is one of five well-crafted stories for which Rivera-Ford won the Jules and Avery Hopwood Prize in Michigan. In 1955, the story received uncommon praises, citing its masterful subtlety and also its earnest vision- a rare case of art prevailing upon all creeds and manners of persuasion. Two years later, Rivera-Ford released her five stories under the title Now and at the Hour and Other Short Stories.

Paz Latorena (1908-1953) was the youngest among the four children of Florencia Manguera and Valentin Latorena and was born in Boac, Marinduque. She finished basic schooling at St. Scholastica's College in Manila South High School. In 1926, she took up Education at the University of the Philippines in Manila where she also attended a short story writing class under a key figure in Filipino Literature in English, Paz Maquez Benitez.

In 1927, Latorena received an invitation from Benitez to write a column for the Philippine Herald Magazine, of which Benitez was the literary editor. That same year, Latorena, along with other campus writers, founded the UP Writers' Club.

Latorena also wrote poetry under the pseudonym, Mina Lys, which, according to Tanlayco, had a romantic significance for then the young writer. Before the year ended, the Marinduque native won the third prize in Jose Garcia Villa's Roll of Honor for the Best Stories of 1927 for her story, "The Small Key".

For her final year in college in 1927, Latorena transferred to UST to finish her Education degree. She became the literary editor of the Varsitarian and published her poems, "Insight" and "My Last Song" under her nom de plume Mina Lys. She shortly earned her master's and doctorate degree while teaching literature courses in UST. In 1934, her doctoral dissertation, "Philippine Literature in English: Old Voices and New," received the highest rating of Sobresaliente. In 1943, Latorena authored her last story, "Miguel Comes Home". She died a decade later, on October 19, 1953 of cerebral hemorrhage.

Implementing Quizizz as Game Based Learning in the Arabic Classroom

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Abstract:

Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, Smartphone and I Pad. The main purpose of this research is evaluating the effectively interesting of students for Arabic class by implement of Quizizz as a game based learning in the Arabic classroom of Sultan Idris Education University Malaysia . The researchers tested 85 students for 3 sections during Arabic course titled "Arabic skill". And created 20 questions relevant to the topics which are students already learned before by using Quizizz as games based learning for 20 minutes before finishing Arabic class once the students feel very tired, sleeping and bored for their Arabic class. And a set of questioners was distributed to those students regarding to their opinion of implementing Quizizz during the Arabic class. According to testing the implementing of Quizizz by researcher during the Arabic skill classroom, found that all students were very active to answer the questions which provided by researches, and more concentrated on the topic. And the results of the questioners shows that the students displayed the position attitude for quizizz as a online teaching and assessment tool during the Arabic class.

Keywords : Quizizz , Game based learning, Arabic classroom

Introduction

Arabic language is not easy to learn for non native speakers, and many students lost motivation to learn this language once they felt difficulties. Therefore, scholars and educators always investigate the best methods for teaching Arabic language for non native speakers. In the 21 century, the digital games by computer, Ipad, and Smartphone are not only for Fun, but also become a very active education tool among the students, teachers and parents for teaching and learning inside and outside of the classroom. Especially for language teaching and learning. Because games are typically characterized by curiosity, expectation, control, and interactive features, which can increase learners', learning interest and intrinsic motivation (Lim, Nonis, & Hedberg, 2006). the game named "Quizizz" is one of digital games which is a fun multiplayer classroom activity, that allows all your students to practice together by computer, IPad, teblet and Smartphone . It also has an iOS app, Android app and Chrome app for students. However, This research is investigating the effects and benefits of students "quizizz as game based learning in the Arabic class of sultan idri education university, and their attitude toward the "quizizz" as game based learning during the Arabic class.

Literature reviews

Many researchers examined that the games based learning is effective and innovative teaching strategy in education filed, and can help students to enhance their performance of language studies, as well as enhance their collaboration and keep learning active. as researchers Glandon and Ulrich (2005) mentioned that one advantage of using Games as a teaching strategy is that students have opportunities to immediate feedback through the discussion and correct answer of their rationales, However, According to some researchers said that digital games based learning, Learners are willing to overcome difficult challenges to gain a sense of achievement. Compared with conventional courses, digital game-based learning enables students to improve their memory of course content and engage in more critical thinking (Ke, 2014;). Researchers and have shown that online game-based learning has the potential to provide effective and powerful learning environments in which students can develop essential skills of learning, such as critical thinking and problem solving skills (e.g., Prensky, 2001; Shaffer, Squire, Halverson, & Gee, 2005). There is study found that Digital game based learning can effectively enhance the attention, interest, creativity, and community relationships of students. Moreover, designing a series

of rules and objectives in a digital game-based learning environment can enable achieving mental and physical satisfaction and insight; such satisfaction and insight can thus facilitate the realization of learning objectives (Burguillo, 2010)

Methodology

Participation

This research is randomly including 85 first year degree students aged 18-20 years old. The survey is only focused on one subject titled "Arabic language skill 1". And those students are majoring in Arabic language with education under Arabic unit of sultan Idris Education University Malaysia. The sample comprised 15 male students and 70 female students who already have Arabic language background at least 7 years before entering the university. There are 83 out of 85 students are local, and only 2 students from china with very weak background of Arabic language. All of them had studied Arabic language in the school within their own countries.

Instruments

The online game named "Quizizz (https://quizizz.com/admin?q=undefined#)was implemented as the instrument of the online game-based learning for this research. The participants played Quizizz in class, Every students was played by their smart phone or laptop, and join in the game with Pin no which already ready by game, the lecturer need to make sure every one of them already joined in with pin no which provided. They need and completed 20 questions which are relevant to contents of textbook, and the topic of questions already informed to students to review and prepared for game. The games controlled 3 minutes answer timing for each question.

The survey of students' opinion and attitude toward " Quizzes"

The research -based survey measuring participants' opinion and attitude towards " Quizizz" as a game-based learning

Table 2   Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	39	45.9	45.9	45.9
	20	36	42.4	42.4	88.2
	21	8	9.4	9.4	97.6
	22	2	2.4	2.4	100.0
	Total	85	100.0	100.0	

Table 3   Statues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Local	83	97.6	97.6	97.6
	international	2	2.4	2.4	100.0
	Total	85	100.0	100.0	

Table 4   Specilazation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Majoring in Arabic language	79	92.9	92.9	92.9
	Elective course	6	7.1	7.1	100.0
	Total	85	100.0	100.0	

Table 5.   year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2	2	2.4	2.4	2.4
	3-5	4	4.7	4.7	7.1
	6-9	71	83.5	83.5	90.6
	10-14	8	9.4	9.4	100.0
	Total	85	100.0	100.0	

which is including 2 parts. Part 1 consisted 4 questions about students' general information, including gender, age, and nationality. And year of their Arabic language study. part 2 included 10 items , and the questions designed by five-point

Likert scale is from strongly agree (1 point) to strongly disagree (5 points). And will analysis the data by using descript analysis in five-point Likert scale questions on students' opinion and attitude was examined.

Finding and Discussion

The total of 85 first year students in 3 sections of same subjects played the game "Quizizz" which included 20 questions during the Arabic class   and the students evaluated the questionnaires which distributed by researchers. The researchers will apply the descriptive statatasic to anlayis the dates following:

Table 1   Gender

				Frequency	Percent	Valid Percent	Cumulative Percent
Valid			Male	15	17.6	17.6	17.6
			female	70	82.4	82.4	100.0
Total	85	100.0	100.0				

The 5 tables above indicated the general information of responders in this research. according the tables we observes that the female students who are studying Arabic language at UPSI are much more than male students, it take almost 80.5% of Female students with only 17,2%of female students .and   Majority of first year students both male and female are 19 years old, The table indicated that 97.6% of students are Malaysian , only 2.4% of them are international who are very weak in Arabic language background, according the table , we indicated that all Malaysian students already learned Arabic language at least 3-5yaers before they entering UPSI. There are 83.5 % of local students who studied Arabic before entering Upsi almost 6-9 years , that means that they don't have much problem to practical their 4 Arabic skills in Arabic language one they are studying in UPSI, however, there are certain students who are not majoring in Arabic language , but still can score Arabic as their specialization , and among them there are 7.1% of students choose the Arabic language even thought they are not majoring in Arabic language , but they still able to score as minor students in USPI.

Table 6

Item cod	Q1		Q2		Q3		Q4		Q5	
	F	P	F	P	F	P	F	P	F	P
Strongly agree	32	37.6	46	54.1	38	44.7	49	57.6	43	50.6
Agree	40	47.1	17	20.0	19	22.4	13	15.3	15	17.6
Natural	5	5.9	11	12.9	16	18.8	9	10.6	15	17.6
Disagree	5	5.9	9	10.6	11	12.9	11	12.9	7	8.2
Strongly	3	3.5	2	2.4	1	1.2	3	3.5	5	5.9
Total	85	100.0	85	100.0	85	100.0	85	100.0	85	100.0

Table 7

Item cod	Q6		Q7		Q8		Q9		Q10	
	F	P	F	P	F	P	F	P	F	P
Strongly agree	40	47.1	46	54.1	44	51.8	52	61.2	49	57.6
Agree	21	24.7	17	20.0	19	22.4	13	15.3	14	16.5
Natural	12	14.1	12	14.1	8	9.4	9	10.6	10	11.8
Disagree	9	10.6	6	7.1	12	14.1	7	8.2	9	10.6
Strongly	3	3.5	4	4.7	2	2.4	4	4.7	3	3.5
Total	85	100	85	100.0	85	100.0	85	100.0	85	100.0

The table 6 and table 7 is showing the attitude and opinion of students toward the Game named " Quizizz" and the questioners' consisted 5 questions designed by five-point Likert scale is from strongly agree (1 point) to strongly disagree (5 points). And will analysis the data by using descript analysis in five-point Liker scale questions on students' opinion and attitude was examined. 1) There are 40 students out of 85 students are agreed that they know the digital Game named " Quizizz ". 2) The table show that more that 54% of students strongly agreed that they understand the class faster once they play the game " Quizizz". Therefore, 3) 38 out from 85 students can memorized the vocabulary more fast once they play " Quizizz ", beside that 4) more than 57% students love Arabic class because of playing the game " quizizz during the class . and 5) more than half of total no of students become more focusing on the Arabic class once their lecturer using the Quizizz. However, 6) shows that 47.1 % students strongly agreed that the game " Quizizz" helps them to collaborate with their classmates during the class . indeed , 7) there are 46 students out of total no of students agreed that the game " Quizizz" encouraged them to participate more actively during the class. Furthermore,8) more that 50 % of students felt that the game " Quizizz" helps them to improve their Arabic skills . as well as , 9) more that 60 % of students agreed that the game " Quizizz" encouraged them to competitive with the classmates during the Arabic class . and 10) there are almost hale of total students strongly agreed that The game " Quizizz" helps me to think about strategy of solving problem faster.

5.Conclusion

5.1 , Result

According to high total no of percentage of positive point toward using the game " Quizizz" during the Arabic class , the researchers found that using " Quizizz" during the Arabic class is significant applicable in UPSI or another institute as a teaching tool to make students more interesting and more focusing on the class .

5.2 . Recommendations and suggestions

Based on the result which researchers found is positive toward using the QIZIZZ during the Arabic class , and at 21 centre , almost, every high institute and schools provided the technology and Internet. There are some recommendation and suggestions as a following:

To Ministry of Education, must encourage high institute and schools to use game during the classes, especially, language class. And create more interesting games for the high institute and schools.

To the lecturers and teachers, try to apply variable gamed during the class to attract the students more focusing on the class.

To the students, encouraged to apply the games inside and outside the classroom, but must be very clear that apply game not for Fun but for seeking knowledge.

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Learning Arabic writing skill at Ningxia University China: Analysis study

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Abstract

This research focuses on the analysis of the in Arabic writing skill at Ningxia University of China. The research focuses on two main questions: how do students are proficient in writing skill, and how can teachers have a good command of the skills of writing. The aim of this research is teaching and learning skill for writing in Arabic lessons. The researchers explained the reasons for error in writing to students. This research was based on the collection of information for world scholars and their theories. This research was used by observation and questionnaire for digital analysis, according to the observations of writing skill and by the data analysis, the researcher will benefit from the teaching and learning skill of writing in Arabic in this university. During the case of correct analytical study, the research followed the inductive approach, the descriptive approach and the analytical approach. This research was based on the inductive and descriptive approach for collecting information of the world scholars and their theories. The research analyzes the data to use analytical approach. The research sample consisted of 100 male and female students from this university. It collected 100 copies of the questionnaire for students. The researchers used the spss tool to perform the number analysis. At the end of the research results, in view of the fact that students specializing in Arabic obtained good results in the written tests conducted in this research. The researchers found that students tend to textbooks to acquire the skill of writing in Arabic.

Keywords: Learning. Arabic writing skill,   Ningxia University China

Introduction

 The skill of writing is the best way to express the correct ideas for people, and paragraphs or short sentences contain a lot of information. Everyone has a different style of writing, and each academics has a special style of writing articles, writings, and so forth. However, there is something in one of the academics, professors and students can write articles and writings without mistakes if he does not relate to use the skill of writing.

 The researchers will attempt to analyze the method of learning writing skills and means of learning Arabic in the university.

The researchers connect the viewpoint of the scholar and distribute the questionnaire to the students in the university, to collect the information and analysis to achieve a final result.

This research aims to analyze the learning of writing skills in Arabic for university students in the province of Ningxia. The researcher tries to analyze the learning of writing skills through the content of the writing and writing articles by students in the Ningxia University, and the analysis is established in terms of the advantages and disadvantages of writing in Ningxia Province.

The objectives of this study

This research aims to achieve the following:

To know about learning the skill of writing in Arabic lessons.

To Explain the type of learning in writing skills during the class of the Arabic language at the Ningxia university

To explain the conditions of writing skills in learning Arabic language through the survey.

To express raises the level of writing skill of students on the basis of existing education programs in the university.

To Clarify which writing skills are improved By students.

Literature review

There are many scientific researches concerning about Arabic writing, and these studies mentioned in precedent studies related partly to this subject, which will benefit for researchers in order to accomplish this research. And the precedent study divided into some sides about Arabic language writing skill, knowledge, learning, the current issue of Arabic language writing and the issues of Arabic writing in China.

The Task-based Language Teaching is on the basis of the Arabic teaching method has been studied by Cheng Qi, the designation is Task-based Language Teaching, (Cheng Qi, 2015), The author summarizes and analyzes problems about methods of learning Arabic which are based on tasks and strategy analysis. This research contains a theory of learning method, and the researchers will connect the theory of learning method based on Task-based Language Teaching, also benefit from this theory and expect that teachers apply this method during in classes, and the researchers want to know the condition of using this method of teaching language in classes. As well as, will discuss some of best ways to learning Arabic writing skills during the writing lessons, and will introduce some questions about Task-based Language Teaching for students. Because of this method, the researcher benefited from the method of writing in Arabic language, and it is appropriate for students in Ningxia University.

In addition to many Arabic language writings related to this study, there are many writings in Chinese related to this research, for example: "The Case of Teaching Arabic Writing Skills in Universities: Reform and Interpretation" (Yang Hua, 2013).

The skill of writing is an important ability to be absorbed by students major in Arabic, in other words must students are major in Arabic to always training writing exercises. In exercises of writing, students could increase their abilities in linguistic logical thinking, analysis and linguistic expression, and exercise of writing is the best way to cultivate the ability of writing and practical ability at work for students in the future. The author presents the case of learning skill of writing in this study in the present age, and the author points out a great problem about learning skill of writing Arabic language in many universities. The courses in Arabic have increased more and more in universities. At the same time, many teachers find that students are weak in writing skills, in addition, teachers face many problems: intensive lessons, many students just in one classroom, and teaching writing in a tight time. Therefore, the author presents four viewpoints about the skill of teaching writing that teachers need, and learning curriculum in deep and enhance ability of writing, and these viewpoints include suggestions for teaching and learning Arabic writing during lessons.

Teachers should tend to teach the Arabic language to students, and renew the thinking of teaching Arabic language and reform its methods, and attach importance to guide writing and correct the mistakes of the writing and articles of students, teachers must exchange mistakes and problems of the writing with students, more important that the teachers must understand that they will learn about the Arabic writing skill before they teach it. In addition, the problems faced by students in learning writing skills are real, and the author thinks that students raising ability of writing in terms of learning writing skills.

The researchers will summarize problems faced by teachers in teaching Arabic writing during lessons of this study, and uses viewpoints in this study to make observations and comparisons, and these viewpoints consider as an example in the application of learning writing of Arabic. The researchers will use these viewpoints to complete this research..

There is an article entitled "Strategies of learning writing skills for non-Arabic preparatory students" (Husseini, Muhammad, Azmi, 2016), the authors presented a definition of strategies of learning writing skills for non-Arabic preparatory students, this is a study by authors of the important scholars who needs to analyze the problems and propose solutions. The authors provide that the need is to learn Arabic language skills among students institute. Students have mastered the correct writing methods which are of interested to authors its the case of learning writing skills for non-Arabic preparatory students in this study. Therefore the researchers refer to this study as a source of research. Although this background of the study differed with the situation in Ningxia Province. The researchers use observation to analyze students in the university.

Although there are many studies about teaching methods, and there is a different research under the title of: "Language Skills Of Thinking" (Abdul Hadi Abu Hashish and Bensedi, 2009). This research includes language skills of thinking and includes writing of thinking relationships in Module 5. This book helps the reader to understand the writing skill of thinking in the first module, especially in the relationship of memory skills in writing. It is an important skill in forming understanding

in terms of sentences structures. After that, this information could help the researchers to understand the writing problems from many sides. Therefore, the researchers found that the viewpoint of writing land thinking skill is related to the new writing methods, and the researchers learn the viewpoint of writing about how to use writing techniques. It is possible that will contact the viewpoint of writing by students to do the comparison and to be benefit from the results of learning Arabic writing skills in the Ningxia university.

The research is titled "Dynamic Assessment of Teaching English In universities" (Zhang Yan Hong, 2013). The author talks about the issue of learning writing in English at universities in China, and the author provides studies on how to enhance the ability of English writing in the class in part two. The author emphasized that teachers encourage students to write specific writings every day to improve ability of English writing. This chapter contains a new method which is the process of component sentences more important than the result, and the teachers must urge students to cogitate the writing process and correct mistakes and complete the writing of the same without interruption, in the words that the right writing skill is the process of complex periodic innovation, because writing skill is not in the minds of students, but the process is that needs to innovate by students without interruption.

The researcher referred to the second chapter in order to benefit from the writing in English, and will use the theories and methods of learning writing in this chapter. These theories and methods will be used as a model for analyzing of Arabic writing skill. The researchers will use theories to present the students' questions in the questionnaire.

4 . Methodology

The research methodology is the procedure and method used to collect information about writing skills and study programs by reading books for students in Ningxia University. The researcher relies on the descriptive method and the analytical method. The researchers adopt the following main methods to complete this research:

4.1. Induction Method:

The researcher relies on the induction method to collect data and information by the writing skill and information about the background of Ningxia University. In addition, the researcher collects information about the interview of the students at the university.

4.2 Descriptive Method:

The descriptive method is to use references and resources about learning writing skills in Arabic, so that the researchers could benefit from the theories of learning Arabic writing skills. The researchers try to describe the learning conditions of Arabic writing skills in Ningxia University.

4.3 Analytical Method:

The researchers rely on the analytical method to evaluate the questionnaire that the researcher distributes to samples in Ningxia University. Then analyze the result of the writing skill, after the sample tests during lessons.

The researcher divides the questionnaire into three parts:

To demand students accomplish the writings, and then to collect writings and correct mistakes.

To Distribute 100 questionnaires to students, then collect questionnaires and analyze information.

To Analysis learning writing skills through the content of writings and writing articles.

4.4. Collection of Research and Samples:

Chinese students did not study Arabic language before entering university, and began studying from alphabet. Therefore, the research is directed at middle-level students in Ningxia University.

This research is directed at 100 different students who are studying in the classroom in 5-7 lessons in Ningxia University, and the researchers will analyze data through this condition. There are 50 female students and 50 male student's participant in this research.

4.5 Research Tools and Data Analysis and Procedures:

The researchers will collect 100 final examination writing papers from students in Ningxia University. Then, apply SPSS tool to analyze the data. As well as will evaluate the students' writing skill which including sentence constituent, grammatical rules, ability trope, ability of expression, thinking skill, and the understanding of vocabulary.

Beside that the research will conduct the survey, observation and questionnaire in the university, which will be divided into three parts as following :

Test: The research will choose 100 students in the university through the final test in the semester, and the theme of writings is one.

Observation / Note: The research will choose 5 lessons about Arabic writing in Ningxia University to make observation learning, and these lessons are from different teachers. The researchers will record that teachers how to teach Arabic writing skills and methods during these five lessons.

Questionnaire: The research will distribute 100 copies of questions about Arabic learning writing skills to students in Ningxia University. Then, these copies were collected by these students who respond the questions thenm analyzes answers by the SPSS tool. Learning how to learn writing skills in Arabic for students attending this university.

Analyze

In this part, the researchers select the data which conducted the survey and observations on the learning of Arabic writing skill, and connected applied observation to a limited analysis of the study. At the beginning, the researcher presented basic conditions for the Arabic writing expression of students at Ningxia University, and then distributed the questionnaire to the students at the university, after the students answered the questionnaire under the guidance by their lecturers. Each questionnaire is combined to analyze the evidence.

Table 1

Valid ModeN Percent	Valid	Confronting difficulties in learning writing expression	Confronting difficulties in learning writing expression	Confronting difficulties in learning writing expression	Confronting difficulties in learning writing expression	Confronting difficulties in learning writing expression	Confronting difficulties in learning writing expression
		71.0 yes 100	39.0 reading 100	76.0 Less than three times 100	91.0 yes 100	59.0 One class 100	85.0 yes 100

5.2 This table above contains a summary of the appropriate general answers from the 100 statements. From this table, the researchers know that the students choose the most appropriate answers. The following analysis includes the pattern and the percentage, and by the way the most answers to the statement of the other answers are known of percentage of all.

5.3 According to the first approach, the researchers note that the number of statements who face difficulties in learning writing expression is more than those who do not face difficulties, and 71% of the statement is considered to have difficulties in learning writing expression. Second, the researchers found that the number of the statement who read more than all the skills of listening, speaking and writing, therefore, 39% of the statement is able to read compared to other skills. The third vein explained that 76% of students conduct writing training less than three times per month. In the fourth vein, 91% of students are interested in participating in writing expression. In the fifth vein, the researchers know that the 59% of the sample have a share of learning one share writing expression weekly. It was found in the sixth way that majority of statements have one share writing expression weekly, and 85% of the sample consider that their mistakes in the writing expression of the skill of expression.

5.4   Prove the expression of the statements by using the form and content skills of the students in the paragraph.

Correlations

Table 2

		Confronting difficulties in learning writing expression	The sharing of learning to writing in a week
Confronting difficulties in learning writing expression	Pearson Correlation	1	.443**
	Sig.(2-tailed)		.000
	N	100	100
The share of learning to writing in a week	Pearson Correlation	.443**	1
	Sig.(2-tailed)	.000	
	N	100	100

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

Table (2)indicated that Pearson Correlation and (2 - tailed) .Sig between the difficulties in learning of writing expression and the sharing of learning to writing weekly, the researchers used these two statements to confirm the relationship between the difficulties encountered by students in learning and writing expression.

According to this table, the researchers noted that 2-tailed data are less than 0.01 (2-tailed). These data shows that the number of weekly learning lessons relates to the difficulties, they encounter in learning of writing expression. In this table, the researchers found that data from Pearson Correlation .443 **, and these data showed that the relationship between the number of sharing learning to writing weekly and the difficulties encountered in learning of writing expression.

Exhibition the number and expression of the statements according to the composition of the completed sentence for students.

Table 3

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	16	16.0	16.0
	disagree	9	9.0	9.0
	Not sure	44	44.0	44.0
	Strongly Agree	21	21.0	21.0
	Agree	10	10.0	10.0
	Total	1er00	100.0	100.0

The table 3 indicated that about 25% of students don't understand the types of useful sentence and the method of using it. However, 44% of students are hesitant about the question, and 31% of students fully agree it and. Through these data, the researchers found that most students are hesitant in the question.

Exhibition the number and expression of the statement by situation using the form and content skills of the students in the paragraph.

Table 4

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	11	11.0	11.0
	disagree	22	22.0	22.0
	Not sure	41	41.0	41.0
	Strongly agree	22	22.0	22.0
	agree	4	4.0	4.0
	Total	100	100.0	100.0

According to the table above, the researchers noted that 33% of the students disagree to understand the form and content skills of the paragraph, and way to organize it. 41% of the students are not sure about the question, however , 26% of them agreed that they understand form and content skills of the paragraph and how to organize it,. Hence the researchers realized that most students are hesitant in the question.

Demonstration of lack of exercises on how to write cohesive and specific ideas

Table 5

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	11	11.0	11.0
	disagree	14	14.0	14.0
	Not sure	41	41.0	41.0
	strongly agree	26	26.0	26.0
	agree	8	8.0	8.0
	Total	100	100.0	100.0

 From this table (5), the researchers found that 25% of the students disagree to decrease their training on how to write cohesive and specific ideas.,41% of the students are hesitant about these questions, and 34% of the students agree that they should not train on how to write cohesive and specific ideas.. These data show that most students are hesitant in these questions.

Conclusion

6.1. Result

 This part includes the results of the analysis and suggestions, and summarizes the researcher three parts through the arrangement of writing quotas and conditions of writing expression of students and information writing expression. It appeared to the study of this research the following results:

The part of students

Through the questionnaire completed by the students, we know the outstanding problem that students always reduce writing expression exercises, and this problem resulted in students weak in writing expression, and students can not express the contents of the exact details. In addition, students generate new ideas in hard writing, and this proves that students are drumming exercises daily and expanding ideas of writing expression.

2) The part of the teachers

On the another hand, the teacher does not attach importance to the writing class, not the inability to teach the writing expression and train the Arabic frequency only, there is research writing expression less than reading, listening and speaking.

The part of writing lessons

Chinese universities are divided Arabic into listening, speaking, reading, writing and translation. Many students did not study Arabic before entering university. Many students learn Arabic in one semester. Therefore, the teacher does not care about writing lessons. Due to the lack of sufficient writing lessons, the teacher neglects to discuss construction with students in writing classes.

The study material side and writing expression information

Because of the subjects and information of writing expression is inadequate in China, leads to lack of study materials and writing expression information. It is worth mentioning that the subjects lack the contents of writing expression and writing skill in detail, so students fail to learn different typs of writing expression.

6.2 Suggestions and recommendations

There are suggestions and recommendations as a following:

1) To students, must increase ability to write through the lessons of writing expression in Arabic, and accumulate enough knowledge of Arabic in the learning process to develop their ability to think in Arabic.

2) to lecturers , must cultivate the ability of students to communicate and improve their linguistic skills in writing expression. At same time, teachers must choose useful writing information for students.

3) To the Ministry of Education in china, should encourage all universities to use the materials writing by Arab teachers.

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Religious and Secular Ethics in Modern Russian Culture

Dr. Victor Muravyev

Abstract

One of main contradictions of Russian spiritual culture in the XX century was prolonged conflict of communist and religious ideologies. What of two ideologies will have final victory? Thinking of it we are not able to predict one definite scenario. To call modern period of Russian history the era of religious revival or the time of religious decline means to propose too broad generalizations. Religious influence on other spheres of culture, social life in general depends on what period of Russian history we are talking about.

Keywords: Modern Russia; religious ethics; religion and real life

Introduction

At first glance, religious history has no purpose, meaning and direction. It is a random change of events beyond the understanding, explanation, justification and prediction. The main indicator of the lack of laws in the sphere of religious culture is the variety of religious systems, practices and beliefs, each of which claims a monopoly on the sacred truth. For theologians a reason for such irrationality was that sacred power gave rise to natural laws and the logic as their substance, but was not subordinated to them itself. Theorists of depth psychology explained the irrationality of religious history by the statement religion had roots in a soil of unconscious mental activity.

Supporters of a sociological approach reasonably assumed that driving forces, underlying factors of the occurrence and change of religious systems must be sought not in human mind or changes of external nature but in social interactions. In the theory of conflict society was understood as contradictory interaction of various groups. In this interaction, harmony, balance was a subordinate, a transient state, and conflicts were vast, steady. Religious groups were units of social system where interests of warring forces came across. Each new phase of religious history was the result of previous resolution of conflicts. One of global contradictions in the history of XX century Russia was prolonged conflict of religious and communist ideologies.

1. Phases of conflict interaction of religious and communist ideologies in XIX - XX centuries Russia

The XX century was a rise time of indifference to Christianity in some European nations and the enthusiastic admiration of it in others. There was a decline of the authority of Christianity in Western Europe, initiated by the World War I and World War II, which took places between Christian nations that churches did not prevent. God worship was ousted by the Entertainment. Religious services could not compete with football matches or pop concerts where crowds of people filled stadiums. In deserted Western church buildings were opened restaurants, hotels and shops. The cult of pleasure triumphed over traditional values.

First and final decades of the twentieth century Russian society were periods of religious ferment - the state described by Russian - American sociologist P. Sorokin. He singled out two types of religious activity of a population. They were religious statics and religious dynamics. The transition from one form of religious activity to another was subject to the law of measure. In periods of social stability interdenominational mobility was low: a circulation of individuals from religion to religion was relatively weak, main religious groups, especially large ones, had stable membership. While social organisms lost their stability religious fermentation begun. Masses of parishioners passed from some denominations to others. Some religious groups were losing followers, sometimes completely disappeared; others - appeared and increased in volume. Then the static state came again and continued for hundreds of years (Sorokin, 1992, p. 395).

Religion for all previous periods of its existence served as the source of creation, spread and adoption of common standards and values, taking, therefore, a leading position in different cultures. At the end of the XIX century in Russia and other countries appeared a problem of the admissibility of religion to perform these tasks. Its functionality in maintaining the stability of social systems had been questioned, since the objective existence of God became problematic for many.

The validity of such attitude was determined by the fact that the life of sacred beings was different from the existence of stars, the moon, trees or chairs. In fact, there were different kinds of existence corresponding to particular levels of

objectivity. There were special forms of the existence of material things, of social interaction, ethics, laws, art works, words, dreams and hallucinations. On the word "table" was impossible to put a bowl of soup as on real table, but the table and the "table" there. If left disused thing near the garbage container, it would be taken away to the dump, but if put this thing to a museum, visitors would treat it as a monument to the past or even the product of contemporary art. Although a work of art, moral principle, religious idea were such that they could not be "touched" with hands, they could have a greater impact on people's lives than the visible and tangible objects.

V. Lenin the founder of the Soviet Russia following French thinkers of the XVIII century developed the idea of fading religion. As supporters of the concept of society progressive development Marxists predicted with the elimination of factors depending on the negative impacts of environmental and social conflicts the need of large masses in illusory comfort would disappear. Marx, like Freud later, thinking about religion had used the term "illusion": "The criticism of religion frees one from the illusions for him to think, act, build a reality, being free of illusions, like a reasonable man" (Marx, 1955, p. 415).

French Enlightenment of XVIII century, Marx, Lenin, Freud, theoreticians of positivism, M. Weber viewed the history of spiritual culture as a way of rationalizing. The religious outlook based on the recognition of the supernatural powers in this way partly or wholly was supplanted by positive. Mystery and faith gave way to experimental data and knowledge. Supporters of the religion withering away concept predicted in the future people would treat their beliefs in supernatural powers as adults treated their own children's naive view of reality of Santa Claus.

Indeed, after 1917 October revolution anti-religious attitudes of large part of Russian population and the desire of Soviet leaders to prioritize a secular ideology served as a breeding ground of the state and Communist party active actions aimed at violent suppression of the activity of religious organizations. There was a plan to uphold the principles of atheistic education. The implementation of this program had led to a situation where atheistic views confirmed in the minds of most citizens of the USSR.

Sorokin did not ignore this situation by proposing the concept of religiosity cyclical changes. Historical change of philosophical paradigms led, in his opinion, to the predominance of one of three types of culture: ideational, sensual and idealistic. Substantial for ideational phase was the attitude to sacred powers, God as absolute super-sensuous values. A. Comte called it the stage of theological thinking. At the stage of sensual culture only verifiable, testable empirically statements were accepted for the true. Only sensually perceived things were considered to be real. Idealistic type of culture looked mixed: the objective reality is partly supersensible, partly sensual. Trying to draw the attention of his contemporaries to the signs of stagnation and degradation of society, Sorokin designated them as an evidence of the need for the revival of ideational culture. In "The crisis of our time," he wrote: "Without transition to ideational ethics and law, without new universalization of absolute values the society would not escape the impasse" (Sorokin, 1992, p. 504).

2. Religion in modern Russia

May we say today Russian spiritual culture had passed into the ideational phase, predicted by the famous sociologist? Statements of modern Russian political leaders about the role of traditional religions in Russian society, a content of television programs, sociological researches results allow to propose such assumption. According to Russian sociological Levada Center research conducted in 2012, the majority of Russians - 79% identified themselves as Orthodox Christians, 6% - as Muslims, 5% - as atheists and 7% had not determined their attitude to religion (*www.levada.ru/2012/10/11/rossiyane-o-religii-i-tserkvi/)*. With state approval "traditional" religions, above all - Orthodoxy, were considered as "culture-" and "state-forming". For final decade of XX century atheistic country turned to Orthodox one. How did it happen and what happened in reality?

There was an increase of interest in ideology and ritual activities of religious organizations in the Soviet Union since the mid 80-ies of XX century. The period of religious dynamics, religious ferment associated with significant changes in political, economic and spiritual spheres had begun. For this period, proclaimed in words the freedom of conscience became real, and for people with hidden religious interests, appeared real possibility of their full implementation. New modern stage of Christianization became a part of the all-Russian religious revival movement. At this stage there was significant increase in the number of existing religious organizations. New generations who came to the church, especially educated individuals, were attracted not only by external, ritual side of Christianity, but also internal, essential, first of all ethical content of its doctrine.

Reasons, factors of such changes were varied. One of them was the proclamation of the idea of the admissibility of pluralism of opinions accepted by public consciousness. There was a transfer of emphasis in relation to the pre-socialist past from critical negation to attempts to find the succession. A significant factor was the desire of new Soviet leadership to improve relations with various countries. The leaders had in mind that religion, influential churches had essential place in spiritual and political life of those countries. The human craving for "forbidden fruits" had started by Adam and Eve also played its

role. Increased attention to the Orthodox Christianity was partly a reaction to the emergence and spread in Russia of non-traditional for the country Christian denominations and sects.

Ideological vacuum had formed after the destruction of the Soviet Union and the refusal of communist ideology. Motherland, Soviet country was the main shrine for the majority of citizens of the USSR. Those, who were able to ignore it, constituted new ruling elite. As we know, the art of politics was the ability to present private interests of social groups as common interests of all. It was unlikely to build new Russian ideology on ideas of the sanctity of private property, openly declared intention at all costs to maintain in private hands wealth once was considered nationwide. Politicians often used the word "God" trying to influence the audience as noted by Paul Tillich (Tillich, 1995, p. 272). It created favorable impression of the moral qualities of a leader. Particular success could be achieved, labeling opponents as atheists.

The slogans of those who destroyed the Soviet Union, found an echo, received full support, sympathy of oppressed in the Soviet Union religious leaders. There was a union of government and religious elites who supported the political line of Boris Yeltsin. For part of Russian citizens Islam ideology became a form of expression of their protest intentions.

Until now, in sermons, spoken in temples of modern Russia, its main difficulties are associated with the "godless past of the state". Even those negative phenomena which have appeared in last twenty years, when the church had a real opportunities to influence society by beneficial effects – the drop of international prestige of the country, depopulation, poverty of population significant part, an increase in crime, abandoned by parents children, pedophile priests - all these are declared to be products of socialist past. They say that's why, although the majority of Russian citizens proclaimed their support for religion, sacred forces still are not able to stop the movement of the country in a regressive direction.

The assertion the evil is a consequence of the activity of Church enemies, enemies of the faith and of God is actively used today in Russian version of theodicy. Early medieval theologians pointed out if anyone did not keep true faith he no longer belonged to God but to the devil. Heretics of the new Russia are modern witches, dancing and singing in churches, liberal intellectuals who open exhibitions of non-canonical icons, corrupt sectarians, professing wrong and worshiping wrong. They use false religious symbols to belittle their importance, they make obscene gestures, insulting innocent parishioners and ministers of religious buildings, allow themselves to criticize God-loving statesmen. Behind the mask of dissent is viewed the hateful image of V. Lenin. He is devil's messenger, spiritual inspiration for all modern ugliness. It was not an accident the mass campaign of condemnation of Russian music band "Pussy Riot", which held protests in Moscow "Cathedral of Christ - Savior" was scheduled for April 22, 2012 - Lenin's birthday.

In Middle Ages errors and inhumane actions of witches and heretics were considered as results of the influence of dark forces. It was alleged witches killed and ate children, raised storms and suggested thunderclouds, let in the locusts and caterpillars that devoured crops, endowed men by an impotence and women by infertility, could produce deadly disease and killed people only by a glance. Today, hardly anyone would believe the stories about women flying on a broom. That's why critics of «Pussy Riot» used more plausible ways to discredit. The TV showed scenes of sexual orgies involving "heretics", reported cases of their neglect of parental duties and racist statements, hinted at the ambiguity of the art group title. To reveal the background of Lenin's atheistic actions, people were informed his mother was German and his brother - a terrorist, money to support him was sent by Germans and Americans.

Today some followers of the religion of non-violence and love, like football fans, are ready to join the melee battle with those who do not belong to their number. As if it was not written, "... love your enemies, bless them that curse you, do good to them that hate you, and pray for those who persecute you. Yes, you may be sons of your Father in heaven; for He makes his sun to rise on the evil and on the good, and sends rain on the just and on the unjust "(Mt 5: 44 - 45.). Plaintively wailing of "godless times" persecutions "blessed peacemakers" try to attract the government, law enforcement, militia fighters, a crowd of uneducated, angry with beggarly life conditions individuals to suppress dissident activity. In some sense "last became first and first became last". Now nonreligious citizens and religious minorities in Russia need a protection from aggression.

Reading the Scriptures, we can clearly determine the content of a truly Christian response to these events. In the "Sermon on the Mount," we read: "Judge not, that ye be not judged" (Matthew 7: 1). Paul admonished: "Do not be overcome by evil, but overcome evil with good" (Rom 12: 19). Everyone knows when Jesus brought a young woman facing the death penalty, he said: "... I do not condemn you; Go and sin no more "(John 8: 11). First of those who were asked to start throwing stones at her, parted. While speakers calling for the massacre of young women from mentioned musical group, openly declared that they did not agree to "turn the other cheek", although in fact it means they refused to be Christians.

3. Features of consciousness and behavior of modern Russian believers

Sociologists identified main performance indicators of religiosity (Johnstone, 1997, pp. 66 – 69; Livingston, 1993). There are four of them: a believer is an individual who believes in the existence of supernatural (A); he takes part in actions aimed to establish links with the sacred forces (B); he is a member of a religious association (C); religion affects his moral principles, his everyday life behavior (D).

Religiosity is a quality existing in the framework of the measure. In all its characteristics have place quantitative changes, individual degrees of their manifestation. Believers are not religious in the same sense. Religiosity is not measured only by one indicator. It may be high with one indicator and low if use another for the same individual. The influence of religiosity on the behavior and consciousness of the person depends on elected for the evaluation criteria.

On the criterion "A" (the belief in the supernatural), believers can be divided into persons with strong beliefs, doubters, those who don't care about the truth of religious principles and those who feign. It is difficult to obtain reliable knowledge examining this criterion because the method of its study is introspective. We have to rely on people's judgments about themselves and the strength of their own beliefs. Certainly there are things that a person does not tell even in the confessional.

The second of the above indicators of religiosity - participation in religious rituals is measured quantitatively. Some individuals attends church meetings and participate in public religious ceremonies every week, while others - once a month, some - once a year, the fourth - do not go to church services at all, but sincerely consider themselves as believers. According to the degree of participation in public rituals, attending religious services, religious meetings distinguish intense religiosity - at least one visit per week, moderate - at least once a month, and low - a few times a year.

It is also necessary to take into account differences of public and private rituals. That's because a person may attend a church for a habit or under the influence of relatives or friends. Private rituals, first of all, prayers are personal appeals to the sacred forces. They show the strength of individual religiosity. Daily prayers are considered as high index of religiosity. For example if a Moslem prays five times a day.

Exploring the indicator "C" - membership of a denomination we turn to the question how a person becomes religious. In cases of natural or state religions individuals fall into certain religious group by birth, for example, through infant baptism or circumcision. If denomination implement is an outcome of personal choice, it's a result of a conscious belief or following the example of others. It has been noted that some individuals mentally identify themselves as members of particular denomination, not really taking part in affairs of a religious association. Identification, recognition of himself as a part of a religious group changes from a minor to high degree. In addition there is a spread of nondenominational religiosity in modern society. Some people believe the church organization is entirely earthly institution. It does not mean anything for the salvation. To have a faith is enough to be saved.

Turning to the last of main indicators of religiosity – faith influence on the style of life we see that significant portion of individuals show their religious activity only in order to establish cooperation with the sacred forces. In this case, religion does not affect everyday behavior. Only for a few their religion is the way of life. They are convinced believers who try to apply principles of faith in everyday circumstances, "acting with others as would like them to do to them."

Certain types of believers are constructed in Sociology of religion by combining characteristics obtained on indicators of religiosity. 5 - 6% are convinced believers. They are actively visiting, practicing and performing, in Sorokin words, those for whom God is the absolute value. Passive type believers (sleeping) - do not think about the content and the truth of religious principles, are converted by birth, are constantly involved in public and private rituals. Moderate believers are distinguished from the mentioned before because religion does not affect their daily life. Finally, the fourth type - marginalized - those who are poorly versed in the scriptures, participate in religious rituals once a year, have no connection with the religious association, use principles of situational ethics in ordinary life.

There are two types of religious mentality described by Psychology of religion. People with external religiosity tend to use religion for non-religious purposes. Religion for them is a mean of comfort. Religious participation gives a possibility to improve financial situation to establish communication and have entertainment, gives legitimate way to vent accumulated hatred, inner aggression. In secret, personal sphere of their consciousness religion is the field of hypocrisy. A minority of believers are carriers of inner religiosity. They accept religious doctrine as a main value and follow it regardless of positive or negative sanctions. Their awareness and behavior are determined by the set of faith.

The assurance of salvation, awareness of belonging to influential group, material support, solace, approval of others, atonement, a search for truth are various aims of religious quest. Studies of Russian public opinion indicate the prevalence of external religiosity among those who consider themselves as believers. According to already mentioned survey of Levada Sociology Center performed in year 2012 73% of Russians believe that in their country many people want to show

involvement in the faith, but few of them believe in reality. Russians have mostly ostentatious religiosity. Their faith is selective. People remember about religious duties if they have the time and the mood. For many, religion is - a sphere of hypocrisy. Calling himself a believer, a liberal or a communist does not mean to really be. There are many pseudo – Christians today like there were a lot of false communists in Soviet times.

The exchange theory describes social interaction as interchange of parties various values, resources with fair "price". Modern religion is characterized by increasing individualism: the bearer of faith largely becomes not a religious organization but a person. Individuals take over the function of interpreting dogmas. The role of conversion as a way of inclusion to religious community increases. In such situation the choice of religion is similar to a purchase. Sacred texts, sermons, religious rites, religious objects, psychotherapeutic influence are kinds of goods now. It is assumed that the fee for them should be justified by benefits.

Thinking about the features of religiosity in modern Russia, we may conclude believers show their faith mostly by participating in religious rituals outside of ordinary course of life. The type of marginal believer prevails at present. Most Russian citizens live as if in two worlds: sincerely believing themselves as religious persons they leave their faith behind temple threshold going out of it. In such case religion does not affect a behavior outside the church. In addition within religious communities relationships are not cloudless. There is endless secret struggle for power, money and distribution of charitable aid.

The opinion poll "On religion and interfaith relations" organized and conducted by Russian Federal Security Service on February 19, 2016 gave representative results. In response to the question: "Do you profess any religion" following groups were identified: Orthodox - 64, 7%; atheists - 12.5%; nondenominational believers -11.9%; professing Islam - 7.2%; Buddhists - 0, 6%; Catholic - 0, 5%; Orthodox old ritual believers - 0, 4%; Gentile - 0, 4%; belonging to other faiths - 1.8%. Answers to the question: "How often do you attend worship services" was as follows: regular - 6, 2%; from time to time, with the possibility - 24, 1%; rarely, on holidays - 28%; I do not go - 41, 7% (www.znak.com).

It should be kept in mind the craze of new ideology may be a result of a disappointment in the former if it has been used by political elites have lost the trust of a population. Pendulum changes are taking place in public consciousness: "If people associate a responsibility for a crisis with religious orientation of rulers, they seek refuge in atheism. If the responsibility for this crisis they attribute to atheistic views of rulers, then they are as naturally seek salvation in religion "- write the authors of a fundamental study" The synergistic philosophy of history "(The synergetic philosophy of history, 2009, p. 246). There were periods of destruction of churches, now monuments to Lenin are destroyed on the part of territories of the former USSR. It is possible the "Law of God" teaching will be recovered in Russian schools. But this does not mean "Fundamentals of scientific atheism" will not replace this discipline again with the passage of time.

XXI century Russia is multi-confessional state. Unfortunately prospects for the unity of its citizens, as well as co-religionists of different countries on the basis of religious faith are absent. Confessional membership does not provide social unity. It is not a significant factor of solidarity both within the country and in international relations. You can see that in the east of Ukraine warring troops are fighting "under the same icons." The case in point: in February 2015, Metropolitan Filaret, who is considered by significant part of Ukrainians as their Orthodox Patriarch, visited the United States and asked for help with weapons to deal with Russia. He took part in ritual prayer breakfast held in Washington, not in Moscow – "Third Rome". Thus, in complex emergencies, religious organizations do not show their integrative abilities. Unfortunately, ideals of confessional unity failed to compensate the loss of means to maintain social identity of different ethnic groups, which in the Soviet Union were carried out by secular institutions.

On the contrary, there is a real danger of the possibility that differences in faith become essential factors of social interaction and bring a threat to civil unity. There are cases of certain tension in relations of different religions representatives. We see attempts of some politicians to get a support of religious organizations with large number of members violating principles of Russian Constitution. Adopted in June 2016 amendments to the laws of the Russian Federation: Federal Law of 06.07.2016 N 374-FL "On Amendments to the Federal Law" On Combating Terrorism" and Certain Legislative Acts of the Russian Federation to establish additional measures to counter terrorism and ensure public safety" (*kremlin.ru/acts/bank/41108*) and Federal Law of 06.07.2016 N 375-FL" On amendments to the Criminal Code of the Russian Federation and the Criminal Procedure Code of the Russian Federation to establish additional measures to counter terrorism and ensure public safety" (https://rg.ru/2016/07/11/uk**375**-dok.html), complicated the situation for Russian religious organizations that are considered non-traditional, not related to Orthodoxy, Islam, Judaism and Tibetan Buddhism. Russian followers of non-traditional religions believe that the purpose of these amendments was to destroy all confessions not directly related to the authorities.

The only way to prevent dangerous development of events through religious conflicts rise is a compliance with the constitutional principles of freedom of conscience and separation of the church and state, the school and church. One of directions of development of spiritual culture of modern Russia should be the assertion of religious tolerance, the presence of which is a sign of a democratic society. Humanistic ideals are designed to unite people of different ethnic groups, social groups and views. Their consistent implementation contributes to mutual understanding of individuals with different beliefs. A retreat from them may lead to the situation when democratic euphoria might be replaced by ominous specter of the night of St. Bartholomew.

Requirements of Russian society harmonious development aim to search for roles of different denominations to provide state stability. Self-preservation, harmonious balance of elements is a goal, super attractor for social systems. H. Spencer, T. Parsons, R. Merton called to explain the existence of different religious complexes by disclosing their functions in society.

Material production adapts to conditions of natural environment, armed forces function as a protection from external attacks. Family institution is a way to replace outgoing generations by new ones. Politics and justice systems aim to achieve universally valid goals by coordination of different social groups activity. Necessity to preserve solidarity, mutual help of individuals ensures morality. Religion is designed to eliminate psychological and social stresses. It points the way of reconciliation with inevitable negative circumstances of life those can't be changed.

4. Ways to counteract possible threats of conflicts on religious grounds

It's hard not to notice that the interaction of religion with other social phenomena, its influence on the history and current state of humanity is contradictory. Outstanding Indian scholar Swami Vivekananda offered to evaluate the historical role of religion dialectically: although there is nothing brought to the mankind more blessings than religion, there is also nothing brought more horror. Nothing has contributed to a degree of goodness and love, as a religion, but also nothing had filled the world with so much blood.

The spirit of the new century corresponds to a situation where the streets of Russian towns would be occupied by Russian Orthodox individuals carrying images of God in their hands, calls to faithful to prayer would fly from tops of minarets, Krishna Consciousness people would dance and sing their Maha – mantra in parks and all of them would have worm greetings from atheists sitting on the benches with books of Vladimir Lenin and Denis Diderot.

Russian education system includes courses of religious studies. There is mandatory discipline "Basics of world religious cultures" in the fourth grade of Russian secondary schools for children of 10 – 11 years old. Educational programs of higher education institutions include history, sociology and psychology of religion, courses as "The Bible and the Koran - monuments of culture", "Bible Stories in works of art", the history of free thought and atheism, phenomenology and anthropology of religion, religious studies other disciplines. It is possible and important to use these studies to avoid possible religious conflicts. The significance of secular religious knowledge is increasing due to a possible transition to the study of these disciplines for 1 - 11 school classes.

School children ask issues related to the field of religion not only humanitarian social science cycle disciplines teachers. They apply the question "Is there a God or not?" to all school mentors. As it turned out teachers today prefer to answer diplomatically: they offer the children ask about it parents at home. Of course, it is desirable that teachers of biology, chemistry, mathematics also have theological competence.

Personal preferences associated with beliefs of students certainly present in studies of religious courses. On the one hand, modern education is scientific: a school, college, university are fields where students meet with modern science. On the other hand, worldviews of certain number of students are formed under the influence of religious images. Some topics believers, members of Orthodox communities and followers of other religions perceive painful. People write complaints, rightly demand respect for their religious feelings.

What could be the way out of this situation? History, Sociology, Psychology, Geography of religion are sciences. If we open a university textbook of sociology of religion, in the introduction to it is usually written, that personal religious beliefs students should "to bracket", in the words of Edmund Husserl. Topics related to the sociology of religion, they have to think about as if there is no God. And when the discussion is beyond the scope of this study discipline, the idea of God existence can be included as we turn on the electricity if need it.

At the same time Theology, Phenomenology of religion, Philosophy of religion are not sciences completely because their content varies depending on group and personal interests. It means all doubtful, painful topics might be discussed in frames of these partially scientific courses. Such approach looks acceptable for the carriers of different beliefs. So the method of solution can be found. In a frame of philosophy of religion study students may discuss different approaches to speculative

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topics such as the proofs of the existence of God, the relationship of faith and knowledge, the origin of the universe, problems of theodicy, soteriology and eschatology.

Moreover, theology has recently included by the Higher Attestation Commission of the Ministry of Education and Science of the Russian Federation to the list of specialties, which are assigned to the degree of doctor and candidate of sciences. It means theology may now enter a section of religious disciplines taught in secular universities.

One of the purposes of religious courses taught in secular educational institutions is the formation of tolerance, commitment to dialogue, friendly attitude to unbelievers, religious agnostics, representatives of various denominations.

As it was declared at the meeting of the Committee on Constitutional Legislation and State Building of the Council of Federation of the Federal Assembly of the Russian Federation October 25, 2016 "Buddhism as a factor of development of civil society, inter-religious peace and harmony in the Russian Federation", religious tolerance is not quite adequate slogan for modern Russian society. The tolerance is a neutral refer to a strange, perhaps even unpleasant neighbors. According to the Constitution of the Russian Federation there are no first and second grade believers. Russian believers of different faiths are not strangers, but fellow citizens of the same country. They are supposed to be Russian patriots. So at least they are friends and as a maximum brothers. They all accept basic moral values of modern Russia - patriotism, freedom, justice.

Religious studies at secular schools and universities aim at the disclosure, comprehension of laws, trends, driving forces, main stages of religious history. But also, as we see, they fulfill important role in ensuring the consolidation of Russian society, the establishment of a single Russian nation

Conclusion

If we investigate contemporary religious situation in Russia sociological data do not give reasons for univariate forecasts. To call current period of Russian history the time decay of religion or to declare it an epoch of religious revival means to use unfounded generalizations. The influence of religion on other areas of culture, life of society in general depends on a region of Russia in question, or what period of history is considered. It might be assumed that high level of external religiosity remain in Russia. Many Russian citizens will call themselves Orthodox Christians attending church during major religious holidays. However, their behavior will be determined not by Christian ideas but by principles of situational ethics.

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Linguistic Dominance in Code Switching and Code Mixing Situations (Case of Study the Bilinguals with Albanian as L1)

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Abstract

Code switching and code mixing are processes, which happen often to bilingual speakers, depending on the linguistic situations in which they find themselves. These two processes are well known and are being studied for a long time. But, in this work we will concentrate on bilinguals with the Albanian language as L1, because there is a substantial lack of studies for the Albanian language and this particular situation. In the center of this work are the concrete examples, studied and analyzed. We will analyze: the effect that linguistic features of L1 have, while code switching and code mixing occur, because the Albanian language has a grammatical which is complex and is different from that of other languages, like English. The displacement that speakers have from one place to the other cause the relations of language use on the day to day basis communication to change, consequently different linguistic situations occur. How does the effect that L1, L2 languages change in relation to the everyday usage level from the speakers? In the code mixing process a code breach of one language occurs as a consequence of the inclusion in the language production of elements from another language. What are the linguistic features of the words which are included in the code mixing? Parts of our study are Albanian speaking subject, who live in Albania and outside, which have been recorded as they communicate in different linguistic situations. Their analysis has been conducted based on the latest linguistic, psycholinguistic, and sociolinguistic literature.

Keywords: Albanian language, code switching, code mixing, linguistic production, linguistic decoding, bilingual.

Introduction

Code switching and code mixing

As we have dealt with the concepts of code switching and code mixing from the psycholinguistic viewpoint, we have initially faced a problem which relates to the terminology and meaning. We have encountered many definitions relating to code switching and code mixing, which often contradict one-another – it isn't clear where one concept ends and where the other concept begins. Many researchers take them as a single occurrence, concepts that are interrelated. In order to not highlight too much this argument, which is not the main purpose of our work, we will use the terms code switching and code mixing based on the perspective of the two researchers Francois Grosjean and Ping Li. Code switching is the inter-exchanging usage of the two languages, which means the speaker makes a full transition to the other language and then returns to the base language [Fancois Grosjean and Ping Li ,2013 ,p18]

Base language   Code-switching   Borrowing

Visually, we will show the difference between a code-switching (the inter-exchanging usage of two languages) and a borrowing (the integration of another language) as shown in the figure above.

On the left of the figure, where a code switching can be noticed, the person who is speaking in the base language completely switches to the other language, before returning to the base language. On the right, where a borrowing is illustrated, an element from the other language has been brought and integrated in the language that is being spoken. It must be pointed out, that in the linguistic literature for bilingual children, both code-switching and borrowing are defined with the same common term "code mixing". [F. Grosjean & P. Li, 2013, p.19].

Code-switching may include a word, expression or sentence. Here are some examples taken from communication with subjects with albanian as base language and English as guest language:

- Oh God, sa i bukur ky fustan.

   Code-switching   base language

- Asnjëherë s'më përgjigjesh në telefon. Sa / busy / që je.

    base language   Code-switching   base language
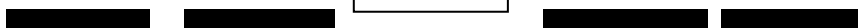
- Oh sa /beautiful/ që je.

                    Code-switching

base language   base language

- Kjo që thua s'më pëlqen fare./ It's nonsense./

                   Code-switching

base language

- Atëherë bëj ç'të duash./ It's up to you./

                   Code-switching

   base language

  In the next example english is the base language and albanian the guest language:

- But I wanted to fight her/ me grushta/, you know.

- (Po unë doja ta gjuaja me grushta, e di).

                   Code-switching

 base language   base language
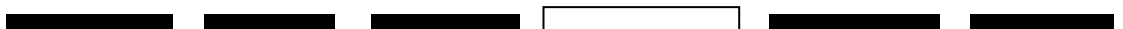
Code-switching isn't just an occasional behavior, but in fact a well directed process, used as a communication strategy in order to maintain linguistic and social information. The reasons for code-switching are many: using the right word or expression, the completion of a linguistic need, showing group identity, excluding or including someone, increase in status , etc..

Bilingual speakers complete their linguistic communication by obeying two models: monolingual and bilingual. We often face situations where bilinguals use code-switching, code-mixing or borrowing during their communication. The question arises:

How do bilingual people chose which model to use?

Is it a intentional action, well-thought through, or is it a choice the brain gives the speaker as a quicker opportunity for communication, which then appears as involuntary models of the speaker?

Depending on various factors, bilinguals find themselves using L1 or L2. Even though the choosing of the linguistic code seems to be thought beforehand, in fact the speaker manages in a time span shorter than 1 second to make the right

choice. This is realized through the dynamic system of processing that bilinguals have and which can act in different conditions of language activation, favored by outer and inner factors.

What does concretely happen with bilinguals when one of the languages is albanian?

How is the dynamic process of linguistic production realized and which are the influencing factors?

Is there a rule by which code switching occurs?

Researchers have tried to answer this question. Kooststra, Van Hell and Dijkstra have investigated how the limitations that direct code-switching play a role in its production. [Kooststra, Van Hell and Dijkstra, 2010,p. 210-231] The limitation on which they concentrated is known as "the obligation of equivalence " [Poplack, 1980,581] and it asserts that the code-switching will always tend to happen in points of discourse where the confrontation of the L1 and L2 elements doesn't violate any syntactic rule of each language. In other words, the word order immediately before and after the point of conversion where code-switching takes place must be possible in both languages; if this is not the case, than the exchange cannot take place. Let us focus on the Albanian and English languages and see how their grammatical features affect to code switching .

First, let us present the same sentence in both languages, english and albanian, and then the actual sentence which includes the code-switching produced by a bilingual.

1. English : I/ told him /that /he/ would bring it/ fast.
2. Albanian: /I tregova atij/ që/ duhet ta sjellë atë/ shpejt.
3. Code-switching: I told him /që duhet ta sjellë atë/ fast.

The boundaries represented by the lines in the monolingual sentences are the points where conversion is allowed and, as can be seen from the third sentence where code switching takes place, the movement from one language to the other happens there. In the English sentence we have a boundary after the pronoun I, while the sentence in Albanian isn't expressed using the pronoun I, thus there is no chance of code switching. Usually, inside a grammatically and semantically correct sentence there are two axis: the subject, which represents the person which completes the action and is expressed by noun, pronoun, number or noun groups and the second axis, which is the predicate and is expressed by a verb or a verb group. But languages which have as their feature verb conjugation and the suffix system for each person , like the Albanian language, have as part of their grammatical norm the structure in which the verb plays the role of the predicate and the subject at the same time. For example the first person singular, as in our Albanian language example, clearly indicates who completes the action by suffix –va- (tregova). In the Albanian languages there are sentences in which , inside the verb there are two concepts at the same time : subject and predicate, while the English language doesn't have this feature because it does not have verbal suffixes for every person. This grammatical distinction between the Albanian and English languages causes the lack of code switching in these syntagma. Because that in the English segment 'told him' we cannot have a separation, there is no code switching after 'told'. This the case for 'would bring it' as well, where the equivalence obligation doesn't accept a code switching after 'would' and after 'bring'. On the other side, in the segment /fast/ there can be a code switching with /shpejt/ because there is no special grammatical rule. As in the Albanian language, in the English language as well, in the case of the given sentence the adverb is placed after the verb and indicates the circumstance in which the action expressed by the verb is committed. That is the reason why in that case the code switching can take place. In the examples below we have another grammatical situation which conditions the area where code switching can be made:

English : I/ will always remember/ you/ with love/

Albanian: Do te te kujtoj/ gjithmonë/ me dashuri /

Code switching : I/ will always remember/ you/ me dashuri/

In the given examples we have cases where exactly at the connection verb-adverb there cannot be a code switching. In these cases the placement of the adverb in the sentence changes from the Albanian to the English, in the cases where we have a modal verb as well. Another distinction between these two languages are phrasal verbs, which in English are often present, while in the Albanian language do not exist. This distinction causes the code switching to be determined from this feature.

Model 1

English : She/ puts on/ her slippers /

Albanian: Ajo/ veshi/ pantoflat e saj/

Code switching : Ajo /puts on/ pantoflat e saj/

Model 2

English: He/ is taking off/ his coat/.

Albanian:Ai /është duke hequr/ pallton e tij/.

Code switching:Ai/ is taking off/ pallton e tij/

Model 3

English: Please, /turn down the radio

Albanian:Të lutem, /ulja zërin/ radios/

Code switching: Të lutem, /turn down/ the radio

Model 4

English: Took /her bag/ and/ than /she /got off/ the bus/

Albanian: Mori/ çantën e saj/ dhe /pastaj/ zbriti/ nga autobusi/

Code switching: Mori/ her bag / dhe pastaj / got off/ autobusin/

The examples given, which are taken from subject observations, show the boundaries which define the movements in code switching which are related to the distinctions between the Albanian language and the English language regarding phrasal verbs. Concretely, we have boundaries at /puts on/, /is taking off/,/ turn down/, / got off/ which remain because of the phrasal verbs . As we analyze the models where the code switching movements take place in the speech of our subjects, we see that the boundaries these movements define, are also conditioned by the distinction between the two languages in regards to the placement of determinant words in relation to nouns, for example in Albanian we have : *një djalë i mirë, vajza e tij (noun + adjective , noun + pronoun);* in English : *a good boy, his daughter.*

As can be seen, we have different placements of the noun in relation to the adjective and the pronoun. This difference becomes a condition which defines code switching. In the sentences above we have the examples /her bag/, /his coat/, /çantën e saj/, /pallton e tij/ and we observed that inside these boundaries there is no code switching. The boundaries in code switching are also very conditioned from the grammatical structure of the sentences and the differences that exist between languages where these changes take place. Kooststra, Van Hell and Dijkstra – who have worked on the limitations of the equivalency in code switching in the Dutch and English language - have written about this phenomenon as well.

We have worked on the comparison between the Albanian and English language. In English there is only one possible word order (SVO: Subject-Verb-Object), but in the Albanian language, even though the most used order is the SVO, other orders like SVO, SOV and VSO are also grammatically correct, depending on the context of the sentence. So, in the next three examples the sentence in English has the order SVO, while in Albanian there are different orders used:

Model 1

 English SVO: He called Mary and then left.

Albanian SVO: Ai telefonoi Merin pastaj u largua.

Model 2

 English SVO: He called Mary and then left.

Albanian OVS: Merin telefonoi ai pastaj u largua.

Model 3

English SVO: He called Mary and then left.

Albanian VSO: Telefonoi (ai) Merin pastaj u largua

The limitation of the equivalences predicts that bilinguals of the Albanian and English language will avoid code switching when they produce sentences with the structures SOV or VSO: Code switching must be limited mainly to sentences with (common) structure SVO.

(model1).

Conclusions

The linguistic processes that happen in the brains of bilingual speakers while they realize the communication in one of the languages they know are very complex. The goal of this work was to analyze the way the linguistic features of the languages which are interchanged in code switching affect the way the code switching is made. In this work we have focused on speakers with the Albanian language as L1 and the English language as L2, or guest language, we have identified the moments when code switching happens and linguistically analyzed why do the linguistic processes happen under those exact conditions. We have reached the conclusion that the linguistic features of the L1 and L2 languages condition the completion of the code switching.

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The Relationship between Physical Punishment at Home and Victimization from Peer Aggression at School in Adolescents in Iran and Finland: A Mediator–Moderator Analysis

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Abstract

The aim of the study was to investigate whether depressive symptoms could serve as a mediator between the experience of physical punishment in childhood and victimization from peer aggression at school, as has been shown by Söderberg et al. (2016). An aggregated sample consisting of 1,001 Iranian adolescents and 2,205 Finnish adolescents, all 13-15 years of age, participated in the study. Data were analyzed with conditional process modeling (Preacher & Hayes, 2008). The hypothesis was only partially corroborated. Depression served only as a weak mediator, and not at all among Iranian boys. The results are discussed.

Keywords: Physical punishment, victimization, peer aggression, adolescents, mediator, moderator, Iran, Finland

Introduction

The physical punishment (PP) of children was previously considered as an accepted and appropriate method of evoking behavioral compliance (Straus, 1983). Today this is not so, and PP in the home is prohibited by law in 53 countries (Global Initiative to End All Corporal Punishment of Children, 2018). There is now evidence that PP is associated with a large number of negative outcomes, such as increased aggressiveness (Gershoff, 2002; Jaghoory, Björkqvist, & Österman, 2013; Straus, 1991), depression (Österman, Björkqvist, & Wahlbeck, 2014; Turner & Muller, 2004), low self-esteem (Turner & Finkelhor, 1996), phobias and anxiety (Afifi, Mota, Dasiewicz, MacMillan, & Sareen, 2012), schizotypal personality (Afifi et al., 2012; Österman et al., 2014), alcohol abuse (Afifi et al., 2012; Österman et al., 2014), drug abuse (Afifi et al., 2012), intimate partner violence (Jennings, Okeem, Piquero, Sellers, Theobald, & Farrington, 2017; Richards, Tomsich, & Jennings, 2016). social maladjustment (Morris, Halliburton, Morris, Robinson, Myers, Aucoin, Keyes, & Terranova, 2013) and suicidality (Österman et al., 2014). PP has also been found to slower cognitive development and adversely affect academic achievement (Straus & Paschall, 2000). Dussich and Maekoya (2007) found that exposure to physical punishment in the home was a predictor of involvement in bullying behavior at school, both as perpetrators and victims.

Regarding Iran, there is to date only one study linking PP at home with aggressiveness and victimization at school (Jaghoory, Björkqvist, & Österman, 2013). However, according to a systematic review and meta-analysis, child abuse is a common phenomenon in Iran (Mohammadi, Zarafshan, & Khaleghi, 2010), and also in schools, although it is forbidden by law (Article 77 of the School Disciplinary Regulations). In Iran, most parents still believe in the necessity of punishment for educational reasons (Oveisi, Eftekhare Ardabili, Majdzadeh, & Mohammadkhani (2010). According to one study, 43% of pupils reported having been physically punished at school (Sheikattari, Stephenson, Assaisi, Eftekhar, & Zamani, 2006). Jaghoory, Björkqvist, and Österman (2015) found that even quite harsh methods of PP at school still occurred in Iran at the time of the study, although exceptionally: 3.8% of the adolescents participating in their study (*N* = 1,244) had had their hands burnt, and 4.8% reported having had bones broken as a punishment at school.

Björkqvist, Österman, and Berg (2011) found that experiences of PP at home were much more frequent (in 39.5% of cases) among victims of school bullying than among non-victims (16.8% of cases). The study was conducted within a representative sample from the Åland Islands located between Sweden and Finland. They speculated that experiences of PP might facilitate some kind of "victim personality", depressive and with low self-esteem, attracting school bullies looking for a suitable victim to harass. In two follow-up studies published in the same paper (Björkqvist & Österman, 2014), they replicated this finding, but they also observed a link between PP at home and increased perpetration of peer aggression at school. That is, in some cases PP at home seemed to facilitate the development of a "victim personality", while in other cases it seemed to develop an "aggressive personality". They opined that there must be a mediating variable determining which trajectory a child's development would take, and they suggested that depression might be this mediating link. If children become depressed due to the PP they have experienced, they might develop a "victim personality", but if they do not become depressed, they should be more likely to develop an "aggressive personality".

Depression has, in other studies, been observed to mediate the statistical effect of negative experiences during childhood on negative experiences later in life: Day, Hart, Wanklyn, McCay, Macpherson, and Burnier (2013) found that depression fully mediated the relation between emotional abuse during childhood and victimization in juvenile offenders, and partially mediated the relation between physical abuse during childhood and victimization, in the same sample. Lee (2015) found that depressive symptoms in adulthood mediated the association between emotional abuse in childhood and suicidality in adulthood.

To test the hypothesis about depression being a mediator between childhood PP and victimization from peer aggression in school settings, Söderberg, Björkqvist, and Österman (2016) conducted a study with a representative sample of adolescents from the Ostrobothnia region in Western Finland. The study corroborated the hypothesis: depression was found to be a mediating variable between PP at home and victimization from peer aggression at school, but not between PP at home and perpetration of peer aggression at school. Furthermore, they found that aggression and victimization at school correlated significantly with each other, and both served as mediators for each other as well.

The present study is a further follow-up study, investigating whether the same phenomenon could be observed in a sample of Iranian adolescents. The study is part of a project comparing adolescents in Iran and Finland. Two previous studies, based on the same sample, have been published (Khademi, Björkqvist, Söderberg, & Österman, 2015; Khademi, Söderberg, Österman, & Björkqvist 2017).

Method

Samples

Iranian sample. The Iranian sample consisted of 1,001 pupils (659 girls, 342 boys) in middle schools in Gorgan, a city with about 300,000 people, located in northern Iran. The mean age of the girls was 13.4 years (*SD* = 0.5), and the mean age of the boys was 13.5 years (*SD* = 0.6).

Finnish sample. The Finnish sample consisted of 2,205 pupils from middle schools in Ostrobothnia, a region in Western Finland. The mean age of the girls was 15.0 years (*SD* = 0.7), and the mean age of the boys was 15.0 years (*SD* = 0.7). The age difference between the two samples was significant [$F_{(1, 2801)}$ = 2192.85, p <.001, η_p^2 =.439]. Accordingly, age had to be controlled for in the subsequent analysis.

Instrument

 Data were collected by use of a questionnaire addressing adolescent life in school settings. In the present study, the following scales were used: the Brief Physical Punishment Scale (Österman & Björkqvist, 2007); the Mini Direct and Indirect Aggression Inventory (MINI-DIA) (Österman, 2010; Österman & Björkqvist, 2008), measuring a combination of physical, verbal, and indirect aggression, with a subscale for victimization from peer aggression and another for perpetration of peer aggression in school settings; and the depression subscale from the Brief Symptom Inventory (BSI) (Derogatis, 1975). The number of items and Cronbach's α-values of the scales are presented in Table 1.

Table 1

Number of Items and Reliability Scores (Cronbach's α) for the Scales of the Study (*N* = 3,206)

Scales	Number of items	Iran α	Finland α
Physical Punishment at Home	4	.63	.77

Victimization from Peer Aggression at School	3	.76	.64
Perpetration of Peer Aggression at School	3	.73	.74
Depressive Symptoms	6	.89	.89

Statistical analysis

The original technique for measuring mediation was developed by Baron and Kenny (1986), who recommended the use of the Sobel test for the procedure. However, since then, other techniques have emerged, such as bootstrapping, a computational-intensive method. It makes an empirical approximation and uses it to create confidence intervals for indirect effects (Preacher & Hayes, 2004, 2008). An advantage of this method is that a researcher can involve more than one mediator and moderator in the same model. In the present study, the SPSS macro PROCESS developed by Hayes (2012) was used.

Procedure

Data were collected at regular school lessons, with the first author, or an assistant, present. It took about one hour to complete the questionnaire.

Ethical considerations

Data were collected under strict anonymity with informed consent of school authorities and parents. 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).

Results

Correlational Analysis

Correlations between the variables are presented in Tables 2 and 3. As the tables show, three of the scales: physical punishment, perpetration of peer aggression at school, and victimization from peer aggression at school all correlated significantly with each other, and in most cases quite highly. Depressive symptoms correlated moderately with the other scales, with the exception of Iranian boys: in their case, the correlation coefficients between depressive symptoms and the other three scales were not significant at all (see Table 2).

It was tested whether the differences between the correlations were significant with Fisher's r-to-z transformation. The correlation between depressive symptoms and perpetration of aggression was higher for Finnish boys than Iranian boys ($z = -3.34$, p < .01); the same was the case for the correlation between depressive symptoms and victimization from aggression ($z = -5.99$, $p < .01$), and the correlation between depressive symptoms and physical punishment ($z = -2.79$, $p < .01$). A similar tendency was found regarding two correlations for girls: the correlation between depressive symptoms and perpetration of aggression was higher for Finnish girls than for Iranian girls ($z = -3.34$, $p < .01$), and the same was the case for the correlation between depressive symptoms and victimization from aggression ($z = -3.52$, $p < .01$), but not for depressive symptoms and physical punishment.

When correlations between depressive symptoms and other variables were compared between Iranian boys and girls, it was found that the correlation between depressive symptoms and perpetration of aggression was higher among the boys ($z = -2.34$, $p < .01$); the same was the case for the correlation between depressive symptoms and victimization from aggression ($z = -2.66$, $p < .01$), but not for the correlation between depressive symptoms and physical punishment (see Table 2).

Table 2

Correlations between the Variables of the Study for Iranian Adolescents ($N =1,001$). Correlation Coefficients for Girls above the Diagonal, and for Boys below the Diagonal

	1.	2.	3.	4.
1. Physical Punishment at Home	-	.36***	.35***	.12***
2. Perpetration of Peer Aggression at School	.35***	-	.54***	.12***
3. Victimization from Peer Aggression at School	.34***	.50***	-	.26***
4. Depressive Symptoms	.02	-.04	.09	-

Note: *** $p < .001$

Table 3

Correlations between the Variables of the Study for Finnish Adolescents (N =2,205). *Correlation Coefficients for Girls above the Diagonal, and for Boys below the Diagonal*

	1.	2.	3.	4.
1. Physical Punishment at Home	-	.34***	.34***	.24***
2. Perpetration of Peer Aggression at School	.32***	-	.57***	.27***
3. Victimization from Peer Aggression at School	.33***	.56***	-	.40***
4. Depressive Symptoms	.22***	.25***	.42***	-

Note: *** p < .001

Conditional Process Analysis

The conditional process model used in the study is presented in Figure 1. Physical punishment at home served as the predictor, and victimization from aggression at school as the predicted, or outcome variable; there were two mediators, (M_1) perpetration of aggression at school, and (M_2) depressive symptoms; and two moderators, (W_1) sex, and (W_2) nationality (country).
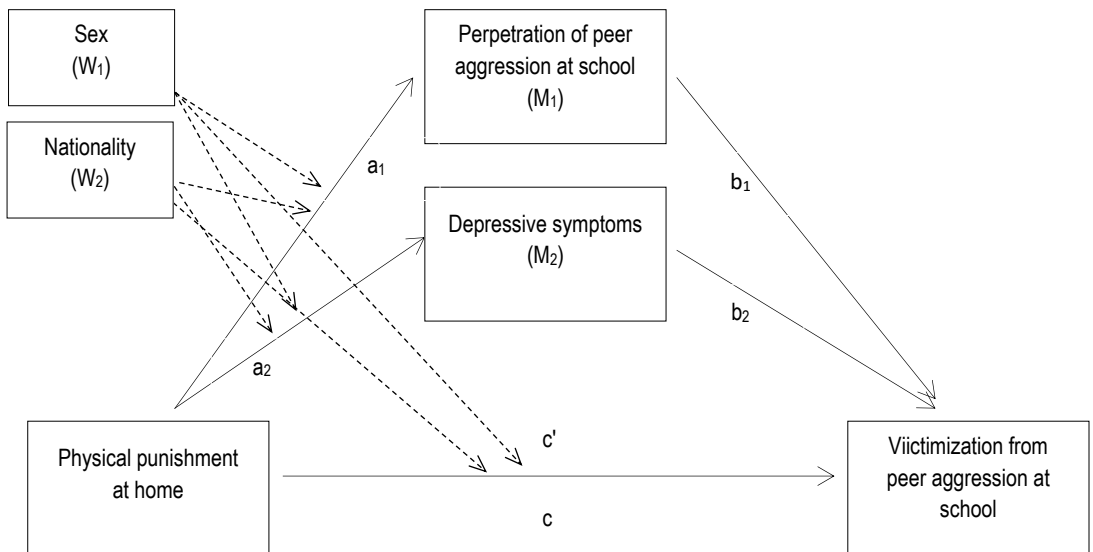

Figure 1. A conditional process model of the effect of physical punishment on peer victimization, with aggressive behavior and depressive symptoms as mediators, and with nationality and sex as moderators.

As mentioned in the Method section, the SPSS macro PROCESS developed by Hayes (2012) was used for the conditional process analysis. The model presented in Figure 1 was tested. The results are summarized in Table 4.

As Table 4 shows, the mediating effect of perpetration of peer aggression at school was higher than the mediating effect of depressive symptoms, on victimization from peer aggression at school. That is, adolescents who tended to be victimized from others' aggression tended to be aggressive themselves, too. The effect of PP was only partially mediated by depressive symptoms (β = .05$_{[.05, .07]}$). In addition, there was a significant moderating effect by nationality, so that the impact of PP on peer victimization was stronger in Finland than Iran. The direct link between PP and victimization was weak for Iranian boys, and the indirect (mediated) effect of depression was in their case nonexistent.

Table 4

Results from a Test of the Conditional Process Model Presented in Figure 1, with Physical Punishment at Home as Predictor and Victimization from Peer Aggression at School as Predicted (Outcome) Variable, with Perpetration of Peer Aggression at School and Depressive Symptoms as Mediating Variables, and Sex and Nationality (Country) as Moderators (N = 3,206).

	Total Effect	Direct Effect	Indirect Effect:	Indirect Effect:	Contrast

	c	c'	Perpetration of Peer Aggression at School	Depressive Symptoms	
Full sample	.34	.14	.15	.05	Agg > Dep
Iran, boys (IB)	.22	.09	.13	.00	Agg > Dep
Iran, girls (IG)	.39	.20	.16	.03	Agg > Dep
Finland, boys (FB)	.34	.13	.17	.04	Agg > Dep
Finland, girls (FG)	.37	.16	.15	.06	Agg > Dep
Moderation	IB < FG, IG, FB	-	-	-	

Discussion

The results showed that perpetration of peer aggression at school was a stronger mediator than depressive symptoms on the link between PP at home and victimization from peer aggression at school. This finding should not be surprising, since the correlation between aggression and victimization is high; those who get into a fight are also likely to become on the receiving end of others' aggression. It is for those who are only victims, and not perpetrators, that depressive symptoms should be expected to be a mediator.

However, the hypothesis was only partly corroborated. Depressive symptoms had only a weak mediating effect. The results are thus somewhat different from those by Söderberg et al. (2016), based on a Finnish sample. In particular, the Iranian boys stood out: in their case, there was absolutely no mediating effect of depressive symptoms at all.

In Western countries, females show almost without exception more depressive symptoms than males. For instance, a meta-analysis by Nolen-Hoeksma and Girgus (1994) indicated that from the age of 15 onwards, girls and women are twice as likely to be depressed as boys and men. The same pattern seems to be true in Iran, where Modabber-Nia, Tehrani, Moosavi, Jahanbakhsh-Asli, and Fallahi (2006) found that among high school adolescents, the prevalence of depression in boys was less than in girls. Also, Ahmadi, Ahmadi, Soltani, and Bayat (2014) found that men had lower depression scores than women. However, Khademi et al. (2013) did not find any sex difference regarding depression in 13–15-year old Iranian adolescents. Apparently, the sex difference develops or becomes noticeable only during late adolescence.

Jaghoory, Björkqvist, and Österman (in press) found that Iranian boys significantly more often than Iranian girls used peaceful conflict resolution methods in conflict with peers at school, while the opposite was true in Finnish adolescents. Overall, girls in Western countries use peaceful conflict resolution techniques more than boys (Österman, Björkqvist, Lagerspetz, Kaukiainen, Landau, Fraczek, & Caprara (1998). Iranian boys are in this respect exceptional. It appears that Iranian boys are brought up to take responsibility for the cohesiveness of the social group they belong to a greater extent than boys in other countries, and than girls in Iran (Jaghoory et al., in press).

In the present study, the Iranian boys were again exceptional in the sense that depression for them had no mediating effect between PP and victimization from peer aggression at school.

One can only speculate about the reasons, but they must be cultural. In Iran, especially in families with medium and lower financial conditions, boys have more responsibility to help the family in financial situations, so, they are brought up according to very "masculine" ideals; they are not very comfortable to talk about or show their feelings. Being a man, they must be strong; they are not supposed to cry, and they are not eager to talk about their mental well-being (for instance, about being depressed) with other people. This fact may be reflected in their self-reported depression scores. However, these special features about Iranian boys deserve further study.

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Factors of Failure of the Iraqi Banking System in the Implementation of the Decisions of the Basel Committee

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Abstract

The role of the banking system is very important and sensitive in any inquisitive system in our modern world, because it is the other side of this economy in exchange for real activities and the great crossroads of the efficiency of the economic system and the legitimacy of its organizations according to the basic objectives of each national economy in any society. Based on this importance above, the importance of applying the banking system to the rules and decisions of the Basel Committee in all its copies[1] (1), which can ensure that the banking system could avoid the risks that can lead to the entry into crises and serious intransigence. This paper seeks to provide a broad presentation of the possibilities of application of the Iraqi banking system to the decisions of the Basel Committee and seeks to provide a presentation of obstacles and factors that led to the failure of the Iraqi banking system to implement the decisions of the Basel Committee in all copies and both internal and external. This paper also seeks to look at the possibility of adapting the banking system in order to comply with the requirements of the implementation of Basel decisions from an economic and financial point of view represented by the views of economists and financial institutions inside and outside this body.

Keywords: banking system, basel committee decisions, and internal and external failure factors

Introduction

The efficiency of the performance of the banking system is of great economic importance. This path can be achieved through the application of the banking system's standards to respectable efficiency standards and this has become urgent in the Iraqi banking system for the Iraqi economy to reach the edge of the beginning of development, especially after 2003, which marked the country's embrace of the market economy and openness to the world.

This paper examines the factors and reasons behind the failure of the Iraqi banking system to implement of Basel III standards issued by the Basel Committee on International Banking Supervision.

This paper has reached the factors and categorized them internally and externally from inside and outside the banking system and reached a number of reasons that are concentrated in institutional weakness and its unfavorable pattern for the implementation of international standards such as Basel III , And the weakness of the methods of assessment of risks and inaccuracies in the selection of guarantees for credit as well as administrative and logistical problems play an important role in this as one of the reasons for the internal failure of the Iraqi banking system in the application of standards Basel III. This is related to many objective reasons emanating from the general environment in Iraq in all economic, legal and political aspects, such as the poor legislation and the economic system, the low ability of the authorities to implement the law, the effects of the influence of politicians as well as the important issue which is the lack of integration of the financial market which is not integrated and does not

play its role in accordance with the role of the typical system as well as the absence of an automated payment system that provides financial information and data to the regulatory bodies, especially the Central Bank to be able to apply international standards for banking.

This paper focused on the possibility of delaying the implementation of Basel III now and only uses the implementation of the Basel I and II standards until the completion of the shortcomings of the internal and external banking system then it may be qualified in this context to apply standards Basel III later.

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[1] Bank of international settlements, Basel committee on banking supervision, finalizing Basel III In brief , Basel, 2017

Component of the Iraqi Banking System

The banking system consists of several types of institutions that manage the life of cash and financing now and we will try to display these items to give a clear image of the scope of our study.

First: The central Bank of Iraq:

It is obvious that each country has a central bank that manages the life and monetary policy of the country. As it is clear, Iraq has this body that manages the cash operations as well as monitoring and managing the cash flow exported to the Iraqi economy. This institution was characterized by its heritage and old. This bank was established with the beginning of the establishment of the modern Iraqi state under the name of (Iraqi National Bank) in 1947 on the ruins of (The Currency Council) that established by the British Mandate authority of Iraq in London in 1931. The Council was formally abolished in 1949. In 1956, the National Bank of Iraq became the Central Bank of Iraq. Its responsibility included issuing currency, controlling foreign exchange transactions, supervising and supervising the banking system[1]. The Central Bank exercises these roles in varying and fluctuating proportions of success for reasons related to its style of performance and level of independence as an independent body, as well as the general situation that the state has been going through since 2003 and so far. With regard to its role in the implementation of Basel Committee decisions and standards, the Central Bank established the Financial Stability Section in 2017.

This section is concerned with the implementation of Basel decisions and standards and measuring the quantitative impact before application with regard to adequacy and ratio analysis LCR and NSFR[2], and measuring the compliance of Iraqi banks with international standards, especially Standard No. (9)[3].

Second: Governmental and Private Commercial Banks:

Commercial banks are the main financing mechanism and the most important part of the structures of the banking system that practice banking and finance in any economy. The most important criteria for the efficiency of the financial and financial apparatus of any country are the efficient performance of these banks in all their classes and methods of managing them and dealing with their duties. The Iraqi banking system contains 70 commercial banks, governmental and private. The governmental are Rafidain Bank and Rashid Bank and the Iraqi Bank for Trade (TBI) as well as many specialized banks such as The Agricultural Bank and The Industrial Bank and The Real Estate Bank and The Islamic Bank of Nahrain, also a governmental fund that carries out housing lending is The Housing Fund, which is relatively limited in business and financing capacity and is not covered by the Central Bank's supervision because its loans do not contain a final interest rate.

The private banks are a group of banks with private national capital as well as some branches of foreign banks and their total number are (64) banks until the preparation of this paper. The governmental banks have about 94% of the net deposits of the Iraqi banking system and net assets[4].

Third: Exchange and transfer money companies:

The Iraqi market operates about 2000 exchange companies working in the field of mediating the exchange of foreign currencies against the Iraqi dinar. There are financial transfer companies working in the field of transfer of funds to and from the Iraqi market and acts with some control by the Central Bank and represent a modest percentage of net cash flows in the Iraqi market, There are also a parallel markets that do business similar to the competence of these companies without the ability of the central bank to control them and some of them passes through the exchange and financial transfer companies, but without documented in records controlled by the central bank.

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[1] https://www.cbi.iq/page/39, in 18 January 2018

[2] These ratios mean liquidity coverage ratio and net fixed financing ratio, respectively.

[3] This criterion was delayed until 2020 to provide institutional requirements in the Iraqi banking system according to the vision of experts of the Central Bank of Iraq.

[4] https://cbi.iq/page/37, opcit , in 19 January 2018.

The previous presentation includes the institutional components of units and components that conduct banking and finance operations that are subject to the requirements of Basel Committee decisions and standards[1].

Standards of the Basel Committee and the Iraqi banking system:

Interest in the issue of credit risk and liquidity in the Iraqi banking system has emerged late, and currently there are institutional and organizational efforts to work on reviewing the traditions and instructions of Iraqi banking work in view of the vision[2] related to this by the Central Bank in the literature of its cash policy and its management and control the banking system. One of the important mechanisms is the adoption of three Basel decisions and standards, in particular Basel III in order to increase the competitiveness of Iraqi banks, and ensuring the stability of the banking system and ensuring the optimal employment of resources of Iraqi banks. Therefore, the Central Bank has entered into the assessment of the implementation of the decisions of Basel since 2015.

However, the start of the implementation of the standards officially began with the beginning of 2017 and mandatory, in particular LCR, NSFR according to a vision to classify the liquidity risk in the following types:

1 / Financing risk: from various sources when the bank carries out typical financing operations.

2/ Market risk: The bank's ability to sell or mortgage its assets.

3 / Accidental or sudden risks such as sudden withdrawal by customers to their deposits.

The Central Bank has adopted the following formulas to calculate each of the two criteria LCR, NSFR:

$$LCR = \frac{(\ HQLA)\ liquidity\ assets\ value}{Net\ cash\ outflow\ for\ 30\ days\ thereafter} \geq 100$$

$$NSFR = \frac{Total\ stable\ funding\ available}{Total\ stable\ funding\ required} \geq 100$$

In accordance with these criteria and the method of calculation after the beginning of 2017 Iraqi banks must comply with these standards in order to ensure a high degree of stability in the banking system[3] , as a result, the banks and the Central Bank have started to provide the requirements for applying these standards in a way that ensures the need for implementation of these standards.

It should be noted that the banking system in Iraq and under the supervision of the Central Bank has tried many times the application of many international standards, including the standards of Basel of all copies many years ago, but these attempts in practice are still not fruitful for many reasons we will try to be included and discovered in the next part of this paper which explains what factors and constraints that are behind this situation in the Iraqi banking system, which can be described as a state of non-criteria or a kind of turmoil and non-prevention of instability, which could negatively affect the performance as a unit of the Iraqi national macroeconomic.

Factors of failure of the Iraqi banking system in implementing the decisions of the Basel Committee:

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[1] As there are other components such as insurance companies and investment companies, as well as the small role they do not enter into the concerns of the central bank of Iraq ,in the context of his attempts to implement the decisions and standards of the Basel Committee, for more details can be synonymous: Walid Aidi Abdel Nabi, the financial market in Iraq, the reality and future developments, Directorate General of Statistics and Research, Central Bank Page 1-3.

[2] For more details, see: Ali Mohsen Al-Aalak, From Monetary Stability to Financial Stability and Development Enhancement 1947-2017, Central Bank of Iraq, Baghdad, 2017.

[3] For more details: Control for liquidity risk management in accordance with Basel III decisions, Department of Financial Operations and Debt Management, Central Bank of Iraq, Baghdad, 2017.

The application of financial standards, which deal with capital adequacy and other standards[1], to raise the efficiency of the performance of the banking system in any economy, impedes all obstacles and failure factors. In this regard, we will divide these obstacles and the failure factors for the banking system in its attempts to implement the decisions of the Basel Committee, especially Basel III into internal factors from the Iraqi banking system itself, and other factors from the national environment which deals with this banking system, so that we can come up with a clearer image of the problem of our study as follows:

A / Internal factors:

1 / Institutional factors: where many banks are weak institutional types such as the old and backward methods of management and decision-making, especially governmental banks as well as the rule of family style[2] in the management of most private banks which has been reflected in the departure of these banks as business enterprises from many advanced management methods, which can make them conform to the standards of banking management, headed by the Basel Committee, especially Basel III, as well as some institutional weakness in the Central Bank, which represents the role of the director and the first sergeant in the banking system, where it suffers from many institutional weaknesses, especially in the units specialized in the control of financial stability, as these units are new and complain of the manifestations of the government bureaucracy is disabled for its role so far and for internal and external reasons of the Central Bank of Iraq.

It is worth noting that there are many cases of inconsistency in the procedures of some units of the Central Bank with other units due to poor institutional coordination. A low level of independence of the Central Bank institution can be envisaged in terms of policies, programs and procedures for the governmental institution[3].

2/ The Iraqi banks do not evaluate the credit and risk and classified according to the degree of risk, but it still depends on the classification which is unscrupulous and taken in exchange for granting uncertain types of guarantees in terms of real estate guarantee in return for granting loans and this type of guarantees in case that the property is personal and individual and taken for personal housing. Therefore, the bank cannot sell it when the borrower fails to pay for the existence of Iraqi legal barriers to prevent this absolutely, so that these guarantees cannot be liquidated as well as personal guarantees are weak types of guarantees and It should be noted that the Iraqi banks achieve an important measure of their profits from purchases from the window sell of the US dollar provided by the central bank, which directs part of its assets to this purpose.

3/ The joints of the Iraqi banking system from the Central Bank of Iraq to the rest of its banking components complain of low technical capabilities and expertise of the administrative and technical staff and control, especially in the middle and lower levels as well as some higher departments and this result either from the low level of performance evaluation of employees or low level of training programs or indifference and seriousness of the banking departments and administrative levels, the middle and the low level in both negative and positive motivation, as well as the adoption of inherited methods in the banking system that belongs to historical reasons has made the Iraqi economy closed for decades and away from the new bank management and finance knowledge [4]

4/ There are other administrative and logistical problems related to the banking services of infrastructure, communication networks, information transmission and types of buildings intended for banking are a relatively backward year compared to international standards. This necessarily affects the efficiency of performance and attempts to implement international standards such as Basel III.

B/ External factors:

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[1] It should be noted that the implementation of Basel III will lead to lower capital adequacy ratios for all Iraqi banks except for newly established banks. Basel II and Basel II are currently taking credit risk into account only, unlike Basel III, which takes into account market risk, credit and operational risk.

[2] Walid Aidi Abdul Nabi, The Iraqi Central Bank and the evolution of its oversight and monetary role and directions of his strategic plan, the Central Bank of Iraq, Baghdad.

[3] Walid Aidi Abdul Nabi, Central Bank of Iraq and the evolution of its oversight and monetary role and the directions of his strategic plan, the Central Bank of Iraq, Baghdad Page 6-7, and Abdul Moneim Alsayd Ali, Independence of central banks with special reference to the Central Bank of Iraq, , No. 57-58, 2012, p. 145.

[4] For more details: (Azhar Abid Sabbar, The impact of the Iraqi banking system in economic growth and the requirements of the coefficient of monetary stability for the period (2000-2012), Journal of Administration and Economics and the University of Karbala, No. (11), Volume (3), 2014, page 268..

1/ Legislation and its negative impact : It can be noted through a careful study of the Iraqi legislative system related to the management and control of the banking system as well as the general legislative system, in general and in the current situation are complaining of some cases of conflict and clash and does not provide a legal structure to protect the parties of the financial process administered by the banking system legally ,therefore, there can be legal gaps which are the main reasons for the evasion of banks from the central control and the inevitability of the application of international standards, especially the implementation of the Basel III standards, which necessarily need a specific legal style to support its application in an integrated manner[1]**.**

2/ General economic situation: The general economic situation is complaining from the unilateralism of the economy by relying on the oil sector to generate gross domestic product and national income. This situation leads to the stagnation of the banking system and the decrease in investment demand on credit, which leads banks to search for unsecured and high risk types of credit demand, including consumer credit demand.

3/ The absence of a national payment system that provides a database for the concerned institutions, especially the Central Bank, to study and evaluate the extent to which the banking system's institutions comply with the basic standards, including the standards of the Basel committee when it starts to apply as it now, which is leading to the provision of misleading and deceptive data to the Central Bank[2], and this continues to lead to a high difficulty in implementing the decisions and standards of Basel copies as well as Basel III which is the subject of paper.

4/ The phenomenon of administrative and financial corruption where Iraq is witness as an inherent phenomenon of corruption in public and private institutions, which confuses all the regulatory measures, including the possibility of adopting standards of efficiency in the management of the financial process in the banking system because this phenomenon affects a negative outputs which certainly against the standards of efficiency and accounting in accordance with international banking standards such as Basel standards.

5/ The decline of the ability of public authorities to impose the law in many areas and sectors because of the weakness of prestige and control of the state, which led to a volatile security situation in many areas of Iraq and this certainly affects the commitment of the banking system of the law in addition to the decline of the ability of banks to meet the requirements of banking management disciplined and efficient security environment troubled, because the general situation affects negatively and positively on any economic work, especially banking because of the sensitivity of banking when the security situation in any country in the world.

6/ The lack of an integrated financial market in Iraq both in the economic and financial sections in the country .The most important institutions that lack in the financial market in Iraq are companies specializing in credit assessment and credit guarantee. In general, the financial market in Iraq is a primitive market and does not rise to the duties and tasks that must be done by any integrated financial market.

7/ The lack of faith of decision makers in the political authority on the subject of the independence of the Central Bank, leading to practices and pressures led to the failure of many of the duties of the Central Bank as a result of this as well as the possession of banks by some influential political forces led to influence on the general policy of the Central Bank of Iraq and its capabilities in the implementation of standards of efficiency and management banking such as Basel III and similar standards whether it was Iraqi or international standards.

The conclusion

Based on what is presented in this paper, we can include the concluding observations so that we can conclude what is the behavior of our problem, namely, the failure of the Iraqi banking system to implement the Basel III standards until now, as the issue is based on the following trends: first, what are the criteria of Basel? .And how they match the reality of the device bank system now? , it is a matter of risk measurement because Basel III focuses on measuring the market risks, credit risks and operational risks altogether. This is what Iraqi banks cannot meet because they apply the Basel I which measure the credit risk only and the banking system cannot met it alone. Therefore, it is safest to wait for the Basel III application.

The practical reasons for the failure of the banking system in the application of the Basel standards are reasons that arise from within the Iraqi banking system and are concentrated in the institutional weakness and its unfavorable to the application

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[1] For more details: Judicial supreme Council on its website (Iraqi legislation database) http://www.iraqld.iq/identity_search.aspx.
[2] For more details: Central Bank of Iraq, Monetary Policy Report of the Central Bank of Iraq for the years 2012 and 2013, the Central Bank of Iraq, the monetary policy report of the Central Bank of Iraq for the first quarter 2014.

of international standards such as Basel III in addition to weak assessment of risks and inaccuracies in the selection of guarantees for credit as well as administrative and logistical problems that play a role as one of the reasons for internal failure of the Iraqi banking system in the application of Basel III.

There are objective reasons come from the general environment in Iraq related to the political, legal and economic aspects such as the poor legislation and the economic system, the low capacity of the authorities in the implement of the law and the influence of politicians as well as the important issue which is the lack of integration of the financial market. The financial market is not integrated and does not play its role in line with its role model, as well as the absence of an automated payment system that provides financial information and data to regulatory bodies headed by the Central Bank to be able to apply international standards for banking. All these things affect the ability of the central banking system and banks to implement the Basel III standards which, when applied, can lead to more efficiency of the Iraqi banking system and to use it in the financing, banking and all related disciplines.

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Exploring Self-confidence and Educational Motivation and Their Relation to Oral Translation Quality of Iraqi EFL Students: A Case Study of Najaf and Karbala

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Abstract

The aim of this study was to investigate the self-confidence and educational motivation of the under-graduate male English department students and the effect of these attributes on their oral translation quality. One hundred BA undergraduate male students from two different universities in Iraq, University of Kufa in Najaf and University of Karbala were selected for this research. They received Namni's self-confidence questionnaire (2007), (with reliability 0.88 and 0.81 validity) Harter's motivational scale(1981) (with reliability 0.79 and validity 0.88) and oral translation test of about 60 words driven from the English news from the Voice of America (VOA). They scored by oral evaluation rubric method proposed by Clifford (Psychometric validation and interpreter certification) The 100 students underwent the self-confidence and the motivational questionnaires after that they stood up in front of five five experienced raters and the VOA special English report was selected and played to the students in order to test their oral translation ability and quality . After the statistical analysis was taken, it is found that; a) there were significant positive correlation between the self-confidence and oral translation quality of male English translation students, b) there were significant positive correlation between the motivation and the quality of oral translation, c) self-confidence has more influence and was more closely correlated with oral translation quality.

Key terms: Self-confidence, educational motivation, oral translation quality

Introduction

1. Overview

Oral translation (interpretation) plays a vital role in the communicative discourse. It includes understanding the source language, changing, and producing information in the target language.

Gile (1995) states that it is important to note that interpreting is not an easy task, that not everyone can make a good interpreter, and that it requires special cognitive skills and not only a mastery of grammar. Gile's(1995) point is that an interpreter must have extra linguistic knowledge of interpreting as a discipline as well as general knowledge about the subject matter being discussed by the clients in order for him to be able to handle the interpreting function properly. Accordingly, oral translation and different factors involving in it should be considered carefully. The extrinsic and intrinsic factors that relate to the environment and psychological parts of the oral translator or interpreter can be investigated. Self-confidence and educational motivation are among those factors which their effects on oral translation quality has not received much attention.

The high rate of self-confidence and educational motivation may exist in an individual and may effect on oral translation quality. There are many definitions of educational motivation. A search in encyclopedias shows that it comes from the Latin term 'motivus' which means 'a moving cause'. According to (Franken, 1994) motivation is how dispositions lead to action through the interaction of biological, learned and cognitive processes. Previous researches showed that it can be both extrinsic and intrinsic and brings success in educational matters. Self-confidence is an intrinsic factor that can cause good performance in education. 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. So the concept of Self Confidence enjoys important position in the theories of human behavior and personality and is regarded as a basic condition of human existence in modern day world by many thinkers. Both the intrinsic and extrinsic motivation were used throughout the questions of Harter's questionnaire (1981).

This paper tried to be aware of the nature of these two factors (self-confidence and educational motivation) and their relationship with the oral translation quality. Furthermore, the aim of this study was to investigate the relationship between the self-confidence, educational motivation and oral translation quality and to know whether there was any significant relationship between them or not. It also determined that which attribute (self-confidence and educational motivation) had more influence on oral translation quality.

2. Significance of the study

It is very important to investigate the factors affecting the oral translation quality. Teachers, parents, psychologists, and of course self-confidence and educational motivation on the assumption that the high rate of these attributes will bring many positive outcomes and benefits for the students. Self-confidence and educational motivation are the intrinsic and extrinsic factors influencing the educator's traits and abilities. There are researches done in the field of the effect of self-confidence and motivation on oral interaction and communication, but little attention have been given to the effect of these variables on oral translation quality. The goal of this study is to provide the conditions that help the English department students to become successful in their field and activities.

The main objective of selecting these aspects is that preparing an environment that allows translators and interpreters do their best that could be a momentous part in the vast area of interpretation training. It may help curriculum designers, interpreters and parents appreciate the importance of self-confidence and motivation in the production of oral translation, if the results of the study reveal some association between the three variables.

To be more exact, the present research sets out to answer the following questions:

1. Is there any significant relationship between motivation and oral translation quality?
2. Is there any significant relationship between self-confidence and oral translation quality?

1.5. Research hypothesis

1. There is no significant relationship between educational motivation and oral translation quality.
2. There is no significant relationship between self-confidence and oral translation

quality.

3.Theoretical Background

3.1. Self-confidence

Self-confidence is usually used to refer to a generalized sense of well-being about one's life (Rollnick 2000, p.92). Here we are interested in a person's confidence to undertake a particular behavior, in other words, their belief about their capabilities. The concept is variously called self-efficacy in health-belief model and social cognitive theory, and perceived behavioral control in theory of planned behavior.

People may lack confidence because they fear the consequences, they have had previous experience of failure, or because of their emotional or mental state (depressed, anxious or stressed).

According to Bandura's social cognitive theory self-efficacy is one of three key influences on behavior. Self-efficacy expectations are defined as beliefs about the individual's ability to perform a particular behavior regardless of circumstances or contexts. According to this theory the other influences on behavior are expectations of outcome, that is, beliefs about the effectiveness of the behavior, and social influences including social norms, social support or pressure, and the behaviors of others (Bandura 1977; 1997).

3.2. Motivation

Motivation refers to "the reasons underlying behavior" (Guay, 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci (1999) observe, "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards" (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci, 1999).

3.3. Oral translation (interpretation)

Any discussion of translation and interpretation must be accurate in the meaning and definition of the terminology used. Sometimes the terms are used interchangeably; however, they are different in practical application.

The term interpretation refers to the process of orally rendering communication from one language into another language. Translation is the preparation of a written text from one language into an equivalent written text in another language (Rainof, 1980). Both are language-related, but they are not identical disciplines. Each area requires expertise, content domain knowledge, training, and practice. In this document, translation is used when referring to written texts, and interpretation when referring to oral speech.

4. Methodology

4.1. Introduction

The aim of this study is to determine whether there is any significant relationship between self-confidence, motivation and oral translation quality of English department students and also to know which of these factors can predict the quality of translation. In order to do this research, the self-confidence questionnaire, motivation questionnaire and oral translation test were used. This section brings more information about the stages of the paper.

4.2) Participants

One hundred undergraduate male students of English department from two different universities of Kufa, Karbalaa in Iraq, were selected for this research. They were between 20 to 25 years' old, and all of them were male and they have passed most of the courses in the university and they were seniors. All of them passed the English courses in public institutions. It should also be mentioned that their participation was quite voluntary.

4.3) Instruments

Namni's Self- confidence questionnaire (2007) (with reliability 0.88 and 0.81 validity) Harter's motivational questionnaire(1981), (with reliability 0.79 and validity 0.88) and an oral translation test (The VOA special English report was selected and played to the students in order to test their oral translation ability and quality), from English into Arabic. The mentioned instruments are explained in detail:

4.3.1) Self-confidence scale

First, the self-confidence rank of the students was measured through 32 questions included in Mahmoud Namni's self-confidence Questionnaire (2007). Each question is rated by the five point Likert's scale. The rates of the self-confidence of the students were different because of their age differences.

4.3.2) Educational motivation scale

The second questionnaire was the Harter's classroom effect and motivational scale. It includes 33 items in five point Likert's scale. (with reliability 0.79 and validity 0.88)

4.3.3) Oral translation test

The VOA special English report was selected and played to the students in order to test their oral translation ability and quality. The direction of the translation is Mother Tongue Translation (MTT) i.e. from English into Arabic. Students called to come on the board and stay in front of the class among their classmates. The quality of oral translation is assessed by five experienced raters. They have used the oral evaluation rubric to rate the student's translation. There are five factors in oral evaluation rubric including content, fluency, accuracy, comprehensibility and eye contact. The raters have assessed the student's translation according to these five factors. Total point in this evaluation is fifteen. The raters scoring procedure for the translations were like this:

Content
1. Complete. The speaker clearly conveys the main idea and provides details that are relevant and interesting.
2. Generally complete. The speaker conveys the main idea but does not provide adequate relevant details to support it.
3. Incomplete. The main idea is unclear. Much of the detail is irrelevant or non-existent.

Comprehensibility

1. Comprehensible. The speaker uses appropriate language to convey the main idea of this item clearly.
2. Generally comprehensible. The message is unclear in places. The language used is inadequate to make the message totally clear.
3. Incomprehensible. The message could only be understood by a sympathetic native speaker. The language used is often distorted by interference from English.

Fluency

1. The student speaks very clearly without hesitation. Pronunciation and intonation sound natural.

2. The student speaks with some hesitation. Problems with pronunciation do not prevent communication.

3. The student hesitates frequently. Problems with pronunciation distortmeaning and inhibit communication in some instances.

Accuracy

1. Functions, grammar, and vocabulary are used correctly.

2. Minor problems in usage do not distort meaning or inhibit communication.

3. Problems in usage significantly distort meaning or inhibit communication

Eye contact

1. Excellent. The student rarely refers to the note cards.

2.Fair. The student often refers to the note cards.

3. Poor. The student reads most of the presentation from the note Cards.

Total points: 15

3.3) procedure

3.3.1) Data collection

In the present study, three types of data were collected:

The self-confidence and motivation questionnaires which were multiple choices were given to the students in order to be aware of the rate of their self-confidence and motivation. After that the VOA special English reports was played and oral translation test was taken by the five raters from the students of English department in the classroom. The raters have asked the students to come on the board and stay in front of their classmates. Came on the board, CD player was turned on and the students have listened to the report. After listening to about 30 words of the report, the raters stopped the player and listened to the student and then scored their translation. The raters' method for assessing the oral translation was Clifford's oral evaluation rubric. This process will be continued two times for each student. All the data were gathered simultaneously.

3.3.2) Data analysis

The research question was tried to find the relationship between three variables (self-confidence, motivation and oral translation quality). To answer the research questions, the collected data (scores of the questionnaires and oral translation quality) were analyzed.The scores of the students on three batteries (self-confidence questionnaire, educational motivation questionnaire and oral translation test) underwent descriptive statistics. To answer the research question, a correlation coefficient was conducted among self-confidence and oral translation scores. Another correlation was done between the motivation and oral translation scores.

3. Results

The present section summarizes and discusses the statistical analyses of the collected data. In this chapter, descriptive statistics of the research data are first discussed and then the hypotheses are tested. Descriptive statistics are reported to summarize the characteristics of the data with SPSS software including mean, standard deviation, minimum, maximum and charts. Kolmogorov-Smirnov test, Pearson Correlation Analysis, and Multiple Regression tests have been used to test the hypotheses. To address the research questions posed by the researcher and to test the null-hypotheses proposed,

inferential statistics are used including Kolmogorov-Smirnov test, Pearson Correlation Analysis, and Multiple Regression tests.

4.1. Descriptive Statistics

As table shows, the mean scores of self-confidence, educational motivation and oral translation are respectively 120.38, 124.03, and 9.17.

Table 1: *Descriptive Statistics*

variables	N	Minimum	Maximum	Mean	Std. Deviation
Self-confidence	100	96.00	135.00	120.38	0.87
Educational motivation	100	83.00	154.00	124.03	0.95
Oral translation	100	5.00	15.00	9.17	0.21

4.2. Test of normality

In order to ensure the normality of data, Kolmogorov-Smirnov test is conducted for all data (Table 4.2). Null hypothesis of Kolmogorov-Smirnov test is the normality of data. If the obtained P-Value is more than 0.05 then the null hypothesis is accepted.

H_0: The data are normally distributed.
H_1: Data are not normally distributed.

Therefore, the rejection of the null- hypothesis (H_0) indicates that the data are not normal. When the hypothesis is rejected it means that the significance level of the test is less than 0.05 (sig <0.05). The results are shown in the table below and, given that the significance level of the test Sig. in all variables is greater than 0.05, the assertion of the normality of the data is accepted and all variables have a normal distribution.

Table.2 : *One-Sample Kolmogorov-Smirnov Test*

	Self-confidence	Educational motivation	Oral translation
N	100	100	100
Kolmogorov-Smirnov Z	1.270	1.191	1.340
Asymp. Sig. (2-tailed)	.080	.117	.055

4.3. Inferential statistics and hypothesis testing

Regarding the normal variables, Pearson Correlation Analysis tests are used to test the hypotheses.

-The normality of the residue is investigating: Kolmogrov-Smirnov test is used for this purpose. If the probability value of this test is greater than 0.05, the confidence of 95% of the normality of the residues is confirmed.-Independence of residuals is investigating, which it can be easily checked using the Durbin-Watson statistic, which is a simple test to run using SPSS Statistics. If the Durbin-Watson statistic is close to 2, independence of residuals will be accepted.- Homogeneity of variance is investigating, for this purpose, the standardized residuals distribution table is used against the standardized predictions, with the presence of symmetry around the zero line and the absence of trend in the graph, showing homogeneity in the variance of the residuals.

4.3.1. The first hypothesis analysis

The first null-hypothesis investigates the relationship between educational motivation and speaking quality. Regarding the normality of the variables, Pearson correlation test is used to test this hypothesis

H_0: There is no significant relationship between educational motivation and oral translation quality.
H_1: There is significant relationship between educational motivation and oral translation quality.

Therefore, the rejection of the null- hypothesis (H_0) implies that there is a significant relationship between educational motivation and the oral translation quality.

The null- hypothesis is rejected, if the significance level of the test is less than 0.05. (Sig <0.05). The results of the Pearson correlation test are shown in the table below.

Table 3 *Correlations between Oral Translation Quality and Educational Motivation*

		educational motivation
Oral translation quality	**Pearson Correlation**	.621*
	Sig. (2-tailed)	.000
	N	100

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

Based on the above table, Pearson correlation coefficient between educational motivation and speaking quality is 0.621, which is close to +1, indicating a strong and positive correlation between the two variables. Also, the significance level of the test is 0.000 which is less than 0.05 (Sig. = .000 <0.05). Therefore, with 95% confidence, the null-hypothesis is rejected and it can be said that there is a significant relationship the correlation coefficient between educational motivation and speaking quality.

4.3.2. The Second hypothesis analysis

The second null-hypothesis investigates the relationship between Self-confidence and oral translation quality. Regarding the normality of the variables, Pearson correlation test is used to test this hypothesis.

H_0: There is no significant relationship between Self-confidence and speaking quality.
H_1: There is significant relationship between Self-confidence and speaking quality.

So, the rejection of the null- hypothesis shows that there is a significant relationship between self-confidence and speaking quality. The results of the Pearson correlation test are shown in the table below.

Table.4*: Correlations between oral translation quality and Self-confidence*

		Self-confidence
Oral translation quality	**Pearson Correlation**	.509*
	Sig. (2-tailed)	.000
	N	100

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

Based on the above table, Pearson correlation coefficient between self-confidence and oral translation quality is 0.509, which is close to +1, indicating a strong and positive correlation between the two variables. Also, the significance level of the test is 0.000 which is less than 0.05 (Sig = .000 <0.05). Therefore, with 95% confidence, the null-hypothesis is rejected and it can be said that there is a significant relationship the correlation coefficient between self-confidence and oral translation quality.

4. Discussion

This study investigates the effect of the self-confidence and motivation on oral translation quality. In order to be aware of this relationship, a self-confidence questionnaire, motivational scale and oral translation test were used and 100 male students of English department from two different universities of Kufa and Karblaa were participated in this study. First, the students answered the questionnaires then their oral translation quality were assessed by five raters. All the stages were done simultaneously in the class hours.

As stated in the overview, this study sought to find the relationship between these three variables: oral translation test, motivation and self-confidence questionnaires which were collected from the male students of English departments.

According to the results which were presented in the previous chapter, the hypotheses were rejected. Moreover, the research makes clear that there was a significant relationship between the motivation, self-confidence and the oral translation quality of translation students. It can be said that the higher the student's self-confidence and motivation, the better their oral translation quality.

Self-confidence in oral production is a factor that may influence the performance of the students' production. It could be the case that lack of confidence and fear of making mistakes are related to language performance barriers. Besides, if we analyze the fact that when students perform an oral production task, students are the focus of the attention of the whole

classroom and as a result, students could experience fear or language anxiety that may affect performance. The situation that students can experience may depend on self-confidence. The term self-confidence includes certain attributes: emotional intelligence/emotional competence, resilience, confidence, attitude, trust, intuition, cognitive ability, doubt, depression, narcissism and uncertainty. In accordance with Abraham (2004) these attributes can positively or negatively affect self-confidence. Above all, in the language learning process there's an attribute that clearly affects self-confidence in students: emotional intelligence. In self-confidence emotional intelligence is a positive attribute because its influences and empowers performance.

Learner's motivation is an important variable to consider when developing, monitoring, and assessing instructional effectiveness in education. Defining motivation is an elusive process, as difficult to do as grasping a slippery fish in a dark cave. Motivation is a hypothetical construct. It cannot be directly and scientifically measured. Psychologists concerned with learning and instruction use the term motivation to describe those processes that can energize and give direction or purpose to behavior (Wlodkowski, 1989). It is highly unpredictable and changeable, subject to many influences beyond the control of teachers and designers (Keller, 1987). Perhaps Heckhausen (1991) says it best:

" The term motivation in psychology is a global concept for a variety ofprocesses and effects whose common core is the realization that an organism selects a particular behavior because of expected consequences, and then implements it with some measure of energy, along a particular path". (Heckhausen, 1991, p. 9).

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Participative Management and Socio-Environmental Sustainability: a Study of Public Schools of Sobral, CE, Brazil

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Abstract

In this study we analyze indicators of the influence of participative management on the development of school projects envisaged by the Direct Funding in the School Program – Sustainable Schools (Programa Dinheiro Direto na Escola – PDDE – Escolas Sustentáveis), which aimed to promote socio-environmental education. Data were generated through semi-structured interviews with principals, teachers, coordinators, and students in four schools included in the program. Based on a group of 15 participants, results confirm the premise that participative management, with the addition of institutional financial support for school projects, enriched both the school and social community regarding issues of conservation and preservation of the environment for the purpose of enabling better quality of life for present and future generations. Broad participation and discussion were the foundation for identification of the meanings/sense (import) the participants attach to their actions and achievements in the schools. This culminated in creating what we here designate as indicators of socio-environmental sustainability in schools with participative management.

Keywords: financial resources, participative management, socio-environmental sustainability projects, public schools.

Introduction

In recent decades, society has made new demands on schools in all respects. This has placed new challenges on educational professionals, among which are understanding and including principles of sustainability in daily life. Unfortunately, it seems this theme has not been treated with due necessity, importance, and high profile. Socio-environmental issues that are part of and experienced in educational communities are of crucial importance for the quality of life of current generations and, even more, for that of future generations.

The school is a source of human, social, and educational development and, as such, must not fail to engage in support for the environment and to consider this activity through consolidation of participative management. In addition, the school should take the initiative of assuming this role and the challenge of motivating and guiding the engagement of the inside and outside community so that all participate together in construction and preservation of principles that lead to socio-environmental development (LOUREIRO; AZAZIEL; FRANCA, 2003). The school will thus seek to promote environmental education through its own projects, directed and developed in processes of coparticipation. At the same time, it will gradually modify its traditional management structure toward another based on the premises of participative management.

It is known that the need for the school to implement projects that develop environmental education is linked to the requirement of training and educating citizens that are able to interact in a sustainable society in which a *green economy* prevails, i.e., "one that results in improving the well-being of humanity and in social equality, at the same time that it significantly reduces environmental risks and ecological scarcity" (VELLOSO et al., 2012, p. 15).

The convergence and the pertinence of these issues for contemporary problems leads to an attempt to consider one more dimension that may improve quality in Education with reintegration on the triple foundation of '*management-community-participation*'. Therefore, the methodology adopted in this study was developed to understand the result of application of financial resources from the federal government used as a means of disseminating principles of sustainability and promotion of environmental education in the school.

This was the central theme examined in the doctoral dissertation defended by Brito (2016), who approached it from the perspective of one issue: conservation of the environment as an educational challenge in the day-to-day life of schools of the public education system, specifically in the city of Sobral, state of Ceará, Brazil. The objectives of the dissertation were realized in the study of four schools that stood out from the others in terms of management and learning. The data that documents the investments applied in socio-environmental sustainability projects in these schools were used as a strategy, as well as the data that corroborated the choice of these spaces as the most appropriate, since the investment in the Direct Funding in the School Program – Sustainable Schools (Programa Dinheiro Direto na Escola – PDDE – Escolas Sustentáveis) generated quite positive results. We also decided to diversify the participants to involve different levels of activity. Therefore, it included members of management, coordinators, teachers, and students.

School: agent of a transformational environmental education

The perspective of **sustainable schools** adopted in this paper is that recommended by the Ministry of Education in Resolution CD/FNDE no. 18 of 21 May 2013. According to this Resolution, there is a very close relationship between the school and the environment, and the effort of putting in practice the principles that arise from this relationship is what provides balance in the face of the impact from development of technologies. School management is presented and cited as one of the important dimensions in this process of transition to sustainability.

Sustainable development is understood as a strategy implemented in a collective manner that produces the necessary economic growth so as to ensure conservation of the environment and social development for present and future generations. Education, for its part, as a pioneer in transmitting and shaping opinions, can be associated to carry out projects and activities that observe the principle of the responsibility humans have for future generations. Using natural resources in a conscientious manner may represent a new manner of economic development that takes into account respect for the environment. Thus, sustainable development requires implementation of innovations in educational systems and processes and in the teaching-learning process (NEWTON et al., 2011).

Based on the insight of Beraldo and Pelozo (2007), our premise is that a common, implemented, disseminated, and shared view among those that make up a school community can contribute to constructing objectives, goals, and theoretical and practical procedures to be followed in constructing a School Development Plan, a document that provides support and systematic orientation for funding and pedagogical projects. It is also important to consider that since it is a public space, the school should be a place that is open and common to all, with the offer of full openness to the participation of its users, directing and being directed by all in a responsible and shared manner.

In this respect, a point of consensus is that the school will always have the role as an agent of a transformational environmental education to the extent that it takes upon itself the vision of essential responsibility in educating citizens that are aware of the future consequences of their present actions. Socio-environmental sustainability dealt with in the context of participative management has strongly promoted development of this awareness.

Participative management in the context of environmental sustainability

Some conceptual aspects that clarify the relationship between participative management and environmental sustainability are hereby presented in a summarized manner. Participation of all citizens on behalf of sustainability or of environmental conservation is a suitable process for success. When a human being begins to develop in a multifaceted manner or in community, ideas and ways of carrying out actions emerge that probably would not have been thought of in individual terms. In the same way, sustainable actions are always innovative and can arise from all age ranges, social classes, and educational levels. In this perspective, the idea of **eco-communitarianism** is fitting, which, according to Velasco (2015), consists of

[...] the post-capitalist socio-environmental order in which human beings are reconciled with each other to jointly allow and encourage full development of each subject and reconcile themselves with the rest of nature, maintaining a permanent position of conservation and regeneration before it (VELASCO, 2015, p. 156).

Eco-communitarianism can be understood as a form of community action, directed to development of actions and values that aim at conservation of the environment and carrying out practical actions toward sustainability. Thus, the process of transition to a more sustainable society grows from structuring an interdisciplinary and integrated view of knowledge and of education, which can only occur through a holistic practice of interaction and integration of all the agents involved in the educational process (NEWTON et al., 2011). That is because, according to Brito (2013), in all the perspectives of unity of the school with the community, leadership and empowerment are presupposed as key elements in the process.

Leadership and empowerment are abilities that can be learned, achieved, and made concrete in the sphere of school management. However, they require a deep process of reflection and of adequate direction toward the exercise of autonomy and protagonism in making decisions and acting responsibly. Leadership that acts under these principles tends to correspond to the most legitimate aspirations of the school community and to active exercise of citizenship. Thus, sustainability internalized in a deep way in the mentality of the agents involved can become a type of tool so that this approximation is realized. From the very nature of the concept and of the vision to which it corresponds, being sustainable implies thinking in the direction of the other and of the environment in the perspective of perpetuity, a concept that contrasts with superficiality.

This could be the focus of teaching institutions, which should not emphasize only the question of student output, but also students' integrated development, their ability to live in an ethical and harmonious manner in society, and their competence in making sustainable decisions throughout life. The crucial question is that leadership can contribute to changes in the manner in which students, parents, and community perceive the value of a sufficiently good education in their lives. From this perception, it is tangible for the leader to act positively in involving the parties in this new perspective of life together. In short, for there to be sustainable development, participation is a primary presupposition.

Methodology of the study carried out

This article refers to a doctoral dissertation (BRITO, 2016) which investigated the impact of participative management on actions directed to environmental sustainability in the day-to-day activity of four schools. A differential aspect was analysis of the context of federal government participation through financial investment in the projects idealized by the school community and the possibilities that emerged from joint management of these resources.

The approach used in this investigation was founded on qualitative research, with an emphasis on the descriptive-analytical nature. The **semi-structured interview** was used as a technical instrument and allowed incorporation of the meanings and intentions present in the actions, relationships, and social structures of the community investigated, valued by the researcher as significant human constructions (BARDIN, 2011). Qualitative analysis was thus appropriate for studying the history, the social relationships, interactions, and representations, the beliefs, the perceptions, and the judgments that result from the interpretations that humans make regarding their own way of life, the objects that they construct, how they construct themselves, and how they feel, idealize, and think (TURATO; RICAS; FONTANELLA, 2008).

In addition to the semi-structured interview, a procedure that allowed primary data to be obtained, on-site observations (the plan of which was composed by what was registered and later systematized from the field notes) and documental analysis were performed. Field notes were considered as everything that was registered from the spontaneous episodes observed during the process of data generation. Traditionally, there is a set of rules that advocate previous planning of on-site observations (LÜDKE; ANDRÉ, 2003); however, considering the aims of this study, this was not elaborated a priori. The option was made to follow the natural flow allowed by the empirical context. Events that emerged were registered when considered relevant and pertinent for achieving the goals.

In **on-site observation**, it was noteworthy how what emerged from the context assisted in obtaining and identifying more concrete elements that were legitimated by spontaneity in the activity of the participants. This may constitute an indirect form of validation of the data. For Lakatos and Marconi (2002), those are elements and aspects that participants are not aware of; yet, they are what guides their behavior in that environment. These authors state a relevant point, because spending some time in the research environment played a fundamental role in establishing more direct contact with the reality investigated.

Documental analysis was the extensive research conducted through official data. The resolutions of the PDDE and PDDE-Sustainable Schools, the pedagogical-policy projects of the schools under study, the texts taken from legislation pertinent to the theme, and the institutional sites constituted the body of documents used to complement and enrich the data. In deeper investigation, through the process of analysis and interpretation, elements of Content Analysis were adopted as a manner of decodifying the information obtained. To do so, procedures were diversified, placing more emphasis on those that proved to be more appropriate within the material to be analyzed, which included "lexical analysis, category analysis, enunciation analysis, connotation analysis" (CHIZZOTTI, 2006, p. 98). By this last type of analysis, it is understood that in addition to the words expressed by the participants and the meanings of the words, it was also necessary to reveal the meaning/sense that was communicated at the time of speaking, above all, because we are dealing with different segments of the school community. It is known that each one of them perceives reality from a quite particular point of view, according to the place occupied in living and working together.

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To come to the categories and indicators, the set of procedures belonging to **Content Analysis** (CA) of Bardin (2011) was used in organization and analysis of the data generated. In a broader perspective, this technique of analysis is understood to have contributed by proposing a set of categorization procedures, whose objective consisted of the attempt to understand the message both by means of words spoken by the participants and the meaning or meanings/sense that could emerge from the word.

Most authors refer to CA as a technique of word analysis that allows inferences regarding what was communicated by the participant to be made in a practical and objective way. The transcribed text is treated as a means for him to express himself and for the researcher, in the role of analyst, to seek categories from units of the text that are repeated. In this analysis, ever shorter and more inclusive expressions are found that represent the categories. This was performed by categorical analysis, characterized "by operations of dismembering the text into units, into categories according to analogical regrouping" (BARDIN, 2011, p. 153).

The **categories** were constructed according to the themes that emerged from the transcribed text. Classifying elements of utterances into categories began with identification of what they had in common so as to be able to make such groupings. Pre-analysis was performed, an organizational phase of the data generated, and, after that, skimming the text, the choice of documents that demarcated the corpus of analysis, and the formulation of indicators that directed the interpretation and formal preparation of the material (BARDIN, 2011).

Formulation of the **qualitative indicators** constituted the most important point of these procedures since they systematized orientation toward the results of the study. They more tangibly expressed the results of good articulation among participative management, fostering of socio-environmental projects by the federal government, and sustainable development in the schools under study. These indicators, defined from the categories found, contained the "(literal) meaning" and the "meaning/sense" of the data generated. From them, it can be affirmed that **participative management in the sphere of the funding of socio-environmental school projects helped bring about educational projects directed to sustainable development.**

The phase that works with the results occurred through inference and interpretation of concepts and proposals. According to Bardin (2011), this is the time in which the intuition of the investigator flows in reflexive and critical analysis of the information, beyond the explicit content of the documents, through the search for content that is underlying or implied or the (literal) meanings and the meanings/sense that is hidden between the lines and beyond that which is immediately perceived and assimilated.

The semi-structured interview and the analytical-interpretive process of the data

This interview technique was chosen because it made it possible for the researcher to draw nearer the perspective of the interviewees and understand or pick up the "hidden" aspects in relation to the data (ROESCH, 1999, p. 159).

The group of people interviewed was limited to those directly involved in implementation of the program developed in the schools of the municipality of Sobral. A total of 15 participants was interviewed, all employees of the Department of Education. The four schools defined as the "sphere of investigation" will be identified as School A, School B, School C, and School D to respect the requirement of anonymity in accordance with the Free and Informed Consent Form signed by all the participants.

Each segment – principals, teachers, students, and coordinators – was identified by the respective name of the segment and the letter of the school, adding numbers according to the number of those in the segment in each school; for example, "Student 1, School A", "Teacher 2, School B", "Coordinator, School C", and so forth. All the schools mentioned were visited and their operation was observed on site. The highest percentage of participation reached was in the student segment (33.4%), followed by the managers (26.6%), teachers (20%), and coordinators (20%).

That way, ever shorter and more inclusive expressions are found that represent the categories. The data generated from the different segments allowed information to be mapped in relation to participative management and its implications for organization and carrying out sustainable development projects in the schools under consideration. It was possible to define elements to better understand the ways of deciding about application of financial resources, as well as to identify those in the school community that more directly participated in this process. Furthermore, some efficiency indicators were examined from reports – provided by participants – regarding the results achieved by the projects developed in their respective schools. At the time of visits, the researcher had the opportunity of verifying how each school dealt with the

challenge of implementing (through participative management) sustainable development projects that promoted socio-environmental education.

To ascertain that the questions were clear and to ensure better quality in the process of generating data, a pilot study was undertaken on the semi-structured interview, with the number of people invited to participate subtracted from the overall group to be interviewed. The same series of questions was used in all the interviews, for the purpose of gathering the impressions of each participant without restricting their freedom to express concepts, ideas, and perceptions related to the theme at hand.

To achieve a greater level of understanding, articulation between the different perspectives of data analysis and of data interpretation was necessary, understanding that these actions are not isolated from each other. Solely as a question of didactic organization, the two processes, in name, appear at different times. Following Ribeiro (2016), the analytical-interpretive perspective preserves the feature of unity, of intersection, and of interaction between analysis and interpretation. It is necessary to stimulate researchers to break with the habit of excessive ordering, often induced by concern in making oneself understood in the "analytical and imaginary space of writing" (PAUL, 2009, p. 302).

Results and discussion: the way to the categories

Documental interpretation was directed to results with theoretical purposes, with the expectation of insights that would emerge from the data and which could be incorporated in the theoretical corpus of the area of study or of the baseline investigated. Division into and grouping of smaller units of analysis or **logging units** (LU), the step after **skimming the text**, resulted in the **categories**. This consisted of organization of broad categories grouped analogically from segmentation of the text *in verbatim* from each interview. This process occurred through identification of the first **emerging macroconcepts**, without concern for the traditional criterion of repetition of words, phrases, or expressions. Excerpts from the text were taken insofar as they presented a complete assertion related to the object under study. This first focused on each text, and then the repetitions were integrated and joined in the excerpts of texts analyzed and interpreted together.

Three categories emerged: **Concept of Participative Management, True Ability to Act**, and **Emerging Concepts of School Sustainability**. These three categories served as the "entry" to categorization, i.e., they represented the main axes of orientation for the other steps of reduction. The third category was called "emerging concepts" because it was not formal or theoretically based definitions, but rather the concepts from each one, prepared solely by intuition itself, guided by the shared sense of those participants. Although they emerged from what arose as convergent among the excerpts of greatest emphasis in the material generated by the interviews with the participants, the connection was maintained among the three categories and the three specific objectives of the thesis at issue.

The first highlighted the activity of participative management in relation to development of sustainable projects and generated the category "concept of participative management". What was common in the material generated was that, every time the participants were questioned regarding this issue, they referred to their perceptions about what they came to perceive as participative management by the way changes began to occur from these projects.

The second category dealt with application of resources received via PDDE in schools that adopted participative management, which resulted in the category "true ability to act". In this case, the idea was to investigate how effective management activity was upon obtaining such conditions, i.e., upon being considered for resources from PDDE-Sustainable Schools.

Finally, in the third objective, it was understood that to identify the qualitative indicators that showed the contribution of participative management, it would be necessary to listen for concrete realizations of the socio-environmental projects. At that time, the participants were aligned in verbalizing their understanding in regard to the concept of "school sustainability". In elaboration of this unspoken concept or upon expressing their perception of what they understood by "school sustainability", each one indicated the benefits of this successful interaction in the school. This way of expressing thought, with spontaneous articulation of the two themes – participative management and an increase in projects directed to socio-environmental education – was what concentrated the richness of details to access the way of responding to the research problem.

Categorization proceeded with **composition of cores of meaning**, with intensification of the process of reduction. With use of "paradox", an effort was made to categorize in "small, ever more inclusive units" to visualize the **indicators** of successful management of the federal government resources on behalf of environmental sustainability in the school. The way of translating and expressing the cores of meaning was by means of central words (BARDIN, 2011), which were

transformed in indicators called **socio-environmental indicators in schools with participative management**, as a final result of the categorization process.

In the last step, **object (re)constitution** was elaborated, understood as a new reading of socio-environmental sustainability in the school, this time based on a different perspective: the perspective that emerged from the union between the constituted theories and the view of those participants. The prefix "re" means that an object already existing in the science of school management was once more constituted from a new point of reference. This reference point was now founded on the empirical reality of the four schools that effectively carried out socio-environmental sustainability projects. The way of expressing the result of this step of the categorization process was by means of elaborating a response to the question that motivated the study. This response was considered to draw the theory closer to the foundation of the data since it explains the relationship between participative management and sustainable development in the context of public funding of school projects. However, we must not lose sight of the fact that this theorization of the reality of the study was based on the data generated in that reality by means of the investigation carried out.

Data classified as categories

The data for the categories were generated by taking expressions from the interviews. In **composition of cores of meaning in central words**, reduction intensified. The way to find them consisted of reducing the categories to shorter words or expressions with a less descriptive nature. This was characterized as a "transition" procedure since, in spite of evolving from the *in verbatim* description to an abstraction process, terms used by the participants and non-literal terms were still mixed, according to the interpretation attributed by the researcher. The significant expressions were grouped by segment and category to integrate the responses of the participants of the four schools, which enabled the formation of **cores of meaning** (BARDIN, 2011) (Table 1).

Table 1 Composition of the central words by segment and category

SEGMENT	CENTRAL WORDS		
	Concept of Participative Management	True Ability to Act	Emerging concepts of School Sustainability
Students	Mixing everybody	Trips and excursions	Only for me isn't worth anything
Teachers	Everybody has an influence	Class in the landfill	Better education, better citizens
Coordinators	Everybody is heard	Participation in regional conferences	Change in the whole community
Principals	Everybody can speak up	Workshops with the municipal authorities	Feeling of belonging

Source: Prepared by the author.

Category 1 – Concept of Participative Management

As observed in Table 1, the core of meaning "everybody" was chosen as an axis that connected the four segments. It was understood that the core of meaning that emerged was something that led to the idea of totality, of joining, and of full unity, which, if it does not translate that reality with the same intensity, at least it is established as a latent collective desire. This desire, if identified, recognized, and expressly verbalized *by* and *among* the group, can be transmuted into a goal and, gradually, become a joint challenge that "everybody" in those schools will seek to overcome as a common endeavor. It is noteworthy that in the responses of the participants that generated Category 1, each segment added its "natural partner", i.e., that party that seems to be most directly related to their common living space. In other words, the student mentioned the family or parents; the teacher and the coordinator mentioned the community; and the principal mentioned the partnerships.

Category 2: True Ability to Act

The axis of connection among the four segments emerged as the idea of using and acting in spaces outside the school. According to the words of Category 2, the common verbalization that was abstracted as common to all of them was the activities that each segment performed in contact with the medium, which raises a concern, or at least a preference, for closeness to the broader environment. This leads to the deduction that the meaning/sense attributed to the true activity in this possible route to a change of mentality is in the relations that we establish with the medium, life together in community, and in the interaction of learning that transcends the walls of the school to benefit the other in a more inclusive way. It can thus be inferred that the view of each segment regarding the true ability to act evolved in the sense of drawing near the concept of environmental sustainability; that is, it is possible to perceive a correlation between theory and practice.

In the reports of the interviews, a concern was observed for improving the space in which all live together and in promoting community participation. This was perceptible through the focus of the study, directed toward understanding sustainability as those actions aiming at supplying present needs without compromising the future of coming generations. Movements were observed in the sense of making adequate use of spaces and developing care for the environment, as well as expressing ideas of a "view toward the future" and of including the other, even if these notions were not present in a conscious or explicit way.

Category 3: Emerging Concepts of School Sustainability

What emerged in this category was a view of the whole, such that it corroborates the two previous categories. The discourse of the four segments, according to the core of meaning it brought about, converged in the sense of transcending one's own needs and looking beyond oneself. There was a movement in the direction of the other and of space, a predisposition of extension of a benefit or of that which is good for oneself, of including the other and the surroundings as beneficiaries of the good actions. Other words that are variants, whose meaning/sense does not break the link with the common idea, were mentioned: life together, preservation, change, rational use. And the keyword that appeared in the utterances of the segments was "the environment".

The reduction process that began in a more intense way beginning with central words was developed to saturation, a limit established not only by repetition but also by the proportion in which the meaning/sense attributed to the category envisaged the idea to be condensed and transmitted. The indicators that follow represented the synthesis of the categories mentioned above.

Indicators of socio-environmental sustainability in schools of participative management

The meaning of each indicator combines elements that respond to the issue that inspired the study. These elements both maintain a strict relationship with the field of environmental sustainability in the school context and attribute a sense and meaning to the interaction of this field with participative management. Figure 1 illustrates in what way they interconnect and act in that environment.

Figure 1 Hologram *Participative management for socio-environmental sustainability in the school*

BELONGING, Qualification of partnerships, Decentralization of management, Learning together, Involvement with surroundings, Living together harmoniously, Small initiatives, big changes, Mutual benefit, Access to materials, Joining efforts

Belonging: the catalyzing indicator

The feeling of **belonging** can be conceived of as an "absent-presence" in current society. It indicates a profile of society marked by exclusion and by ever greater distancing among people. This distancing can also extend to a distancing from oneself, which leads to a search for identity when faced with the feeling that there is a void in what should be common and in what binds. This is a requirement that integrates school sustainability and participative management, to the extent that those agents that provide impetus to this reality evoke the feeling of belonging as something that fills the empty space of that which is common and binding. According to Sousa (2010, p. 34), the feeling of belonging,

[…] is translated in a visible way, in senses and motivations diverse from those of its roots, sustaining a search for participation in groups, tribes, and communities that allow grounding and generate identity and a social reference, even though in different territories […].

The idea of belonging includes and drives energy and sustains the other indicators since it is a benefit that comes from inside "oneself" and goes to others and the environment. It is linked to the other indicators and was understood as a generating and articulating element of a school with participative management that promotes sustainable development.

The category in question was understood as a **catalyzing indicator** by indicating the potential of articulating sustainability and participative management in a full process of interaction. According to Sousa (2010, p. 34), the search for belonging in the sense of finding the common-articulator in itself brings about the "traditional breaking down of borders between the local and the global, the public and the private, the common and the individual, and the community and the society, generating both hybridisms and new forms of tension and conflict". Furthermore, it promotes participation by valuing the collective through affective connections and historical connections established with the community.

Joining efforts: a consequence of looking beyond oneself

This indicator expressed the ability of that school community to look beyond itself and observe that there are people around it, i.e., observe the medium and the environment in which more than one lives. To observe the other, it is necessary to observe oneself, to feel that one belongs in a community, and develop the trust to belief that from unity it is possible to achieve that which seemed to be an insurmountable obstacle.

Qualification of partnerships: a requirement for success in school projects

From joining efforts comes **qualification of partnership**. This indicator requires and leads to intense articulation in the search for better results for the school projects created. Articulation does not exist without participative management. Often, according to aspects that arose in different reports of the participants, not even participative management would be successful without partnerships. Brazilian reality confirms this inference, actually even based on the affirmation that the financial resources/funding made available, when they exist, are not fully sufficient to generate sustainable results. Qualification of partnerships takes up the idea of breaking down borders that are present in the belonging indicator, as well as acceptance of the idea of hybridism, i.e., the idea of mixture, of interpenetration of different processes to achieve a common goal.

Decentralization of management: opening to sustainability

Seeking partnerships requires and implies **decentralization of management**. Therefore, the participative management theme in the sphere of school environmental sustainability is of utmost importance, a decisive question so that changes occur. But the concept of decentralization has the weight of its meaning, which is intensified and materialized to the extent that the segments incorporate the concept of community, especially in respect to participative school management and sustainable actions. To decentralize consists, above all, of opening and creating flexibility. It is a movement in the direction of the other to be receptive to his/her ideas and proposals, which are generally different from those of the one that leads. As a rule, those that occupy positions at the base are those who observe the gaps, precisely because they suffer the impact of the (competent or incompetent) actions of the manager.

Learning together

What is reported as a result of the previous indicators was named **learning together**, which is reported as a result of the previous indicators to the extent that belonging led to the joining of efforts and to the search for partnerships as a consequence of decentralization. It can be denominated as a natural consequence of participative management that generates actions of school socio-environmental sustainability, since integration of people of a community and learning from/with the other promote consistent results, with characteristics of becoming sustainable.

Involvement with surroundings

An element visibly present in the four schools was reflected as a collective concern for the other, shared by all. In a response from the principle of School C, not only the existence of learning together, but also mobilization in the direction of interacting with the surroundings was clear; a predisposition toward productive and affective life together. From this, fruitful results for the school and surrounding community are noted.

We called the representative of the community, community leaders, association, and from that, we began a series of actions. And the first action we thought of in a collective way was a mobilization in the community, identifying there the points where there was, for example, garbage. (Principle – School C).

Living together harmoniously: proximity factor

The perception of harmony emerged in a natural order of posteriority from the idea of *involvement with the surroundings*. Living together presupposes with others and in harmony; no one deliberately involves himself or herself with that which brings about conflict or lack of harmony. The first tendency is to remove or to isolate that which leads to bad instead of good. Distancing and isolation were not elements present in those four communities. In spite of the imperfections of any relationship of this scale – school and community – harmony appeared to be quite present. The words of Tajfel (1982) well illustrate this question when the author argues that people construct and are constructed in a symbiotic manner by their surroundings. Higuchi (2002) corroborates that when he agrees that a person is constituted most of the time in a complex relational dynamic with the surroundings where he/she lives with other people.

Small initiatives – big changes, mutual benefit, and access to materials

The last three indicators – ***small initiatives-big changes***, ***mutual benefit***, and ***access to materials*** do not require a more detailed definition since they seem to reflect a material dimension in a more explicit manner. These three indicators lead to an idea of results, of consequences, or of implications from the action of the first seven.

Final considerations

Highlighting aspects and presenting elements that indicate the impacts of funding projects of socio-environmental sustainability in the four schools studied through the concepts of sustainable development applied to the school context is an important contribution of the study carried out. A consensus view, based on the flagrant educational reality the country is currently going through, is that it is necessary to consider difficulty of financial resources as a major obstacle to improving the quality of teaching in the most fundamental sense, i.e., of providing conditions for the school to be able to fulfill its academic role. Extending this effort to development of projects that go beyond the walls of the classroom to observe the environment seems, at first sight, a Herculean demand given the difficulties faced by management, teaching staff, and even the students themselves.

An exogenous factor of some higher proportion is necessary to encourage efforts in this direction, simply so that the school is able to experience the benefits for the learning process of the students themselves. The factor that appeared in order to be able to perform this study was funding. It is understood that the absence of a minimum of material resources can lead the school to stagnation, caused by a sense of impotence in the face of economic problems that seem, a priori, not to have a solution. Thus, the aim of this study was to show the side of the school that has that need apparently fulfilled and the way it reacts toward fulfilling its responsibility in regard to socio-environmental issues.

The way of investigating this problem was the formulation of indicators to show how this funding of projects had an impact. However, there was no concern, due to the very nature of the study, of establishing quantitative indicators. This was an essentially qualitative study, and all the instruments for generating data were directed to this approach. The indicators were generated from a process of categorization that took into account the discourse of the participants, their perceptions regarding the changes experienced in the school in the period agreed upon at the time of the interview. There was no concern in quantitatively objectifying the subjectivity of these perceptions because it was understood that they express the point of view of each participant. All the participants are active and living in that reality and so it is suitable for them to verbalize the impacts made by the projects. Value was placed on the convergences that emerged from these utterances. Thus, based on theoretical examination of the bibliography and examination of the elements that emerged from the practical dimension of the study performed in the field, the **socio-environmental sustainability indicators in schools of participative management** were generated.

An examination of the conceptual field that surrounds questions of socio-environmental sustainability seemed to develop a gradual process of awareness-raising in the sense of "looking outside at what surrounds you". The very understanding that sustainable actions essentially aim in the direction of future generations already constituted "getting outside oneself" and looking around. The idea that this brought about was that a horizon opened before that community. As was explained in the definition of the indicators, a new concept of living together was constructed. This kind of living together "has import", in other words, there is an understanding that what is around me is an intrinsic part of me, insofar as it is part of my space of living together, even if this is not in terms of physical or geographical proximity. There is a different luster when life

encompasses the presence of the other, and the sense of reality constructed by all reinforces the certainty that they are not alone or isolated in the world, but rather that responsibility and commitment to other people and to the environment ensure the security of all, but also of each one.

A kind of web of cooperation was formed, spun by the members of the school, members of the community, and partners that developed skills to provide services. It was also created by the government that provided public policies to the Municipality of Sobral and made resources available to carry out these projects.

For effective promotion of socio-environmental sustainability, the school must remain in touch with the needs of its community, as well as create projects that carry benefits beyond its walls, as mentioned in the reports presented here. The new social tendency impels us to a reality in which the walls of the school no longer satisfy the pressing needs of our students. The school is in need of renewal, adaptation, and reconfiguration. It is evident that environmental education should be part of the school curriculum, not as an elective subject, but as a necessary and primary concern.

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The Rule of Imperative Provisions for the Joint Stock Companies According to the New Turkish Company Law

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Abstract

The new Turkish Commercial Code (TCC), which became effective as of 01 July 2012, has laid down numerous new provisions besides structural amendments such as the inclusion of a new Book (Fourth Book) on Transportation Law, but the company law has almost been totally revised in light of the changes in EU Company Law, Swiss Law of Obligations and German Laws on Joint Stock Company and Limited Liability Company as well as of the precedents made by the Turkish Court of Appeals. One of the new provisions which is also called "the rule of imperative provisions" is set out in article 340. Per article 340/1 of the TCC, the articles of association regarding the joint stock companies may deviate from the provisions of this Code only to the extent that this Code explicitly allows to do so. In other words the founders of the company may suggest some rules different from the Code, only if the provision has clearly stated the possibility of doing do. This new rule regarding the joint stock companies has been a disputed issue in doctrine. By this provision the possibility of setting forth some new regulations for the joint stock companies in the articles of association that may implicate controversies to the provisions of Law is largely restricted. In this study this matter is scrutinized with the inclusion of the views of the authors supporting or opposing this new regulation.

Keywords: rule, imperative, provisions, joint stock, companies, new turkish company law

Introduction

The new Turkish Company Code was drafted by using a number of different sources, including the provisions of Swiss Code of Obligations concerning the companies, German Company Law, EU Company Law and the precedents of the Court of Appeals. While a number of provisions have been altered, a small number of the provisions of the previous Law have been retained. The topic of this article "the rule of the imperative provisions" which is articulated in Art.340 was transferred from the German Joint Stock Company Act (Aktiengesetz) Art.23/5 but the second sentence of this provision (German Provision) was missing and another sentence was added. The final version of Art.340 of TCC states that "the articles of association regarding the joint stock companies may deviate from the provisions of this Law only to the extent that this Law explicitly allows to do so. The complementary provisions of the articles of association which are allowed to be effective by other Laws may become effective within the context of those Laws".

In the rationale of this article it is stated that this provision is a mandatory part of the normative system. It is added that the basic idea behind the critics of this provision is that the will of the shareholders is significantly restricted, all articles of associations are to be in uniformity, the determination of non-imperative provisions will be disputable, and the company registrars will have a wide range of discretion. The law makers oppose to these concerns asserting that by this provision, it is aimed to prevent the inclusion into the articles of association the rules hurting or restricting the rights of the creditors and shareholders of the company besides hindering the ways for imposing their own rules through the articles of (the) association. It is also claimed that this provision will have an

As seen in the rationale, every new rule may have some critics that need to be discussed profoundly from different aspects. This study aims to reveal the reasons behind the disputes in the doctrine and what the actual goals of this provision are.

1. The Principle of Imperative Provisions

The joint stock company is the most elaborately regulated one in Turkish Company Law. And the provisions regarding the joint stock companies are imperative as a general rule[1]. Similarly in British Company Act 2006, limited company, either public or private and in EU Company Law, limited liability company are the types of companies that are deemed as basic companies. The reason behind this inference is that these companies are the most preferred ones in today's economies and their biggest function is to collect small capitals in order to turn them into big investments[2]. That is why the law makers regulate joint stock companies (limited liability companies) in detail and set forth quite strict rules.

Within this context, many law systems have adopted the principle of imperative provisions. One of these is German Law System. According to Art. 23/5 of the German Joint Stock Company Act (Aktiengesetz) "**The articles may contain different provisions from the provisions of this Act only if this Act explicitly so permits. The articles may contain additional provisions, except as to matters that are conclusively dealt with in this Act**." The first sentence of this provision, which is also transferred into TCC as Art.340/1, states that in order to place into the articles of association some different provisions from those set forth by this Code, the Code itself should permit it explicitly. In other words, the articles of association may not include any provision which the Act does not permit explicitly. This expression leads us to take a look at the provisions which include this kind of a permission. In the wordings of the provisions, the law maker sometimes uses expressions such as "unless otherwise is set out by Law" or "where otherwise is set out". These expressions actually show that the provision is not imperative and a provision regulating a rule deviating from the Law may be embedded into the articles of association. In other words a deviation is possible only so far as the rule set forth by the Law is not binding and this is clearly stated by the words of the provision. If the words of the provision do not leave another option but the rule set forth, the articles of association may not include another option out of the scope of Law.

Where the Art.23/5 1st sentence of the German Joint Stock Company Act was transferred to the Art.340/1, the second sentence of the said Art. which is " **The articles may contain additional provisions, except as to matters that are conclusively dealt with in this Act"** was not transferred, the law maker added a second sentence stating that " The complementary provisions of the articles of association which are allowed to be effective by other Laws may become effective within the context of those Laws". In the Rationale, this was explained as "the purpose of the second sentence is to give a freedom to those Laws such as Capital Market Law, Banking Law, Financial Leasing Law, which set out provisions that may sometime(s) present difficulties in interpretation relating to Joint stock companies within the framework of their own subjects. In this way these Laws will be interpreted solely in accordance with their fields. The judicial decisions are deemed to be inspired by this principle with care".

As can be seen from the rationale, the second sentence of the Art.340 refers to specific statutes and stipulates that the rules provided by other statutes may be complementary provisions of the articles of association as far as they are interpreted within the context of referred statute.

The rule of imperative provisions is a rule also stipulated in British Company Act 2006. Named as "mandatory rules", these rules are aimed to protect the members of the companies, the persons who deal with these companies and the public interest[3].

As known, the rules relating to company law are laid in the Code of Obligations in Swiss Law. Despite the fact that there exists no specific article setting forth the rule of imperative provisions, the wording of the company law actually regards this rule. Within this context, many provisions stipulate this rule by wordings such as " The share capital must amount to at least 100,000 francs" in Art.621. This is an imperative provision and for the capital an amount less than 100.000 francs may not be laid in the articles of association. On the other hand there are some provisions that clearly set forth the possibility of deviation from the imperative provisions. For example, in Art.661, it is stated that "Unless the articles of association provide otherwise, the share of the profits and the proceeds of liquidation are calculated in proportion to the amounts paid up on the share capital". This provision permits the inclusion of a rule different from the Statute into the articles of association.

Within the context of EU law, various regulations and directives have laid down rules regarding the companies. In the Council Regulation (EC) No 2157/2001 of 8 October 2001on the Statute for a European company (SE), the language used for the company law is clearly imperative; however, it does not consist of a specific rule of imperative provisions.

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[1] **Şener**, Oruç Hami: Teorik ve Uygulamalı Ortaklıklar Hukuku, Gözden Geçirilmiş 2.Bası, Ankara, 2015, p.305.
[2] **Pulaşlı**, Hasan: Şirketler Hukuku Genel Esaslar, Güncellenmiş ve Genişletilmiş 4.Baskı, Adalet Yayınevi, 2016, p.261.
[3] **Meyson**, **French &Ryan** on Company Law, 27th Edition, Oxford University Press, 2010-2011 Edition, p.30.

2. Imperative Provisions and Critics of this Rule

The concept of imperative provisions relates basically to joint stock companies. The lawmaker has envisaged this concept in order to avoid some possible misuses or getting rounds of the Laws. Imperative provisions usually regulate some issues like the non assignable tasks of the company organs (board of directors or general board), vote rates for resolutions, durations of the delegation of directors, etc.

The definition of imperative provisions is made in doctrine as the provisions that are directly related to public order and interest the compliance and implementation of which are in no way subject to the will or discretion of the shareholders[1].

Imperative provisions are categorized in various ways according to the subject of the provisions. In this categorization, the provisions relating to the rights of the shareholders and the minority, the provisions regarding the non-alienable and non-transferrable powers and tasks of the general board and board of directors, the provisions relating to the basic elements and structure of the company are listed as imperative provisions. The first category involves the rules that may not be otherwise regulated by the articles of association. These are hard and fast rules and the purpose of them is directly to protect the company itself and the rights of the shareholders and the creditors. These rules are clearly laid down in TCC. For example in Art. 420, the resolutions relating to financial statements are delayed one month if the minority, who holds 10% of the shares in private and 5% in public companies, asks the board to do so. This rule also stands as a right devoted to minority. It may be inferred that any rule violating the rights of the minority is subject to repeal[2]. This is an imperative provision and any provision repealing this rule is obsolete. In other terms, where a rule contrary to this provision is regulated in the articles, each party, including the shareholders may ask the court to repeal it. In other terms it is subject to a sanction.

The rules regulating the rights of the shareholders are also imperative and otherwise may not be ruled by the articles. These rights are named as absolute rights in the new TCC. The prominent ones of the rights can be listed as the right to participate into the general boards, making a speech in the board meetings, to make propositions in the meetings. On the other hand, the obligations of the directors such as the loyalty and care laid down in Art.369, the obligation of secrecy of the auditors laid down in Art.404 are definitely imperative rules and provisions deviating from these rules are absolutely void[3].

The second category involves the imperative provisions that may otherwise be regulated in the articles by the rules stipulating a heavier provision. As an example the ordinary resolution for general boards is set forth in Art. 418/1. It states that the general board meeting may occur with the participation of the shareholder who represent minimum 1/4th of the shares at the first meeting unless a heavier rate is ruled by the articles of association. Here the lawmaker has envisaged an imperative rule that may be changed only with a heavier rate. The purpose of this provision is to protect the voting rights of the shareholders. Again where a rule regulating a vote rate less than the statutory one for the general board by the articles of association, the shareholders opposing to this rule may ask the court to repeal it.

In doctrine while some authors stand by the rule of imperative provisions, some others criticize it strongly. According to authors who favor this rule, it is a warranty of the shareholders' rights as well as the creditors. Those against this rule have put forward a metaphoric approach stating that "this rule is a steel corset vested on the company"[4]. Other critics claims that it is definitely hard to distinguish which rule is imperative and which is not[5]. They support the possibility of deviation from the statutory provisions where it would be appropriate in light of the rule of equity or the balance between the interests[6].

3. How May the Imperative Provisions Be Deviated?

As pointed out earlier, all rules pertaining to joint stock companies are imperative. In some instances the law allows a deviation from these rules where it is clearly stipulated. This stipulation may take place with wordings such as "unless otherwise is ruled by the articles of association" or " otherwise may be ruled by the articles of association"[7]. However these wordings solely are not enough to present an area of movement for the shareholders or the directors of the company. In the final paragraph of the Rationale of this provision, it is stated that "the inscription *clearly allowed by the statute* covers also the cases where the possibility of deviations from the statute is not clearly understood from the wording of the provision

[1] **Moroğlu**, Erdoğan: 6102 Sayılı Türk Ticaret Kanunu'na Göre Anonim Ortaklıkta Genel Kurul Kararlarının Hükümsüzlüğü, 6.Baskı, İstanbul 2012, p. 140.

[2] **Pulaşlı**, p.287.

[3] **Pulaşlı**, p.287.

[4] **Şener,** p. 304.

[5] **Kendigelen**, Abuzer: Türk Ticaret Kanunu, Değişiklikler, Yenilikler ve İlk Tespitler, İstanbul, 2012, p.229.

[6] **Pulaşlı**, Hasan: 6102 Sayılı Türk Ticaret Kanunu'na Göre Şirketler Hukuku Şerhi, C.I, Ankara, 2011, p. 567 (Şerh).

[7] **Pulaşlı**, p.284.

but the case itself deserves an interpretation that is in compliance with the purpose, not against the methodology, based on satisfactory grounds, bearing fair results and observing the balance of interests. Where the statute is silent on a virtual case, the rules of gap filling are implemented". In this complicated explanation, there is one clear inference that the articles of association may include a rule that is different from the law but observes the rule of equity and the balance of interests[1].

4. The Sanctions of Violating the Rule of Imperative Provisions

There are basically two sanctions of violating the rule of imperative provisions. These are the sanctions of "non-existence" and "voidness".

Non-existence is a sanction that is applied for the violation of the imperative provisions which have an establishing character and the violation leads to a lack of the elements establishing the legal transaction[2]. Non-existence, as may be inferred from the term, means a legal transaction never existed from the beginning. This may be claimed by everybody involved in and does not require a time limit[3]. As a example to this, the board meeting quorum for the first meeting is the representation of minimum 1/4th of the shares. If a meeting less than this quorum is held, in that case the meeting and the decision made in that meeting are subject to non-existence and this may be claimed by the relevant people including shareholders or the creditors. On the other hand if the general board meeting is held not in compliance with the proceedings laid by the provisions, the decision made in that meeting is subject to non-existence as well[4].

Voidness is another sanction in the case of the violation of the imperative provisions. Even if taken in accordance with the procedure laid down by the provision, the decision violating the imperative provisions of the law is subject to voidness. The situations where the voidness sanction are specially provided in Art.447 of the TCC, stating that any decisions of the general board eradicating or restricting the rights of the shareholders such as participating in board meetings, voting rights or other inalienable statutory rights and decisions damaging the basic structure of the joint stock company or violating the provisions protecting the capital of them are void[5]. Because such decisions do not only violate the rights of the present shareholders but of the potential shareholders in the future[6]. In Art. 447 these conditions are specified as "especially" which means they are not dependent on the principle of *numerus clausus*[7], in other terms there may be some other conditions as well.

Here another question arises because of the Art.27 of Turkish Code of Obligations which specifies the situations of voidness in a general sense. Per Art.27 of the Code of Obligations, agreements violating the imperative provisions of the law, the moral values, public order, the rights of personality and contracts whose subject is impossible are deemed void[8]. Some authors claim that this rule does not apply to voidness sanction but to the sanction of cancellation[9]. In my opinion this rule should also apply to the board decisions and in this context the decisions violating the provision of Art.27 should be subject to voidness[10]. Because while the decisions violating the imperative provisions relating to joint stock companies are specified in Art.447 of TCC, this rule does not revoke the general provision of Art.27 of Code of Obligations[11].

The sanctions of non-existence and voidness are not subject to a time limitation[12] and each relevant person may claim it before the court. However this right should not be abused. The usage of this right after a long time does not consort with the law security as well[13]. As an example: if a period of five or more years has passed after the decision violating the provisions of Art.447 of TCC or Art.27 Code of Obligations, it may be deemed as the abuse of the right to claim the voidness of it. Because in the meanwhile a lot of legal transactions may have been performed and claiming the voidness of that decision may lead to many losses which eventually will harm the company as well as the shareholders.

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[1] **Şener**, p.306.

[2] **Eren**, Fikret: Borçlar Hukuku Genel Hükümler, Yetkin Yayınları, Ankara, 2015, p.332, **Bahtiyar**, Mehmet: Ortaklıklar Hukuku, 7.Bası, Beta Yayınevi, İstanbul, 2012, p. 153, **Moroğlu**, p.28.

[3] **Bahtiyar**, p.153.

[4] **Çamoğlu** (Poroy/Tekinalp): Ortaklıklar Hukuku, Vedat Kitapçılık, İstanbul, 2014, p.527.

[5] **Çamoğlu** (Poroy/Tekinalp), p.528, **Pulaşlı,** p.290.

[6] **Karasu**, p.63.

[7] **Pulaşlı**, p.290.

[8] **Eren**, p.332.

[9] **Tekinalp**, Ünal: Sermaye Ortaklıklarının Yeni Hukuku, Vedat Kitapçılık, İstanbul, 2013, p. 344.

[10] See **Çamoğlu** (Poroy/Tekinalp) p.529.

[11] See **Moroğlu**, p.25 in support of this idea.

[12] **Çamoğlu** (Poroy/Tekinalp), p.530.

[13] **Pulaşlı**, p.292.

The court decision on the non-existence or voidness are retrospective; therefore, the decisions are nullified from the beginning and any action performed until then based on that decision is also void. For that reason the claimant usually asks the court for a temporary measure for the suspension of the decision. One more thing to be raised here is that the court takes into consideration the voidness of a decision *ex officio*[1].

In doctrine, some authors support the idea that the imperative provisions out of those which aim to protect the third persons and the company may also be subject to the sanction of cancellation[2]. The sanction of cancellation is regulated in Art. 445 of TCC. In this case the sanctions for the violations of imperative provisions should be deemed as non-existence, voidness and cancellation[3]. These authors argue that it is impossible to assert the voidness of board decisions in every case[4]. Other authors supporting the sanction of cancellation assert that imperative provisions which protect the private interests instead of public interests are quasi imperative and they should be subject to cancellation[5]. Here the quality of the decision should also be determined and the sanction be applied corresponding to that quality[6]. An example to this argument is the decision based on a quorum which is not made by the required majority but the result would not have changed had that been done so. In this case the decision should be subject to cancellation by the court. This is an issue at the discretion of the court. On the other hand we need to emphasize that the sanctions of voidness and cancellation differ in the claimants and the time limits. In other words, while only the shareholders (who participated and opposed to the general board decision or who were not invited to meeting duly) and the directors may claim the cancellation and there exists a time limit of three months after the board decision is issued at the Turkish Trade Registry Gazette[7], the voidness claim may be put forward by each relevant person and is not subject to a time limit.

Conclusion

In conclusion, the rule of imperative provisions which is transferred from German Joint Stock Company Act is aimed to protect the company, the rights of the shareholders and the creditors. This rule stipulates that the deviations from the provisions of the Joint Stock Company Law are possible only where the Law explicitly allows it to be done. At first sight this rule may seem very strict by wording; however, as it is explained in the Rationale of this rule there is always a possibility to set forth different rules through the articles of association where the equity of law or the balance between the interests of the parties requires it to be so. If otherwise is pursued, this rule will always be a steel corset that will not allow the proper management of the company.

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Work Values and Career Aspirations of Women Employees in Government Hospitals in Pangasinan

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Abstract

This study aimed to determine and analyze the extent of practice of work values and level of career aspirations of women-employees in selected government hospitals in the fifth and sixth congressional districts of Pangasinan, Philippines. The study made use of quantitative and qualitative data and descriptive correlation that looked into the relationship between the extent of practice of work values, level of aspirations and profile characteristics. Sixty nine regular women-employees with different positions were purposively selected. Data were gathered through questionnaire and analyzed using frequency counts and percentage, average weighted mean, Wilk's A and Pearson r. It was found in the study that women-employees a) have ages within the legal age range of government employees; attended trainings/seminars relative to their work; and have monthly income commensurate to their positions; b) always practiced the work values of punctuality, honesty, respect, cooperation and industriousness; and have high level of career aspiration; c) extent of practice of work values and level of career aspiration were comparable across age, civil status, highest educational attainment, position and monthly income' d) encountered problems with varying degrees of seriousness in the practice of work values in their respective work places; e) that significant positive correlation existed between the women-employees' extent of practice of work values and level of career aspiration. Generally, the work values of punctuality, honesty, respect, cooperation and industry practiced by women-employees in the performance of their job have contributed to their high level of career aspiration in their present and future career status.

Keywords: Work Values, Career Aspirations, Women Employees, Government Hospitals, Pangasinan

Introduction

Values are standard which one upholds as desirable and guide one's way of life. Living with good values often gives the bearer a sense of control of his life because he knows what he wants and where to go. Working with values and understanding their importance in one's career enables a person to fit into his profession, clients, colleagues and superiors. Some individuals find satisfaction in their job because it matches their work-related values, while some end up hopping significant to them.

Friendliness, teaching and motivating others, fun, order and harmony decrease stress in the work setting and creates healthier relationships. The rewards and fulfillment financially, morally or spiritually and recognition gives security and stability among the workers. With these characteristics equally valued in the workplace, it promotes efficiency in work. A worker with the right sense of work values is more effective and efficient than one who does not possess the same values (Calderon, 2014).

According to Articula and Florendo (2013), a person with commitment is transparent and open. He is honest, upright, probe and sincere without pretense or deceit. He also manifests loyalty and reliability that he gains the trust and confidence of his superiors, clients and co-workers. Committing one's self to the organization is definitely committing one's self to the work, staff and customers.

Moreover, people work in groups with different behaviors and social backgrounds. They use appropriate technological tools and techniques to achieve organizational goals and be able to coordinate the work among them. Thus, the human resource is considered the lifeblood of an organization. As the saying goes, that no two individuals are exactly alike, human resource in an organization varies in terms of its values, job satisfaction and commitment, in its ability to make decisions, and its performance.

The fifth and sixth congressional districts and community hospitals of Pangasinan has around 135 women employees that composed of the chief of Hospital, Section/Division Chief and down to the heads of offices/department and staff. With their mission to pursue a balanced and environmentally sound economic growth through responsible and equitable management of resources and participative governance, women employees should have unified values to work to meet the needs of every customer that comes in and goes out of the hospital.

Work values such as responsibility, accountability, honesty, respect, competence and consistency maintains the integrity of an institution. The desire for knowledge, advancement, personal growth, challenge, creativity, aesthetics and openness to change and variety takes a working group to a higher level of success. Good leadership, autonomy, decision-making, teamwork, power and authority provide a stronger foundation and strengthen the organization.

However, there are organizations where there are observable negative working attitudes of personnel as they render their services in the workplace. Some of these are disobedience from orders of supervisors, leaving the assigned work undone, idleness, absenteeism and tardiness. Collectively, these negative work values serve as constraints and impediments to higher work productivity and organizational performance.

Materials and Methods

The study was conducted to determine the extent of practice of work values of women employees in selected government hospitals in the fifth and sixth congressional districts of Pangasinan and their level of career aspiration in the performance of their duties and obligations in their respective workplace.

The descriptive correlational method of research was employed in the study since it described women employees' extent of practice of work values and level of career aspiration. It also looked into the relationship between the two variables.

The study was carried out in six (6) selected hospitals in the fifth and sixth congressional districts of Pangasinan, namely: Asingan Community Hospital, Eastern Pangasinan District Hospital, Manaoag Community Hospital, Pozorubio Community Hospital, Urdaneta District Hospital and Umingan Community Hospital.

A total of 69 women employees with permanent and/or plantilla position / item representing different positions were included in this study.

Prior to the survey proper, approval from the Hospital Administrators was sought before the administration of the questionnaire-interview guide to the respondents.

A guided-response type of questionnaire consisted of four parts which was prepared by the researcher as the data gathering instrument was pre-tested and validated. Part I elicited data on the personal profile of the respondents; Part II contained the indicator-statements which measured the respondents' extent of practice of work values in the workplace; Part III dwelt on the indicator-statements which determined the level of career aspirations of the respondents in terms of present career status and preferred career status; while Part IV consisted of possible problems encountered by the respondents in the practice of their work values.

Frequency counts and percentage distribution were used in determining respondent's profile; while frequency counts, average weighted mean and ranks were employed to determine the degree of seriousness of these problems encountered by the respondents on their practice of work values. To determine the extent of practice of work values and level of career aspiration, frequency counts and summated mean drawn from a 5 point Likert Scale was used.

Results and Discussion

Respondents' Profile

A total of 69 women employees with permanent status holding different positions in the six hospitals of Pangasinan were included in the study. The profile of respondents is presented in Tables 1 and 2:

Table 1 Profile of the Selected Respondents, n=69

Profile	Frequency	Percentage
Age		
30 Years and Below	7	10.1
31-40	5	7.2
41-50	28	40.6

51-60	24	34.8
61 Years and Above	5	7.2
Civil Status		
Single	14	20.3
Married	55	79.7
Highest Educational Attainment		
BS Undergraduate	1	1.4
BS Graduate	55	79.7
With MA/MS	4	5.8
MA/MS Grad	9	13.0
Position		
Administrative Aide	9	13.0
Administrative Assistant/Officer	8	11.6
Dentist/Dental Aide	3	4.3
Nutritionist/Dieticians	2	2.9
Medical Officer	2	2.9
Nurse	26	37.7
Pharmacist	5	7.2
Midwife	2	2.9
Medical Tech	3	4.3
Others	9	13.0
Monthly Income		
10,000.00 and Below	4	5.8
10,001.00-20,000.00	37	53.6
20,001.00-30,000.00	18	26.1
30,001.00-40,000.00	5	7.2
40,001.00-50,000.00	4	5.8
Above 50,000.00	1	1.4

It can be gleaned from Table 1 that as to profile **age**, 28 or 40.6% of the respondents belonged to age range of 41-50; 24 or 34.8% fall within the age range of 51-60; 7 or 10.1% have ages 30 years and below; while 5 or 7.2% respondents for each of the age range of 31-40 and 61 and above.

As regards **civil status**, most of the respondents with 55 or 79.7% are married; while 14 or 20.3% are single. Meanwhile, relative to **educational attainment**, most or 55 or 79.7% respondents are BS graduates; 9 or 13% are masteral graduates; 4 or 5.8% have earned masteral units; while 1 or 1.4% is BS undergraduate. Regarding **position**, 26 or 37.7% are nurses; 9 or 12% are holding administrative aide positions; 8 or 11.6% are administrative assistant officers; 5 or 7.2% are pharmacists; 3 or 4.3% for each of dentist / dental aides and medical technologists; 2 or 2.9% for each of nutritionists / dieticians, medical officers and midwives; and 9 or 13% respondents whose positions are not specified and considered occupying other positions.

With respect to **monthly income**, 37 or 53.6% belonged to income bracket of Php10,001.00 – Php20,000.00; 18 or 26.1% with income range of Php20,001.00 – Php30,000.00; 5 or 7.2% belonged to income range Php40,001.00 – Php50,000.00; 4 or 5.8% for each of the income brackets of Php10,000.00 and below and Php40,001.00 – Php50,000.00, while only 1 or 1.4% has an income of P50,000.00 above.

In terms of number of **seminars/trainings attended**, 14 or 20.3% respondents have attended 5 or more local trainings/seminars; 6 or 8.7% - regional and 5 or 7.2% - national. Three or 4.3% respondents have attended 1-5 seminars/trainings in the international level; 24 or 34.8% - national level; 31 or 44.9% - regional level and 42 or 60.9% in the local level. Meanwhile, there are women employees who have not attended any seminars/trainings conducted at the local – v13 or 18.8%; regional – 32 or 46.4%; or national – 40 or 58%.

Table 2 Number of Seminars/Trainings Attended Relevant to the Position, n=69

Type	Number of Seminars/Trainings Attended					
	None		1 – 5		5 or More	
	f	%	f	%	f	%

Local	13	18.8	42	60.9	14	20.3
Regional	32	46.4	31	44.9	6	8.7
National	40	58.0	24	34.8	5	7.2
International	66	95.7	3	4.3	0	0.00

Extent of Practice of Women Employees on Work Values

The distribution of respondents according to their extent of practice of work values with the corresponding mean ratings of their responses on the different indicator-statements of each of the domains of punctuality, honesty, respect, cooperation and industry are reflected in Table 3.

Table 3 Extent of Practice of Work Values of Women-Employees, n=69

Work Values	AP	OP	MP	SP	VSP
A. Punctuality					
Report to work on time.	40	26	3	0	0
Attend flag ceremony every Monday.	43	17	8	1	0
Attend relevant meetings and seminars regularly to improve my skills and knowledge in hospital works.	45	21	3	0	0
Observe work hours, break period, etc	50	15	3	1	0
Submit reports, outputs on or before deadline.	51	15	3	0	0
Average Weighted Mean	4.59(Always Practiced)				
B. Honesty					
Accomplish my DTR daily indicating the actual time of arrival and departure from hospital.	52	15	1	1	0
Admit mistakes I commit.	51	14	3	1	0
Accept for my own actions and not blame others.	54	12	2	1	0
Return any belongings left by clients or co-workers in the hospital.	59	9	1	0	0
Render my services with dedication, commitment and sincerity.	58	9	2	0	0
Average Weighted Mean	4.75(Always Practiced)				
C. Respect					
Greet with courtesy with clients, visitors and co-worker.	55	13	1	0	0
Speak modulated voice.	41	25	3	0	0
Answer honesty and promptly.	46	22	1	0	0
Do not utter unsavory words.	40	26	2	1	0
Control my temper.	39	24	6	0	0
Average Weighted Mean	4.60(Always Practiced)				
D. Cooperation					
Strive to work cooperatively with my co-worker regardless of their status.	53	13	3	0	0
Try to inspire co-worker to bring quality output.	48	17	4	0	0
Share knowledge/skills with co-worker.	46	19	4	0	0
Try to considerate/fair I dealing with co-worker and clients.	44	23	2	0	0
Strive to show concern for co-worker and clients.	49	16	4	0	0
Average Weighted Mean	4.65(Always Practiced)				
E. Industry					
Complete work assignment in a more efficient manner.	44	21	4	0	0
Comply work assignment within a target time even without supervision.	44	21	4	0	0
Can render extra time for exigency of service.	47	18	4	0	0
Voluntarily participate actively to socio-cultural, spiritual activities and others.	34	29	6	0	0
Am very willing to assist clients and co-worker in their needs.	42	21	6	0	0
Average Weighted Mean	4.54(Always Practiced)				
Overall Weighted Mean	4.63(Always Practiced)				

Note: Highest frequencies are in boldface; DE=Descriptive Equivalent

Legend: 1.00 – 1.80 **VSP – Very Seldom Practiced;** 1.81 – 2.60 **SP – Seldom Practiced**; 2.61 – 3.40 **MP – Moderately Practiced;** 3.41 – 4.20 **OP – Often Practiced**; 4.21 – 5.00 **AP – Always Practiced**

Table 3 presents that generally, the women-employees in the different government hospitals always practice the work value of **punctuality** in their respective work places as evidenced by the overall average weighted mean of 4.59.

Particularly, the five indicator-statements of **punctuality** were **always** practice by the respondents, however, indicator on submitting reports, outputs on or before deadline, and observing work hours, break period, etc. were **always** practice by most or 50-51 respondents.

On the work value of **honesty**, Table 3 discloses that in particular most of the women employees **always** practice **honesty** in returning any belongings left by clients or co-workers in the hospital with 59 or 86% respondents practicing it; 58 or 84% is rendering services with dedication, commitment and sincerity; 54 or 78% in accepting their own actions and not blaming others; 52 or 75% in accomplishing DTR by indicating their actual time of arrival and departure from hospital; 51 or 74% in admitting mistakes that they commit.

Generally, the women employees in the different government hospitals **always** practice **honesty** in their respective work places with an average weighted mean of 4.75.

In terms of **respect** as one of the domains of work values, Table 3 shows that in particular, most of the women employees **always** practice **respect** in their work places by greeting with courtesy clients, visitors and co-workers (55 or 80%); by speaking in modulated voice (41 or 59%); by answering honesty and promptly (46 or 67%); by not uttering unsavory words (40 or 58%) and by controlling their temper (39 or 57%)

Overall, the women-employees in the selected government hospitals **always** practice showing **respect** to their clients, visitors and co-workers as indicated by the average weighted mean of 4.60.

With regards to **cooperation** as a work value, on the whole, the women-employees in the selected government hospitals **always** practice **cooperation** in their respective work places as revealed by the general average weighted mean of 4.65.

Particularly, 53 or 77% respondents **always** practice **cooperation** in striving to work cooperatively with their co-workers regardless of their status; 49 or 71% in striving to show concern for their co-workers and clients; 48 or 70% in sharing knowledge/skills with their co-workers; 44 or 64% in trying to be considerate and fair in dealing with co-workers and clients.

On the work value of **industry**, Table 3 reveals that generally the women-employees in the different government hospitals **always** practice their work values of **cooperation** as indicated by the average weighted mean of 4.54.

In particular, 47 or 68% respondents **always** practice **industry** in rendering extra time for exigency of service; 44 or 64% in complying work assignment within a target time even without supervision and in being willing to assist their clients or co-workers in their needs; while 34 or 49% in voluntarily and actively participating in socio-cultural, spiritual and other activities.

To sum it all, the overall weighted mean of 4.63 may imply that the women-employees in the selected government hospitals in Pangasinan **always practice** the different work values in the performance of their duties and obligations in their respective work places.

Level of Career Aspiration of the Women-Employees

Career aspiration which refers to the present and preferred aspirations of women-employees in terms of their career expectations while working in the government hospitals are reflective of their motivation, satisfaction, expectations regarding conditions of their work and work environment in relation to their present and future career status.

The distribution of the respondents according to their responses in each of the indicators on career aspiration with the corresponding average weighted mean and overall weighted mean are reflected in Table 4.

Table 4 Level of Career Aspiration of the Women-Employees, n=69

Career Aspiration	VHA	HA	MA	LoA	LeA
A. Present Career Status Current work suits parents, family's idea of success and I will stay in this job.	21	**35**	8	2	3

Ability to render service and be significant help and assistance to sick people with commitment.	**28**	27	9	1	4
Work provides freedom from very strict supervision and Organization culture promotes conduciveness of work environment and healthy work condition.	13	**40**	11	3	2
Work family that conveys/manifest mutual respect cooperation and I am satisfied to this present job.	19	**33**	10	5	2
Supportive supervisors who lead with sufficient support, motivation, inspiration and I feel the contentment in this job.	23	**28**	13	4	1
Average Weighted Mean	3.96 **(High Level of Aspiration)**				
B. Future Career Status					
Career in the hospital world represent progress through increased recognition on salary.	15	**25**	24	4	1
Complete/earn, masters/doctorate degree to secure promotion in the work place.	10	**31**	23	3	2
Occupation to continue having the prestige especially for women as employees in the hospital.	13	**37**	14	3	2
Higher prospect for lo9ng term security in the hospital service.	18	**32**	13	3	3
Given continuous recognition and incentives or rewards for an excellent job and more teambuilding and general Wellness activities be conducted among the hospital employees.	16	**26**	21	4	2
Average Weighted Mean	3.75 **(High Level of Aspiration)**				
Overall Weighted Mean	3.86 **(High Level of Aspiration)**				

Note: Highest frequencies are in boldface; DE=Descriptive Equivalent

Legend: 1.00 – 1.80 **LeA – Least Level of Aspiration;** 1.81 – 2.60 **LoA – Low Level of Aspiration**; 2.61 – 3.40 **MA – Moderate Level of Aspiration;** 3.41 – 4.20 **HA – High Level of Aspiration**; 4.21 – 5.00 **AP – Very High Level of Aspiration**

Level of Career Aspiration in Present Career Status

Table 4 shows that along present career status, 28 or 41% respondents have very high level of career aspiration when they have the ability to render service and be of significant help and assistance to sick people with commitment; 40 or 58% have high level of career aspiration when their current work provides freedom from very strict supervision and organization culture which promotes conduciveness of work environment and healthy work condition; 35 or 51% with high level of career aspiration when their work suits parents, family's idea of success and they will stay in the job.

On the whole, the women-employees of the selected government hospitals in Pangasinan have **high level** of **career aspiration** in their **present career status** as indicated in the average weighted mean of 3.96.

Level of Career Aspiration in Future Career Status

It is shown in Table 4, page 5 the distribution of respondents according to their level of career aspiration in each of the expectations regarding the conditions of their work and work environment along their future career status.

Table 4 reveals that respondents claimed that they have high level of career aspiration given each of the conditions where occupation to continue having the prestige especially for women as employees in the hospital, (37 or 53.62%); higher prospect for long term security in the hospital service, (32 or 46.38%); complete/earn masteral/doctoral degrees to secure promotion in the workplace, (31 or 44.93%); career in the hospital would represent progress through increased recognition on salary (25 or 36.23%); and given continuous recognition and incentives or rewards for an excellent job and more team building and general wellness activities conducted among the hospital employees (26 or 37.68%)

Generally, the women-employees in the selected government hospitals have **high level** of **career aspiration** in their **future career status** as reflected in the average weighted mean of 3.75.

In a summary, the overall weighted mean of 3.86 signifies high level of career aspiration of the women-employees in the selected government hospitals in Pangasinan.

Problems Encountered By Women-Employees in the Practice of Work Values in their Jobs

The distribution of respondents according to the degree of seriousness of the problems they have encountered together with the average weighted means and ranks of the problems are indicated in Table 5.

Table 5 Problems Encountered By Women-Employees in the Practice of Work Values in Their Jobs, n=69

Possible Problems	VS	S	MoS	MaS	NP	AWM	RANK
Delayed action to request for repair of facilities and equipment.	10	25	24	8	2	3.48	1
Delay in the requisitioning of supplies and materials.	9	23	26	10	1	3.42	2
Extra duties due to lack of manpower.	17	17	17	8	10	3.33	3
No scholarship program for employees to pursue further studies.	11	18	25	5	10	3.22	4
No special benefits or considerations given compensation overtime or extra duties.	14	13	25	4	13	3.16	5
Irregularity of other monetary benefits.	9	18	22	10	10	3.09	6
Favoritism in the organization.	10	16	23	9	11	3.07	7
Only few or the same persons are given chance to attend trainings.	7	19	22	11	10	3.03	8
Fast turn-over of personnel.	8	20	16	13	12	2.99	9
Delay of salary.	7	18	22	10	12	2.97	10

Note: Highest frequencies are in boldface; DE=Descriptive Equivalent, AWM = Averaged Weighted Mean

Legend: 1.00 – 1.80 **NP – Not a Problem;** 1.81 – 2.60 **MaS – Marginally Serious**; 2.61 – 3.40 **MoS – Moderately Serious;** 3.41 – 4.20 **S – Serious**; 4.21 – 5.00 **VS – Very Serious**

It can be noted in Table 5 that there are 10 problems identified by the respondents in the practice of work values in their respective jobs.

Among the top three which were considered serious problems by the women-employees as evidenced by their average weighted mean and rank are: "Delayed action to request for repair of facilities and equipment", (AWM – 3.48, Rank 1); "Delay in the requisitioning of supplies and materials", (AWM – 3.42, Rank 2); and "Extra duties due to lack of manpower", (AWM – 3.33, Rank 3).

Other problems that they have encountered in the practice of work values in their jobs were considered as moderately serious.

Significant Difference on the Extent of Practice of Work Values of Women-Employees

Across Profile Variables

The results of data analysis using Wilk's A on the significance of the differences between the extent of practice of work values of women-employees in their jobs across profile variables are presented in Table 6.

It can be deduced from the results that no significant difference exists on the extent of practice of women employees on work values across profile variables. The obtained multivariate Wilk's A values of all the profile variables range from .490 to .849 with significance levels ranging from .051 to .487 which are all greater than the .05 level of significance.

These findings may imply that regardless of their age, civil status, highest educational attainment, position and income, their extent of practice of the work values on their jobs are comparable. These findings may also reinforce the previous results on their extent of practice that generally, women-employees always practice the work values of punctuality, honesty, respect, cooperation and industry.

Table 6 Significant Difference in the Extent of Practice of Work Values of Women-Employees Across Profile Variables

Profile	Wilk's Λ	Sig.
Age	.490 ns	.051
Civil Status	.794 ns	.081
Highest Educational Attainment[a]	.723 ns	.176
Position	.742 ns	.233
Monthly Income[a]	.608 ns	.348
Seminar Attended		
Local	.802 ns	.487
Regional	.681 ns	.087
National	.752 ns	.269
International	.849 ns	.225

Note: ns Not Significant, [a]Some categories were collapsed due to minimum number of cases.

Significant Difference on the Level of Career Aspiration of Women Employees

Across Profile Variables

This section discusses the significance of the differences in the career level of aspiration of the women employees across profile variables. The obtained multivariate Wilk's Λ values together with their corresponding level of significance are presented in Table 7.

Table 7 Significant Difference of Women Employees' Level of Career Aspirations Across Their Profile Variables

Profile	Wilk's Λ	Sig.
Age	.811ns	.302
Civil Status	.998ns	.958
Highest Educational Attainment[a]	.850ns	.123
Position	.927ns	.496
Monthly Income[a]	.888ns	.713
Seminar Attended		
Local	.960ns	.768
Regional	.974ns	.881
National	.991ns	.984
International	.973ns	.550

Note: nsNot Significant, [a]Some categories were collapsed due to minimum number of cases.

It can be inferred from the results that no significant differences exists in the level of career aspiration across profile characteristics of the women employees in the selected government hospitals in the province of Pangasinan as revealed by the multivariate Wilk's Λ values which range from .811 to .998 with corresponding significance levels ranging from .123 to .984 which are all greater than the .05 level of significance. Thus, it can be deduced that the level of career aspiration of women employees in the selected government hospitals are the same across profile characteristics. These findings may imply that the profile characteristics of the women employees such as age, civil status, highest educational attainment, position, monthly income and seminars attended do not cause any variation or have not affected their level of career aspiration.

Relationship Between the Women Employees' Extent of Practice of Work Values on their Job and Level of Career Aspiration

This portion of the study discusses the relationship between the extent of practice of work values and level of career aspiration of women employees in the selected government hospitals in the province of Pangasinan. The obtained coefficients of correlation with the corresponding level of significance are indicated in Table 7.

Table 8 Coefficients of Correlation Between Extent of Practice of Work Values and Level of Career Aspiration of Women employees

Extent of Practice of Work Values	Level of Career Aspiration

	Present Career Status		Future Career Status		Overall Level of Aspiration	
	r	Sig.	r	Sig.	r	Sig.
Punctuality	.358**	.002	.363**	.000	.360**	.000
Honesty	.430**	.000	.398**	.000	.422**	.000
Respect	.330**	.008	.345**	.003	.339**	.004
Cooperation	.420**	.000	.448**	.000	.426**	.000
Industry	.380**	.001	.362**	.006	.365**	.002
Overall Extent of Practice	.354**	.002	.349**	.006	.346**	.008

**p < .01

 *p< .05

It can be deduced from the obtained coefficients of correlation the women employees' extent of practice of work values related to punctuality, honesty, respect, cooperation and industry as well as their overall extent of practice of work values are significantly related to their level of career aspiration in the present career status and future career status as well as their overall level of career aspiration as clearly shown by the obtained coefficients of correlation ranging from .330 to .448 with corresponding significance level that are all less than the .01 level of significance. These imply that the hypothesis of no relationship between the two variables is rejected. The significant positive correlation indicates that the greater the extent of practice of work values by the women employees in the selected government hospitals in the province of Pangasinan, the higher is their level of career aspiration in their present career status, future career status as well as their overall level of career aspiration.

Conclusions

In conclusion, the women employees in the fifth and sixth congressional district s of Pangasinan always practice the work values related to the performance of their jobs in relation to punctuality, honesty, respect, cooperation and industry. They have high level of aspiration related to their present career status and future career status. Moreover, the women employees' profile of age, civil status, highest educational attainment, position and monthly income has not influence the extent of practice of work values in their respective jobs and their present career status and future career status. Further, the significant positive correlation suggests that the greater the extent of practice of work values by the women employees , the higher is the level of their career aspiration in their present and future career status. The women employees encounter problems of various degree of seriousness in the practice of work values in the performance of their respective jobs.

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Interdisciplinary View into Optimism and Pessimism in Emic Perspective

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Abstract

The tradition of research of optimism and pessimism is very popular nowadays, but the past decades had offered a string of very interesting access into this phenomenon as within separate cultures so on the plan of cross-cultural comparisons. The aim of this research was to establish to which extent the different variables describing the style and lifestyle of students in Bosnia and Herzegovina are connected with the level of optimism / pessimism. In that regard, beside the general information on examinees, the differences regarding sex, evaluation of parental control dimensions and emotionality (family status), the level of empathy, intercultural sensibility, and the resistance and or the inclination to depressive, anxious conditions and stress, had been affirmed. An interdisciplinary approach dominated in this research (connecting the knowledge from pedagogy, psychology, sociology) relevant for the question of optimism/pessimism, as well as emic perspective, a perspective of view from within in research of one culture a combination of both qualitative and quantitative methods. The empiric part of research has covered the sample comprising of 457 examinees, students of the Universities of Zenica and University of Sarajevo with total of 9 faculties covering technical, scientific, social and humanistic sciences. The results had confirmed some of previously obtained both theoretical and empiric thesis on connection of optimism / pessimism with family background, level of empathy, intercultural sensitivity and preference of examinees' lifestyles.

Keywords: level of optimism / pessimism, parental control and emotionality, intercultural sensitivity, lifestyles.

Introduction and theory background

Contemporary researches are rich with the endeavour to establish a connection between pessimism/optimism and personal characteristics of members of a single culture. Comparative examinations of happiness started in 60s of previous century and they are able to be found in World Database of Happiness[1]. According to last comparative data, among the happiest nations are Danish, Columbians. Swiss, Austrians, Icelanders etc. The level of happiness within majority of commentaries is often connected with the level of national profit / wealth (Westen, 1999). From this, it could be concluded that the people from wealthier countries are happier, and that subjective and objective feeling of satisfaction are on high correlation level under the impact of factors such as: social justice, low level of corruption, social and economic prosperity etc. However, these correlations should be taken into consideration with reserve for the wealth is an indirect factor only that should be correlated with sequence of other factors. Therefore, numerous differences are conditioned culturally knowing that persons from individualistic cultures connect happiness with the achievement of independence, while in collectivistic cultures the bond with the other members of a group they belong to is much important, as well as a compatibility of life with expectations of important persons (Le Vine, 2003; Kağıtçıbaşı, 2007). The research conducted by Veenhoven (2007; after Rijavec et al., 2008, p.83) has shown that happiness is not merely individual private matter but it depends on numerous social factors, since the happiness of westerners is connected with a sequence of factors depicting the level of social justice achieved,

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such as: political and economic freedom, obeying the law, human rights, women' rights, low level of corruption and personal freedom. In our researches in the area of Bosnia and Herzegovina (Alić, Cerić and Habibović, 2013, 2015, 2017a, 2017b,2017c) it was shown as in regard to evaluation of personal life satisfaction a level of empathy, the way of building up of social relations, sensitivity and social distance toward the others (in inter-group and outer-group relations), a family functionality, parental style / dominant behaviour examinees are exposed to, and preference of life styles have significant impact.

Dispositional optimism represents a general expectance as much more good than bad things should occur during the life. The key difference between optimists and pessimists is that the optimists even being faced with challenges and problems do not give up their goals, but they thrive to carry them out effectively facing with unpleasant emotional states. Martin Seligman has conceptualized optimism as explanatory style but not as personal characteristic knowing that explanation relates to that how people explain the causes of things happening in their lives. Preferred life styles significantly impact the level of optimism, but when they face with bad things, according Seligman, the optimists see its causes in external, interim and specific factors, but pessimists see them within internal, permanent and global causes (Rijavec et al., 2008, p.118).

Numerous cross-cultural researches and comparisons of religious groups, optimism and pessimism, locus of control, have confirmed the differences regarding the social cultural context. Since the culture covers numerous factors, people sharing the same systems of values show a tendency of similar behaviour within the same context. The research of religious groups in the United States of America conducted by Sethi and Seligman (1993, after Westen, 1999) showed that the members of religious groups achieve higher scores on optimism scale than examinees who do not declare themselves as religious. In this research, it was found that religious people interpreting a destiny as being God's designation, much easier get along with difficulties and find a solace in everyday situations. The research conducted by Oettingen and Seligman (1990, after Westen, 1999) and which we aimed to compare citizens of Eastern and Western Berlin before the Berlin Wall fall, had offered a series of results useful for understanding of political, social and cultural impacts onto people sharing the same context regarding locus of control and optimism. The researchers had established that citizens of Berlin sharing the same experience till 1945 in a course of time of 45 years being divided into two ideologically confronted blocks, have expresses totally opposed results regarding variables considered. While with the citizens of Berlin it was established and inclination toward external locus of control and pessimistic attitude, the citizens of Western Berlin gained far higher scores on optimism scale and an inclination toward internal locus of control. This way, a significant importance of living within a society of limited freedoms, low economic situation, non-efficient bureaucracy on pessimism and external control was established, contrary to the life in an open society where an individual achievement was awarded and within a society that enabled its citizens a freedom of movement and non-obstructive exchange of ideas. In, presently classic study being conducted in the United States of America by Kluckhorn and Strodbeck (1961, after Westen, 1999) examinees of five northern American groups have been compared: white men from Texas, Mormons, Hispanic, members of Zuni Indians and Navajo Indians. Numerous differences have been noticed within groups observed, but beside individual characteristics they expressed a belief as a human should not disturb natural harmony pointing out the value of peaceful coexistence between a human and a nature as one of the most important cultural value. Contrary to them, a majority of white Texans like majority of inhabitants of the West had emphasized the necessity of human management of nature. For them, a control is one of the most important value, and the lack of control a possible source of frustration and feeling of helplessness. The life in developed industrial West, market orientation, domination, possession and awarding of individual achievements (in the USA also multi-decade programmes „space conquering", Moon flights, etc.) usually create a person tending to values system of individualism. In a study by Lee and Seligman (1997, after Westen, 1999) there was a comparison of white students from the USA, students born in The USA but originating from China, and students residing in the USA during their studies only but being born in China. The researchers had established that Chinese students gained somehow higher scores on the scale of pessimism than students from the USA, while white students from the USA attributed their success to personal endeavour, but for eventual failure they contributed it to the others.

These research findings are just a confirmation that the evaluation of optimism/pessimism should be understood on culturally sensitive manner. In individualistic cultures, where the principle of minimizing the pain and sadness rules, but maximizing of pleasures (utilitarianism philosophy), the life goal is to achieve a success leading to happiness by development of personal potentials, self-efficiency, self-enhancement process and self-confidence (Dejvis, 2017). In collectivistic cultures that process is mostly directed to achievement of collective harmony. In this regard, the manners of teaching individuals to express emotions by cultural patterns: in individualistic cultures negative in intimate, but positive in outer groups while in collectivistic it is vice versa, positive in intimate but negative in outer-group relations (Hofstede, 2001, 2005). The very same conclusions are relevant for the comprehension of the difference between parental control and carefulness: control in individualistic cultures is almost always linked with parental hostility and potential gap being opened

in inter-generation perspective, so consequently, it reflects to the level of perception of emotionality of parental behaviour; in collective cultures, the control is regard to be a constituent of parental emotionality and the manner of exposing carefulness in a course of children' upbringing. The comparisons of control perception and carefulness in the USA and Germany on one, and in Japan, Korea and Turkey on the other side, have confirmed that in individualistic cultures from the position of youngsters a control is regarded as lack of love and confidence, while in collectivistic cultures as a constituent of parental expression of carefulness repertory within the process of upbringing (Kağıtçıbaşı, 2007). Why such differences are so implied in regard to a perception and understanding of identical behavioural patterns? The answer could be probably found exclusively in different cultural contexts as a basis for interpretation of behaviour as well as the notion on that what is „normal", „good" and „bad". If within a culture, the ideal of autonomy is promoted, early separations and lower emotional fusions, then parental behaviour will be determined by such strategies and models supporting the achievement of such values. Behavioural models, within the fullness of cultural context, should be understood taking into consideration the beliefs, especially religious ones, that serve as a spring from which all values are created the norms helping to govern and model the young generations. Therefore, the previous findings are the confirmation that evaluation of both optimism/pessimism should be observed in accordance to eco-cultural context and dominant parental ethno-theory[1].

The aim of research

In interpreting the results it was especially interesting to compare data gained by previous researches (Alić, Cerić and Habibović, 2013, 2015, 2017a, 2017b, 2017c) in which, applying similar instruments, we observed different categories of social behaviour of students of elementary and secondary schools, students and young people originating from Bosnia and Herzegovina but living in some European countries and in USA (that is, the all age structures of children of elementary, secondary and higher school level). The aim of this research was to establish to which extent a different variable describing the way and style of living of students from Bosnia and Herzegovina, relate to the level of optimism/pessimism. In this regard, beside the general information about examinees, the differences have been established in respect to sex, evaluation of dimension of parental control and emotionality (family status), level of empathy, intercultural sensitivity, and resistance and/or an inclination to depressive, anxious conditions and stress. In the researches, an interdisciplinary approach predominates (connecting the knowledge from pedagogy, psychology, and sociology) relevant for the questions on optimism/pessimism and emic perspective, a perspective of researching the culture from within of a single culture combined with qualitative and quantitative methods.

Methodological frame of research

The research has elements of both qualitative and quantitative analyses. Non-experimental empiric transversal layout was used based on the interview with individuals, questionnaire using standardized scales of evaluation, analyses of theoretical materials and statistical data processing. The field part of a research had been carried out in the period between February - June 2017.; data entry and its processing from June-September 2017, but the first analyses of processed data in the period of October and November of the current year. The empiric part of the research covered the sample comprising of 457 examinees, students of University of Zenica and University of Sarajevo including total of 9 faculties from technical, scientific, social and humanistic studies. At the University of Zenica, the research was conducted at the following faculties: Mechanical Faculty, Polytechnic Faculty, Faculty of Metallurgy, Faculty of Law, Philosophy Faculty and Medical Faculty, and at the University of Sarajevo: Faculty of Political Sciences and Faculty of Natural Sciences and Mathematics. The access to sex structure shows that the research included 328 female students and 129 male students (Table 1).

Table 1. Structure of sample

University	Faculty	Examinees	%
University of Zenica	Faculty of Philosophy	69	15.1
	Faculty of Mechanical Engineering	38	8.3
	Faculty of Law	44	9.6
	Faculty of Polytechnic	57	12.5
	Faculty of Metallurgy and Materials Science	34	7.4
	Faculty of Economics	22	4.8
	Faculty of Medicine– General Medicine	48	10.5
	Faculty of Medicine – Health care	29	6.3
University of Sarajevo	Faculty of Political Sciences	74	16.2

[1] For detailed insight into ethnopedagogy in Bosnia and Herzegovina see: Tufekčić, A. (2012). Osnove etnopedagogije. Sarajevo: Dobra knjiga i CNS.

Faculty of Natural Sciences and Mathematics	42	9.2
9 faculties / 10 departments	457	100

The following questionnaires has been used in this research: a questionnaire on general information of examinees, scale of parental perception of family relations (Vulić-Prtorić, 2000) including 25 items by which the examinees evaluate the dimensions of emotionality and control of both mother and father – Alpha Cronbach for emotionality of mother is 0.809, for emotionality of father 0.857, for mother's control 0.766, while for dimension of father's control, Alpha –Cronbach coefficient is 0.76; scale of empathy (Baron-Cohen, 2012) Alpha-Cronbach coefficient in this research is 0,867; Intercultural Sensitivity Scale *I* containing sub-scales: Interaction Engagement, Respect for Cultural Differences, Interaction Confidence, Interaction Enjoyment, and Interaction Attentiveness (Chen,G.M., & Starosta, W.J., 2000, after to Fritz, Mollenberg & Chen, 2002) - Alpha Cronbach coefficient is 0,833; Scale of optimism / pessimism (Penezić, 2002) – Alpha Cronbach for subscale of optimism is 0,789, for subscale of pessimism 0.806; Questionnaire of life style preference – modified Olport-Vernon-Lindzey scale of values) scale constructed as the fifth-grade scale of Likert type measuring the intensity of ten lifestyles preferences (Luković and Čizmić, 2012); and DASS21 –Alpha Cronbach coefficient in this research for anxiety scale is 0.847, for stress scale 0.839, and for scale od depressiveness 0.863. The Alpha Cronbach values has shown for most questionnaires applied equally high scores as well as in our previous researches (Alić, Cerić and Habibović, 2013, 2015, 2017a, 2017b, 2017c).

Analyses and interpretation of research results

T-test is a statistical test of difference helping with the review whether there is real difference between the occurrences tested. In this research we have used T-test as a kind of appropriate statistical method to establish the differences regarding sex of examinees, but in regard of a sequence of criteria-variables observed: scale of optimism/pessimism, intercultural sensitivity, dimension of both mother and father control, empathy, stress inclination, depression and anxiety. We have established as regarding the sex, there are statistically significant differences in respect to most variables observed: optimism/pessimism, evaluation of parental dimensions, empathy and intercultural sensitivity, and an inclination to anxiety conditions and stress (Table 2.).

Table 2. T-test: Differences between criteria variables regarding the sex of examinees

Scales	Sex	N	M	δ	SE M
Scale of optimism	female	323	23.00	4.798	.267
	male	127	21.98	5.483	.487
Scale of pessimism	female	322	21.60	7.156	.399
	male	127	20.82	6.639	.589
Respect for cultural differences	female	327	25.46	3.522	.195
	male	127	23.43	4.514	.401
Dimension of mother's emotionality	female	320	40.94	4.025	.225
	male	125	39.35	4.489	.401
Dimension of mother's control	female	320	14.14	3.179	.178
	male	125	15.22	3.357	.300
Dimension of father's emotionality	female	296	38.84	5.078	.295
	male	116	37.80	5.717	.531
Dimension of father's control	female	294	13.57	3.052	.178
	male	116	15.05	3.650	.339
Empathy	female	324	45.63	9.567	.531
	male	127	39.31	10.517	.933
Anxiety	female	323	6.28	5.103	.284
	male	124	5.02	4.098	.368
Stress	female	324	8.16	5.055	.281
	male	125	7.02	4.299	.385

t-test sex	t	df	p
Scale of optimism	1.940	448	.050
Scale of pessimism	1.062	447	.289
Respect for Cultural Differences	4.541	188.545	.000

Dimension of mother's emotionality	3.614	443	.000
Dimension of mother's control	-3.166	443	.002
Dimension of father's emotionality	1.796	410	.073
Dimension of father's control	-3.867	181.808	.000
Empathy	5.880	212.272	.000
Anxiety	2.709	275.673	.007
Stress	2.410	262.854	.017

A slightly emphasized difference has been noticed regarding female examinees. Having in mind that it has been statistically found significantly higher score at female students at level p<0,05, (r=050, df=448) meaning that female students achieve somehow higher scores at the scale of optimism. The difference is visible when we compare both female and male examinees with average score achieved, so it is at female examinees 23.0 with SD 4.798, while at male examinees 21.98, and SD 5.483. Within a sub-scale Respect of cultural differences, a difference at level p<0,01 (r=.000, df=188.545) has been found, meaning that female students statistically achieve significantly higher scores at this sub-scale.

Differences in evaluation of dimensions of parental behaviour has shown that female students evaluate statistically higher the emotionality of mother at level p<0,01 (r=.000, df=443), while male examinees higher evaluate mother's control. p<0,01, r=.002, df=443) and father's control p<0,01 (r=000, df=181.808). Obviously, female examinees are more directed to relationship and relational dimension, but males to normative behaviour dimension of both parents. These data can partially depict normative and relational dimension of observed culture. As it was expected, female examinees in statistically significant higher measure achieve scores at empathy scale at level p<0,01 (r=.000, df=212.272) meaning that female students are significantly empathic that their male colleagues.

However, female examinees are at the same time more inclined to anxiety and stress knowing that there is statistically significant difference regarding stress noticeable at level p<0,01(r=.017, df=262.854), and regarding anxiety at level p<0,01 (r=.007, df= 275.673). It is interesting that regarding an inclination to depressive moods there are no differences between the students according to sex.

Abstract from correlative matrix for criteria variables observed

Calculation of correlation of criteria variables observed has been conducted applying Spearman's rho coefficient of correlation taking into consideration that it was needed to establish the range of correlation. Using Spearman's rho correlation coefficient, possible connection between variables are examined: general information about students / which served as basic for branching of the sample), evaluation of dimensions both father and mother, level of empathy, intercultural sensitivity, inclination to anxiety, depressive moods, stress, all in relation to the results achieved on optimism/ pessimism scale. In respect to demographic characteristics of students (background, life in urban/rural areas) it is stated as there is no difference regarding optimism/pessimism. Differences are also not noted regarding variables related to family structure – two generation, three generation, complete, incomplete families.

It has shown as optimism is in high correlation with evaluations of parental dimensions, but in negative correlation with control, and vice versa. pessimism in correlation with control, but in negative correlation with emotionality of parents (Table 3.).

Differences are to be easily noticed in evaluations of controlling mother's behaviour where correlation at level P<0,01 was noticed with examinees gaining higher scores on optimism scale (r=0.125; p=.009), but the same result was established regarding correlation between father's control and optimism at level P<0.05 (r=0.122; p=.014).

On the other side, a positive correlation was established between optimism and examinees who higher evaluate emotionality of mother at level P<0,01 (r=0.244; p=.000), and optimism and higher evaluations of father's emotionality at level P<0.01 (r=0.189; p=000).

Table 3. Abstract from the correlation matrix for dimensions of emotionality and parental control, and cultural dimensions

Scale	Scale of optimism	Scale of pessimism

Dimension of mother's emotionality	Spearman's rho	.244**[1]	-.290**
	Sig. (2-tailed)	.000	.000
	N	441	440
Dimension of mother's control	Spearman's rho	-.125**	.296**
	Sig. (2-tailed)	.009	.000
	N	441	440
Dimension of father's emotionality	Spearman's rho	.189**	-.236**
	Sig. (2-tailed)	.000	.000
	N	408	407
Dimension of father's control	Spearman's rho	-.122*	.259**
	Sig. (2-tailed)	.014	.000
	N	406	405

In Table 4, an abstract from correlation matrix for empathy, intercultural sensitivity, optimism/pessimism and observed everyday habits have been presented. It is interesting that a habit of reading books is not in correlation with optimism/pessimism, but it is with the level of empathy at level p<0,01 (r=0.211, p=.000), and intercultural sensitivity at level p<0,01 (r=0.204; p=.000) from which it is possible to conclude as students who read books on regular basis aside from obligatory study literature, achieve higher scores on the scale of empathy and intercultural sensitivity. Students consuming alcohol are lower empathetic from non-consumers at level p<0.01 (r=0.125; p=.008). Simply: a developed habit of reading books influence empathy and intercultural sensitivity but not to optimism or pessimism, while consuming alcohol, within this sample of young people at least, lower the level of empathy.

Table 4. Abstract from correlation matrix for empathy, intercultural sensitivity, optimism/pessimism and criteria of everyday habits observed

Scales		Empathy	Intercultural sensitivity	Scale of optimism	Scale of pessimism
I read books	Spearman's rho	-.211**[2]	-.204**	-.086	.067
	Sig. (2-tailed)	.000	.000	.069	.156
	N	451	453	450	449
Daily, periodicals on political topics	Spearman's rho	-.063	-.019	.020	.003
	Sig. (2-tailed)	.181	.691	.669	.945
	N	451	453	450	449
I consume alcohol	Spearman's rho	.125**	-.018	.066	-.025
	Sig. (2-tailed)	.008	.701	.165	.602
	N	452	454	451	450

Aside from a high correlation between the levels of empathy and intercultural sensitivity at level P<0,01 (r=0.422; p=.000) a connection of these mutually conditioned variables has been noted, with optimism and pessimism (Table 5.). Namely, higher level of empathy is in high correlation with optimism at level P<0,01 (r=0.314, p=.000) and it is at the same time a

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[1] *. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

[2] *. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

high correlation of intercultural sensitivity with optimism is present at level P<0.01 (r=0.381, p=.000). That means, that empathic persons who express higher level of intercultural sensitivity also more optimistic ones.

Table 5. Abstract from correlation matrix for optimism / pessimism, empathy and intercultural sensitivity

Scale		Scale of optimism	Scale of pessimism
Empathy	Spearman's rho	.314**	-.231**
	Sig. (2-tailed)	.000	.000
	N	450	449
Intercultural sensitivity	Spearman's rho	.381**	-.305**
	Sig. (2-tailed)	.000	.000
	N	449	448

This conclusion supports theoretical thesis that more confident and open-minded persons view in more bright way to events and people, and they do believe as they are able within their (really and objectively evaluated limits) influence their surroundings. The next abstract from correlation matrix supports previous results. Namely, in Table 6. are shown the results for optimism/pessimism, depression, anxiety and stress where a high correlation between higher scores on pessimism and inclination to depression, anxiety moods and difficulties to cope with stress are visible.

Table 6. Abstract from correlation matrix for optimism/ pessimism, depression, anxiety and stress

Scale		Scale of optimism	Scale of pessimism
Depression	Spearman's rho	-.272**	.420**
	Sig. (2-tailed)	.000	.000
	N	447	446
Anxiety	Spearman's rho	-.222**	.348**
	Sig. (2-tailed)	.000	.000
	N	445	444
Stress	Spearman's rho	-.153**	.336**
	Sig. (2-tailed)	.001	.000
	N	447	446

Statistically significant correlation between the level of pessimism at level P<0,01 is noticed at examinees achieving higher scores on depression scale (r=0.420; p=.000) anxiety (r=0.348; p=.000) and stress (r=0.336; p=000). That means as more pessimistic examinees are at the same time those persons that hardly cope with depression, anxiety and stress. Reverse conclusion values for persons inclined to optimism, so these data are a kind of confirmation of some findings from theoretical elaboration and earlier researches (Seligman, 2002; Linley et al. 2004; Rijavec et al., 2008).

Table 7. Results for scale of pessimism per faculties

Faculties	N	Mean	Std. Deviation	Minimum	Maximum
Faculty of Political Sciences	72	24.07	7.362	8	36
Faculty of Polytechnic	57	22.96	7.613	10	40
Faculty of Mechanical Engineering	38	22.47	6.044	8	35
Faculty of Metallurgy and Materials Science	33	21.30	4.440	9	29
Faculty of Law	42	21.07	7.971	8	37
Faculty of Economics	22	21.05	7.061	9	32
Faculty of Medicine – Health care	28	20.86	7.347	11	40
Faculty of Philosophy	68	20.62	6.986	8	38

Faculty of Natural Sciences and Mathematics	42	19.48	5.903	9	32
Faculty of Medicine– General Medicine	48	17.98	6.069	8	33
Total	*450*	*21.36*	*7.014*	*8*	*40*

The data analyses have shown that the highest average result on scale of pessimism is achieved by students of Faculty of Political Sciences, but the lowest one goes to students of Medical Faculty in Zenica. These results could be linked to the present work market chances-graduated students of political sciences get their job harder, while students of Medical sciences get it easier and along with degrees in medical field could be verified abroad (presently, a great number of young people are in process of leaving Bosnia and Herzegovina searching for jobs within EU countries).

By single factor analyses of variant, an impact of choosing the study onto pessimism measured by pessimism scale has been researched. Our sample comprised of ten study programmes from nine faculties from Zenica and Sarajevo. Statistically considerable difference was stated at level p<0,00; F (9,440), p=0.00. With the help of Tukye's test we found differences between the following faculties:

Faculty of Medicine Zenica and Faculty of Political Sciences Sarajevo, p=0.00. Mean result on scale of pessimism of the students of Faculty of Political Sciences Sarajevo is 24.07 with standard deviation 7,362

Polytechnic Faculty Zenica and Faculty of Medicine Zenica, p=0,009. Arithmetic mean of the students of Polytechnic faculty is 22,96, with standard deviation of 7,613, while with students of Faculty of Medicine Zenica, the mean result on scale of pessimism is 17,98 and standard deviation of 6.069. This data supports thesis that the students of Polytechnic Faculty are more pessimistic than students of Medicine.

Faculty of Political Sciences Sarajevo and Faculty of Natural Sciences and Mathematics Sarajevo, P<0,021. Students of Faculty of Natural sciences and Mathematics Sarajevo achieve mean score on pessimism scale from 19,48 with standard deviation of 5.903. Based on these data we conclude as the students of Faculty of Political Sciences more pessimistic than the students of Faculty of Natural Sciences and Mathematics.

Results of scale of optimism and differences between faculties presented in Table 8.

Table 8. Results for scale of optimism per faculties

Faculties	N	Mean	Std. Deviation	Minimum	Maximum
Faculty of Law	43	24.14	4.384	15	30
Faculty of Medicine – Health care	28	24.07	3.114	15	30
Faculty of Medicine– General Medicine	48	23.71	4.838	6	29
Faculty of Philosophy	68	23.31	4.804	8	30
Faculty of Natural Sciences and Mathematics	42	22.50	4.671	11	30
Faculty of Economics	22	22.27	5.275	10	30
Faculty of Mechanical Engineering	38	22.18	4.826	12	30
Faculty of Polytechnic	57	22.04	5.261	9	30
Faculty of Metallurgy and Materials Science	33	21.94	5.601	9	30
Faculty of Political Sciences	72	21.57	5.718	6	30
Total	451	22.72	5.011	6	30

Using single factor analyses of variation, it is stressed the impact of choosing the study onto optimism measured by optimism scale. The sample covered ten study programmes from nine faculties in Zenica and Sarajevo. Statistically significant difference has not been noticed: F (9,441) = 1.648, p=0,099. From the table we can see that the highest scores are achieved by students of Faculty of Law Zenica, but the lowest one goes to the students of the Faculty of political sciences (but the difference is just slight one). From the previous results, it could be concluded as the highest scores on

pessimism scale are achieved by students of Faculty of Political sciences Sarajevo, but the highest ones on scale of optimism is achieved by students of Medical Faculty Zenica.

Previous results have led us to necessity of establishing the eventual correlation between preferred life styles of students and optimism/pessimism displayed (Table 9.).

Table 9. An abstract from correlation matrix for dimensions of emotionality and parental control and cultural dimensions

Scales		Scale of optimism	Scale of pessimism
Egoistic orientation	Spearman's rho	.092	.015
	Sig. (2-tailed)	.052	.753
	N	443	442
Prometheus activism	Spearman's rho	.083	.052
	Sig. (2-tailed)	.082	.271
	N	443	442
Hedonistic orientation	Spearman's rho	.116*[1]	.003
	Sig. (2-tailed)	.014	.944
	N	443	442
Religious-traditional style	Spearman's rho	.130**	.073
	Sig. (2-tailed)	.006	.123
	N	443	442
Orientation to power	Spearman's rho	-.005	.087
	Sig. (2-tailed)	.910	.069
	N	443	442
Family-sentimental style	Spearman's rho	.178**	-.002
	Sig. (2-tailed)	.000	.974
	N	443	442
Altruistic orientation	Spearman's rho	.081	.000
	Sig. (2-tailed)	.090	.985
	N	443	442
Cognitive style	Spearman's rho	.139**	-.066
	Sig. (2-tailed)	.003	.166
	N	443	442
Utilitarian style	Spearman's rho	.097*	.008
	Sig. (2-tailed)	.041	.871
	N	443	442
Orientation to popularity	Spearman's rho	-.127**	.133**
	Sig. (2-tailed)	.007	.005
	N	443	442

Statistically significant correlation between the level of optimism at level P<0,01 is noticed at examinees preferring religious-traditional style (r=0,130; p=.006), family-sentimental style (r=0,178) and cognitive style (r=0,139; p=.003).

Statistically significant correlation between the level of optimism at level P < 0,05 is noticed at examinees preferring hedonistic orientation (r=0.116; p=.0,14) and utilitarian style (r=0.097; p=.041).

Statistically significant but negative correlation between the level of optimism at level P<0,01 is noticed at examinees preferring orientation of popularity (r=0.127; p=.007).

These data also support a sequence of theoretical findings on correlation of optimism with living the religious-traditional, family-sentimental, cognitive, utilitarian styles and hedonistic orientation (Seligman, 2002, Rijavec, et al. 2008).

Statistically significant correlation between the level of pessimism at level P<0,01 is noticed at examinees preferring the orientation of popularity (r=0,133, p=.005) that could be contributed to present negative status of examinees, for the desire

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[1] *. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

for higher level of presence and visibility on social networks and the world surrounding someone in general, can point to low level of self-esteem and self-confidence.

Conclusive reflection

The tradition of measuring of optimism and pessimism is very popular nowadays, but previous decade offered a sequence of very interesting views into this phenomenon as within separate cultures through emic, so as on the field of cross-cultural researches through ethic perspective. In our research conducted on a sample comprising of 457 students of University Zenica and Sarajevo, it emerged as optimism correlates with higher level of empathy, intercultural sensitivity, along with preference to the following life styles: religious-traditional, family-sentimental, cognitive style, hedonistic orientation and utilitarian style. Statistically significant correlation between the level of pessimism is noticed with examinees preferring orientation to popularity that can be related to present and enormously big influence of social networks where popularity varies from minute to other and is connected to likes of other persons, a number of posts seen etc. Namely, it seems to be conditioned by situation. Consequently, such bonds to other people can lead to lower down the level of self-esteem and self-confidence and lower emotional stability. For the higher level of optimism variables of evaluation of father and mother have shown as important ones. Favourable emotional climate within family is very strong factor of shaping up mature and stable personality, and such persons possess a potential for building up the next emotionally literate generations. In B&H society the importance of family is nourished, and connection is confirmed by these findings. It is interesting that at the very brink of statistical importance female examinees display somehow higher results on the scale of optimism than male examinees. Higher level of pessimism is also noticed with examinees achieving higher scores on depression scale, anxiety and stress, meaning that more pessimistic examinees are at the same time those persons who hardly cope / or have difficulties regarding depression, anxiety and stress. Reverse conclusion values for persons who incline to optimism so, these data are also a kind of confirmation of some findings from theoretical elaboration and previous researches. It seems as these findings suggest a necessity of introduction of programmes in learning some social and emotional competence, but up-to-present researches and evaluation of numerous programmes show that these skills could be learned. Single factor variant analyses have served for research of influence of choosing study onto optimism/pessimism measured by optimism/pessimism scale. Based on this part of research it was confirmed that the highest scores on pessimism scale has been displayed by students of Faculty of Political Sciences Sarajevo, but the highest scores on optimism scale belong to students of Medical Faculty Zenica. The emphasized pessimism of the students of Faculty of Political Sciences and the lowest one with the students of Medical Faculty, could be connected to present work-market chances-graduated students of Political Sciences hardly get a job, while students of medical sciences get it easily having an opportunity it to be verified in some other countries/presently, a great number of young people are in process of leaving B&H seeking the job in any of UE country. Perception of a better future is strong predictor for development of optimism, happiness and easier way to cope with stress, depression and anxiety.

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The Contribution of Clusters to the Regional Development: the Case of the Italian Technology Agri-Food Cluster

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Abstract

The present paper aims at assessing the contribution of the Italian Technology Agri-food Cluster (CL.A.N.) in fostering scientific and technological collaborations between the Southern and the Central-Northern regions of Italy in the agri- food domain. The CL.A.N. is a network composed of the main agri-food players at national level, whose aim is to promote the sustainable growth of the sector by stimulating innovation along the whole value chain and optimising the results of scientific collaboration between companies, research centres, and institutions. To address our research question, we employed a Social Network Analysis (SNA) based upon the responses from two ad-hoc designed questionnaires that were administrated to the CL.A.N. actors located, respectively, in the Central-Northern and in the Southern regions of the country. Our findings allow a preliminary assessment about how the cross-regional collaborations among the agri-food key-players have changed due to the cluster establishment.

Keywords: clusters, agri-food, Italy, social network analysis

Introduction

This work was jointly conceived and produced by the two authors. However, "Methodology and data", "Results" and "Conclusions" were written by Edgardo Sica while "Introduction", "Technological clusters: definition, stage of development, and successful conditions" and "The context of analysis" by Roksoliana Liubachivska.

Scientific interest to study clusters and network collaborations processes is rapidly developing in the world. The clustering contributes to lobbying small and medium-sized businesses, to providing greater access to suppliers and more experienced and highly skilled workforce, and to promoting scientific discoveries (Santner, 2018). By determining the pace of innovations in the high-tech sectors, clusters significantly contribute to the economic development of the regions and of the country in which they are located (Brenner, 2004). According to expert studies, companies that become cluster members have more opportunities to boost innovations than those that are developing outside network associations, thus playing the role of innovation growth points in the economy of the country (Velev, 2007). Innovations are among the most relevant driving forces for a country and are also associated with solving of global problems, such as elimination of food shortages, energy, improvement of health, etc. In this framework, there is a widespread interest in the creation and subsequent development of high-tech clusters with the aim of promoting the strategic innovative potential of regions and countries (Ibrahim and Fallah, 2005). From this viewpoint, many modern economies show how high levels of clusterization represent a significant instrument towards an effective economic development. In this framework, therefore, the study of the transformation of national systems and innovation policies of countries due to the creation of technological clusters represent a very important scientific and practical task.

Starting from these premises, the present paper aims at assessing the contribution of the Italian Technology Agri-food Cluster ("CLuster Agri-food Nazionale" - CL.A.N.) in fostering the scientific and technological collaborations between the Southern and the Central-Northern regions of Italy in the agri-food domain. The CL.A.N. is a multi-stakeholder network of 96 key national players of the entire agri-food chain (namely 36 companies, 46 research centres and universities, and 14 stakeholders). It was established in 2012 to promote the sustainable growth of the Italian economy that concerns the agri-food chain, including all its components, from the agricultural production, to the processing and to the related industries (packaging, logistics, etc.), by stimulating innovation and optimising the

results of scientific collaboration between research centres, companies, institutions and public administrations (https://www.clusteragrifood.it/en/). The CL.A.N. is one of the most relevant Italian clusters due to the significant contribution that the agri- food industry provides to the national economy. Indeed, the sector is among the largest ones in the country and is a promoter and supporter of the "Made in Italy" in the world (Carbone et al., 2014). In this framework, it is worth investigating whether the CL.A.N. is actively contributing to increasing the opportunities of scientific and technological collaborations in the agri-food industry between the Centre-North and the South parts of the country, historically characterised by a socio- economic divide.

In order to answer our research question, we employed the Social Network Analysis (SNA), which has emerged as a key-research method in social sciences to investigate relationships in terms of nodes (i.e. the individual actors within the network) and ties (i.e. the relationships between actors). The emphasis lies, therefore, on the structure of the network, the number of relationships between actors, and the quality of such relations (Wasserman and Faust, 1994). The SNA was carried out using the responses achieved from a survey based upon two ad-hoc designed questionnaires that have been administrated to the CL.A.N. actors located, respectively, in the Central-Northern and in the Southern regions of Italy.

The reminder of the paper is as follows. Section 2 reports the literature review about clusters. Section 3 deals with the case study by discussing the context of analysis and the methodology employed to address the research question. Section 5 reports the results achieved. Finally, section 6 ends with some concluding remarks.

Technological clusters: definition, stage of development, and successful conditions

The concept of the cluster first appeared in the writings of Alfred Marshall, where a tendency was found among the grouped specialised enterprises which lead to their geographical concentration of experience and economic activity. He used the term "industrial districts" to describe the benefits generated by the deployment of a group of interrelated companies in the relevant industries, which perform similar or interrelated activities on a geographical basis. Many researchers have expanded the concept and proposed a variety of theories that explain the powerful development of clusters. In a seminal article, Becattini (1979) noted that the concept of "Marshallian industrial districts" had been naturally and historically limited to areas characterised by the presence and interaction of enterprises and authorities. He emphasised the importance of the total capital of industrial territory, sociology, policy and history in distinguishing innovation policy and disclosed the advantages of concentrating large production in one area with a large number of enterprises. Later, Porter (1998) defined clusters as "geographic concentrations of interconnected companies, specialised suppliers, service providers, firms in related industries, and associated institutions (for example, universities, standards agencies, and trade associations) in particular fields that compete but also cooperate" Porter (1998: 197). The concentration of economic activity in clusters is seen as the result of the "competitive advantages" of firms in finding new and more effective ways to compete in the industry and innovate faster in the market. Krugman (1991) claimed that clusters should not be considered as the main streams of goods and services, but as dynamic mechanisms based on the generation of knowledge, growth of incomes and innovations in the broadest sense of the word. Following this point of view, clusters should be regarded as intensive exchanges of technological expertise and innovation. A slightly different approach can be observed in Andersson et al. (2004), who define clusters as a "critical mass of actors, resources, competences (in absolute terms - in relation to cluster competitors in other regions – but also in relation to other cluster candidates in the respective region) in order to sustain interaction between the cluster actors in the long term and to attract new members" with an existing "interaction and cooperation of firms which carry marked features of both competition and cooperation" (Andersson et al., 2004: 28). Despite the variety of definitions of clusters and attempts to describe the internal connections between their members, there is no real adequate definition for clusters since can be of different typologies and may involve different types of partners from industry, research, education, policy, etc. This is for instance, the case of the two probably most famous examples of clusters, i.e. the Silicon Valley and the Italian districts, which are extremely different in their nature and ways of bringing the actors together. Thus, the cluster acts as an integration union of certain subjects of various spheres on a specific territory. Markusen (1996) has developed a classification of clusters in accordance with the internal structure and the type of participants. The author offers four possible cluster models, namely (i) the Marshallian industrial district model (characterised by small firms, mostly local, in competition or in a "supplier-producer" relation); (ii) hub-and-spoke district model (which includes several dominant firms representing the core of the district and are surrounded by numerous small and medium-sized interconnected firms acting as suppliers); (iii) the satellite platform district model (characterised by the concentration of units of various multinational firms with weak connections one with each other),

and finally (iv) the state anchored district model (where the economic activity is concentrated around state-owned organizations).

In the process of their development, clusters undergo different stages of their life cycle. There is no single approach to the number of stages of clusters life cycle, as they depend on the direction of cluster research and on the interactions of their participants within the cluster. Nevertheless, there is an internal logic for the development of clusters, which makes it possible to explore different schemes and factors of their life cycle. Swann et al. (2004) proposed three stages of clusters life cycle, namely critical mass, take-off, peak and saturation. Andersson et al. (2004) described the clusters life cycle by considering the following stages: agglomeration, emergence, development, maturation, and transformation. Bergman (2007) explored the factors of sustainable development of clusters life cycle by distinguishing four stages: formation, growth, maturity and petrification. Sölvell (2009) proposed the stages of cluster development by analogy with the organization life cycle. In his vision, the cluster passes the following cycle: hero phase, maturely, renaissance, decline and museum.

Finally, it is worth mentioning the conditions that can contribute to build a successful cluster, namely: (i) a strong scientific basis; (ii) entrepreneurial culture; (iii) growth of the company base;

(iv) environment to attract key employees; (v) access to finance; facilities and infrastructure; (vi) business support services; (vii) skilled labour; and (viii) favourable political conditions (Chiesa and Chiaroni, 2005). In this framework, the assessment of the clusters success can be carried out by means of three economic performance indicators, i.e. innovation, employment and productivity. The innovation indicator can be estimated through the number of granted patents, registered trademarks, created spin-offs and the improvement of technologies. The employment indicator is one of the key indicators of cluster performance as a proof of creating more jobs. Finally, the productivity indicator is a measure of output per unit of input that allows assessing which clusters make best use of scarce resources like capital and labour (Cooke, 2002).

Case-study and methodology

The context of analysis

After the mechanical sector, the Italian agri-food industry is the second largest manufacturing sector in the country and the third largest in Europe, after Germany and France. Along with Agriculture, Allied Industries and Distribution, the food Industry exhibits a turnover of 130 billion Euro, a net trade surplus of 5 billion Euro and 25 billion in export, an increase in currency exceeding 8.7% (almost 20% of the industrial turnover) (MIUR, 2012: 44). The food industry is a promoter and supporter of the "Made in Italy", since approximately 80% of the Italian agribusiness exports across the world are represented by industrial brand products (MIUR, 2012: 44). Otherwise, the Italian government aims to encourage innovation policy for maximizing the value of the excellence inherent in the "Made in Italy" system. The major objective is to create a platform for the technology clusters collaboration. According to the initiatives taken at a regional level, the Italian Research Ministry (MIUR) has identified 8 Technology Clusters in 2012 with financing amounting to about 300 million euro. In principle, each cluster should involve as constituents the different components of the relevant area: the industry, the public research institutions, and the territories.

Among these, the CL.A.N. represents an integrated system of "research-training-innovation" that aims at promoting the sustainable economic growth of the agri-food national system. Its mission is to defend and enhance the competitiveness of the national economy that concerns the agri-food chain, including all its components, from the agricultural production, to the processing and to the related industries (packaging, logistics, etc.), through the stimulation of innovation, access and optimizing the results of scientific research, collaboration between research centres, companies, institutions and public administrations. The goal of increasing competitiveness will be achieved by the CL.A.N through the uniting of all the most important and relevant national players along the whole agri-food value chain concerning project initiatives that will have the aim of allowing the national agri-food system to develop and market new products and new services, to access new markets, to innovate the organization and production processes also with the collaboration of institutions and public administrations. The Italian regions that have taken part in the CL.A.N. are Emilia-Romagna, Apulia, Piedmont, Sicily, Molise, Tuscany, Abruzzo, Lombardy, Umbria and Sardinia. In addition, there are other territories whose members are in charge of representing, such as Veneto, Campania, Lazio, Friuli Venezia Giulia, Trentino Alto Adige, Marche, Basilicata, and Liguria. At the moment (February 2018), the cluster gathers 96 actors, namely: 36 companies, 46 research centres and universities, and 14 stakeholders. However, most of them (81%) are concentrated in the North of the Peninsula, as reported in Table 1.

Table 1 – Distribution of the CL.A.N. actors across the country, by category

Type of actors	Centre-North	South	TOT
Companies	32	4	36
Research centres and Universities	36	10	46
Territories	10	4	14
TOT	78	18	96

In this framework, it is therefore interesting to investigate whether the CL.A.N. is actively contributing to create a "bridge" between the Central-Northern and the Southern agri-food actors in terms of cross-regional scientific and technological collaborations.

Methodology and data

The research method employed to address the research question was the SNA, which allows to investigate relationships and ties among actors within a network other than the quality of the relations. The core unit of analysis is the social network defined as "a specific set of linkages among a defined set of persons with the additional property that the characteristics of these linkages as a whole may be used to interpret the social behaviour of the persons involved" (Mitchell, 1969: 2). Within the SNA, actors and their actions are viewed as interdependent rather than independent units and relational ties between actors represent channels for transfer or flow resources (scientific and technological collaborations, in this case).

The SNA has been carried out using the feedbacks gathered from two different and ad-hoc designed questionnaires addressed to the CL.A.N. actors located, respectively, in the Central-Northern and in the Southern regions of Italy. Following our research question, both the questionnaires were designed not to investigate the full network of relationships within the CL.A.N. but to explore the subnetwork of existing relationships between actors belonging to different regions (namely Central- Northern versus Southern regions and vice versa). More specifically, they collected information (i) on the type of relations (e.g. "generic collaboration", "scientific or technological collaborations", "spin-off creation") established from Central-Northern towards Southern actors and vice-versa and

(ii) on the way these relations have evolved over time (i.e. before and after the actors' participation in the CL.A.N.).

The questionnaires were administered from December 2017 to February 2018 by means of the Computer Assisted Web Interview (CAWI) technique. Respondents were firstly contacted telephonically to inform them about the proposal of the research and then received a questionnaire web-link into their inbox, having thus the possibility of filling out the questionnaire later. It is worth noting that the CAWI technique represented the most effective way to survey companies, considering the long list of actors provided in the questionnaire, each of which respondents had to declare their existing type of relationship.

Once organised in the adjacency matrices, responses collected were processed by using the "UCINET 6" software package, which allowed generating sociograms through its incorporated "NetDraw" visualisation software and gathering networking indexes.

Results

The number of filled and completed questionnaires amounted to 27, with a response rate equal to 28%, probably due to the high level of intricacy of the questionnaire. However, the questionnaire design and the use of the SNA research method allowed overcoming part of the missing answers. For instance, if actor A declared to have a scientific or technological collaboration with actor B, this implies that actor B also has the same kind of relationship with actor A (bidirectionality). Similarly, it is assumed that the "spinoff-creation" between two actors implies a "scientific or technological collaboration" between them and that this, in turn, implies a "generic collaboration" (transitivity). In this way, it was possible to draw a general picture of the cluster architecture in terms of type and number of relations among actors, despite the existence of actors that refused to be surveyed or that returned an incomplete or invalid questionnaire.

The sociogram of the relationships among actors before the CL.A.N. creation is reported in Fig. 1.

Fig. 1 Scientific and technological collaboration network before the CL.A.N. creation.
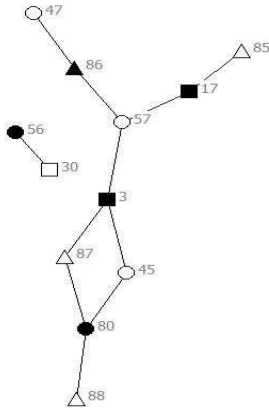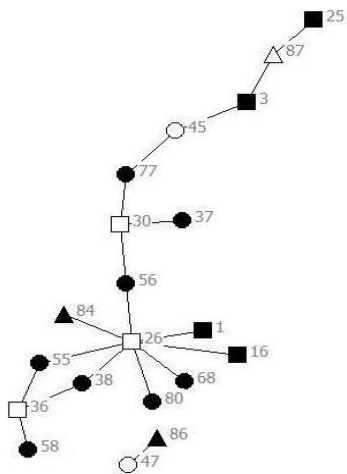
Notes:

(□) are companies, (O) are research centres, (Δ) are territories.

Black actors are from the Centre-North, white actors are from the South.

Looking at the figure, it can be immediately noted that very few scientific or technological collaborations were existing among Central-Northern and Southern actors before the cluster establishment. Indeed, only 12 actors (out of 96) were involved in some partnership: 7 (1 company, 3 research centres, and 3 territories) are from the South while the remaining 5 (2 companies, 2 research centres, and 1 territory) are from the Centre-North. It is worth mentioning the significant role played by actor no. 3 (a Central-Northern company) in connecting two relevant parts of the network. This actor was, therefore, essential for the existence of relationships among the Central- Northern and the Southern agri-food actors before the CL.A.N. establishment.

Fig. 2 reports the sociogram of the relationships among actors after the CL.A.N. creation.

Fig. 2 Scientific and technological collaboration network after the CL.A.N. creation.

Notes:

(□) are companies, (O) are research centres, (Δ) are territories.

Black actors are from the Centre-North, white actors are from the South.

It can be observed a general increase in scientific and technological collaborations among the Central-Northern and Southern actors. Indeed, actors taking part in the network are now 20: 14 actors (4 companies, 8 research centres, and 2 territories) are from the Centre-North while the remaining 6 (3 companies, 2 research centres, and 1 territory) are from the South. The creation of the CL.A.N. has, therefore, brought a greater participation of the Central-Northern actors despite the involvement of only one additional Southern actor. It is interesting to note how actors involved in the "after-creation network" partially differ from those involved in the "before-creation network". Indeed, 12 new actors have entered the network while 4 old actors have left. Among the new actors, in particular, actor no. 26 (a Southern company) plays a central role in maintaining the cross- regional relationships.

Table 2 shows some structural indicators of the network before and after the CL.A.N. creation.

Table 2 – Main cross-regional networking indicators before and after the CL.A.N. creation

	Before	After
Number of ties	22	36
Isolated notes	87.5%	79.1%
Density	0.002	0,004
Average degree of centrality	0,22	0,36

The indexes confirm the findings achieved from the visual inspection of sociograms: in other words, the CL.A.N. establishment has brought a general improvement in scientific and technological collaborations among Central-Northern and Southern actors although they remain generally unexploited. The number of actors outside the network remains very high since 79.1% of agri-food players still do not have any kind of cross-regional collaboration. The low value in the density coefficient (i.e. the proportion of existing relationships over the total possible relationships ratio of actually present edges to all possible connections) suggests that there is space for many other possible collaborations among Central-Northern and Southern actors. Similarly, the low value in the average degree of centrality (i.e. the average number of agents to which a node is directly attached) proves that the cross-regional relationships found essentially on bilateral instead of multilateral partnerships.

Conclusions

Clusters can significantly contribute to regional economic development by fostering the pace of innovations in the high-tech sectors and by enhancing competitiveness, trade capacity, and private- government dialogue of companies involved. In this framework, this paper has presented some preliminary evidence about the contribution provided by the Italian agri-food cluster (CL.A.N.) to the creation of scientific and technological collaborations in the agri-food domain between the Central-Northern and Southern regions of the country. Our findings can be summarised as follows:

the cross-regional collaborations have slightly improved after the CL.A.N. creation. It can be observed a general increase in scientific and technological partnerships between the Central- Northern and the Southern agri-food key-players. In particular, the CL.A.N. has brought a greater participation of actors located in the Centre-North who have significantly increased the number of their collaborations with actors from the South.

Results show the existence of a Southern company that plays a central role in the network. Its presence is, therefore, crucial for maintaining the cross-regional partnerships.

The number of actors involved in collaborations between the two parts of the country is still limited. Indeed, most of actors are outside the network, meaning that they don't have established any cross-regional partnership yet.

Overall, results achieved look encouraging although much still needs to be done in the agri-food sector to foster the scientific and technological collaborations between the Centre-North and the South of the Peninsula. At regards, it is worth mentioning that the participation in the cluster is still open with the consequence that the structure of the network can further evolve in the coming years.

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Maximization Of The Profit In An Industrial Enterprise Using Simplex Method

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Abstract

The current problems in industrial enterprises are related to decision-making. The market, where different companies operate, is a competitive environment for these enterprises. To have high quality and stay at the top of the market, companies need to spend more. But a proper study and decision making to optimize competitive market parameters minimizes overall costs and maximizes total profit.One of these methods is the Simplex Method. This paper is based mostly in this method. The Simplex method helps solve real problems through math and algebraic laws. The literature review discusses issues related to the advantages and disadvantages of the method and phases needed to solve this method. Given that there are different methods for solving linear programming problems, the last part of the literature presents the comparison of the Simplex method with another Operational Research method.In this paper, is studied a company operating in the aluminum industry. By using the Simplex method, is studied the maximization of the profit of the company, by taking into consideration its two main products.

1. Introduction

A large number of data were taken into account for the realization of this paper. Data collection is performed by various documents, reports and books that explain the Simplex method and provide examples to better understand this method.

Data search has been primary and secondary. The primary research was used to understand and study the main theoretical concepts about the Simplex method. Various articles published by the official scientific pages of Operational Research Methods and by authors who contributed to the evolution of the method.

Secondary search is based on field data collection, which is performed in production company. These data are included in the case study. The data collection was conducted for a period of 1 month. After studying the work process at the company, was collected the data needed to study a linear problem by the Simplex method. After gathering the necessary data, the problem situation is formulated and the question of what is required to be achieved by the study. From the formulation of the problem are outlined the limitations, conditions and function of the goal. The Simplex method has transformed the constraints by placing it in a Simplex summary table. The software program makes the solution of the problem in a shorter time than it should be in a mechanical way. After answering the program, was performed the problem sensitivity analysis.

2. What is the Simplex Method

The Simplex Method is a method for solving problems in the Linear Programming of Operational Research. Operational Research is a discipline that addresses the development of applications of scientific methods for problem solving, decisions that come up in different ways and in different sectors of real life. The Simplex method is reverse management and aims to find the optimal solution between opposing alternatives. [1]

This method is an algebraic procedure, though its basic concepts are geometric. Understanding these geometric concepts provides a strong intuitive sense of how the Simplex method works and what makes it an efficient way.

Invented by George Dantzig in 1947, Simplex tests the roofs of the potential group so that each new climax of the objective function improves. It is also very effective in practice. It generally replicates 2m to 3m (where "m" is the number of constraints) and converges to the expected polynometric time for certain random access allocations. However, its worst complexity is exponential. Dantzig's Simplex Method should not be confused with the simple deduction method. The latest method solves an unlimited minimization problem in 'n' dimensions by maintaining that in every repetition 'n + 1' dimensions define a Simplex. At each repetition, this Simplex is updated by applying certain transformations to it, in order to "go back"

until it finds a minimum.

Deming and Morgan refer to Simplex as a geometric figure determined by a number of points higher than the number of factors. [2]

In the two-dimensional space the solution space is a triangle and in the three-dimensional space is a tetrahedron.
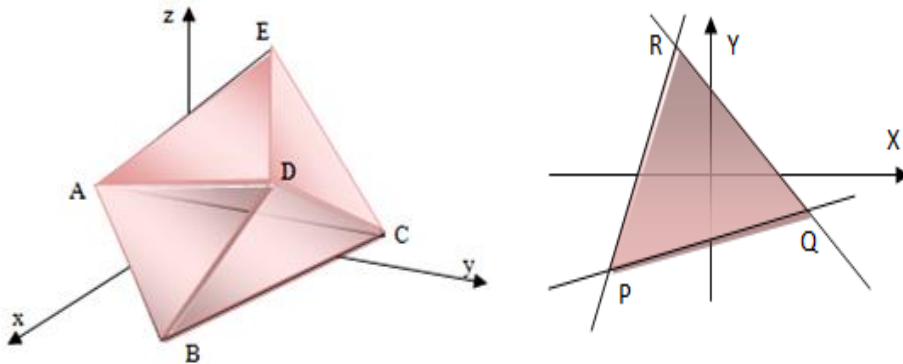

Figure.1: Physical presentation of 2-D and 3-D spaces of solutions with the Simplex method

3. Advantages and Disadvantages

There are many advantages and disadvantages of the Simplex method that make it popular algorithm for solving PL problems. This method has remained the best method used for half a century and is still used to solve problems of practical interest in the real world.

The method is straightforward and easy to learn and can be easily programmed. It only works for specific problems in standard form and is the best available method.

Advantages

1. Experiment-based decisions.

The advantage of the Simplex method comes from the fact that the decision for the next step of simple change is taken after each experiment, while in other optimizing methods a greater number of experiments are carried out before such a decision is taken.

2. Easy programming on the computer.

The Simplex method has the ability to easily program the algorithm on a computer. Every function for the method can be quickly adapted to a software program as only the function evaluation needs to be changed. Although the method can consume time when it is done mechanically, the ability to program it into computers makes it known in advanced mathematics.

3. Easy to use.

The method is very easy to use, although it may be difficult to notice errors. When compared to the graphical method, the Simplex method has the advantage of allowing an individual to address problems with more than two decision variables. [4]

4. Efficiency.

The Simplex method is extremely effective in practice. Analyzing and quantifying the observation that the Simplex algorithm is effective in practice, although it has the worst complexity in the exponential case, has led to the development of other complexity measures. [1] [4]

Disadvantages

1. inefficiencies.

| B | * | B | numbers in the computer

| B | * | B | numbers to write and save

2. Volatility.

Solid Computer Rules.

3. Limited Applications.

There are limited applications for using the Simplex method to solve PL problems. When used for business purposes, only the appropriate situation for decimal quantities applies. The Simplex method is also appropriate only when some variables are in play. In these cases, the method is very efficient. Unfortunately, many problems with a real-life practical interest have hundreds of variables.

4. Difficult requirements.

The Simplex method can only be used in some PL problems, making adaptation difficult. Only problems that can be expressed in a standard three-way form can be solved by this algorithm. Problem constraints should also use non-negative limitations for all variables and should be expressed in the equation, where the number on the right side is positive.

5. Difficulty in determining the optimum.

There is always a possibility that the optimum found is a local optimum. It is impossible to determine the global optimum without knowing the functional relationship. In the case of a larger number of factors, it is not always possible to decide whether a given result represents an optimum, or is just a climax for which the answer is better than the others. [6]

4. Realization of the method

The method is accomplished by removing the function and the condition from the problem. Since the conditions are inequalities they should behave in the standard form by turning them into drawings. Depending on the number of conditions, the number of unusable variables is set. They are placed in a Simplex chart by specifying the row of output variables and the input variables column. The point where they are crossed is called "center" or "pivot".

Search for optimum with the Simplex method ends after a given value of an accepted criterion is reached. Search for minimum ends when the response value in three consecutive simplifications is lower than a predetermined value. Search for optimum ends when the differences in response to the roofs of the single Simplex are smaller and one of the vertices is located in five successive Simplex. An algorithm for controlling the simple form was proposed to avoid its premature contraction and ending the search for optimum.

Powerful desktop computers, workstations, are commonly used to solve thousands of functional constraints and a greater number of decision variables. For some specific types of PL problems and major problems, transportation, scheduling, and minimal cost flow problems, can be solved with specialized versions of the Simplex method.

Several factors affect the time it takes to solve a simple linear programming problem with the simple Simplex method. The most important is the number of common functional limitations. In fact, the calculation time tends to be approximately proportional to the cubic of this number, so doubling this number can multiply the time of one factor calculation. By contrast, the number of variables is a relatively small factor. Thus, duplicating the number of variables will probably not double the calculation time. A third important factor is the density of the limit coefficient table (ex, the percentage of coefficients that are not zero) because this affects the time of the repetition calculation. For major problems encountered in practice, it is common that the density is below 5%, even below 1%, and tends to speed up the Simplex method more. A common rule for the number of iterations is that it tends to be approximately twice the number of functional constraints.

The main steps of the program are:

☐ introduction of the number of unknowns (real variables);

☐ introduction of the number of relationships, divided into majority, minority, equality relations;

☐ incorporating the function coefficients by choosing maximization or minimization;

☐ possible correction of findings;

☐ transformation of the system into a standard form by introducing unnecessary variables;

☐ transformation of the system in canonical form, eventually introducing artificial variables;

At this point, if artificial variables are introduced, the formation of an artificial function is followed and Simplex follows in two phases. Otherwise, it is passed directly to the settlement phase:

- search of the initial eligible base;

- the calculation of Z and Z-C, with the application of the optimum test;

- search for input and output variables and the relevant center;

- central transformation;

 The repetition of the process is done up to the positive optimum test with the calculation of the function of the goal and the output of the optimum results.

5. The Simplex Dual Algorithm

1. It is based on a dual canonical form.

2. If all known terms are non-negative, then the basic solution of this form is the optimal solution.

3. The center element in the line with the known negative term is determined.

4. The transformation of the table becomes the same as for Primary Simplex methods.

6. Sensitivity analysis

The economic environment in which a firm operates always carries uncertainty, which makes the decisions taken by firms to carry them an uncertainty about the effects they will cause. For this reason, every manager is interested in predicting, to a certain extent, the effects of a change in the parameters set by him when studying a problem and evaluating the relevant pattern. These effects are seen mainly in terms of the optimal solution obtained during model building. One way to see these effects would be to reformulate and solve the problem under the new conditions and then to compare the two solutions. [9]

Such a way is inappropriate and ineffective. The way it is presented below is based on the transformation of the latest Simplex table and includes analysis of the problem with respect to the changes that may occur in known terms of the limitations, the coefficients of the purpose function, the coefficients expressing the limitations, the addition of a limitation new and adding a new variable.

a. Change the known terms of the inequalities that express the limitations for model variables.

b. Changes to goal function coefficients.

c. Analysis of the change of coefficients to the inequalities of constraints.

d. Adding a new limitation.

e. Add a new variable.

7. Study Case production company in Albania

Production company that produces profiles, accessories, kits and plates (panels).

In the study is received tubular profiles and accessories. The profiles are produced in factory A. The raw material is a lingote while the final products of A factory are profiles for profiles and accessories profiles. Alloy is made of aluminum with a diameter of 178 mm and 90 mm. As the selected profiles are tubular and this category is worked in the large receptacle then the selected lingote in this case is 178mm. Lingote passes into the matrix. Then the profiles pass to the host where profiles of 24m length are expected in a unit of 6m. Up to this point profiles and accessories profiles follow the same path and the time it takes to prepare is the same. (In the study is eliminated this part because it would not affect the final decision-making answer.)

Once the profiles have reached the standard length they pass to the thermal furnace where the increase of hardness and

solidity is achieved. Profiles are inserted into the oven at a 185° C temperature and profile profiles are more accessory profiles because the latter have a greater weight as they are more filled. Meanwhile, cooling is carried out in an open environment where there are 18 refreshers installed to make their total cooling. Profiles want to be invited for 30 min, while profiles for accessories for 45-60 minutes.

This study consists in deciding on the quantities of products that will be produced. From profile produced by the company are selected "Profile for solar tube tubular Ø60". From the accessories are selected "50 mm stainless steel bollard".

In this study, the Simplex method is used to make the decision about the production of profiles and accessories.

Selling a profile "Profile for sunglass tubular Ø60" (1 piece = 6m) gives a profit of 30 Eur. Selling an accessory unit yields 60 Eur. The accessory unit so that it can be comparable with the accessory profile 60. Because the accessory profile of 6m is divided into 60 accessories with a length of 90mm. Profile profiles stay for 4 hours in oven while accessories profiles stay 6 hours. The thermal oven holds 55 accessory tubes. Profiles and accessories are included in two separate furnaces. They are then left to be invited, for 30 minutes and 60 minutes (0.5 and 1 hour) respectively. Calculated for 3300 accessories requires 27.5 hours.

After finishing all the accessories on the milling machine, go through the CNC lathe. Each accessory need somewhere in 50 seconds to work. For a total of 3300 accessories it takes 45 hours.

Since is chosen grexo materials for the types of products, they go directly to the factory D. Work at the factory is with three tours, d.m.th for 24 hours. Weekly, the thermal oven and cooling with refreshers work approximately 22 hours for 7 days a week (154 hours / week). This is due to the time it takes operators to set up and remove profiles from the oven and cooling. Saw is at work for 22 hours a day for 7 days a week (154 hours / week). The freeze is 21 hours a day for 7 days a week (147 hours per week). The CNC reel works for 20 hours a day for 7 days a week (140 hours per week). Time offs are for cleaning off the trash, changing the turnovers and maintaining the machine.

In the figure below is presented the abovementioned processes in a schematic way. Red is surrounded by the same activities that do not affect the problem and are not taken in the limitations of the problem.
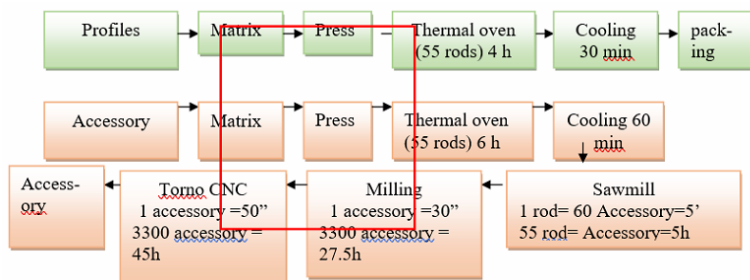
Figure. 2: Profile and accessory work processes

QUESTION: How many units will a company produce per week from each of the products so that the total profit is maximum?

From here we say that:

• x1 = 55

• x2 = 3300

We need to find out how many profiles 55 profile bars should be produced and then log for the curb. As for accessories, it is necessary to calculate how many packages with 3300 accessories should be produced and then come to the conclusion of the number of accessories.

X1 - Number of profile profiles packs (one 55 bars pack)

X2 - Number of accessory packages (one package = 3300 accessories)

From the data of the problem we build a table, which helps us to build the conditions:

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Table 1: The Simplex table, defined the "center"

C	Basis	X1	X2	S3	S4	S5	S6	S7	Level	R
0	S3	4	6	1	0	0	0	0	154	25.67
0	S4	0.5	1	0	1	0	0	0	154	154
0	S5	0	5 27.5	0	0	1	0	0	154	30.8
0	S6	0	0	0	0	0	1	0	147	5.3
0	S7	0	45	0	0	0	0	1	140	3.1
	C	165000	330000	0	0	0	0	0		
	Z	0	0	0	0	0	0	0		
	Z-C	-165000	-330000	0	0	0	0	0		

Output Variables ←

Variables

Table 2: The Simplex table, displayed by the program


```
                    LiPS - [LiPS Report6]
File  Edit  View  Solution  Window  Help

                *** Phase II --- Start ***

 Basis    X1     X2    s3    s4    s5    s6    s7   RHS
   s3      4      6     1     0     0     0     0   154
   s4    0.5      1     0     1     0     0     0   154
   s5      0      5     0     0     1     0     0   154
   s6      0   27.5     0     0     0     1     0   147
   s7      0     45     0     0     0     0     1   140
  obj. 165000 330000    0     0     0     0     0     0

Variable to be made basic -> X2
Ratios: RHS/Column X2 -> { 77/3 154 30.8 294/55 28/9 }
Variable out of the basic set -> s7
```

The results show that: X1 = 34 packs with 55 profiles bars.

X2 = 3 packs of 3300 accessories each.

In total, 34 * 55 = 1870 profile bars and 3 * 3300 = 9900 accessories are produced

Then the function of the goal is:

Z = 1650 * 34 + 3300 * 3 = 56100 + 9900 = 66000 Eur

The maximum profit, the Production Company, produces 1870 profile bars (34 times 55 profiles per week) and 9900 accessories (3 times the 3300 accessories a week). The products are in a week. The company's profit from these products is 66000 Eur leathers and this is the maximum profit that the company can achieve from the production of these two products.

Is given the time and number of iterations performed. To achieve the result, 2 iterations have been performed and the calculation time of the program is 0.016 seconds.

```
Log
>> INFO: Mixed Integer Linear Program Solver is running...

Relaxed LP solution = 6.60917e+006 after 2 iterations
>> INFO: Found new RECORD = 6.6e+006 at node #1 (gap = 0.1%)


>> INFO: Mixed Integer Linear Program Solver finished in 0.016s
```

Figure. 3: Information on iterations and time from the program

Once the optimal choice is determined we perform the sensitivity analysis for the two variables related to their cost. Sensitivity analysis, in this case, I did for the prices of two products. Once the analysis is done we get information on what the price limits are for maximum profit.
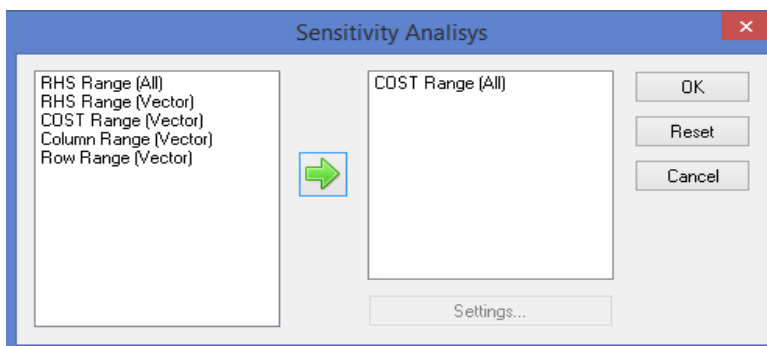
Figure 4: Selecting variables for sensitivity analysis

From the answer table we see that X1 has its maximum limit of 2200 Eur while X2 has the minimum limit of 2475 Eur. In this table, in the second column are real or original values of variables. The third column contains the lowest variations in variables, while the next column contains the highest limits.

Table 3: Table of responses from sensitivity analysis

Variable	Current COST	Min COST	Max COST	Reduced Cost
X1	165000	0	220000	0
X2	330000	247500	+infinity	0
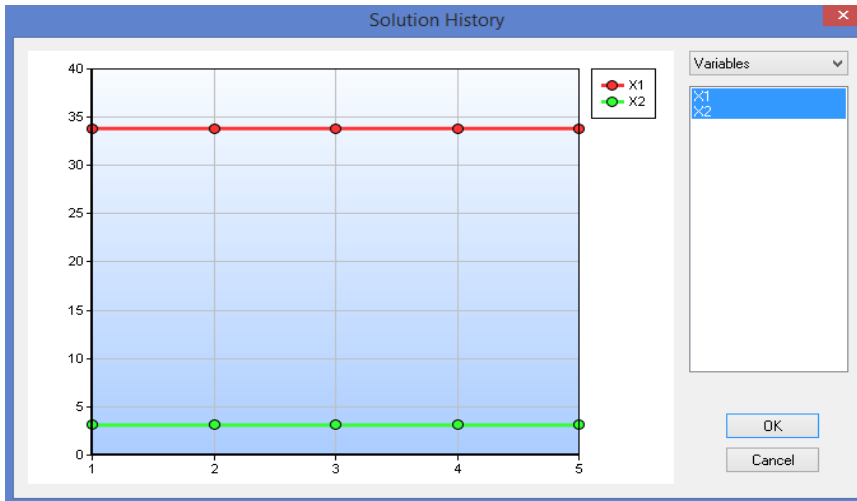
Graph 1: Graphic representation of variables X1 and X2
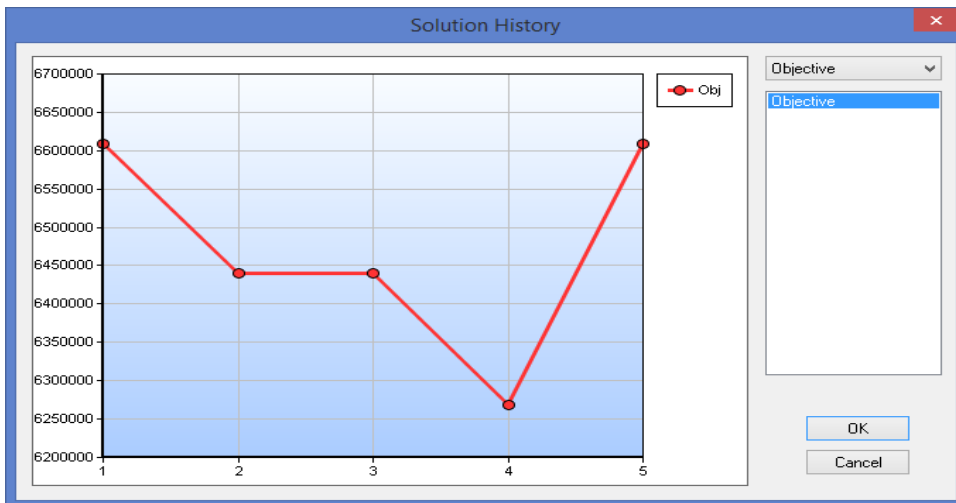
Graph 2: Graphic misalignment of the target

8. Conclusions

Simplex method has been improved by various authors and today comes in advanced version being used in the computer, which solves complex problems in many areas of real life.

The method has a number of advantages over disadvantages that make it very usable to solve problems. Methods of solution should be performed in detail and very carefully because the accuracy of data and input variables affect the accuracy of the final response.

After solving problems, sensitivity analysis can be performed, which consists of the effects of a change in the parameters set by it when studying a problem and evaluating the relevant model. These effects are seen mainly in terms of the optimal solution obtained during model building. One of the ways to see these effects would be to reformulate and solve the problem under the new conditions and then to compare the two solutions.

The Simplex Method is an efficient and reliable algorithm for solving linear programming problems. It also provides the basis for performing various parts of the post-optimization analysis very efficiently. Comparing with the Interior-Point

method, the Simplex method has the advantage of post-optimization, while the Interior-Point method has the advantage of a small number of iterations for a large number of limitations and the time it takes to complete the computations is shorter.

At each repetition, the method moves from the current solution to a better, adjacent solution by selecting it as a basic input variable and a base variable and then using Gaussian elimination to solve a linear equation system. When the current solution does not have the best solution, the current solution is optimal and the algorithm stops.

Using the software in the case study, the problem was solved for 0.06 seconds. A thing that is impossible to calculate manually step by step.

Solving complex problems with many limitations by using the Simplex Solution Toolkit helps different companies solve their problems in a short time because and their solutions from managers are required to be resolved as soon as possible bring optimization of the problem.

In Albania, most companies do not use this method of making decisions to maximize their profits or minimize overall costs. Based on this paper is recommend the method to be known to some large companies (especially manufacturing, production, companies) because it helps in optimal solution in very fast times, making the production process not to be interrupted for a long time.

Starting from the comparison of the two methods, the best solution for big problems with many limitations is the combination of the Simplex and the Interior-Point method because one brings a small number of iterations and the other is the postoptimum analysis.

Since the Simplex method has undergone changes every time it is studied, research on this method should be continued to improve those shortcomings that this method has.

The Operational Research Methods are numerous and have some disadvantages and advantages versus each other. The Simplex method is more complete, but I recommend that incorporating some of the advantages of other methods in this method would make it more efficient. Regarding the companies in Albania is recommend to implement the method because the experiences of large companies around the world have shown the successes of the Simplex method.

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The Relationship Between Iraqi EFL Teachers' Creativity and Identifying Flaws in Multiple-Choice Questions: a Case Study of Najaf

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Abstract

The present paper aimed to investigate the relationship between teachers' creativity and their facility to identify flaws in MCQs. It also aimed to show the differences between creativity of teacher's gender. For this purpose researcher selected 100 EFL teachers who are teaching English at high school of Najaf. They included 50 male and 50 female. Creativity questionnaire was given to the EFL teachers to rate their creativity. Each person should read its items carefully and answer to items based on the prior instruction. One designed MCQ tests that included 15 items was given to the teachers. Among these items, 12 of them contain at least one flaw. Researcher distributed this questionnaire to the EFL teachers and asked them to check the incorrect items and mention type of flaw within them. After gathering data, researcher calculated the creativity of each person and recorded all required information in SPSS software for gaining statistical information. Kolmogorov-Smirnov test was used to test the assumption of the normal variables of the research. The result of the correlational analysis indicated that there was no significant relationship between teachers' creativity and their ability to identify flaws. Also there was no differences between creativity of teacher's gender. The findings of this study revealed that teacher' skills and training had significant role in their success, so test administrator could consider this point that for test administration suitable teacher with related major study should be selected. Finally, empirical findings are discussed and implications are provided in the context of English language teaching.

Keywords: Creativity; flaws; identify; multiple-choice questions

Introduction

Assessing students' performance in their academic affairs seems very important in all fields. Testing students and teaching are so inter-related that it is virtually impossible to work in either field without constantly concerned with the other (Heaton & Harmer, 1975).. Designing a test should not be considered as an easy act because a test first is a method, it has specific instruments, techniques and procedures (Brown & Abeywickrama, 2010). Tests are designed in different methods but specially during last decades procedure of designing tests changed (Madsen, 1983) " testing during last century and the early decades of this one was basically intuitive, or subjective and depend on the personal impression of teachers. … Subjective tests began to be replaced by objective tests because the latter could be scored consistently even by untrained people" (pp. 5-6).

The most popular type of objective tests is Multiple Choice Questions (MCQ) (Farhady, Ja'farpur, & Birjandi, 2007). MCQs are today very popular and use in different aspects of language learning and this popularity has some reasons; high reliability, convenience in scoring, efficiency, and economy (Ghafournia, 2013). As each MCQ seems consisted of a few lines, many teachers believe they are easy to construct but they are actually very difficult to design correctly (Brown & Abeywickrama, 2010). In recent decades, its advantages are regarded so highly and it seems that it is the only method and way of test. The frequent use of it is in testing of large number of candidates (Hughes, 2003). As mention, MCQs are one of the most difficult items to write, so it is reasonable that they become time consuming too.

Inappropriateness of MCQs seems to come from two main sources, first one is content, and the other is technique (Hughes, 2003). MCQs are invested in many fields, consequently the current paper intends to investigate differences between Iraqi EFL male and female teachers' creativity. Besides that the relationship between teacher's creativity and their ability to identify flawls MC items and what types of flaws are more popular in Iraqi EFL teachers' MCQs.

2. Purpose of the Study

Due to the importance of Multiple-Choice Question (MCQ) in testing students and teaching, this study aims to shed some light on the relationship between Iraqi EFL teacher's creativity and their ability to identify flaws MCQs.

To be more exact, the present research sets out to answer the following questions:

Is there any significant difference between Iraqi EFL male and female teachers' creativity?

Is there no significant difference between teacher's creativity and their ability to identify flawless MC items?

What types of flaws are more popular in Iraqi EFL teachers' MCQs?

2.1.Research Hypotheses

H01: There is no significant difference between creativity of male and female Iraqi EFL teachers.

H02: There is no significant difference between teacher's creativity and their ability to identify flawless MC items.

Theoretical Background

3.1. Creativity

3.1.1. Importance of Creativity

Some researchers (Kandi & Kandi, 2013) emphasized importance of creativity by stating, "The most complex and outstanding perspectives of human thought is creative thinking, about which different views exist. The human's creativity is the most important equipment by which he can eradicate spiritual pressures of daily life and extraordinary events." (P . 1)

 According to the (Vasudevan, 2013) "creativity is vital, especially at the present when current jobs are transforming rapidly with the advance of information technology that complements globalization. Creative thinking can increase teachers' capability to learn and teach in a way that ignites interest in the classroom" (P . 1). Researchers like (Reber, 1995)defined creativity as "an ability to generate solutions, ideas, conceptualizations, artistic forms, theories or products that are unique and novel" (P. 1) (cited in (Kilianska-Przybylo, 2011)). Another concept of creativity also mentioned by other researchers (Almeida et. al. 2008) "creativity as the skills required for generating ideas and products that are (a) rather novel and unconventional; (b) high in quality; and (c) suitable to the task at hand. " (P. 3) (cited in (Pishghadam, et al., 2012)). Csiksentmihalyi (1996) emphasized this point that "creativity does not take place inside people's head but from the interaction of a person's thought and their socio-cultural context" (P. 3) (cited in (Pishghadam, et al., 2012)). Other investigation (Cumming, 2011) indicated that "creativity, learning and teaching are fundamental, interdisciplinary issues. Within education, creativity is usually associated with innovation, synthesis and making connections in the process of learning and teaching." (p. 2) (cited in (Kilianska-Przybylo, 2011)). In another study (Carter, 2004) indicated this point about creativity that "this phenomenon cannot be de-contextualized or studied in a disciplinary vacuum or seen as an exclusively mental process and that creativity is a social, cultural and environmental phenomenon as well as a psychological process." (P. 3) (cited in (Ghonsooly & Raeesi, 2012)). In studying creativity, two important points should be considered: (Kandi & Kandi, 2013)) :

"The first one is that creativity can be the creation of new forms from old products or ideas. In this case, the previous ideas and thoughts are mainly the basis of new creations. Regarding the second definition, creativity is monopoly and the result of personal efforts and not essentially a general situation." (P . 2)

Another researcher (Torrance, 1972) mentioned that creativity composite of four main factors:

"1- Fluidity: Ability to produce much idea in image frame with assumption of response and giving opinion about it.

2- Innovation: Ability to produce ideas that are different from usual and current ideas.

3- Flexibility: Ability to produce different and diversified ideas in image framework and presenting new solutions.

4- Extension: Ability to adding details or completion imagery ideas." (P . 2) (cited in (Emamverdi & Gahramani, 2013))

Investigating factors that affect on creativity is not an easy job. It is believed that creativity is a multi-dimensional phenomenon that is under the effect of social and individual factors. Some researchers also believed that creativity is not a biological phenomenon and something that affect on it, is gender characteristics (Ghafourian, 2012).

3.2. Multiple Choice Questions

Textbooks include many MCQs and they are used on high-profile English language proficiency (Coombe, 2010). Any standard MCQs has two basic parts: a problem (the stem) and a list of suggested solutions (alternatives) (Hotiu, 2006). A stem is developed to provide the test takers with "a complete idea of the problem to be solved in selecting the right answer" (Haladyna, 1994, p. 35). Since stems supply the problem under question they are alternatively referred to as "problems" or "leads" as well (Marshel and Hales ,1971; Payne, 1992). While a list of suggested solutions *alternatives*, *alternates*, *choices* or *options*. The correct, best or most appropriate solution is referred to as the *answer*, the *keyed answer*, or *keyed response*, whereas the remaining options are called *distracters* or *foils* (Khodadady, 1997).

Unfortunately many teachers believe that MCQs are superficial exercises and do not need much understanding and thought (Clegg & Cashin, 1986) . Although they seem to be very simple, they are extremely difficult to design correctly (Brown & Abeywickrama, 2010). There are many reasons that show why these kinds of tests are widely used among teachers (Simkin & Kuechler, 2005). They result in more content valid interpretation for test score, reliability of these tests seems very high and they are easy to use and store (Haladyna & Downing, 1989). Other researchers (Clegg & Cashin, 1986) and (Hotiu, 2006) claimed that MCQs could be used for evaluating higher level of learning, e.g. contrasting and comparing. (Clegg & Cashin, 1986) also mentioned that MCQs are used in university classes widely and emphasized that MCQs can be used as diagnostic purpose for understanding strengths and weaknesses. Teachers can use them effectively for measuring students' understanding of class materials (Simkin & Kuechler, 2005).

Grammatical inconsistency between the stem and the response, providing cues that help students to choose correct response, and specific words that show gender bias are among common types of violations that may occur in a test (Coombe et. al., 2010).

3.2.1. Good Multiple-Choice Questions Features

(Zimmaro, 2004) provided some guidelines to write good MCQ item by stating that teacher should make sure that each item emphasize on significant aspect of the content not trivial, questions should begin with easy items to more difficult one and each item should has one correct answer on which all participants would agree. Other researchers (Burton, Sudweeks, Merrill, & Wood, 1991) listed tips for constructing MCQs. Some of these tips are as below: (Burton, et al., 1991)

"1- Base each item on a specific problem stated clearly in the stem.

2- State the stem in positive form (in general).

3- Word the alternatives clearly and concisely.

4- Keep the alternatives mutually exclusive." (p . 17-21)

Teachers should try not to use items as "none of the above", they should keep homogeneity in their test and avoid using grammatical clue and negative phrases in their items (Haladyna & Downing, 1989). More distracters make better results and items that allow students to challenge are more favored (Sobolewski, 1996). In another study (Clegg & Cashin, 1986) specified other features that make a MCQ more better, e.g. writing the stem first, omit unnecessary repetition of items, making all options at similar length and avoid using specific determiners. (Brown & Abeywickrama, 2010) stated in their book three important features for designing good MCQs:

1. Design each item to measure a specific objective.

2. State both stem and options as simply and directly as possible.

3- Make certain that the intended answer is clearly the only correct one" (P . 68-70)

Other investigators (Coombe, Folse, & Hubley, 2007) claimed that teachers should consider background knowledge of students, try not to use items that include implausible distracters and consider that all questions should be independent from other questions. In addition, teachers should try to start stem with a word not a blank and pay attention to this point that correct responses should randomly and equally distributed among the alternatives (Farhady, et al., 2007).

4. Methodology

4.1. Participants

For this study, among many EFL teachers in Najaf 100 EFL teachers who are teaching English in high school of Najaf are selected. Selection of percipients is based on Krejcie & Morgan (1970) Sample Size Table with 95% confidence and 0.05 degree of accuracy. EFL teachers are chosen but only 100 of them participate in this study. These samples are teaching English at public school of Najaf in 2016-2017 academic years in different areas. The participants include 50 male English teachers and 50 female English teachers. All teachers are at B.A level in one field of English Language and most of them are familiar with MCQs flaws that may happen in a test.

4.2. Instrument

As this study investigates the relationship between teachers' creativity and their skill in designing flawless multiple- choice questions, two instruments are used:

Abedi (1985) creativity questionnaire is given to the EFL teachers. The reliability and validity coefficient of test of creativity has been estimated to be %90 to %72 . Each person should read its items carefully and answer to items based on provided instruction. It includes 60 items and the ranges of scores are between zero to 120. It takes about 15 minutes to answer to the included items.

One designed MCQ tests that include 15 items is given to the teachers. Among these items, 12 of them contain at least one flaw. Researcher distributes this questionnaire to the EFL teachers and asks them to check the incorrect items and mention type of flaw within them.

Al Muhaidib (2010) listed some of popular flaws that may happen in teachers' designed tests. Researcher in this reserch chooses the most popular of them that is introduced by him. Here is the list based on (Muhaidib, 2010) investigation:

Negative stem

All of the above

Logical clue

Word repeat

Coombe, et al., (2007) also listed some common flaws in teachers' MCQ. Researcher in this investigation will select these flaws and invest thier popularization in teachers' items.

Unparallel options

Grammatical inconsistency

Impure items

Double answer key

Gender bias in language

In another investigation (Farhady, et al., 2007) also mentioned some considerations that should be taken by teachers when they start writing MCQs. Two of those considerations are selected by researcher in order to investigate on them.

All distracters should be grammatically correct.

The stem should not start with a blank.

There are some reasons and flaws that make MCQs poor (Dowing, 2010):

   a) The use of absolute terms (e.g. always, never)

   b) The use of 'all of the above'

   c) Making the correct option the longest or most detailed

   d) Using word repeats or logical clues in the stem as to the correct answer

e) And grammatical clues"

4.3. Procedure

For collecting data, researcher distributes the Creativity Questionnaire to EFL teachers. All participants are EFL teachers and researcher assures them that their gathered information keep confidential. Teachers' selection is done randomly among Najaf teachers who have B.A. degree. For this reason, researcher sends require questionnaire and MCQs test to EFL teachers' email and gives to some of them printed paper format. After gathering data, researcher will calculate the creativity of each person and records them.

Afterward, researcher analyzes teachers' answers to MCQs test that invests teachers' identifying flaws in MCQs . Researcher illustrates to the teachers how to answer to the questionnaires. For making the situation more real, he asks EFL teachers to answer the items individually and assigned a limited time for them to answer. It should be mentioned again that some data gathered through internet by sending email to other EFL teachers in other places, so researcher has less control on their answering situation, but he assigns and sends mentioned situation for them.

After gathering all required information, researcher records them in SPSS software (Version 21) for gaining statistical information. Then researcher correlates teachers' recognizing of MCQs flaws and their creativity index to see whether his hypothesis are confirmed or rejected.

5. Results

The first question of the study is whether there is any significant difference between Iraqi EFL male and female teachers' creativity.

To test the first hypothesis, independent- samples t-test is employed. An independent- samples t-test is used statistically for the comparison of two mean scores of two different groups. In the present study, an independent sample T-test is applied to examine the difference between Iraqi male and female EFL teachers with regard to creativity.

At first, in this hypothesis, Equal variances assumed are investigated through Levene's test. This tests whether the variance (variation) of scores for two groups (males and females) is the same.

Table 1 :

Group Statistics and t-test for Equality of Means

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	group	N	Mean	Std. Deviation	Mean Difference	t	df	Sig.
Equal variances assumed	0.136	0.712	Male	77	2.30	0.23	0.07	1.82	152	.070
Equal variances not assumed			Female	77	2.23	0.25				

The significance level of Levene's test i.e. the P-value is 0.712 which is greater than 0.05 and this means that the variances for two groups (males and females) are same.

The result shows that the means of creativity for males and females are 2.30 and 2.23, respectively. The significance level is 0.070 and is more than 0.05. Accordingly, the first null hypothesis with the 95% confidence is accepted.
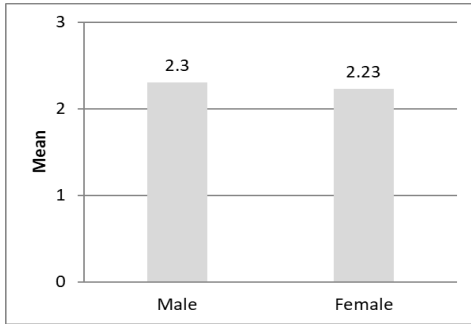
The second question of the study is whether there is no significant difference between teacher's creativity and their ability to identify flawless MC items.

To test the second hypothesis, independent- samples t-test is employed.

H_0: There is no significant difference between teacher's creativity and their ability to identify flawless MC items.

H_1: There is significant difference between teacher's creativity and their ability to identify flawless MC items.
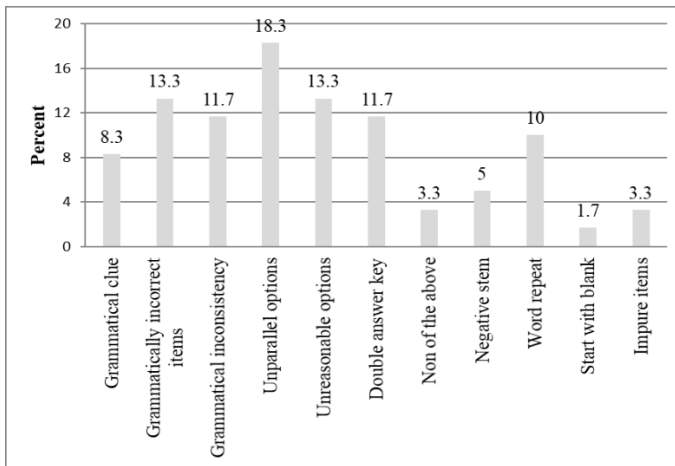
As table two shows, descriptive statistics are reported to summarize the characteristics of the data including minimum, maximum, mean, standard deviation values. As can be seen, the lowest and highest ability to identify flaws are respectively 0.07 and 0.8, and the mean and standard deviation are respectively 0.23 and 0.13.

Table 2 : Ability to Identify Flaws

variables	N	Minimum	Maximum	Mean	Std. Deviation
Ability to identify flaws	112	0.07	0.8	0.23	0.13

Ability to identify flaws
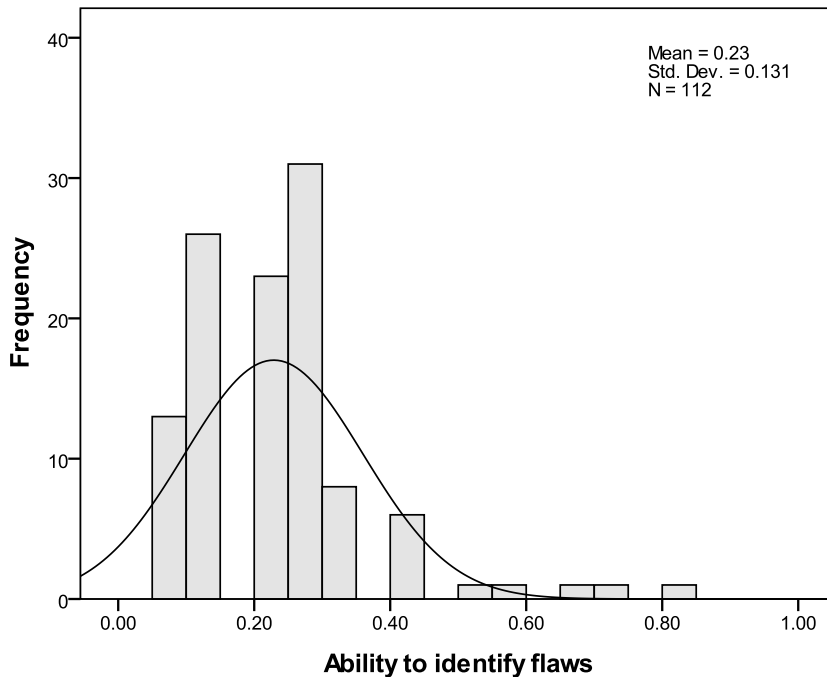
To implement statistical methods and calculate the appropriate test statistic and logical deduction about research hypotheses, the most important step before any action is to select the appropriate statistical method for the research. For this purpose, knowledge of the distribution of data is a priority. In this study, Kolmogorov-Smirnov test is used to test the assumption of the normal variables of the research. The statistical constraints of Kolmogorov-Smirnov's normalization test are as follows.

H_0 :data are normally distributed.

H_1 :data are not normally distributed.

Null hypothesis of Kolmogorov-Smirnov test is the normality of data. If the obtained P-Value is less than 0.05 then the null hypothesis is rejected. The results of the Kolmogorov Smirnov test are shown in the table below. Considering that the significance level of the test (Sig.) in all variables is more than 0.05, the claim of the normality of the data is accepted and all variables have a normal distribution. Therefore, the parametric methods can be used to study the hypotheses.

Table 3:

One-Sample Kolmogorov-Smirnov Test

	creativity	multiple-choice questions	Identify Flaws
N	154	20	112
Kolmogorov-Smirnov Z	.524	.701	.947
Asymp. Sig. (2-tailed)	.301	.339	.208

Table 4: *Group Statistics and t-test for Equality of Means*

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
	F	Sig.	group	N	Mean	Std. Deviation	Mean Difference	t	df	Sig.
Equal variances assumed	1.90	0.290	Male	56	0.212	0.09	-0.033	-1.33	110	.184
Equal variances not assumed			Female	56	0.245	0.15				

In this hypothesis, Equal variances assumed are investigated through Levene's test. This tests whether the variance (variation) of scores for two groups (males and females) is the same. The significance level of Levene's test i.e. the P-value is 0.290 which is greater than 0.05 and this means that the variances for two groups (males and females) are same.

The result shows that the means of teacher's creativity for males and females are 0.212 and 0.245, respectively. The significance level is 0.184 and is more than 0.05. Accordingly, the second null hypothesis with the 95% confidence is accepted.
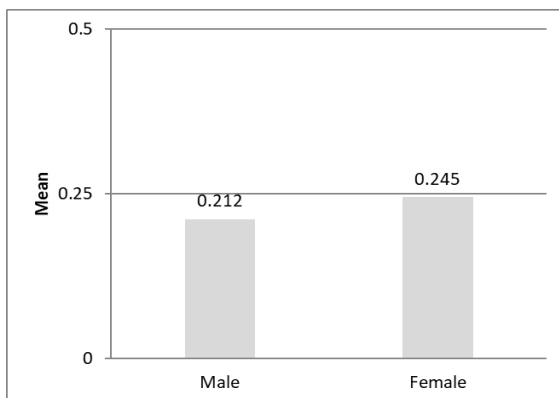
The last research question shows the types of flaws that are more popular in Iraqi EFL teachers' MCQs.

According to results that presented in the second hypothesis there are three popular types of flaws which have the highest percent. By comparing these results it can be said that Unparalleled options flaw is the most common one in the designing of multi-choice questions among Iraqi teachers which has 18.3%. Then the two flaws; Grammatically incorrect items and Unreasonable options 13.3% each.

6. Discussion

This study investigated: firstly,whether a teachers male and female differ in the level of creativity. Secondly, whether there is no relationship between teacher's creativity and their ability to identify flawls MC items and what types of flaws are more popular in Iraqi EFL teachers' MCQs.

Teachers' creativity can help students to increase their level of thinking and teachers' communication with students (Vasudevan, 2013). Although there are few studies aimed at identifying teachers' creativity roles, only some researchers investigate the role of this characteristics on teachers' performance in class activity affairs. Furthermore, the classroom test is one of the most important aspects of the teaching-learning process, and that is a very important responsible for teachers to design their classroom tests (Clegg & Cashin, 1986). Here in this investigation, the possible relationship between EFL teachers' creativity male and female and their ability to identify flaws in MC items are investigated.

As mentioning in previous investigations that teachers' gender has no significant role in their creativity (Ozkal, 2014), no significant role of teachers' creativity found between genders, In this study t-test comparison is conducted and researcher reaches to this conclusion that there is not any significant relationship between males' and females' creativity.

The present findings also refer that there is no significant difference between teacher's creativity and their ability to identify flawless MC items.

Amabile (1983) asserted that creativity should not be looked at as a personality trait or general ability but an attitude that results from the interaction of personal characteristics, cognitive ability, and environmental factors. Thus, it could be taught through the application of some simple techniques and strategies (Pishghadam, Ghorbani Nejad, & Shayesteh, 2012, p 207). The findings of this study also demonstrated that the role of teacher's creativity has no association with their ability to identify flawls MC items. This findings conclude that a teacher with low creativity can make high performance in designing a MCQ.

We can use test-strategies in many test formats but the primary use of it is in multiple-choice questions (Ghafournia, 2013) and (Haladyna, 2004). So, knowing this points leads teachers attention to the importance of strategies and flaws that might happen in their tests. Furthermore, knowing types of flaws and guiding teachers to avoid using them in their tests can enhance classroom tests validity and reliability, leading to better students' performance and facilitating teaching environment.

As previous investigation and the result of this study revealed that teacher' skills and training have significant role in their success, so test administrator can consider this point that for test administration suitable teacher with related major study should be selected. This investigation showed that teachers with BA degree in Teaching English as Foreign Language are more suitable for this aim.

Some types of flaws are more popular between teachers. Among these flaws Unparalleled options which is the most common one in the designing of multi-choice questions among Iraqi teachers which has 18.3%. Then the two flaws; Grammatically incorrect items and Unreasonable options 13.3% each. These valuable data can help Teacher Training College administrator to know teachers week points and ask their teachers to emphasis this points to their students.

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Continuity and Change in Patriarchal Structure: Recent Trends in Rural Bangladesh

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Abstract

This paper is about the transformation in the patriarchal structure of Rashidpur village in Munshiganj district, Bangladesh following overseas migration of men leaving their women in the village. In doing so, the study explores the continuity and changes in the discourse and practices of traditional gender roles in a patriarchal Muslim society considering the perspective of both men and women. The study pays especial attention to transnational communication of the villagers, the changes in their gender based mobility and its contribution to the changes in patriarchal ideology. The study is based on ethnographic fieldwork, which examines whether the changes are sustainable or temporal for a period when the husbands are abroad and what happens to the practices when the husbands permanently return. Though the findings of the study indicate the diversity and complexity of practices, migration of men increases the mobility of the left behind women. Again, the entrance of cell phone, TV and satellite channels and transnational communication of women have significantly changed their agency as individuals. Consequently, many young wives like to come out of the domination of their in-laws and live in separate households instead of previous joint arrangement. The overall findings of the study show a remarkable change in the traditional pattern of village life. The study contextualizes structure and agency to understand how patriarchal structure influences individuals and how individuals play a role to transform the structure in exchange through their mobility, activities and resistance when the migrants are abroad.

Keywords: agency, mobility, patriarchy, structure, transformation.

Introduction:

In one sunny late afternoon in March 2017, two friends were chatting sitting on grass of a corner of the bank of a pond near a tea stall in the middle of Rashidpur village. Seeing me passing through the unpaved path beside the bank, they greeted and requested me to sit beside. Afterwards, a group of men of different age who had gathered in front of the tea stall to enjoy their regular cup of tea, biscuit and pass their leisure time chatting with one another, came forward to us and joined the conversation. Although the group conversation covered diverse issues, I had the opportunity to keep it focused on the topics related to my objectives which included migration history of the village, changes in the village social organizations or traditional power structure and changes in gender based lifestyle and mobility of the villagers after migration etc.

This paper[1] is based on my PhD study which is a yearlong ethnographic fieldwork from January to December, 2017 in Rashidpur, a migrant village under Rashunia *union parishad*[2] under Sirajdikhan *Upazila*[3] in Munshiganj district, Bangladesh. The village is situated about 45 kilometres to the south from the zero point of the capital city Dhaka, Bangladesh. Agriculture has been the main occupation of the villagers for many generations before migration. But they have started going abroad as labours from the beginning of the1980s which is why a remarkable change has been occurred in their traditional

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[1] I should mention here that I did my master's thesis in 2000 and M. Phil thesis in 2011 in a gulf migrant village in Comilla, another migration prone district of southeastern part of Bangladesh. Again, I was born and brought up in a village in Comilla from where a large number of migrant workers migrated to different countries especially to the Middle East, Southeast and East Asian countries. Consequently, I have been observing the struggle of the members of migrant households and related social transformation for many years. I also have published three papers on three different issues of migration.

[2] Union Parishad is the smallest and the lowest administrative unit of local government. Each union is made up of nine wards. Each ward consists of one or more villages. A Union Parishad consists of a chairman, nine members for nine wards and three reserved women members who supervise three wards by each. The chairman and the members are elected by direct election. Union Parishad is responsible to oversee law and order and development activities of the government at local level.

[3] Upazila is a Local government unit in the middle of Union Parishad and district.

occupations. At present, remittance has become the main source of survival of many households. Remittance has also brought a significant change in the lifestyle and housing construction in the village as the households have been transformed from thatched to corrugated tin or sometimes to brick built buildings. But the communication to and from the village is still very difficult as it does not have road connection with the adjacent villages from three sides. A concrete road reached the southern side of the village. This is the main path of the villagers to communicate with outside world. Recently a few shops including tea stall, grocery, tailor shop and a garage for auto rickshaw have been established from two sides in the end corner of the road making the area a small bazaar and the main meeting place of the villagers. Alongside these shops, two tea stalls have been established to the western side of *Dewan bari* (homestead) beside a mud road whereas another tea stall has been established to the southern side of *Dewan bari* beside an unpaved path and the bank of a pond. The youth and older men of the village, after their daylong hard work, get together in front of the tea stalls in the afternoon and spend time until the late evening by chatting with one another and taking tea, biscuit, banana, bread etc. I joined many of their gatherings and listened to their ordinary conversations during the whole period of my fieldwork in the village.

Since the study deals with the gender sensitive issues of a rural Muslim society where women are kept under veil in the public place and where people are very much concerned about male female interaction, especially with outsiders, I had to think about my rapport and interaction with women especially who are alone in the absence of their husbands. Again, the cultural and religious norms of Bangladesh do not permit a man to talk with a woman individually in a separate place. To overcome this, I appointed a trained female researcher having a background in anthropology and gender studies to work as my assistant in the field. I talked to male members of the migrant, returned migrant and aspirant migrant households to know their feeling about women whilst she gathered information from women. Nevertheless, sometimes, I also talked with some women of migrant households depending on situation.

The physical structure of Rashidpur is different from surrounding villages. The homesteads of the village are separate from one another and they are like chunks where a large number of households are built in a small land area for which the villagers are concerned about the privacy of their movement while outsiders stay in the same homestead. For this reason, we conducted the fieldwork through our residence in the household of one of my friends in a nearby village which is half a kilometre away from Rashidpur. Since the village is not far away from our residence, we could stay in the village all day long, sometimes until the late evening to observe the natural movement and interaction of the villagers. We used to come back to our residence during lunch time and go back again before afternoon. We have conducted the study applying participant observation method as the main method along with a variety of other anthropological techniques such as census, Key Informant Interview (KII), in-depth interview, life story interview and informal group discussion with men and women of migrant, returned migrant and aspirant migrant households. In the beginning, we have conducted a census with both migrant and non-migrant households to have an overview of the village and to assess the basic changes in the migrant households. After the census, we have known that the village has 1404 people who are divided into 307 households of which 110 are migrant households from where 133 (127 men and 6 women) villagers have migrated to different countries especially to the Middle East, Southeast and East Asian countries to earn their living. We have also counted 55 returned migrants from 48 households. Most of the villagers are Muslims. There are six Hindu households where four have migrant men. Our respondents were selected using a variety of sampling techniques such as purposive sampling, snowball sampling or quota sampling depending on the issues of discussion. During the whole period of fieldwork we talked with men and women of different age and economic class to gain insights into transnational communication and gender based mobility of the villagers and their effect on the changes of women's agency and broader social structure overtime. Except the members of migrant, returned migrant and aspirant migrant households, we also talked with the village leaders, *khadem*[1], *imam*[2] primary school teachers, service holders, entrepreneurs and the like to get a comprehensive and clear picture about the changes in the village social organizations like household, homestead, lineage and society overtime. We did not record the conversation as we came to know that people do not speak from inner feeling in front of recorder. We also did not use camera without the permission of the villagers so that they can realize our honor to their privacy. In addition, before starting interview, we used to inform them clearly about the objective of the study and take their consent to collect data with a trustworthy rapport. Finally, I have used pseudonyms of all the informants and the village in the paper to protect their privacy.

Bangladesh is the 90th largest country in the world considering its landscape and the 8th largest country considering its population. Again, according to the density of population, it is the most densely populated country in the whole world. The latest estimates of the United Nations shows that the current population of the country is 165.53 million with a density of 1265 per square kilometer (http://www.worldometers.info/world-population/bangladesh-population/, accessed on

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[1] Khadem is the caretaker of shrine. There are four shrines in Rashidpur.
[2] Imam is the religious leader who performs Muslim prayer in the mosque. There are two mosques in Rashidpur.

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22.12.2017). But indicators such as illiteracy, unemployment and low per capita income demonstrate that it is one of the poverty stricken countries of the world. As a result, mobility and migration of people have significantly increased both within and outside of country to earn living. According to Bangladesh Bureau of Statistics, the mobility of people has notably increased from 2012-2016. In the year 2016, per thousand 76 persons have moved within the country (Ittefaq report, May 30, 2017). Over the past few decades, Bangladesh has become one of the major labor sending countries from where approximately 500000 people join world labor market each year. According to Bangladesh Bureau of Manpower Employment and Training (BMET), from 1976 to November 2017, in total 11388250 Bangladeshi people have migrated to more than 162 countries among which the top ten destination countries are Saudi Arabia, Kuwait, the United Arab Emirates, Qatar, Bahrain, Oman, Malaysia, Singapore and South Korea. But the flow of female migration is only 574, 075 from the year 1976 to 2016 because of the prohibition on female migration from government at different times. Though Bangladesh received a decreased amount of remittance $13.60 billion in the fiscal year 15-16, it earned the highest amount $15.27 billion in the fiscal year 14-15 (http://www.bmet.gov.bd/BMET/stattisticalDataAction; accessed on 22.12. 2017). Therefore, at present, international aid agencies in Bangladesh lost their significance with the impressive growth of ready-made garments export industry and the rise of remittance largely from the Gulf States (Raitapuro & Bal 2016). Therefore the study of migration in Bangladesh has national significance and practical relevance.

Though the overall destinations of the Bangladeshi migrants are Middle East, Southeast and East Asian countries, there are regional variations as some districts dominate migration to some countries. Migration to the industrialized West has a long history which dates back to the British colonial period. During the late 18th and early 19th century, poor people from East Bengal (Chittagong and Noakhali) started working as labors in the British Merchant Navy which used to ship goods from Kolkata to all over the world. Likewise, poor peasants from Sylhet district got works in the dockyards of Hoogly near Kolkata and in the British Merchant Navy. Many of these sailors especially from Sylhet district jumped from the ships and disappeared when the ships landed in the United Kingdom or the United States of America. Many of the workers also joined the factory as labors in the UK by the help of the British Merchants (Gardner 1995; Sikder 2008). These workers are regarded as the pioneer migrants to the industrialized West. At present, Bangladeshi people continue to migrate to the West through different ways- as students and later acquiring work visas, as workers and through reunification of family. Among the Western countries, the United Kingdom and the United States are the major destinations where other important destinations are Italy, France, Greece, Spain, Belgium, Germany, Netherlands, Canada, Australia, New Zealand, South Africa and Japan (Sikder, 2008). Approximately 500,000 Bangladeshi people live each in the United Kingdom and the United States. According to the government officials and migration experts, more than 1.2 million Bangladeshi migrants are living in Western countries (Sikder, 2008).

After the independence of Bangladesh in 1971, there has been a significant change in the pattern of migration from Bangladesh. Oil boomed Middle Eastern countries started major infrastructural development works in the beginning of 1970s for which they opened the floodgate of working opportunities for expatriate workers. Bangladesh government signed the contact with Arab states in 1976 when 6087 migrants left the country to join the workforce. By the late 1970s newly industrialized countries of the Southeast and East Asia- Malaysia, Singapore, Republic of Korea, Hong Kong and Japan also gradually attracted Bangladeshi migrant workers. Since then, the number of migrants has increased dramatically every year. But the pattern of migration to the Middle East, Southeast and East Asia is quite different from the West. Migration to the Middle East, Southeast and East Asia is short-term in nature with special job contract according to which the migrants must return home after the completion of the contract though a large number of migrants are staying abroad illegally for years. On the other hand, they get long term residence in the Western countries after which many get citizenship to the host countries (Sikder, 2008). Historical evidence shows that Sylhet, Chittagong and Noakhali districts dominate migration to the Western countries especially to the United Kingdom and the United States. As Sylhet district dominates migration to the United Kingdom, it is jokingly called the London of Bangladesh. On the other hand, Comilla, Chittagong, Brahmanbaria, Chadpur, Dhaka, Tangail, Noakhali and Munshiganj districts are known as royal districts because of migration to the Middle East, Southeast and East Asian countries. The district wise scenario of migration shows that Munshiganj district is ranked as the eighth largest migration prone area where Comilla district stands the first position among the 64 districts in Bangladesh. According to Bangladesh Bureau of Manpower Employment and Training (BMET), 705, 490 migrants went abroad from Comilla district between the year 2005 and 2016 whilst 193, 621 people migrated from Munshiganj district during the same period of time (http://www.bmet.gov.bd/BMET/stattisticalDataAction; accessed on 22.12. 2017). Munshiganj district has especial reputation among commoners for migration to the Southeast and East Asian countries like Japan, Republic of Korea, Singapore and Malaysia. Among the areas of Munshiganj district, Sirajdikhan upazila is well known for international migration where Rashidpur village is specially known for its remarkable change because of migration over the last few decades.

Migration of individuals leads to the questioning of existing orders (Gardner & Osella, 2003). The available researches conducted in Bangladesh and in South Asia focused on different issues and indicate a significant change in traditional social orders. The early studies consider migration as a modern phenomenon that brings modern values and practices in sedentary rural lives. Therefore, they link migration to the breakdown of rural community (Gardner & Osella 2003). Later, several studies link origin and destination of migration and consider it not only as a source of income but also of high status and power back in the village (Lefebvre 1999; Osella and Osella, 2003; Ali, 2007). A few studies also shed spotlights on the social and cultural changes in the left behind community (Gulati 1993). Existing studies on migration conducted in Bangladesh highlight the issue of remittance, economic development and changing status of migrant households (Siddiqui, 2003 & Gardner, 1995). While studying gender issue, some studies highlight on internal and international migration of women and link it to the changing position of women individuals both in the work and dwelling place (Sharma 1986; Kabeer, 2001; Dannecker, 2002). A few studies also focus on migration of man and link it to the social protection and higher status of women of the left behind households (Gardner 1995; Rashid 2009). Against this background, the objective of this paper is to explore the transformation in the patriarchal structure of Rashidpur village in Munshiganj district, Bangladesh following international migration of men leaving their women in the village. In doing so, this paper investigates into the continuity and changes in the discourse and practices of traditional gender roles and the development of agency among women in a patriarchal Muslim society. It also explores whether the practices are sustainable or temporal for a period when the husbands are abroad and what happens to the practices when the husbands permanently return. The study follows the idea of motility (Kaufmann, Bergman & Joye, 2004) to explore the effect of the migration of men and the mobility of left behind women on the transformation of social structure in Rashidpur village. It also contextualizes structure and agency of practice theory (Bourdieu 1977; Ortner 2006) to understand how patriarchal structure influences individuals and how individuals play a role to transform the structure in exchange through their mobility, activities and resistance when the migrants are abroad. Thus the study is an endeavor to contribute to the field of feminism by identifying different forms of changing discourses and practices of a patriarchal Muslim society in rural Bangladesh.

Migration and Changing Pattern of Wedding:

There is no single wedding type in Bangladesh (Gardner, 1995; 163). Similarly, different types of weddings are found in Rashidpur village depending on the level of education, *gosthi* (lineage) tradition and financial condition of the households. The villagers whom I met informed me that most of the weddings are arranged by the guardians of both bride and groom. When a boy or a girl grows up, household members take decision to marry-in/marry off him/her. But the guardians of bride usually do not send proposal rather they take mental preparation and wait for proposals to come. On the other hand, the guardians of the groom may look for a suitable bride by themselves in or outside the village. If they find anyone, they may share their desire with a reliable person who may play role as an *ukil*[1] (matchmaker) or negotiator to arrange the marriage. If the *ukil* agrees, he/she contacts with the guardians of the potential bride. If the guardians concede, *ukil* and the representative of groom's party may see the bride usually in her natal house. At one point, the two parties sit together and settle down the transactions[2]. Marriage occurs after a few visits and exchange of opinions. Niamul (48), while taking tea in a tea stall, said to me that his elder brother, Mirajul (58) got married about 35 years back according to the desire of his father. At first, the father, accompanying one of his friends, informally visited the bride's house which is far away from Rashidpur village and selected the bride for his son. Later,

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[1] Ukil or a matchmaker is a person who brings bride and groom's party together and mediates the marriage. The people of Rashidpur belief that it is a divine duty; making a new relationship is equal to building a mosque. Gardner (1995) shows that ukil is the central figure for a marriage especially for the initial contacts.

[2] Sattar (50), a farmer told that one or two generation back, bride's family had to provide the groom's family with cash money and gifts. Groom's family also had to give kabin (a deed of marriage where the groom commits to pay the bride a certain amount of money in cash or in kind), ornaments and cloths to the bride in exchange. At present, because of the increase of literacy rate and economic improvement, the exchange of cash money has decreased but total expenditure has remarkably increased from both sides. These transactions include different kinds of expensive gifts like furniture, TV, refrigerator etc from bride's party. Groom's party also gives big amount of kabin and ornaments and expensive cloths. Alongside these, arrangement of lavish feasts are offered from both sides. The respondent again told that remittance and flow of cash money has a big impact on this change. Gardner (1995) also shows that transaction is never one-sided. Analyzing the present transaction in India, Rao (1993) told that households of better educated women pay more dowry than the households of less educated women. Their better financial condition allows them to pay more. In India, it is called 'groom price' with the higher demands for educated men seen as a reflection of higher value in marriage market. In the case of Bangladesh, in some cases, education has a positive impact on dowry as the educated girls more likely to marry without dowry. But it is also true that when dowry is paid for educated women, the amount is considerably higher than the price paid for less educated women. By contrast, higher proportion of women with no education pay dowry although the amount is small (Amin, 2008). This pattern involves the marriage strategies pursued by the parents of educated and non-educated women (Huq & Amin, 2001: Suran, Amin, Huq & Chowdhury, 2004).

the father, accompanying a few relatives and well-wishers, took Mirajul to show the bride. Mirajul saw the bride and told that he had respect on his father's choice. Hearing this, the guardians arranged the marriage instantly at the consecutive night. They came back home next day with the new wife. In another case, Mohsin (30), a migrant who came back home from Cyprus to visit his household members, talked with me at a sunny noon sitting under a tree in front of his house and informed me that he got married five years back when he visited his household members for six months. He saw five probable brides in different villages surrounding Rashidpur before taking the final decision. His household members and he started looking for a bride by the help of relatives, well-wishers or friends. He accompanied his brother-in-law during seeing the brides all the time. He paid a handsome amount of *bokshis[1]* (vail/cash money) each time to show honor to the probable brides. He paid the highest amount of *bokshis* to the bride whom he finally married. In a different case, my assistant and me talked with Tahmina (22), in one morning sitting in front of a neighboring house beside the house of her husband when her parents-in-law were away. She informed us that her marriage was a love marriage with Mizan (28), a migrant to Saudi Arabia. They fell in love of each-other two years back when she was studying in a college and Mizan came back from Saudi Arabia to visit Bangladesh for six months. Her natal house is a few villages away from Rashidpur. Once they got court marriage[2] without the permission of both of their parents. Her parents-in-law did not accept the marriage. In such situation her husband stealthily left the country for Saudi Arabia without informing her. Later her parents arranged a *shalis* (village arbitration) in Rashidpur where the village leaders ordered her parents-in-law to accept her. Afterwards, her parents-in-law permitted her to stay in their house. But her husband has not been maintaining any contact with her. At present, she is studying bachelor in a college and hoping to manage a job and waiting for her husband. Later, I have heard from a few young villagers that the marriage was not usual. Mizan was not willing to marry her but continue the love relation. But Tahmina was claiming that he was planning to abuse her. So, she made him compelled to marry.

The above cases indicate a remarkable change in the perception of wedding among the migrants and the young generation villagers. Many villagers told me that migrants see different patterns of male-female relation abroad and get motivated accordingly. They also share their ideas with their friends and household members by audio/video call on cell phone or when they visit home. In addition, the village has electricity connection since the early 1990s. At present, most of the migrant households have TV and android phone. Recently, dish antenna (satellite TV channels) has also entered into the village. Women watch TV while young generation people use mobile internet in their leisure time. Besides, Indian movie and TV serials have gained significant popularity among the women and grown up children. The Indian movie and TV serial reported to show the programs related to love story and internal household conflict. As a result, the idea of passionate relation or romantic love is increasing among the migrants and the young villagers. But parents and *gosthi* (lineage) elders do not accept romantic relation and love marriage because wedding is a means of social mobility to establish one's position in the society by making new affinal links (Gardner, 1995). Therefore, they accept only socially arranged marriage because it is linked to the prestige of household and *gosthi* members. They are especially concerned about the modesty and behavior of brides. While talking about wedding process, Hamid (45), a village leader told, "We like all the girls when they move in the street. But we cannot choose anyone when we look for a bride." In this regards, Gardner (1995, 162-63) argues that the reason behind this concern is that households compete in the village for status through marriage and plan to increase their social network upon the correct behavior of their daughter. Therefore the discourse and practices of weddings may be different to different individuals of the same households based of age and gender.

Household Composition:

Household is the smallest unit of village social organizations. Official definitions and existing village studies define household as a residential unit where family members, lodgers, borders or servants live and eat together (Ahmed, 2008). But the members of migrant households do not consider households only based on eating and living arrangement (Ahmed, 2008; Uddin, 2013a). Here the absent migrants are not only household members but also the head of the households by virtue of the position as the sole breadwinners. In many cases, the left behind household members live on remittances sent by the migrants who are far away from home. The migrants are physically absent but in actual sense they are present as

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[1] It is a norm to provide the potential bride with bokshis or vail by cash money when groom's party formally sees her for the first time. It is considered as a symbol of honor to the bride.

[2] Court marriage is a simple declaration. It is a kind of love marriage where Muslim bride and groom go to kazi (registrar of Muslim marriage) office to solemnize and registrar marriage and collect a receipt of marriage certificate. Afterwards, they go to an advocate to declare themselves as husband and wife by a 'Notary Public' and 'Affidavit'. Later the couple must collect the Nikah Nama (marriage certificate) from kazi office for legal protection. On the other hand, there is no particular instruction from the government of Bangladesh for Hindu/Buddhist/Christian marriage for which bride and groom go to City Corporation or priest or the administration of Temple/Church after solemnizing the marriage at Temple/Church (Israt Hasan, The Daily Observer; July 30, 2015).

household members or the main source of survival. The migrants and the left behind members maintain continuous contact in such a way that their interaction crosses the national boundary and turned into transnational (Gardner & Grillo, 2002; Uddin, 2013a). Parrenas (2001) says that migrants earn abroad while their household members perform the activities of reproduction, socialization and consumption in the village. Therefore migration plays an influential role in the transformation and reorganization of household composition. Migrant households in Rashidpur village show that the composition of households is malleable and continuously changing. I have talked with the members of migrant, returned migrant and aspirant migrant households and found a variety of compositions where most of the migrant households are temporarily managed by women in the absence of their men. The rest of the households are headed by men-father or brother. In some cases, married daughters and their children live in the households of their parents. In some exceptional cases, divorced or widowed daughters take shelter in their natal households. Therefore it is impossible to generalize the consequences of migration on the composition of households. I have found the following variety of household composition in Rashidpur village.

Table 1: Composition of Migrant Households in Rashidpur Village:

Composition of Household
Husband + Wife
Husband + Wife + Children
Husband+ Wife+ Children+ Married daughter
Husband + Wife+ Children+ Divorcee daughter
Husband + Wife + Children + Mother of Husband
Husband+ Wife+ Children+ Father of Husband
Husband + Wife + Children +Married Sibling + Parents and Widowed Sister of Husband
Husband + Wife + Children + Married Sibling + Mother of Husband
Husband + Wife + Children + Unmarried Sibling + Parents of Husband
Husband + Wife + Children + Married Sibling + Unmarried Sibling + Parents of husband
Husband + Wife + Children + Married Sibling + Unmarried Sibling + Mother of husband
Husband + Wife + Children + Married Sibling + Parents and Grandmother of husband

Source: Fieldwork, 2017

The villagers divide the composition of households broadly into two categories- *bhinno* (nuclear) and *ekloge* (joint). But their definition is different from Western construction 'nuclear' and 'joint'. Gardner found in Talukpur that nuclear household consists of husband, wife and their children and joint household consists of parents, their married children (usually sons) and their spouses and children, plus daughters who are divorced/separated or widowed (1995: 102). In the case of Rashidpur, usually, the members of a household are family members; but its membership is open where relatives may be included. In most of the cases, *bhinno* households consist of married couple and/or their children. Sometimes, single parent of husband may be included. Married daughter may also be included if her husband is abroad. Likewise, divorced or widowed daughter may also be included if she is single. An old widower and an old widow got married after the death of their previous couple. The husband is now 70 years old while the wife is 62. On the other hand, *ekloge* households consist of parents, married sons and their couples and children. Sometimes, married daughter and her children may also be included if her husband is abroad. Sometimes, divorced or widowed daughters and their children may also live there. Household composition of Rashidpur village shows that in both of the categories, one or more relative of both couple typically of the husbands may be included depending on situation. Therefore, it is important to know how local people themselves explain the composition because different individuals have different interest in decision making within the household (Gardner, 1995).

Household structure is usually in peak when sons get married-in, their wives work under the direction of the mother-in-law and the daughters are married off. Father belongs to land property and supervises household issues; but this does not mean that he plays active role in all household affairs. His pattern of involvement also depends on his personality. If he is illiterate, old or unwilling to lead the household, mother or sons manage from behind the scenes. Again, if the son is migrant

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and bread-winner of the household, authority of father decreases (Ahmed, 2008). Usually a household is divided after the death of both parents. But it is found in Rashidpur that, in many cases, households divide after the death of the father or even when both parents are alive.

Ahmed (2008) shows that although the common perception in rural Bangladesh is that household separation takes place due to expansion cycle when 'nuclear' units gets extended with the progression of time and gets divided after the death of household head, this assumption is very simple because household separation is related to a number of socio-economic and psychological factors which are not necessarily related only to expansion cycle. In this connection, he argues that households may split because of increased number of members with the expansion of time, lack of space, conflict among the members and so on. Similarly, Van Schendel (1981) shows that intergenerational power conflicts between father and his son or between mother-in-law and daughter-in-law causes the division of joint households. While talking about migrant households, Gardner (1995; 99) shows that the effect of migration on household composition widely varies; in some places, it is associated with the breakdown of household structure whereas in other places it may be linked to joint arrangement. In fact, the absence of migrants brings various changes in internal roles of household members from beginning to the end. Sharma argues that migration is a household process (Sharma, 1986). It affects all the household members both migrant and non-migrant. The members of migrant households informed me that migration is a big investment for their future. They select the most enterprising and duteous son for migration so that he can help other brothers to migrate and hence improve the economic condition of the household. Therefore, prior to migration, the migrants and their household members idealize migration as a source of prosperity and unity among them and consider that economic advancement is ensured and definite after migration. But I found in my M.Phil study that household is a unit of power exercise where male, female, adult, children, migrant and non-migrant individuals enjoy uneven authority on remittance and household decisions (Uddin 2013a). As a result, a psychological discord emerges when he cannot fulfill their demand according to aspiration. If the migrant is married, conflict emerges between his wife and other members which induces household breakup in the long run. Contrarily, Gardner and Bashar argue that migration plays a significant role in keeping households together because the members link it to unity and economic prosperity (Gardner, 1995, Bashar, 2009). Gardner worked in a village where most of the migrants went to the UK and Bashar worked in a village where most of the migrants migrated to Italy. Since UK and Italian migrants earn more, there is less tension in the household and hence there is less conflict among the members. But the scenario is different in Rashidpur because the migrants are poor most of whom migrated to the Middle East, Southeast and East Asia to work as labors. Here the migrants bear the burden of large households by their little and irregular earnings. Therefore, sometimes, it is difficult for them to manage three square meals for the left behind household members. Sometimes, it creates constant dissension among the members back in the village. Consequently, in many cases, the households which are not financially solvent start to get divided from the previous unit.

While I was talking with Shajahan (46), a returned migrant from Saudi Arabia, sitting in a tea stall, he identified the following reasons of household breakup in his village:

Relationship between mother-in-law and daughter-in-law is the principal cause of household break up.

Unequal remittance of migrant brothers creates dissension among the left behind household members especially the wives of the migrants whose husbands contribute more than other brothers.

Unequal distribution of parental resources creates tension among the brothers which induces household break up.

During purchasing land or household assets, all brothers have to contribute equally. But it is difficult to exclude a brother in *ekloge* household even if he does not contribute at all for which household may get divided.

Sometimes, fathers may mutually break up the households and distribute lands among the sons and daughters before their death to avoid future conflict in their absence.

Likewise, while I was talking with Milon (35), a service holder in Dhaka, sitting under a tree in a corner of his homestead, he identified the following additional reasons of rapidly growing tendency of household breakup:

In *ekloge* household one or two members earn money whereas the others live idle lives and remain dependent. But now because of continuous price hiking of commodities, expense of daily life has increased in such a level that it is difficult to live life in traditional way.

Husband considers grandparents, parents and grandchildren as household members whereas wife counts only husband and children as her household members because she is more concerned about the future of her own unit. The reason of

this difference in thinking is that the wife does not know the history of struggle how her parents-in-law raised her husband from childhood. Therefore, the wife tries to convince her husband to concentrate on their own unit.

Sofura (50), a mother-in-law, told my assistant that the new generation wives know the art of exposing love to their husbands in more passionate ways. Therefore, they can motivate their husbands to concentrate on their own parts forgetting their parents. Consequently, conflict arises between parents-in-law and daughters-in-law which leads to the breakup of the households. Likewise, I have heard from many villagers that there is a generation gap between mother-in-law and daughter-in-law in understanding rights and freedom. Literacy rate has considerably increased among the new generation wives. Moreover the availability of android phone, internet or TV program and opportunities to move in the public sphere have broadened the horizon of their thinking for which they have different views about privacy, freedom and responsibilities. As a result, mothers-in-law cannot control their daughters-in-law as they did in previous generations.

Household Decision:

Decision making pattern of the migrant households in Rashidpur is diversified depending on their composition and internal relation among the members (Gardner, 1995). While my assistant and me were talking with Kusum (42), sitting in her house, she told that her husband lives in Malaysia for 15 years. The husband sends money to her bank account and depends on her for household decisions. They take decision by mutual sharing. She has been playing active role in household decision since her marriage. The husband believes that she understands better and takes better decision than him. On the contrary, in another case, while my assistant was talking with Ira (28) sitting in her kitchen, she informed that her husband lives in Singapore and sends some amount to her account for household expenditure. He sends the rest of his earning to his personal account in Bangladesh for saving. He gives detailed instructions how to spend the money and takes all the decisions over the phone during sending remittance. Ira further informed that her husband does not like to share all the financial issues with her the reason why she does not demand more money and accepts whatever amount he sends. In a different case, Seema (20) is a new wife in an *ekloge* (joint*)* household where her father-in-law is the head and takes all the decisions. While talking with my assistant sitting in her husband's house in the absence of parents-in-law, she informed that her husband lives in Saudi Arabia for three years and sends remittance to her father-in-law, who, talking with his migrant son, takes all the household decisions, goes for shopping and spends the money accordingly. She further informed that, sometimes, she even does not know when her husband sends money. Her husband does not send money separately for her personal expense. She only receives some amount from her father-in-law in each 2/3 months for personal expense.

The above cases illustrate how the women of different age and different household composition have different involvement in household decisions. Likewise, I have heard from several villagers that the remittance in the e*kloge* households is receipt mostly by father or a bother and in some exceptional cases, by mother or an elder sister. Decisions of these households are taken by mutual discussion between the migrants and the recipients over the phone. The wives of *ekloge* households do not have active role in household decisions especially when they are young. On the other hand, the women of *bhinno* households have assertive role in household decisions but this also varies depending on conjugal relation. They further informed that the position of women changes gradually overtime after the birth and with the growth of their children especially male child.

Similarly, I have heard from many men and women in the village that when the children begin to grow up, gradually the women get concerned about the future of their children and the households as a whole. When they see that the neighboring children are getting better education, wearing better cloths and enjoying a better life, they get worried thinking the future of their own children. They also get concerned about personal freedom when they see the next-door women to deal with cash and move in the public places. Therefore, they consult with their husbands and convince them to migrate if they have not gone abroad yet. They also try to manage the capital of migration by selling their ornaments or borrowing money from their parents, brothers, sisters, maternal uncles or any close relative. They also play important role in repaying the money to the borrowers. The women feel proud if their husbands live abroad as it is a symbol of status and financial wellbeing. They may do the same during the migration of their sons. The respondents further informed that the women of previously poor and now well-off households are more willing to get involved in migration process and negotiate household decisions and establish their agency.

My assistant talked with Zulekha (28) sitting beside her at a noon when she was cooking rice in her kitchen. She told that her husband, Najir (35) was almost unemployed in the village before his migration and they were living in a *bhinno* (nuclear) household. When her first son started school and the daughter started walking, gradually she got concerned about the future of the children. Once, she began to convince her husband to go abroad so that they can properly educate their

children. The husband was ambivalent because he could not afford migration cost. In such situation, she sought help from her parents and migrant brothers to manage a visa. Afterwards, one of her brothers who lives in Malaysia managed a visa which costed BDT 350,000. The husband managed BDT 200,000 by selling two cow and taking loan on interest. She managed the rest amount by selling her ornaments and borrowing from another migrant brother. The husband has been living in Malaysia for three years. Zulekha receives BDT 20000-25000 remittance every month and takes household decisions by mutual sharing with husband over the phone. They spent the initial remittance to repay the loans. Now they are planning to make a brick built house.

Mobility and Agency of Women:

Migration of men brings various changes in the life of women who are left behind in the village. Gardner (1995) finds various discourses and practices of gender identity in her migration study. Likewise, I have found multiple gender identity, discourses and related practices in Rashidpur village. Contrary to this idea, many scholars have identified Bangladeshi women as homogenous category and gender relation as unchanging (Gardner, 1995; 200). Until the second half of the 20th century, the third world women were treated as victims of patriarchy. But this idea has increasingly been criticized by the feminist scholars (Mohanty, 1988). White (1992) argues that Western middle class researchers conducted researches in Bangladesh and treated women as homogenous and passive victims of patriarchy. Their main intension was to create an aid oriented discourse which treats the situation of third world women as a problem that can be solved by aid-agency funded by the West. Gardner (1995, 201) shows that the women in Bangladesh are less powerful than men in many ways because they have less access to resources and public domain. They also do not have access to mosque and village arbitration. But the findings in Rashidpur village indicate that though women have less access to land ownership, they practice power in various ways at household level. Therefore we should explore how women strategize to establish their identity and agency as individuals.

To explore the diversity of the impact of migration and mobility at individual level I have followed the idea of motility propagated by Kaufmann et al (2004). Motility is the combination of spatial and social mobility which are interchangeable and interdependent. They have considered motility as an asset. According to this idea, different individuals have different access to motility that refers to both vertical and horizontal dimension of social position. They again indicate that motility creates a new form of social inequality because of unequal access to spatial and social mobility which creates fundamental changes in all aspects of social structure. Along with this, I have follow the perception of practice theory (Bourdieu, 1977; Ortner, 2006) to understand how patriarchal structure influences individuals and how individual play role to transform the structure in exchange through their continuous interaction with each other. I have also pursued Gardner's (1995) idea of ethnographic writing to understand the diversity of rural life. Following these theoretical ideas, I have explored how migration of men creates opportunity for women to deal with remittance and move in the public sphere that changes their vertical and horizontal position which ultimately develop their agency as individuals.

Migration brings radical changes in the female identity of village women as they perform household and outside works. I have heard from many men and women that in recent time, mobility of women in public places has become a common phenomenon in the locality because of migration. But they need to maintain *parda*[1] which is mainly practiced by wearing *burka*[2]in public sphere. Though *pardah* is considered as a means of subordination in Western society, Gardner (1995; 218) shows in the case of her Talukpur study in Sylhet, Bangladesh that it always creates status for women themselves because they get more public prestige than those who do not maintain *pardah*. As the poverty stricken women need to go outside for wage work, they cannot maintain *pardah* and hence cannot enjoy expected public prestige. She further shows that *pardah* related behavior is important for women's spirituality because it brings them closer to Allah (219). But in the case of Rashidpur, *pardah* and *burka* are interchangeable in practice because wearing *burka* is equated as maintaining *pardah* in many cases. Therefore, *pardah* has its own local and cultural version in Rashidpur as the women do not follow the original ideology of *pardah*. Though they wear *burka* most of them do not cover face like many Arabian women. They wear *burka* when they move outside in front of strangers but they move freely without *burka* in the homestead in front of male neighbors. Again, many of them do not follow other aspects of Islamic life; rather they lead a liberal life which has its own cultural version. The men and women whom I have talked mentioned a number of reasons and benefits of wearing *burka* in public place. They have said that they do not need many expensive, new and washed cloths to go outside if they wear *burka* on

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[1] Pardah is a set of inner feelings and an ideology that secludes Muslim women from public sphere. By separating male and female sphere, it actually creates interdependence (Jeffery, 1973; 13). It focuses on physical separation and women's need for male shelter (Papanek, 1973).

[2] Burka is a long garment that covers the whole body from head to feet. Muslim women wear burka when they go to public places. It is used to maintain pardah in public sphere.

the top. Again, nobody can recognize them from far if they cover themselves by *burka* for which they can freely move in the public place without hesitation. Outside men also show respects when they wear *burka*. As a result, they get the opportunity to move in the public place and redefine their gender role. But still the meaning of female identity and *pardah* are different to the women of different age and class.

The role of class is also widely recognized in the study of South Asian gender (Sharma, 1986, White, 1992). Sometimes, I saw some women to work without *burka* with men in the field during plantation and harvesting of potato[1]. But Jalal (58), an employer of a group of men and women labors told that no women of Rashidpur work in the field as wage labors. The women who work in the field either come from neighboring villages or from the districts of north Bengal. He also informed that many women come with their husbands from the northern districts of Bangladesh and stay in the homestead of wealthiest households of the locality to work during plantation and harvesting season. Western feminists link non-domestic work to gender equality. But in rural Bangladesh the women who work outside do not enjoy increased power in the households because they do not control resources in the households (Gardner, 1995). Similarly, Sharma argues (1986) that if women work in public place but do not control resources, they can change their status neither in the household nor in the public spheres. As a result, we cannot consider that the women who work as wage earners or who manage households without adult men are more equal to men than women of the wealthiest households (Hartmann & Boyce, 1983). In this regard, Gardner (1995) shows that, women's power and status in Bangladesh are dependent upon their access to resources and support from male counterparts. She again argues that the absence of women from public sphere does not indicate women's vulnerability rather it is a symbol of high status of a household. She argues that it is the wealthiest households which can withdraw their women from production and practice women's exclusion. She further indicates that outside mobility of daughters is very important to build marital alliance with 'better' husbands. This is seen in the most 'honor' and 'shame' societies where the higher the status of households, the more modest women appears to be. In this regard, she shows that the women of the wealthiest households who maintain more *pardah* have more economic, political and symbolic power than the women of poorer households because seclusion is a symbol of status for them. But in the context of Rashidpur the scenario is different when the question comes about the contribution in household decision and freedom of mobility in the public sphere. I have found various discourses and practices of gender identity in Rashidpur among the rich, newly rich, middle class and poor villagers. Here, poverty stricken women do not wear *burka* because they need to go outside for work. Wives of the traditionally rich households usually do not go to public places if their travel is not a must. While talking with my assistant, Nazma (35), a wife of a rich *ekloge* (joint) household told, *"I take permission from my parents-in-law if I need to go outside. I also take permission from my migrant husband and my parents-in-law when I go to natal home. I cannot go outside the homestead without their permission."* On the other hand, Kusum (42), the wife of a newly rich migrant household told my assistant and me that, *"My husband never suspects if I go to public places. Sometimes, I accompany my neighboring women when they need help to go to hospital or bazaar on big occasions."* In this regard, Miron (45), an electrician told that the migrants who were poor and now are well-off because of remittance, permit their women more to move in the public places than the men who were rich before migration. The study in Rashidpur village reveals that women who were poor before migration and now are well off are the most able to negotiate and redefine their social roles in their favor. I have heard from many villagers that the wives of *bhinno* households who were poor before migration but now are rich have better bargaining and decision making power within and outside homestead. On the other hand, women of rich but *ekloge* households grow up within the restriction of *pardah* for which they remain submissive though they have strong male support. I have heard from several women that the women who can move in the public places undermine the women of the richest but *ekloge* households because they cannot go outside and take decisions on their own.

Women's practice of power and freedom of mobility is linked to their age, wealth and the number of sons. Junior wives may find it difficult to strategize their position as they remain under the control of parents-in-law and their behavior is closely watched because their behavior is the symbol of honor and purity (Gardner, 1995; 204). While talking with my assistant in the absence of her parents-in-law, Seema (20), a new wife of a rich migrant household told,

"I need to take permission from parents-in-law to go to my natal home. My husband advised me to listen to my parents-in-law without any argument. I like to go to public sphere but I have permission neither from husband nor from parents-in-law."

But mobility of these women is slowly accepted after they give birth to children, especially male child. Gardner (1995) shows that as women grow older and pass menopause, the restriction of *pardah* are gradually loosened. She shows that

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[1] Munshiganj district is very famous for producing potato. Whilst many other districts of Bangladesh emphasize on paddy, people of Rashidpur and surrounding villages produce mainly potato. Many villagers told that potato is more profitable than paddy or other crops.

women enjoy more power when their sons get married because they have the chance to control their daughter-in-law. Again, after passing menopause, they can freely move in the village road unaccompanied. The village men also respect them as elders. But again, this depends on the support of husband and adult sons (Gardner, 1995; 214). I have found the similar scenario in Rashidpur village.

Migration affects the mobility of different women in different ways depending on age, personality, conjugal relation and household composition. Several wives of *ekloge* (joint) but rich households said that they remain under the supervision of their parents-in-law and other male members of the households. Their mobility is not welcomed by the norms and values of their households because their mobility is regarded as dishonorable for their household men. The young women of these households pass through public places wearing *burka* only when they travel between natal and husbands' homesteads. Otherwise, they stay at home and perform merely household activities. On the other hand, many wives of *bhinno* (nuclear) households told that they go to public places in the absence of their husbands on different occasions-for shopping, visiting banks or school. A few wives said that they may bring commodities by men if there is any reliable and close one like father-in-law, brother-in-law or uncle-in-law. Sometimes, male members of the natal households of the wives may also help if their homesteads are not far. But I have also heard from many men and women that women do not like the shopping when other people buy for them. Moreover, they cannot maintain financial calculation accurately when other people buy their commodities. So, they like to go to purchase things by themselves. Sokon (55), a returned migrant and at present a shopkeeper in the village, told that the tendency of mobility of women is increasing day by day seeing one another. He has further informed that the highest tendency of mobility of women is seen during two Eids (Eid of Ramadan and Eid of sacrificing cattle). But Kader (58), a fisherman said that women do not have strong bargaining power for which they buy items with higher prices. The shopkeepers know that the husbands of these women live abroad and they have cash flow for which they offer cold drinks, tea, biscuits etc to the women and their accompanied kids as a strategy to decrease their bargaining power and make them permanent customers.

I have heard from many villagers that although the mobility of women is accepted, it is widely believed that without a grown up men nearby, women are vulnerable to different kinds of sexual harassment. Again, if the nearby men are not close relatives, the villagers suspect the mixing and endeavor to breathe the smell of extra-marital relation. Likewise, women's interaction with outsider men in public places is observed with detecting eyes. Khodeja (30), the wife of a migrant told, *"I always take one of my kids to accompany me when I go to bazaar. I never go alone so that nobody suspects*. But some women are brave enough to neglect the observation and move when they need. Shirina (35), the wife of another migrant told, *"If we are always anxious about the surveillance of others, we cannot work outside. Honesty is a personal issue."* Along with this, when I explored the sustainability of the changed practices when the migrants permanently return, many members of returned migrant households informed that the women go back to their household duties as they do not have reason to go outside when their husbands permanently return. But still they can contribute better to household decisions. Their husbands can go to urban area or other places keeping their wives alone at home like before. Therefore, the experiences of the wives have practical implication in the long run.

Conclusion:

The consequence of migration is complex and unpredictable. It brings significant changes and reformation in the familial and social life in some cases whereas in other cases, it does not bring remarkable change in traditional practices (Gardner, 1995). Migration of men brings remarkable changes in the composition of households. Female education has notably increased among the new generation wives. Alongside this, transnational communication and the entrance of cell phone, TV and dish antenna (satellite TV channels) in the village have widened the horizon of the rights and freedom of women. As a result, many young generation wives like to come out of the domination of their in-laws and live in separate households instead of previous joint arrangement. In order to implement their desire to be separate, they try to convince their husbands to think about the future of their children and their own unit instead of all the members of the household. The migrants also, sometimes, find it difficult to bear the living costs of large households by their inadequate and irregular earnings. In such situation, parents and siblings of the migrants feel discontent and insecure though once they welcomed migration for their prosperity. This psychological discord gradually creates continuous tension and conflict which induces household break up.

The study reveals that women who were poor before migration and now are well off are the most able to negotiate and redefine their social roles in their favor. It shows that because of the migration of men, mobility and decision making power of women, especially the women of *bhinno* households have remarkably increased. To move in the public spheres, the women strategically wear *burka* to uphold their personal image and to make their mobility easy. So, migration is linked to the increased practice of *burka* but it is not always the signs of subordination since it has local and cultural meanings to the

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villagers. Nonetheless, many women of the wealthiest but *ekloge* households still follow the traditional norms and values while their father-in-law, brother-in-law or other men perform their outside work in the absence of their husbands. As a result, the women who can move in the public places undermine the women of the richest but *ekloge* households because they cannot go outside and take decisions on their own. But many women remain stressful as they have to manage households and public sphere alone by themselves. Nonetheless, many of them enjoy this time as they can deal with cash, go to public spheres and buy necessary items as they like. Therefore, their experiences of working both in private and public sphere make them capable to reshape and rearrange their traditional cultural boundaries and establish their agency. When their husbands return permanently from abroad they go back to their traditional duties in the households because they do not have reasons to go to public places. But still their husbands can go to urban area or other places keeping them alone at home like before. So, their experiences have practical implication in the long run.

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Active Engagement Through Contemplative/Reflective Writing in Online Classes

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Contemplative writing as described by Barbezat and Bush (2014) is "a practice that emphasizes process rather than outcome". They also emphasized that often students need instruction in how to pay attention to their own process. In this paper, the authors demonstrate, with specific examples, how we have applied some principles and practices of contemplative/reflective learning in our online pedagogy. Informed by the works of Bart (2011), Barbezat and Bush (2014), Zajonc (2013), Hoy (2016), and others, and building on our own experience in transformational learning and critical thinking, our practice adapts contemplative/reflective writing pedagogy to the challenging online environment.

Keywords: active, engagement, contemplative, reflective, writing, online, classes

Introduction

We have done a considerable amount of research and writing on the theory and practice of contemplative/transformative learning, in both face-to-face and online learning environments. As we, along with Barbezat and Bush [2014] and Grossman (2009), understand contemplative pedagogy, it is an approach that emphasizes process, rather than outcome, and that benefits significantly from an emphasis on writing as a key component. Such an approach encourages students to develop deep awareness of important issues and to achieve insight into differing thought processes and perspectives, especially as they share and contemplate each other's written responses to well-conceived prompts. For us, contemplative learning practices complement transformative pedagogy, which aims to challenge assumptions and paradigms and to foster critical thinking and reflection. In this paper we will explore some practices that we have found especially effective for realizing contemplative and transformative objectives and making critical thinking a theme and a goal specifically in online courses.

A weakness that we have found in the literature on contemplative learning is that there are very few accounts of contemplative pedagogy and its efficacy in specific courses. Moreover, there is a frustrating lack of explicit strategic recommendations for contemplative pedagogy in the especially challenging online environment. In short, published work on contemplative learning seems to us to be long on theory and "principles" and short on examples of concrete applications. This paper explicitly describes strategies we have used successfully for fostering such learning, as well as critical thinking more generally, in some specific online courses, which we have taught. As we demonstrate, the online environment can actually provide opportunities for process-oriented contemplative learning that would be very difficult to reproduce in face-to-face classes. We note, significantly, we believe, that these online strategies have enriched our face-to-face classes when we have adapted and applied them there.

Theory

In their book, *Contemplative Practices in Higher Education*, Barbezat and Bush [2014] underlined the importance of having students do journal writing, participate in online discussion forums, and practice reflective writing about what they have read. Barbezat and Bush [2014] are convinced that "sometimes students need guidance to be able to discern their own development" [p 129]. Asking students to reflect on the ways in which their learning has affected their thinking guides them toward such discernment. As relates to development, we have found Labouvie-Vief (1990 and 2006) very helpful, conceptually.

Bart [2011] listed four important steps for critical reflection/contemplation.

Specify learning outcomes – state your learning outcomes in measurable terms.

Design reflective/contemplative activities to achieve the learning outcomes. Teachers must determine where reflective writings can occur and the topics for each.

Engage students in contemplation/reflection. Provide students with writing prompts geared toward reflection that steers them to higher levels of thinking, analyzing and reasoning.

Assess learning through critical reflection – frequent formative assessments such as online "discussion" forums can be checks to see if students are progressing toward the designed learning outcomes.

Critical reflective writing prompts will provide students with a way to uncover insights as they reconsider their initial understanding of the issue, which provides students with a deeper learning experience. Contemplative/Transformative learning is achieved when students understand their own preconceived assumptions, can articulate the origins of and the flaws in those assumptions, and are able to give respectful consideration to other points of view.

Zajonic [2013] said, "We can see how contemplative pedagogy deepens experience through repeated engagement and so leads students to gradually foster those capacities for insight that will aid them in the true understanding of the content of their studies and perhaps even assist in the precious moment of discovery" [p. 89].

General Advantages of the Online Environment

Online technology can enhance opportunities to create most of the conditions and pursue most of the goals mentioned in the above theoretical guidelines. As we will show, online discussion forums have allowed us to achieve especially satisfying results, In reflective writing on their own learning, which we regularly require, students have agreed with us as regards the effectiveness of the forums. Students' engagement with their own thinking, and with classmates' thoughts, are effectively fostered by our discussion forums. We find it more practical to create contemplative learning processes online than face-to-face. In online forum exchanges developing over a week, for example, students can reflect on their own and their classmates' first contributions before posting their replies. Many students are more willing to disclose and explore their thinking online than face-to-face. In student course evaluations, a number of our students expressed their appreciation of opportunities to participate, unhampered by the shyness that affects their ability to speak up—or speak out—in a classroom and by the obligation to respond immediately. They valued the contemplative process permitted by the online forums' provision of time for reflection before and between posts. For analogous reasons, technology can increase time-on-task for students, by making studying more efficient in the context of demanding work and academic schedules for non-traditional students and traditional students with significant work commitments. Technology-mediated pedagogy thus helps with implementation of contemplative/transformative instruction for both traditional and non-traditional students.

Using technology can also encourage reflection/contemplation and self-evaluation by allowing students to revisit conclusions and uncover insights as they reconsider their initial understanding of an issue and reflect on the different perspectives provided by classmates. Extended direct written exchanges with other students about their respective forum posts provides productive opportunities for refining and widening perspectives, as well as making more thoughtful use of relevant information.

Discussion Forums

The principal contemplative/transformative strategy described in this paper is using weekly online discussion forums. Two major benefits of the online discussion forums are that students provide each other's challenging events, which are required for transformative/contemplative learning, and that posting initial considerations and later responding to others' posts require two stages of reflection. The requirement to respond critically and respectfully to another student's initial post is an excellent exercise in careful composition of one's response to the prompt and careful reading of and commentary on another's initial response. Among other benefits, this provides concrete opportunities to recognize the need for interpretation and reflection in marshaling information to construct critically thoughtful arguments.

Our discussion forums in the particular courses described here required each student to post an initial response to one of a set of prompts designed to start a thought process, and, later, a response to one or two classmates' initial posts. The initial posts were due several days before the responses, and up to a week after the prompts were posted, so students could reflect on the prompts before composing their initial posts, and could read and contemplate multiple initial posts, before selecting and responding to one or two. We required a forum each week, so the frequent online communication created a challenging, but supportive and collaborative, learning community, which is the cornerstone for contemplative/transformative learning. Cranton [2006] underlined the importance of opportunities for collaboration and exposure to different opinions. Halpern (2003) and MacKnight (2000) provided valuable ideas on ways of constructing productive discussion prompts. Our online discussion forums allowed students to prepare to express their thoughts and to marshal relevant supporting evidence, and time to reflect on the differences between their thoughts and those of

classmates. The online environment was equitable, too, providing time for shy students to formulate their thoughts more thoroughly than in face-to-face classes. This eliminated the negative atmospherics created when a face-to-face classroom is dominated by the more outspoken students. Everyone had time to process information, reflect, and articulate thoughts confidently.

First Author's Experience

The first author taught an online Introductory Psychology course. The first interactive assignment in the course was that students post a video describing themselves, their interests and favorite activities, and their goals in the course. They also responded to an opinion question that they had chosen from a set of such questions posed by me. Each student then responded to at least 2 of their peers' videos. I divided the class into manageable groups, so that students did not have to go through everyone's video to choose one. This enabled all students to receive meaningful comments regarding their video introduction. This was an effective way of personalizing the online environment; laying the foundation for a supportive, comfortable learning environment; and establishing that the course will be built on contemplative/reflective exchanges.

Weekly discussion forums in the course required that each student post a response to a question or questions regarding a concept in that week's chapter, and then respond to two students' initial posts. Here is a sample forum prompt:

Many parents and educators are interested in providing toys for infants and toddlers that will promote their development. Look at the infant stimulation toys available either at http://www.geniusbabies.com/preninstim.html or at another web site of your own choosing. Select one of the toys and using information in the textbook about infant and preschoolers abilities [milestone tables] as a guide, evaluate the appropriateness of the toys with respect to the perceptual capacities needed to respond appropriately to the toys, the motor skills required to play with the toys, and the abilities that the toys are designed to promote.

One of the major learning objectives for the Introductory Psychology course was for the students to apply the goals of psychology to a behavior they would like to change. These goals are to describe, explain, predict, and change behavior. Over the course of the semester students submitted five assignments to this end. There were ample opportunities for students to discuss their topic and with me, the teaching assistant, and their peer mentor, or they could visit the Psychology Resource Center for assistance. Details for this assignment, including specific instructions and grading rubrics, were available to students in the syllabus and within the course.

Contemplative/transformative pedagogy involves critical questioning that raises students' awareness of their assumptions and of the thought process, itself. Since students had one week in which to complete the forums, they could contemplate issues, reach an understanding, articulate it, and then reflect further as they looked at fellow students' posts and formulated responses to them. This is crucial for contemplative learning in a supportive online community. The forums also permitted the formative assessment that Bart [2011] included among the elements of contemplative pedagogy.

The discussion forums provided opportunities for students to engage in a contemplative thought process and permitted the instructor to assess the degree to which such contemplation was actually happening.

Second Author's Experience

The second author taught an online interdisciplinary course on modernizing Europe and colonial/post/colonial Nigeria. This was a course that I had taught many times in the face-to-face environment. I found that weekly discussion forums were far superior to the classroom discussions that had always been an important feature of the face-to-face versions of the course. It was clear that the general advantages of online discussions referred to above were real and significant. All of the students participated meaningfully and at length in each forum. This contrasted sharply with the always uneven nature of face-to-face discussions in the "same" course. Each student was required to post a reasoned, evidence-based, reflective response to a prompt designed to elicit critical thinking, and to reply to another student's initial post. The rubric for discussion forums emphasized evidence of critical reflection, as well as clear use of valid information. I wrote a comment on each of these posts, pointing out particularly insightful contributions. All student posts, and all of my comments, were available to everyone in the class. The quality of interaction was clearly superior to what had been achieved in face-to-face versions of the course. My commentaries on the posts, which, again, were visible to all of the students, gave me opportunities to model critical thinking, point out examples of contemplative learning, and encourage students to push their thinking further. In fact, some students took advantage of the implied invitation to make my comments part of the discussion, and to respond to them critically. The strategy was so productive that I integrated it into the next face-to-face edition of the course. In the next edition of the online version, I will make it explicit that my contributions are to be considered part of the discussion and "fair game" for critical commentary by the students.

A second important assignment was a weekly reflective essay on one of the course objectives specified for the week. These objectives emphasized discovering the challenges inherent in the week's materials and articulating the impact of ideologies and styles of thought on historical and contemporary events. The weekly objectives were designed to help students move toward the overall course objectives, which prioritized critical thinking, awareness and tolerance of diversity, and transformative/contemplative learning. Students were required to specify the weekly objective they were responding to, and to reflect on how the week's materials had helped them to reach it. It was clear that this strategy made students more aware of the objectives and the relations between the assignments and the objectives, and also, as it turned out, helped break down the barrier between the objectives and the themes and materials of the course.

Another fruitful innovation was the inclusion in the course syllabus of program objectives; objectives for my version of the course; a list of major themes—or "big ideas"—to be emphasized; essential questions to be reflected on; and a set of enduring understandings, or "takeaways," that I wanted the students to retain. This enabled me to make the objectives themselves themes of each week's work and to ask the students to reflect on their own progress toward meeting the objectives.

The online format permitted me to communicate with each student every week, and to expect significant weekly input from each student. This would be impossible in the face-to-face format. In the discussion forums, as well as in exams and research papers, most students showed clear evidence of having recognized challenges to their previous thinking and having reflected on the challenges. Also, in the required end-of-semester reflection essays, 80% of students were able to articulate specific ways in which the course had challenged and changed their thinking on significant social and historical issues.

Conclusion

We believe that our strategies for pursuing contemplative/transformative learning in the online environment have achieved good results. We see both advantages and disadvantages in online teaching, compared with the face-to-face format. On the whole, we find that the advantages are quite significant. In both research and practice, we look for additional innovations and adaptations to enhance online contemplative/transformative learning. We have found that combining principles and practices of transformative learning, critical thinking pedagogy, and contemplative learning was extremely fruitful.

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Perceived Effectiveness and Fairness of Obesity Taxes in Turkey

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Abstract

The problem of obesity has been significantly increasing in Turkey in recent years. The obesity taxes which have been applied in the USA and Europe are also discussed widely in Turkey. The most important factor for the success of these kind of taxes is the reaction of the public towards the obesity taxes. This study is aimed to measure and analyze public opinions about the obesity taxes in Turkey. Using quota sampling for various variables 716 people have been selected from 7 major cities in 7 different regions. The questionnaires employed several 5-point Likert-scale statements, multiple answers and open-ended questions. Cronbach's Alfa which shows the reliability of the study is found to be 0,76. The general acceptability of obesity taxes measures as 2.74 out of 5 points. Logistic regression was carried out in order to find the factors significantly effecting public acceptability. Amongst the various variables (income, age, gender, education level, marital status, work sector and BMI) included in the model only income was found to be affecting acceptability in a statistically significant way. Thus 1 categorical increase in income increases the acceptability of taxes by 1,546. The public acceptability of obesity taxes was the lowest compared to other policies, such as educating people about foods and health, calorie labelling, regulating unhealthy food advertising, banning the sale of junk food in schools and work places, and increasing the places that people can exercise such as parks). The most effective polices were found to be educating people about foods and health, regulating advertisements and banning the sale of unhealthy foods in schools and work places respectively. The perceived most dangerous products were found to be chips, cola and fast food. However, people indicated that they will not reduce the demand of these goods even if obesity taxes are applied on these items. The most important perceived reasons for obesity increase in society was found to be the rise of fast food restaurants, unhealthy eating and inactivity.

Keywords: Obesity taxes, Survey, Public Acceptability

1- Introduction

There have been many studies in the literature which indicate that obesity taxes reduce the conception and calorie intake (Waterlander et al., 2014: 32; Zhen et al., 2014: 1; Briggs et al., 2013: 14; Finkelstein et al., 2013: 219; Powell et al., 2013: 110). Ruff and Zhen (2015: 350) also found that taxes on sugar drink was an effective strategy to fight against obesity. On the other hand, many studies pointed out that for an effective obesity tax, the rates should be determined rather high (Franck et al., 2013: 1949; Powell et al., 2009: 57; Fletcher et al.,2010: 967; Powell and Chaloupka, 2009: 229). In this paper a brief literature review is followed by the findings. In conclusion part, the results of the study are discussed briefly.

2- Literature Reviews

Many authors indicated that obesity taxes would provide an incentive for people to consume healthier foods (Flecther et al., 2013: 10, Yen et al., 2004: 309). However, others argue that even obesity taxes are succeeded in a reduction in consumption of taxed goods, they would not be affective on obesity rate (Fletcher et al., 2013: 10; Lopez and Fantuzzi, 2012: 2859; Zhen et al., 2011: 175). Jou and Techalehakij (2012: 83) indicated that three main factors determine the success of sugary drink tax are obesity rate in the population, consumption level of sugary drinks and current taxes on sugary drink. They pointed out that if the obesity rates and consumption of sugary drinks were high, so taxes would be effective. On the other hand, if the tax burden on sugary drinks were already high then the effect would be limited. Many studies found that when revenues from obesity taxes used for the fight against obesity problems, the support for the tax would increase (Franck et al., 2013: 1949; Pomeranz, 2012: 75).

Some authors argued that obesity taxes would affect the production which would result in a higher unemployment rate. However, these claims are not supported in some studies (Powell et al., 2014: 672).

There have been many studies (majority in the USA) in order to investigate attitudes towards obesity taxes. Main findings of these studies indicate that most people are against such taxes. In only one out of eight studies there were more supporters of the tax than there were non-supporters.

3- Study

This study is aimed to measure and analyse public opinions about the obesity taxes in Turkey. Using quota sampling for various variables 716 people have been selected from 7 major cities in 7 different regions. The questionnaires employed several 5-point Likert-scale statements, multiple answers and open-ended questions.

50 per cent of participants were female and 51 per cent were married. The mean age of the participant was 37.

Table 1 indicates response to some of the statements about the perceived acceptability of obesity taxes.

Table 1. Response to the statements about the acceptability

Statements (%)	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No opinion
1. I would support obesity taxes on soda drinks.	24	34	9	14	19	0
2. Obesity tax on high sugared food would be effective to reduce obesity.	19	36	12	13	14	0
3. The price of fresh fruit vegetables, meat and fish are more expensive than high calorie process foods.	27	36	21	9	6	1
4. Obesity tax on fatty food would be effective to reduce obesity.	17	36	18	18	9	2
5. Applying obesity tax on high calorie food would affect public health positively.	16	36	18	18	11	1
6.Soda tax's effects would be negative on people with low income.	23	37	18	13	7	2
7. Obesity tax's effects would be positive on public health.	18	33	19	19	9	2
8. Obesity tax can be educational on the dangers of obesity.	18	35	17	18	10	2
9. Obesity tax would have a limited success on reduction of consumption of high calorie foods.	10	39	25	17	6	3
10. The price of process food are cheaper than healthy foods.	21	42	19	10	6	2
11. Obesity tax can damage the economy.	14	23	20	20	18	5
12. I would support obesity taxes, if the revenues obtained from such taxes are used to fight against for obesity.	24	39	16	11	8	2
13. Obesity taxes are fair.	19	36	18	17	8	2
14. Tax could be applied as a tool to improve public health.	16	36	20	16	11	1
15. Obesity tax means too much government intervention to the private lives.	15	31	22	17	14	1
16. Obesity tax affects the producers of these goods in a negative way.	15	39	20	18	6	2
17. The main purpose of obesity tax is to provide revenues for budget rather than fight for obesity.	18	33	19	16	12	2
18. Obesity taxes cannot tackle the problem of obesity.	21	30	22	14	11	2
19. Obesity taxes may lead to unemployment on the sector that was applied.	18	30	20	18	10	4
20. Obesity taxes would be effective to reduce illnesses as a result of obesity.	13	34	20	21	10	2
21. Reducing taxes on healthy foods would be effective to fight against obesity.	27	36	19	12	4	2
22. I would suspect that revenues from obesity taxes can be used for public expenditure rather than fighting for obesity.	22	34	21	14	6	3
23. Specific taxes would be more appropriate that ad-volorem taxes.	13	28	30	19	8	2
24. Obesity is a very important problem in Turkey.	33	38	16	8	4	1
25. Obesity tax should increase with increasing calorie of food and drinks.	17	33	21	17	10	2

Almost 3 out of 4 people think that obesity is a serious problem in Turkey. Sixty-three percent support the obesity tax if the revenues are used for the fight against obesity.

Cronbach-Alfa coefficient of the scale found to be 0,78 which shows that the scale is reliable. In order to measure perceived acceptability of obesity taxes 19 statements have been employed with a Cronbach-Alfa coefficient of 0,76. The general acceptability of obesity taxes was 2,74 out of 5 points. So, the perceived acceptability of obesity taxes is in the middle.

A logistic regression has been run to find out which socio-demographic variables affect the perceived fairness of obesity taxes. The dependent variable used was the answer to the statement of "Obesity taxes are fair." While people answered "strongly agree" and "agree" categorized as fair group, participants who have chosen to "disagree" and "strongly disagree" grouped as an unfair. Undecided and no idea answers were not involved in the analysis.

Table 2. Logistic Regression Coeeficient

Coeeficient				
		Chi-square	df	Sig.
Step 1	Step	20,013	7	0,006
	Block	20,013	7	0,006
	Model	20,013	7	0,006

Table 3. Hosmer and Lemeshow Test

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	8,663	8	,317

Table 4. Variables

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1a	Income	,436	,106	16,842	1	,000	1,546
	Age	-,088	,070	1,611	1	,204	,915
	Sex	-,217	,167	1,689	1	,194	,805
	Education	-,186	,132	1,975	1	,160	,830
	Marital Status	-,105	,127	,688	1	,407	,900
	BMI	,035	,104	,114	1	,736	1,036
	Sector	,014	,133	,011	1	,915	1,014
	Cons.	-,121	,590	,042	1	,837	,886

Only the variable income has a statistically significant result, according to this 1 level increase in income leads to 1,546 increase in the probability of perceiving tax as fair.

4-Conclusions

The perceived support for obesity taxes are in the medium and people with higher income perceived the obesity taxes as fairer. When revenues are used for the fight against obesity, support for obesity taxes increases. Most participants indicated that low income group would be affected adversely because of obesity taxes. The perceived most dangerous products were found to be chips, cola and fast food. However, people indicated that they will not reduce the demand of these goods even if obesity taxes are applied on these items. The most important perceived reasons for obesity increase in society was found to be the rise of fast food restaurants, unhealthy eating and inactivity.

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Organizational Culture Management Challenges

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Abstract

Healthy organizational culture is an important condition for the long-term stable successful functioning of the organization. It is important for the organization to share the understanding and interpretation of culture, forming healthy attitudes, complex of values, developing strategies for combining personality and organizational cultures, ensuring compatibility with universal humanitarian values of organizational culture. Our research carried out by the Human Potential Management Laboratory is linked to the identification of the main characteristics of organizational culture at Ivane Javakhishvili Tbilisi State University (TSU), revealing of challenges and elaboration of appropriate recommendations. TSU is the oldest higher educational institution in Georgia and also in the Caucasus region. It is the largest university in Georgia, where the best students are enrolled from all regions of Georgia. The established norms of culture, the forms of relations, the system of recognized values here extend not only to the personnel but also to the younger generations that represent the country's significant intellectual potential. The culture they have accepted affects the cultural value system of the country in general. For analysing organizational culture we have used the analysis of its expressive components, such as history, traditions, material symbols, language; Beliefs - understanding how the goals and ideas are related to each other; Routine behaviors established in the organization; Norms shared by groups). The dominant values - the firm, long-term belief of what is important; Expectations - Understanding how events will develop in the organization; The philosophy of organizational policy that determines the attitudes towards the employees, customers (the students); Rules of the game existing in the organization; Climate of the organization; Innovation and the ability to risk; Artifacts - aspects of organizational culture that you can see, hear and feel. The work was based on the qualitative and quantitative research. We studied not only the normative grounds for determining the organizational culture, but also developed hypotheses, we made a questionnaire. 34 closed and 2 open questions were answered by survey respondents. The survey covered 458 representatives of the Faculty of Economics and Business: Bachelor's, Master's and PhD students, academic and administrative staff. The study has shown that a strong culture is established in the organization, it was found that the influence of the socialist system on it is very high. It needs a great effort to change if needed. It has been revealed that the culture is not managed by open methods, it is less visible that it is an immediate objective of managing management, and its primary expressions are formed as a result of the interaction of normative regulators and individual interpretations of the activity. As a result of the research it has been revealed that the attitudes of different focus groups towards the same event differ, as well as the perceptions of respondents from different categories about cultural trends in the organization. It is interesting that radically different positions have been revealed among the respondents of one category towards certain issues, which gives the basis for making important conclusions. The conducted survey is a kind of supplement to the results of the earlier research carried out by us, which deals with the issue of improving management at higher education institutions in Georgia and in the post-Soviet space in general.

Keywords: Organizational Culture Management, Management of Higher Education Institutions, Post-Soviet Organizational Culture.

Introduction

Healthy organizational culture is an important condition for the long-term stable successful functioning of the organization. It is important for the organization to share the understanding and interpretation of culture, forming healthy attitudes,

complex of values, developing strategies for combining personality and organizational cultures, ensuring compatibility with universal humanitarian values of organizational culture.

A healthy innovative and agile culture creates a real competitive advantage by attracting and and maintaining talents (Michels, 2017)**.** For the successful management of the organization, it is important the managers to think about company's values, the staff's confidence and vision rather than even market forces, competitive positioning and resource advantages **(Cameron & Quinn, 2006).**

The disadvantages of organizational culture in modern digital environment are the most impeding factors of the organization. Among them are functional and departmental problems, fear of taking risks and even concentrating only on customer interests. According to the research, cultural and behavioral challenges were named as the most basic factors among 10 impeding factors of digital effectiveness **(Gorann, LaBerge, & Srinivasan, 2017).**

Our research carried out by the Human Potential Management Laboratory is linked to the identification of the main characteristics of organizational culture at Ivane Javakhishvili Tbilisi State University (TSU), revealing of challenges and elaboration of appropriate recommendations. TSU is the oldest higher educational institution in Georgia and also in the Caucasus region. It is the largest university in Georgia, where the best students are enrolled from all regions of Georgia. The established norms of culture, the forms of relations, the system of recognized values here extend not only to the personnel but also to the younger generations that represent the country's significant intellectual potential. The culture they have accepted affects the cultural value system of the country in general.

For analysing organizational culture we have used the analysis of its expressive components, such as history, traditions, material symbols, language; Beliefs - understanding how the goals and ideas are related to each other; Routine behaviors established in the organization; Norms shared by groups);

The dominant values - the firm, long-term belief of what is important; Expectations - Understanding how events will develop in the organization; The philosophy of organizational policy that determines the attitudes towards the employees, customers (the students); Rules of the game existing in the organization; Climate of the organization; Innovation and the ability to risk; Artifacts - aspects of organizational culture that you can see, hear and feel; (Coulter & Robbins, 2012)**.**

The work was based on the qualitative and quantitative research. We studied not only the normative grounds for determining the organizational culture, but also developed hypotheses, we made a questionnaire. 34 closed and 2 open questions were answered by survey respondents. The survey covered 458 representatives of the Faculty of Economics and Business: Bachelor's, Master's and PhD students, academic and administrative staff.

In order to improve TSU management system, this study together with other surveys conducted by us (Kharadze, Natalia; Gulua, Ekaterine, 2016)**,** (Kharadze, Natalia; Gulua, Ekaterine, 2016)**,** aims to identify the deficiencies in the university management system and find ways of their solution.

Research covered three main directions: types of relationships among organization members; culture Management and its perception by organization members, satisfaction level in the organization.

As a result of filtration, we have chosen different types of respondents to identify such factors as Q1 .... Q19, with the use of statistics we had an opportunity to analyze the connection of respondents with different status to specific variables. We have formulated the following hypothesis:

H1: The status (Q1 - undergraduates, master students, PhD students, academic personnel and administrative personnel) affects the variable Q3 **(**How often do you agree with your colleagues' opinions?);
H2: The status affects the variable Q4 (Are you sympathetic towards the colleagues?);
H3: The status affects the variable Q5 (Do you feel the existence of clearly expressed common goals with members of the collective?);
H4: The status affects the variable Q6 (Do you have to be in your desired organizational climate?);
H5: The status affects the variable Q7 (Are you satisfied with the content of the work?);
H6: The status affects the variable Q9 (After having done your work especially well are you encouraged non-materially?);
H7: The status affects the variable Q12 (Do you have to maintain the organization's traditions?);
**H8:** The status affects the variable Q13 (Would you move to another Georgian university if there were an offer?);
H9: The status affects the variable Q14 (Is there an acceptance of group's dominant rules and practices without any hesitation?);

H10: The status affects the variable Q19 (Which form is acceptable for addressing in the relationship between the professors and students?);

Among the respondents 49% was undergraduate students, 16%- master students, 10%-PhD students, 17%-academic staff and 8%-administrative staff. Among them were 39.2% of women and 59.8% of men.

It is interesting to see how often the colleagues and the members of the organization share their opinions, because by this attitude it becomes clear how well-disposed they are towards each other. Because the mood gives you the opportunity to work in unison and work efficiently. The study has found that 49% often share their opinions; 41,3%-Sometimes and almost never. The Crosstab Study has shown that bachelors, master and doctoral students share their views the least and it is also interesting that if 23.7% of the academic staff always share each other's views, this indicator is relatively smaller and constitutes 17.1%. This is when the administration is influencing management processes and establishing a healthy climate in the organization **(Diagram1).**

Diagram 1. How often do you agree with your colleagues' opinions?
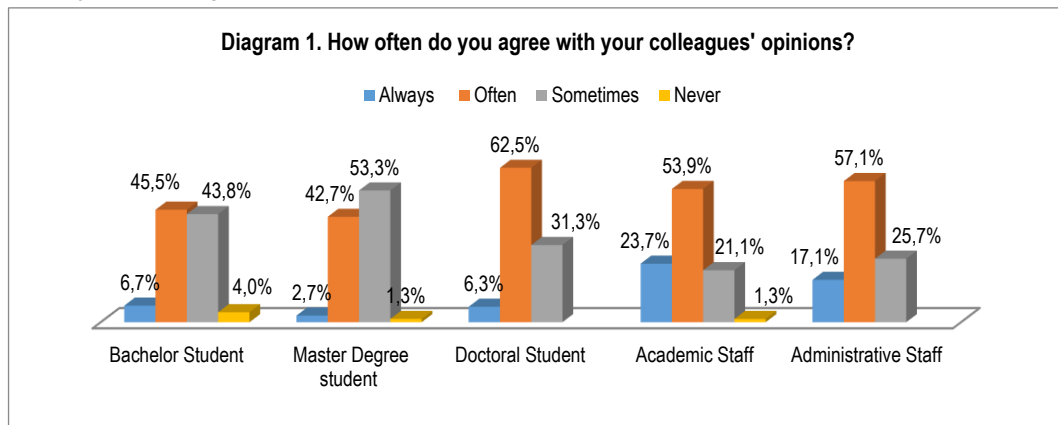
So it was not surprising that 20.3% of the total number of respondents indicated that they are sometimes or almost never sympathetic towards each other. Only 29% is "always" friendly to colleagues. Consequently, each other's views and positions are not shared. 74% of Bachelors, 78% of Master students, 85% of PhD students 86% of Academic Staff, and 93% of Administration are always and often well-disposed towards their colleagues. We can suppose that the more close relationship between certain status respondents is, the higher the level of sympathy. The quality of students' involvement in the university life is low, which can be explained by various reasons **(Diagram2).**

Diagram 2. Are you sympathetic towards the colleagues?
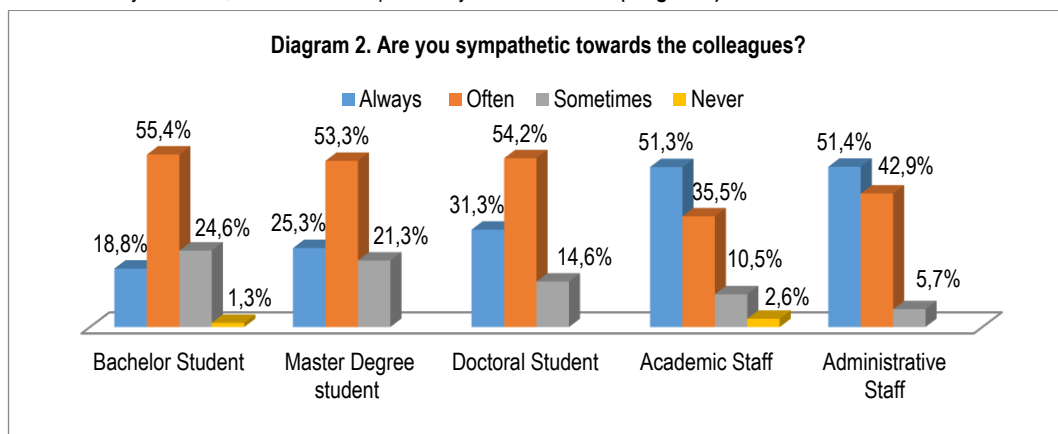
For establishing as a self-organizing system a collective needs to go through a three-step process: At the first stage individualism prevails in human actions, they get to know one another and try to show their abilities, at the second stage they get closer to one another, certain norms of behavior are established, at the last stage it reaches stabilization and joint goals are formed. **(Armstrong, 2000)**. Thus, it is interesting to know whether the members of the organization can realize

having a common goal. As it turned out only 10% of respondents always felt clearly expressed common goals with the members of the team, often felt - 42,4%, sometimes felt - 41.5% and almost never felt - 5,7%. The results have confirmed that the stages of collective formation have not taken place at the appropriate stage in the organization. The existence of clearly expressed general objectives with the members of the collective team is felt by 4,9% of the undergraduate students, 6,7% of master students, 8,3% of doctoral students, 21,1% of academic staff and 34.3% of the administration. The academic personnel, together with the administrator and the student of each level, must formulate the aim for ensuring the team work to achieve a common goal. The feeling of such unity is not observed at any stages of teaching, which makes us think that a student, academic personnel and administration are not the ingredients of a united system around the common goal **(Diagram3).**

Diagram 3. Do you feel the existence of clearly expressed common goals with members of the collective?
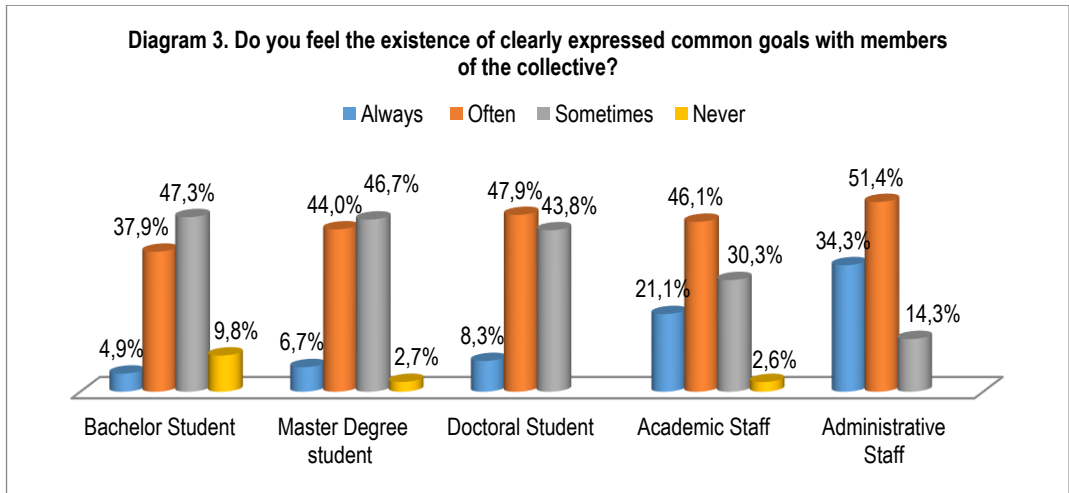
Only 47.6% of respondents report that they are in the desired organizational climate. In this regard, negative attitude is shown by 52.2%. The role of the collective is important in the life of any human being, they are recognised and appreciated in the collective. They support one another. What is more important, the creation of a psychological climate of the collective results from interdependence, which is affected by the quality of each member's satisfaction. The present data proves that the satisfaction indicator of the collective members is low. 4.5% of the undergraduates, 2,7% of master students, 8,3% of doctoral students, 14.5% of academic staff and 34.3% of the administration feel completely that they are in the preferred organizational climate. The results show that certain categories of respondents avoid negative assessments or enjoy certain advantages and are under more attention than professors and students while the main force in the university is a student and a professor **(Diagram4).**

Diagram 4. Do you have to be in your desired organizational climate?
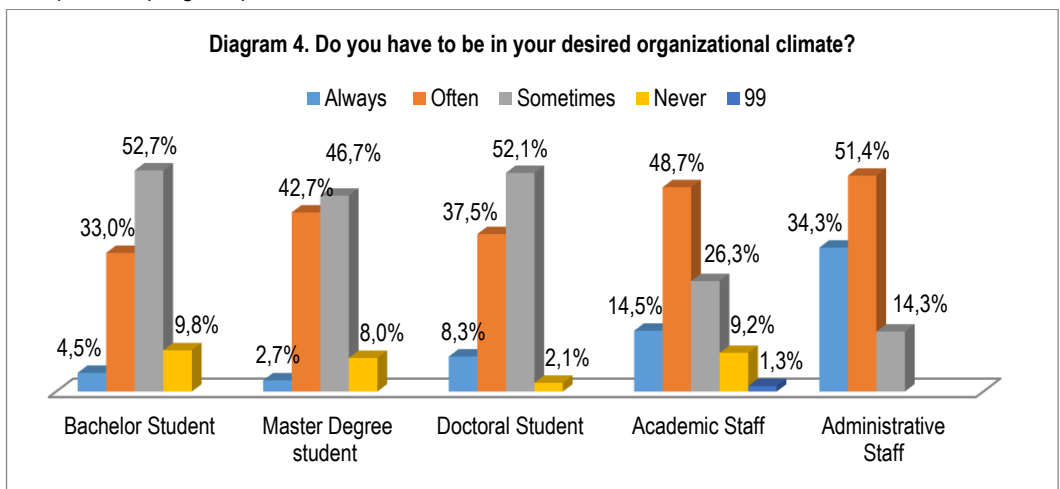
The quality of personal satisfaction is determined by the content of the work in which the members of the collective are engaged. 53.3% report positive responses ''frequent'' and "almost always" to this issue. The full satisfaction to this question is shown by 4,5% of the undergraduates, 9,3% of master students, 20,8 of PhD students, 53,9% of academic personnel and 42,9% of administrative staff. As we see the quality of students' satisfaction with the content of their work is the lowest and increases with the growth of steps. From this data it is clear that we do not deal with the system's joint work around the goal. In other cases, the degree of satisfaction in students and professors should be close to each other **(Diagram5).**

Diagram 5. Are you satisfied with the content of the work?
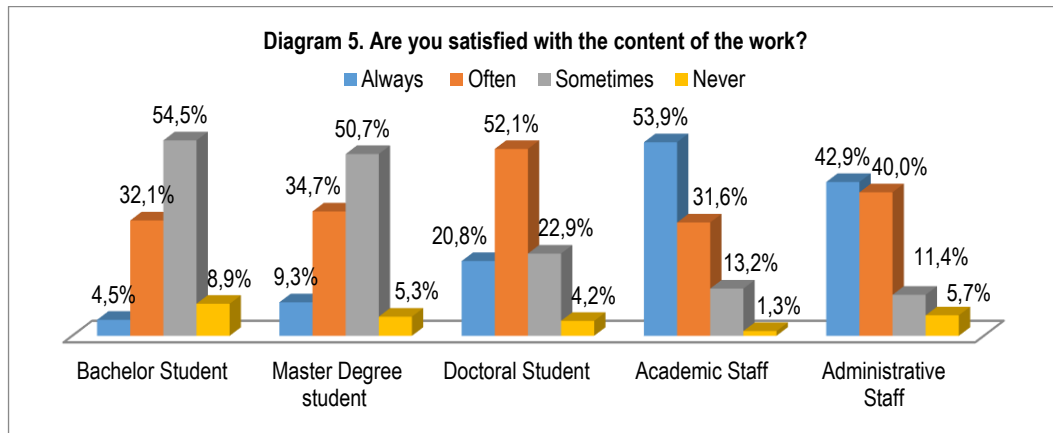
Implementation of the right and fair motivation policy directly affects organizational culture and climate formation. Only 13.5% of respondents report that their results are always and frequently encouraged materially (almost never - 58.7%), and only 25% report that they are encouraged in non-material form. (almost never - 34.7%). As a result it is confirmed that there is no collective determined by the driving factors of human behavior. It is known that a bad mood reduces the effectiveness of the workforce**. (Harnois, Gaston; Phyllis, Gabriel, 2002)**. In the conditions of unwanted motivational policy it is impossible to create a positive mood. In terms of encouraging in a material form, the respondents of all the status are equally dissatisfied. In case of students it can be a scholarship and their small percentage is understandable. In a material form 5,8% of the bachelors, 6,7% of master students, 4,2% of PhD students, 2,6% of academic staff and 5,7% of administrative staff are always encouraged. Here the fact that the assessment of the administration representatives' work with material stimulus is 2 times higher compared to the academic personnel is rather striking. Obviously, in terms of material motivation, administrative staff is privileged in a higher education institution **(Diagram6).**

Diagram 6. After having done your work especially well are you encouraged materially?
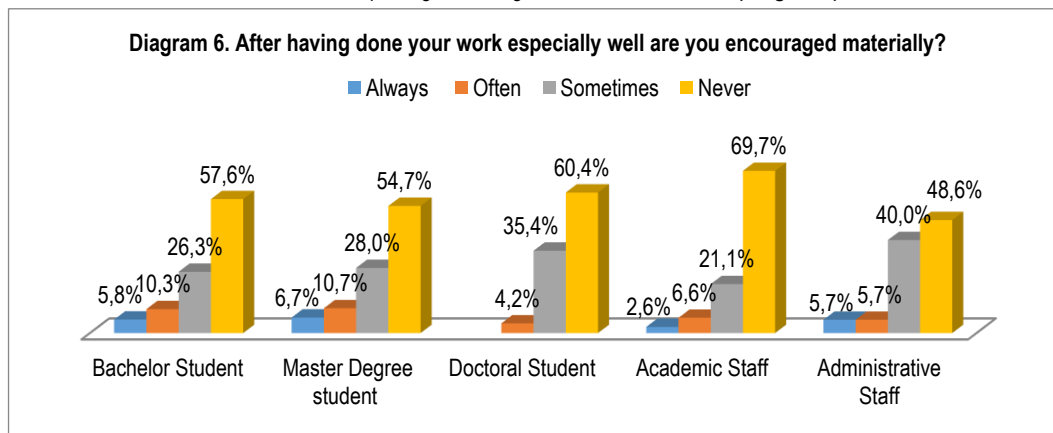
It was also found that the indicator of non-material incentive is also low. The satisfaction with the answer "always" was 8.5% of bachelors, 2.7% of MA students, 2.1% of PhD students, 6,6% of academic staff and 14,3% of administration. If we look at the organization from motivational policy, it seems that the administrative personnel are better encouraged in a material and non-material forms than other categories of respondents, and thus, the academic staff's desire to enter the administration and combine their scientific activities with administrative work is not surprising **(Diagram7).**

Diagram 7. After having done your work especially well are you encouraged non-materially?

■ Always ■ Often ■ Sometimes ■ Never
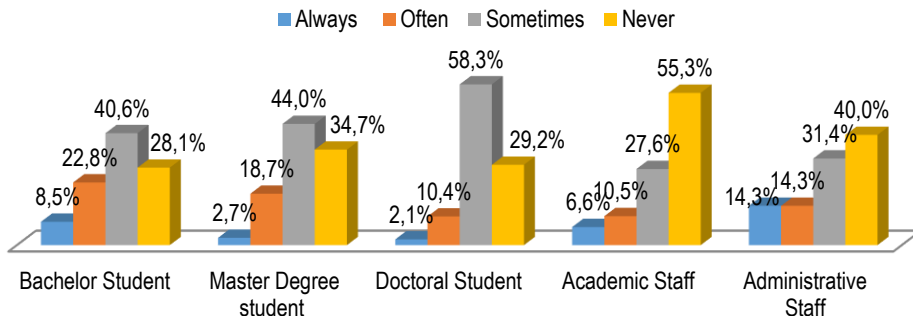
The feeling of prestige of activity also indirectly shows the psychological state of the collective. Psychological situation of the collective is characterized by: the quality of the members' satisfaction of the needs, which is affected by the following factors: the content of the work, the character and the attitude of the people, the prestige, the state of encouragement, and others **(Joey, Cheng, Tracy, Foulsham, Kingstone, & Henrich, 2013)**. It is interesting that almost 74% of respondents have a feeling of prestige. It is natural since Ivane Javakhishvili Tbilisi State University is the leading university in Georgia and the Transcaucasian region. He endured centuries of challenges. The highest positive level of feeling prestige is expressed by 31.1% of Bachelors, 25.3% of Master students, 27.1% of Academic Staff - 55.3% and 45.7% of Administration. It is significant that in spite of the fact that in terms of encouragement the administration is in a privileged position compared to academic personnel, still more percentage of academic staff considers their activities to be more prestigious, which indicates that they love their jobs **(Diagram 8).**

Diagram 8. Do you have the feeling that the sphere where you work is prestigious?

■ Always ■ Often ■ Sometimes ■ Never
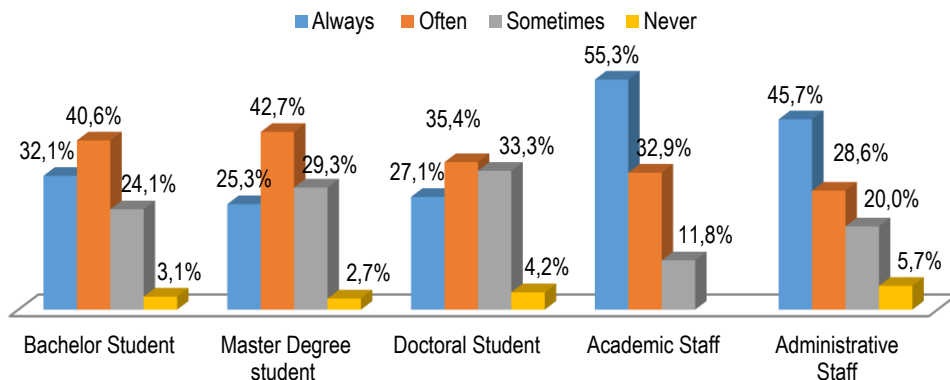
In the activity of the staff their solidarity is important - psychological integrity of collective in important issues. The solidarity implies that a person has an aspiration to protect and take care of the organization's prestige and traditions. The study has found that 49.2% frequently and always have to take care of the prestige, and 46.3% - protect traditions. The prestige of the organization has to be always protected by 13.4% of the undergraduates, 9,3% of master students, 12.5% of PhD students, 34.2% of academic staff and 17.1% of the administration. The fact that their work for the academic staff is prestigious and despite the lack of motivation they are loyal to their work, it is not surprising that exactly the academic personnel are guarding the preservation of the University's prestige and exceed the same indicator of the administration representatives. It would be good for our younger generation to have a similar feeling too **(Diagram 9).**

Diagram 9. Do you have to preserve the prestige of the organization?

Legend: ■ Always ■ Often ■ Sometimes ■ Never

- Bachelor Student: 13,4%, 31,3%, 42,9%, 12,5%
- Master Degree student: 9,3%, 37,3%, 42,7%, 10,7%
- Doctoral Student: 12,5%, 31,3%, 43,8%, 12,5%
- Academic Staff: 34,2%, 35,5%, 27,6%, 2,6%
- Administrative Staff: 17,1%, 28,6%, 48,6%, 5,7%
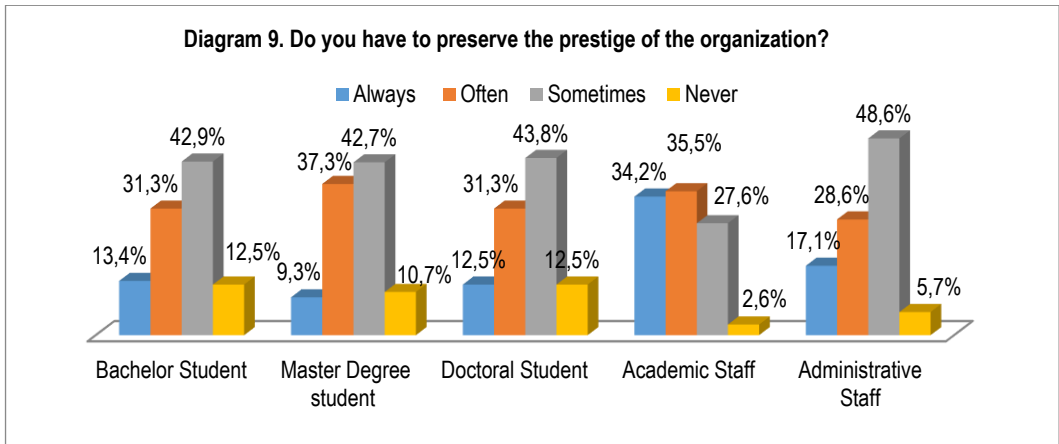
It is noteworthy that for 53.7% of respondents the university is so important that they will not leave the university even if they are offered any other conditions. This is due to the fact that the citizens of Georgia relate TSU to national and spiritual values of the country. In this respect, the academic personnel still holds the leading position (42%) and significantly exceeds the similar indicators of all other categories of respondents. In case of the offer, 23.3% of Bachelors, 21,3% of Master students, 4,2% of PhD students, 2,6% of Academic Staff and 11.4% of Administrative Staff would move to other university. From previous questions, it is clear that there are no clearly expressed common goals and interests between students and academic personnel. This confirms the organizational management flaws – the unity is not felt in the organization and, therefore, has no feeling of solidarity, organization membership. Consequently, it is not surprising that most of the students easily give up the university and freely agree on the transition to other university **(Diagram10).**

Diagram 10. Would you move to another Georgian university if there were an offer?

Legend: ■ Yes ■ Never ■ Yes, In case of better conditions

- Bachelor Student: 25,0%, 55,4%, 19,6%
- Master Degree student: 21,3%, 41,3%, 37,3%
- Doctoral Student: 6,3%, 50,0%, 43,8%
- Academic Staff: 2,6%, 68,4%, 28,9%
- Administrative Staff: 11,4%, 42,9%, 45,7%
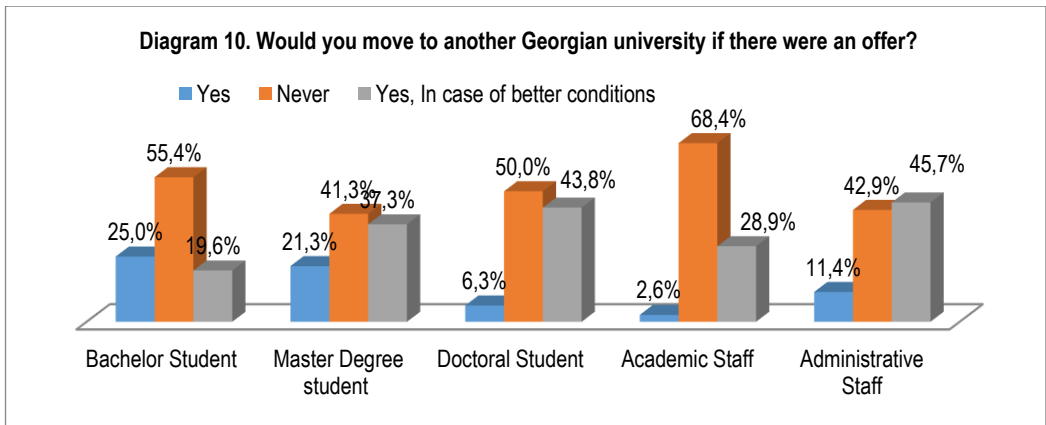
It is believed that the strength and influence of the collective is determined by the conformism of its members. One of the objectives of the research was to determine the level of conformism. 26.5% of the respondents note that they frequently and almost always have to accept the rules and views prevailing in the group without any hesitation, sometimes - 48.5%, almost never - 25.1%. In this case, the qualitative analysis gives significantly different results and the conformity indicator is much higher than the respondents recognize it. It is also important to highlight what is meant in the group and whether it is an influential part made with a small number of people. The cross tabulation analysis shows that the prevailing rules and views are almost never unquestionably accepted by 26.8% of the undergraduates, 29.3% of master students, 31,3% of doctoral students, 17,1% of academic staff and 14.3% of administrative staff. As the data shows, the level of conformism increases with the increase in status **(Diagram11).**

Diagram 11. Is there an acceptance of group's dominant rules and practices without any hesitation?

■ Always ■ Often ■ Sometimes ■ Never

- Bachelor Student: Always 1,8%, Often 22,8%, Sometimes 48,7%, Never 26,8%
- Master Degree student: Often 24,0%, Sometimes 46,7%, Never 29,3%
- Doctoral Student: Always 2,1%, Often 18,8%, Sometimes 47,9%, Never 31,3%
- Academic Staff: Always 7,9%, Often 35,5%, Sometimes 39,5%, Never 17,1%
- Administrative Staff: Always 8,6%, Often 5,7%, Sometimes 71,4%, Never 14,3%

When asked: "Do you have to refuse your views and adjust to the general interest of the collective?" - answers: "Frequently" and "Almost always" were indicated by 21,2%, which means that every fifth respondents of any category is obliged to refuse his/her views. In this case, the answer "almost never" is indicated by 20.7%. This is likely to be that part which makes the organizational collective adjusted to itself and manages it. Considering the results of other quantitative researches conducted under the aegis of our laboratory and the qualitative research of organizational culture, we can conclude that the conformism indicator in the organization is much higher than observed here, and its foundation is the fear of losing a job **(Diagram12).**

Diagram 12. Are your views rejected and fully adjusted to the general interests of the collective?

■ Always ■ Often ■ Sometimes ■ Never

- Bachelor Student: Always 9%, Often 19,2%, Sometimes 59,4%, Never 20,5%
- Master Degree student: Often 14,7%, Sometimes 65,3%, Never 20,0%
- Doctoral Student: Often 16,7%, Sometimes 50,0%, Never 33,3%
- Academic Staff: Always 6,6%, Often 27,6%, Sometimes 51,3%, Never 14,5%
- Administrative Staff: Always 8,6%, Often 11,4%, Sometimes 60,0%, Never 20,0%

The organization's unity and positive psychological climate is shown by the intensity of informal meetings. Participation in such meetings frequently and always are indicated by 36.8% of respondents. Among them: 40% are bachelors, 25%- master students, 41%- doctoral students, 34% - academic personnel and 25% - administrative staff. Compared to the master students, the high rate of bachelors' scores is due to the master students' time limit **(Ekaterine, Gulua; Natalia, Kharadze, 2017)**. Masters' budget survey showed their difficult condition in this regard. Consequently, such a difference is not surprising. As for the less involvement in non-formal relationships by the administration, it shows an unhealthy state of organization and psychological climate **(Diagram13).**

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Diagram 13. Do you have to participate in informal relationships?
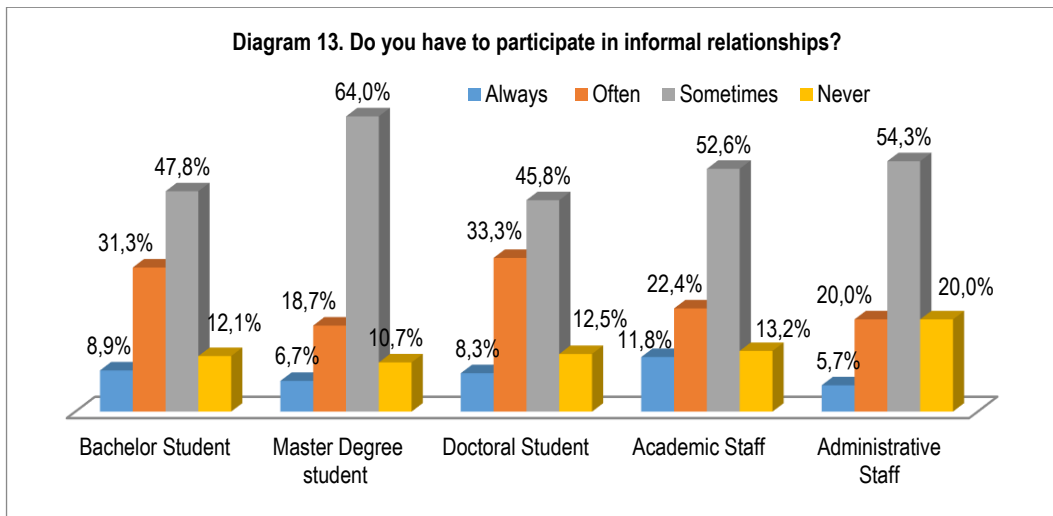
It is known that the job status makes certain demands for the appearance of a businessman and his dressing style. It is interesting to know what kind of attitudes the respondents have not only towards behaviors but also a dressing style. With the maximum share the answers "always" and "often" to the unacceptability of students' dressing style were named by 8,7% of administrative staff. 5.7% of the same category indicated the answer "always" to the most unacceptability of professors and administration employees' dressing style. Professors and administrative staff's unacceptable dressing style was shown with answers "always" and "often", by doctoral students with the most share (11,4%) **(Diagram14), (Diagram15).**

Diagram 14. Does student's dressing style cause irritation?

Diagram 15. Do professors' and administration representatives' dressing styles cause irritation?

■ Always   ■ Often   ■ Sometimes   ■ Never
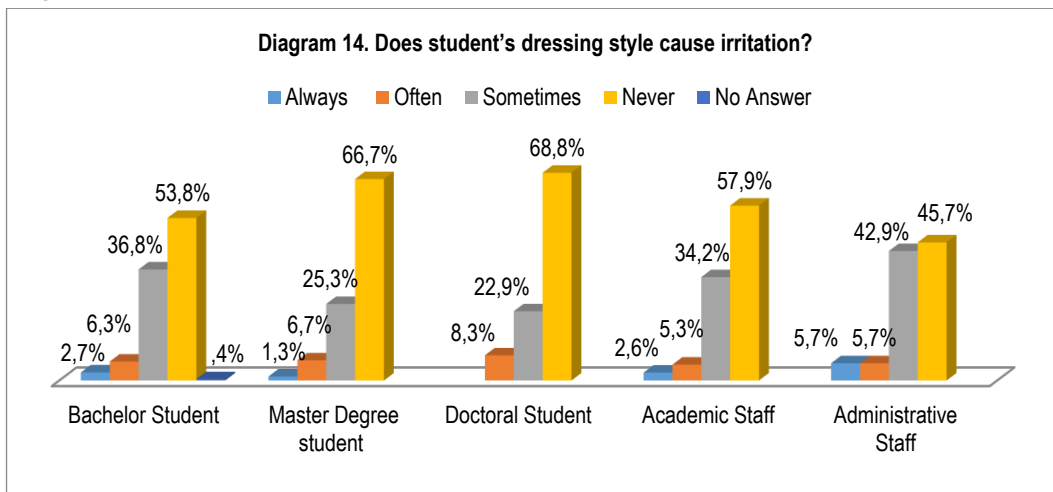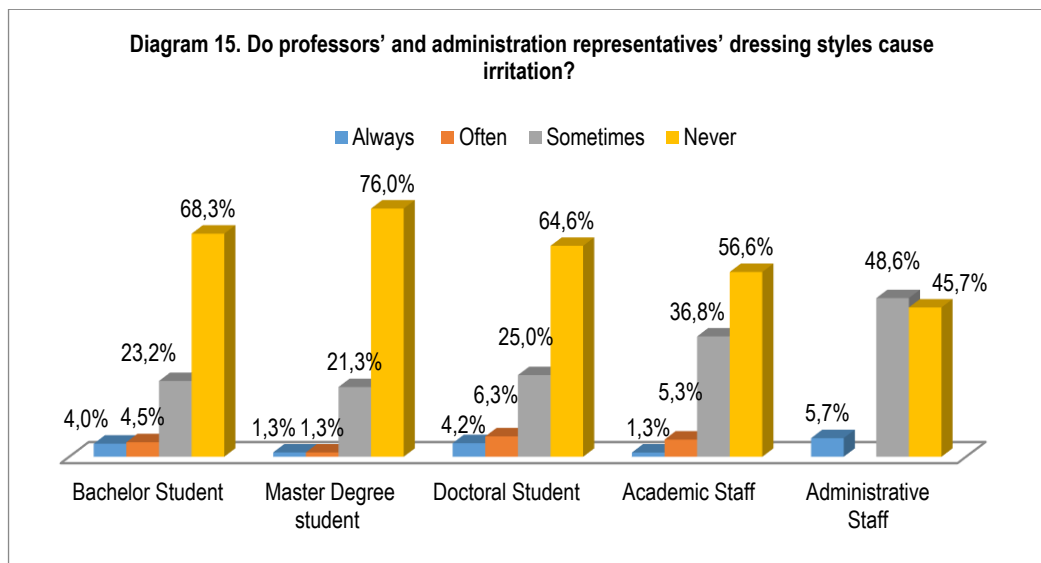
In the process of professional activities, it is necessary to take the peculiarities of human relationships into consideration. Selecting an official or unofficial forms of address in business relations depends on the desire of both parties. The survey showed that 57% of respondents prefer the official form and 43% prefer the unofficial forms of address. How the answers were distributed on the respondents with different status have been found as a result of cross tabulation analysis. The unofficial forms of address are supported by 52.7% of bachelors, 60% of master students, 12.5% of doctoral students, 26,3% of academic staff and 17.1% of administrative staff. The attitude of young people in this direction is radically different and has a different expectation of the relationship than the people with other status of this organization. It should be noted that in an academic environment, in the university with centuries of tradition it is important to keep an official and academic form of address and conversation. **(Diagram16).**
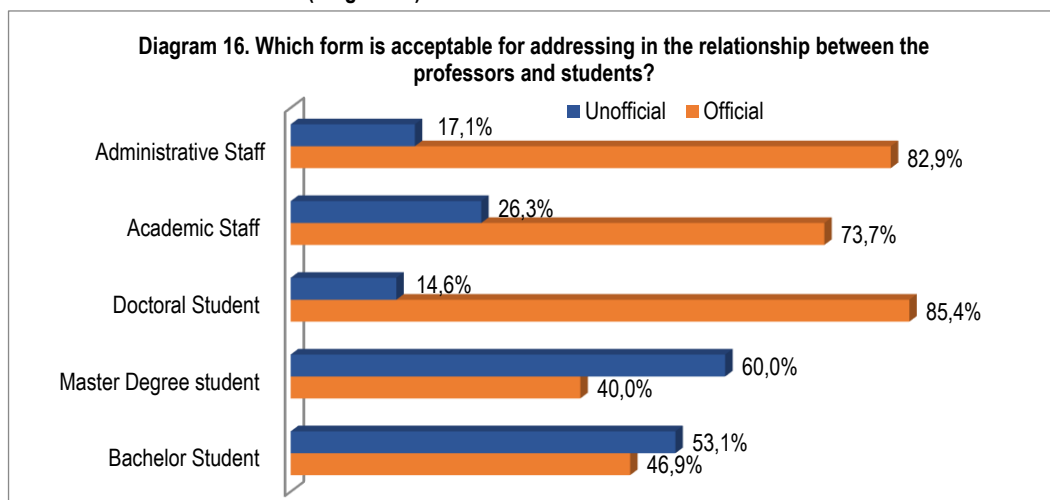
Diagram 16. Which form is acceptable for addressing in the relationship between the professors and students?

■ Unofficial   ■ Official

To study the influence of the status on the variables we have used different statistical procedures. As a result of constructing a crosstab tables, we have received tables that show a connection of status with each variable (Q3, Q4, Q5, Q6, Q7, Q9, Q12, Q13, Q14, Q19). In the **Tables 1;2;3;4;5;6;7;8;9;10** show the statistical connection between a status and these questions according to a Chi-square test.

Table 1. Q1 with respect to Q3	Table 2. Q1 with respect to Q4

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.872a	16	.000
Likelihood Ratio	54.867	16	.000
Linear-by-Linear Association	5.482	1	.019
N of Valid Cases	458		

a. 11 cells (44.0%) have expected count less than 5. The minimum expected count is .69.

Result: from the Chi-square test a status has a statistically significant, close relationship with Q3 (P <0.001).

Table 3. Q1 with respect to Q 5

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	65.685a	16	.000
Likelihood Ratio	65.044	16	.000
Linear-by-Linear Association	.012	1	.914
N of Valid Cases	458		

a. 10 cells (40.0%) have expected count less than 5. The minimum expected count is .31.

Result: from the Chi-square test a status has a statistically significant, close relationship with Q5 (P <0.001).

Table 5. Q1 with respect to Q 7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	141.417a	16	.000
Likelihood Ratio	141.382	16	.000
Linear-by-Linear Association	1.588	1	.208
N of Valid Cases	458		

a. 9 cells (36.0%) have expected count less than 5. The minimum expected count is .69.

Result: from the Chi-square test a status has a statistically significant, close relationship with Q7 (P <0.001).

Table 7. Q1 with respect to Q12

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	59.642a	16	.000
Likelihood Ratio	57.915	16	.000
Linear-by-Linear Association	.282	1	.595
N of Valid Cases	458		

a. 4 cells (16.0%) have expected count less than 5. minimum expected count is .99.

Result: from the Chi-square test a status has a statistically significant, close relationship with Q12 (P <0.001).

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	49.712a	16	.000
Likelihood Ratio	52.425	16	.000
Linear-by-Linear Association	1.933	1	.164
N of Valid Cases	458		

a. 10 cells (40.0%) have expected count less than 5. The minimum expected count is .38.

Result: from the Chi-square test a status has a statistically significant, close relationship with Q4 (P <0.001).

Table 4. Q1 with respect to Q 6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	69.880a	16	.000
Likelihood Ratio	67.295	16	.000
Linear-by-Linear Association	.195	1	.659
N of Valid Cases	458		

a. 9 cells (36.0%) have expected count less than 5. The minimum expected count is .38.

Result: from the Chi-square test a status has a statistically significant, close relationship with Q6 (P <0.001).

Table 6. Q1 with respect to Q9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.453a	20	.000
Likelihood Ratio	50.640	20	.000
Linear-by-Linear Association	.886	1	.347
N of Valid Cases	458		

a. 11 cells (36.7%) have expected count less than 5. The minimum expected count is .08.

Result: from the Chi-square test a status has a statistically significant, close relationship with Q9 (P <0.001).

Table 8. Q1 with respect to Q13

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.330a	8	.000
Likelihood Ratio	48.847	8	.000
Linear-by-Linear Association	23.824	1	.000
N of Valid Cases	458		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.19.

Result: from the Chi-square test a status has a statistically significant, close relationship with Q13 (P <0.001).

Table 9. Q1 with respect to Q14

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.661a	20	.002
Likelihood Ratio	45.328	20	.001
Linear-by-Linear Association	2.114	1	.146
N of Valid Cases	458		

Table 10. Q1 with respect to Q19

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.201a	4	.000
Likelihood Ratio	55.792	4	.000
Linear-by-Linear Association	36.649	1	.000
N of Valid Cases	458		

a. 13 cells (43.3%) have expected count less than 5. The minimum expected count is .08.	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.05.
Result: from the Chi-square test a status has a statistically significant, close relationship with Q15 (P <0.005).	Result: from the Chi-square test a status has a statistically significant, close relationship with Q19 (P <0.001).

Thus, the listed hypotheses have been proved.

But from analyze the connection of respondents with different status to specific variables: Q8 (After having done your work especially well are you encouraged materially?), Q10 (Do you have the feeling that the sphere where you work is prestigious?), Q11 (Do you have to preserve the prestige of the organization?), Q15 (Are your views rejected and fully adjusted to the general interests of the collective?), Q16 (Do you have to participate in informal relationships?), Q17 (Does student's dressing style cause irritation?), Q18 (Do professors' and administration representatives' dressing styles cause irritation?) have not been proved.

The conducted survey is a kind of supplement to the results of the earlier research carried out by us, which deals with the issue of improving management at higher education institutions in Georgia **(Kharadze, Natalia; Gulua, Ekaterine, 2017)** and in the post-Soviet space in general.

The post-Soviet, developing economy influences the cultural characteristics of functioning organizations in Georgia. In this regard, our early researches also confirmed important challenges in small and medium-sized enterprises of Georgia. Although there are far greater opportunities for cultural management in the organizations of such a size. (Gulua, Ekaterine; Kharadze, Natalia, 2014)**.** Also the research confirmed the mutual willingness to cooperate from higher education institutions and business representatives (including in terms of sharing knowledge) and a high level of realizing its necessity (Gulua, 2015)**.** Although it is also argumented that there are many problems in higher education institutions in terms of managing internal processes too **(Ekaterine, Gulua; Natalia, Kharadze, 2017)** (including culture management).

From the results of current qualitative and quantitative research of TSU organizational culture the following conclusions were identified:

The study has shown that a strong culture is established in the organization, it was found that the influence of the socialist system on it is very high. It needs a great effort to change if needed. It has been revealed that the culture is not managed by open methods, it is less visible that it is an immediate objective of managing management, and its primary expressions are formed as a result of the interaction of normative regulators and individual interpretations of the activity. As a result of the research it has been revealed that the attitudes of different focus groups towards the same event differ, as well as the perceptions of respondents from different categories about cultural trends in the organization. It is interesting that radically different positions have been revealed among the respondents of one category towards certain issues, which gives the basis for making important conclusions.

The quality of democracy in the organization is problematic, especially academic and administrative personnel are careful with showing their opinions, which means that the force that should establish their competent opinions in the country, sees the risk of losing a job. It is difficult to imagine a clear future of the country where scholars' and professors' freedom of expression is indirectly restricted. Also, a student's right to receive education of a good quality is hindered, a professor sees a competitor in a student (Gulua, 2017). Relationships based on the internal competition of employees lead to tension, organizational culture pathologies, which ultimately prevent a team spirit, knowledge sharing, and joint activities of the organization members for the goals. The organization should make a choice between a domestic competition and stagnation and a healthy organizational culture and development.

The problems of organizational culture and the poor quality of democracy do not allow the processes to improve, eradicate the shortcomings, introduce changes that are so important for the organization functioning in the field of education and science. There is no organization that can maintain and advance competitiveness in the conditions of unhealthy organizational culture.

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Accelerator Programs in Turkey: Who Benefits the Most from These Programs?

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Abstract

This study analyzes the entrepreneurs attending six accelerator programs in Istanbul, Turkey. These accelerators are ITU Seed, Starter's Hub, SuCool, IOT Telco Labs, Pliot and Kworks. Using the frequency analysis method, it makes a study on 98 entrepreneurs who are currently attending or graduated from these programs. In this study the demographics of entrepreneurs in these accelerator programs were examined. According to the results of this study, entrepreneurs who are attending in these accelerator programs are generally male, young, well-educated, have few years of professional work experience and come from a family without entrepreneurship experience. There are studies studying entrepreneurs in government incubators in Turkey but the literature lack information about entrepreneurs attending accelerator programs in Turkey. Therefore, this study contributes to the literature by filling this gap.

Keywords: accelerators; incubators; startups; digital entrepreneurship

Introduction

Interest in innovation and starting a new business is growing rapidly especially for the past few decades. In order to advance this new business creation and support research and development, business incubators started to be established around the world. Incubators became widespread in the late 1980s as providers of office space and gathered together innovative companies under the same roof (Adkins, 2002; Lalkaka and Bishop, 1996). However, it has problems in its model such as a lack of exit policy (Bruneel et al., 2012). Therefore, a new type of program called "accelerator" evolved to accelerate new business ventures. The first accelerator is considered to be the "Y Combinator" program, which was established in 2005 (van Huijgevoort, 2012; Pauwels, et al., 2015) in Mountain View, CA, USA. This program operates with a more innovative and different business model compared to incubation centers (Christiansen, 2009).

Accelerators, as the name suggests, are programs that accelerate new businesses by providing specific services to them for a limited amount of time usually from three to six months. These services include office space, education, mentoring, networking and access to different financing options (Cohen and Hochberg, 2014; Ozkasikci, 2013; Miller and Bound, 2011; Marangoz, 2016; Mian, et al., 2016). Accelerators generally include technology startups into their programs with an open application and selection process.

Based on Miller and Bound (2011), an accelerator is defined to have the following six characteristics: seed investment in exchange for equity, time limited support, an application process open to all, cohorts or classes of startups, a focus on small teams rather than individuals and graduation with a demo day (Clarysse, et al., 2015; Pauwels, et al., 2015). As of December 2017, there are 18 accelerator programs in Turkey and only eight accelerator programs in Turkey fit into these characteristics. Out of these 8 programs, 6 of them agreed to participate on the study and this study performs a study on the entrepreneurs who have attended or are currently attending these six accelerator programs. These six accelerator programs are ITU Seed, Pilot, SuCool, Kworks, Starter's Hub and IOT Telco Labs programs.

Entrepreneur Characteristics and Demographics in Accelerator Programs

Seed-DB, a platform that analyses accelerators, stated that there are over 213 accelerators in the world (Pauwels, et al., 2015). In Turkey, there are only 18 programs that call themselves an accelerator. However, the studies that analyses accelerators in Turkey and works with the entrepreneurs who have attended these programs are very limited. There are several studies that analyses the characteristics and demographics of the entrepreneurs in government incubator centers

such as Sungur and Dulupcu's "Survival Performance of Tenant Firms in Business Incubators (ISGEMS) in Turkey" (2013) and "The Role and Importance of KOSGEB in Improving the Entrepreneurship in Turkey" by Oktem, et al. (2007). Nonetheless, many accelerators have been founded within the past five years so there are not enough studies with entrepreneurs of these programs. The total number of entrepreneurs who have attended these 18 accelerator programs so far are unknown. However, the total number of entrepreneurs attended to six accelerator programs chosen for this study is approximately 2250. This means that the total universe of this study is 2250 entrepreneurs.

This study aims to look at simple statistics about entrepreneurs in the chosen 6 accelerator programs. Age, gender, educational status, previous work and entrepreneurship experience and family background of entrepreneurs will be evaluated. Also, the propositions in the section below will be analyzed.

2.1 *Gender Gap in Entrepreneurship*

There is a large gender gap in entrepreneurship due to the historically inherited male dominance in this area. According to Berglann et al. (2011), only 25% of the entrepreneurs are female. Many authors such as Carrasco and Cuevas (2010), Hechavarria and Reynolds (2009), Thach and Kidwell (2009) state that the number of women entrepreneurs is increasing every year. However, the specific studies about women entrepreneurs in technology or in digital startups are very limited and they suggest that the ratio of women entrepreneurs in technology sector is much less compared to other sectors. According a survey conducted by "Women who Tech" in 2012, tech startups owned by women are only 5%.

Proposition 1: More men are engaged in technology entrepreneurship than women. However, the number of women entrepreneurs in this sector is increasing.

Age of the Entrepreneur

The age of becoming an entrepreneur dropped for the past few years. There are studies which analyze young entrepreneurs and observe the effect of age in becoming an entrepreneur. These studies are Levesque & Minniti, 2006; Rojas & Siga, 2009; Thomas, 2009. Also, Levesque & Minniti (2006) mentions that young people tend to be entrepreneurs because they are willing to take more risks compared to older people. Blanchflower and Meyer (1994) state a similar point that young people are more adventurous and energetic so they are more open to take a risk of starting a new business. Although as people age, they acquire more skills and experience and gain new knowledge, their duties and the things they will lose increase at the same time. Therefore, it is harder for them to start a new business unless they find themselves unemployed or seek an opportunity to become their own boss (Albort-Morant and Oghazi, 2016).

Proposition 2: People who are between 20 and 35 years old are most likely to create a new technology company. As people age, their tendency to start a digital business drops.

Education of the Entrepreneur

It is obvious that formal education helps entrepreneurs gain some of the skills they need as an entrepreneur such as technical, behavioral, business management and leadership skills. However, the studies about the impact of education on entrepreneurial perceptions are contradictory. Some studies such as Shapero (1980), Fallows (1985), Ronstadt (1984), Laukkanen (2000), Peterman and Kennedy (2003), Wu and Wu (2008) argue that higher education lessens the desire to start a new venture. According to authors, there are several reasons of this. One of them is that an individual with a diploma have many other options and therefore, can find a better job in a corporation. Another reason is that higher education reduces curiosity and the tolerance for ambiguity and increases risk aversion. Also, some schools do not prepare their students to work on small businesses and instead, encourage them to work on big corporations. On the other hand, there are other studies such as Robinson and Sexton (1994), Davidsson and Honig (2003), Ertuna and Gurel (2011) that state that the effect of university education on entrepreneurship is positive. This means that the more formal education an individual gets, the more likely that individual will start a new business.

Proposition 3: Individuals with higher degrees are most likely to start a technology business.

Previous Work Experience of the Entrepreneur

Experience brings the ability to make better decisions and unfortunately, this is not something that can be learned in schools with theoretical training. Experience about organizational skills can be only gained by working in a company as an employee (Albort-Morant and Oghazi, 2016). Also, if you want to learn how to manage a company, then, the best way is to work as a manager in a company or to watch your managers and learn from them. Mintzberg (2004) states that learning how to manage a company is only possible by gaining firsthand experience. Otherwise, one cannot understand all the dynamics

of managing a business. Nowadays, universities also encourage their students to gain work experience before they graduate. As a result, they work with local businesses to provide different work opportunities to their students.

Proposition 4: Entrepreneurs gain professional work experience before starting their own digital ventures.

Family Background of the Entrepreneur

Entrepreneurs who have other entrepreneurs in their close families tend to start a new business easier because of the family support they receive. Other authors such as Albort-Morant and Oghazi (2016), Gurel et. al (2010), and Singh et. al. (2001) also support the same argument. Especially having a close family member, as an entrepreneur, has a larger impact than having a more distant family member. The reason of this is that they can get advantage of the experiences of their families in times of difficulties. Moreover, most of the entrepreneur families encourage their children to start a new venture because they have already been through the same path and thus, guide their children to overcome their challenges when necessary.

Proposition 5: People who have an entrepreneur in their immediate families are more likely to become technology entrepreneurs.

Methods

3.1 Data Collection Methods

A survey on entrepreneurship and accelerator programs provides the data for this study. The data collection process of the survey started at the end of September 2017 and was completed at the end of October 2017. Various methods have been used to collect data. Firstly, the coordinators of the accelerator programs were called and the offices of the programs or their training centers were visited. Entrepreneurs who were present during the visit were requested to complete the survey at that moment. The printed version of the survey was distributed to entrepreneurs for data collection. The accelerators visited were ITU Seed, Starter's Hub, SuCool and Kworks. The data of the surveys filled in these programs were later transferred to the electronic environment.

Survey data is held in SurveyMonkey in electronic environment. The link of the survey has been sent by coordinators to the remaining entrepreneurs, who are not present during the visit and also graduated from the programs. IOT Telco Labs and Pilot programs were not visited due to training sessions in these accelerators were ended. Therefore, the data for these programs were only collected via the link sent to the entrepreneurs on the internet. In addition, the survey link was shared in social media by groups of related accelerator programs and by various groups related to entrepreneurship. As a result, more participation in the survey was provided. Entrepreneurs completed the survey using SurveyMonkey on the internet. A gift was given to entrepreneurs who completed the survey to encourage participation. This gift is the electronic version of the articles related to cyber-crime written by the Informatics department.

A total of 131 people participated in the survey, but only 103 of them completed the survey. Among these 103 people, 5 of them were excluded from the study because they had participated in programs outside of the targeted accelerators, so overall 98 people filled out the survey. This number is sufficient according to Table 1. Approximately 750 startups have been added to the designated accelerators until the date of the study. Assuming that each startup has an average of 3 cofounders, our total universe for this study is 2250 people. According to Table 1, reaching out 93 persons from a 2500 person universe with 95% confidence interval and 10% error margin is sufficient for this study.

Acceptable margin of error	Size of population					
	Large	5000	2500	1000	500	200
±20%	24	24	24	23	23	22
±15%	43	42	42	41	39	35
±10%	96	94	93	88	81	65
±7.5%	171	165	160	146	127	92
±5%	384	357	333	278	217	132
±3%	1067	880	748	516	341	169

Table 1: Sample Size Table

3.2 Challenges in Collecting Data

One of the biggest challenges in collecting data was reaching out to entrepreneurs who graduated from the programs and persuading them to fill out the survey. Mainly, entrepreneurs who are currently participating in accelerator programs or who have been graduated in the last 2 years agreed to participate to the study and completed the survey. Some of the entrepreneurs who graduated from the accelerators before did not want to participate in the study because either they closed down their businesses or were no longer interested in entrepreneurship. Also, some of them grew their businesses and for this reason, they were abroad because they chose to carry over their headquarters to another country.

Results

The frequency analysis results of the survey study are explained below. 98 entrepreneurs from 6 accelerator programs participated in the survey. The distribution of these entrepreneurs according to the programs is as shown in Table 2.
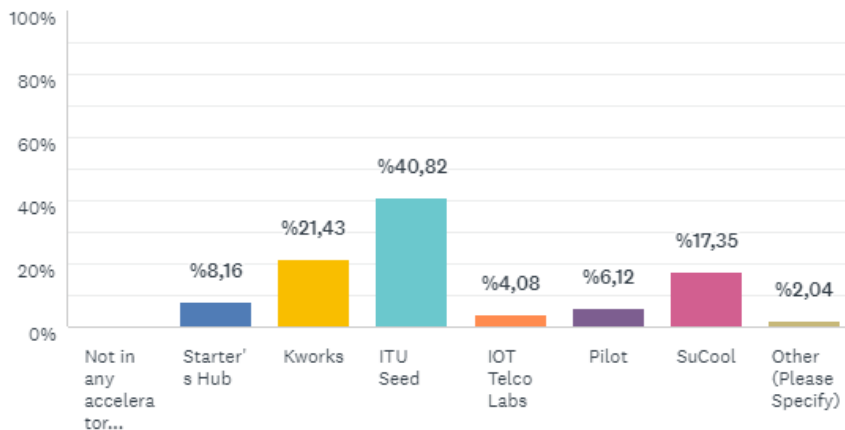
Table 2: Distribution of entrepreneurs according to accelerator programs

According to this table, 8 participants from Starter's Hub program, 21 from Kworks program, 42 from ITU Seed program, 4 from IOT Telco Labs program, 6 from Pilot program and 17 from SuCool program participated in the study. Since the entrepreneurs who are mentioned in the "Other" category have attended both to ITU Seed and to another accelerator program, they have written the names of both of these programs when completing the survey and therefore, these 2 entrepreneurs in this category have also been included in ITU Seed category.

The distribution of men and women participated in the study can be seen in Table 3. Accordingly, 17 women and 81 men participated in the study. The ratio of men is over 80%. Results confirm proposition 1 which is more men are engaged in technology entrepreneurship compared to women. Also, the ratio of technology women entrepreneurs is 17% which is higher than 5%. This means that women entrepreneurs in technology are increasing.
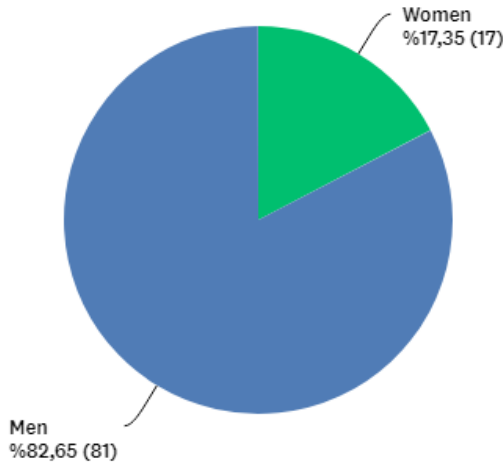
Table 3: Distribution of participants by gender

Entrepreneurs from various age groups participated in the study. The distribution of participants according to their ages can be seen in Table 4. According to this table, it is observed that with 34 participants, the entrepreneurs who completed the survey were mostly in the age range of 26-30 years. This was followed by 20-25 age range with 31 entrepreneurs. The least participating groups in the survey were 41-45 and 46-50 age ranges with 1 entrepreneur. From this sample, it can be concluded that technology entrepreneurs are generally between the ages of 20 and 30 years. Therefore, results confirm proposition 2. After graduating from college, a majority of them work in corporations for a while and then, decide to become entrepreneurs. As can be seen from the table, the number of entrepreneurs decreases as the age progresses. Some of the reasons behind the preference of being an entrepreneur in a younger age may be due to having fewer responsibilities. As people age, responsibilities increase or being an entrepreneur may require more sacrifice. Also, as age progresses, people may find it difficult to leave their existing careers to start from scratch because they have already reached a certain point in their careers.
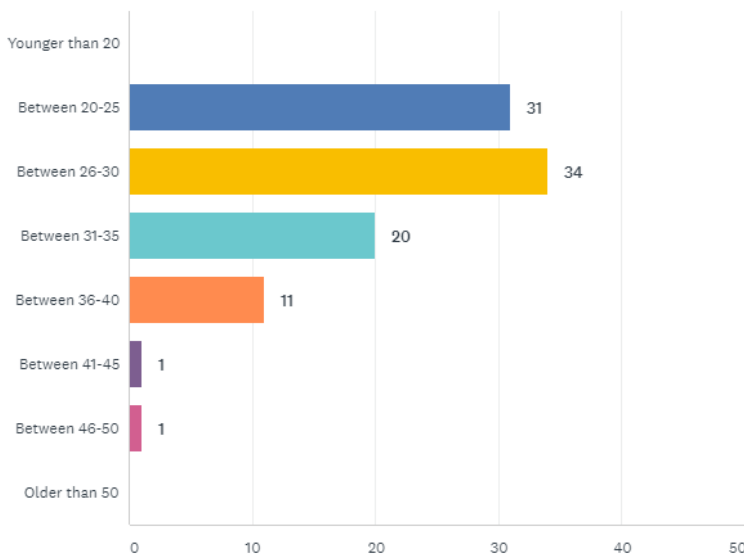
Table 4: Distribution of participants by age

Mainly undergraduate graduates have participated in the study. 63 out of 98 participants have undergraduate degrees and 21 out of 98 have graduate degrees. From this, it can be concluded that technology entrepreneurs are mainly very educated and results confirm proposition 3. Table 5 below shows the educational status of all entrepreneurs participated in the survey.
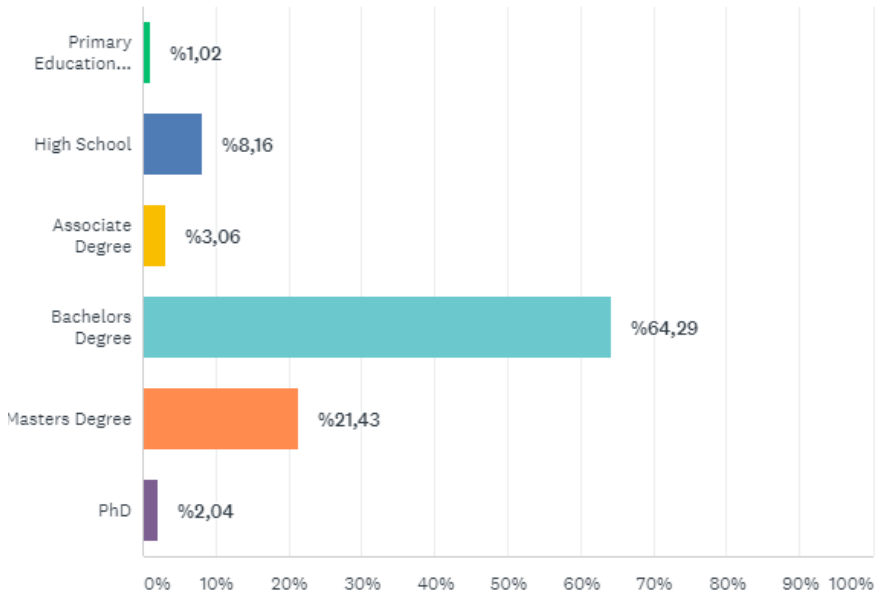
Table 5: Educational status of participants

Most of the entrepreneurs participated in the survey have work experience in other companies. There are only 12 people who have participated in the survey but have no professional work experience. The work experience of the remaining 86 participants is shown in Table 6. Another result that can be understood from this table is that 44 of the respondents have 1 to 5 years of work experience. This, in fact, overlaps with the result we see in Table 4. That is, technology entrepreneurs decide to become entrepreneurs after they have completed the university and then work in various companies for a few years to gain experience. Therefore, results confirm proposition 4.
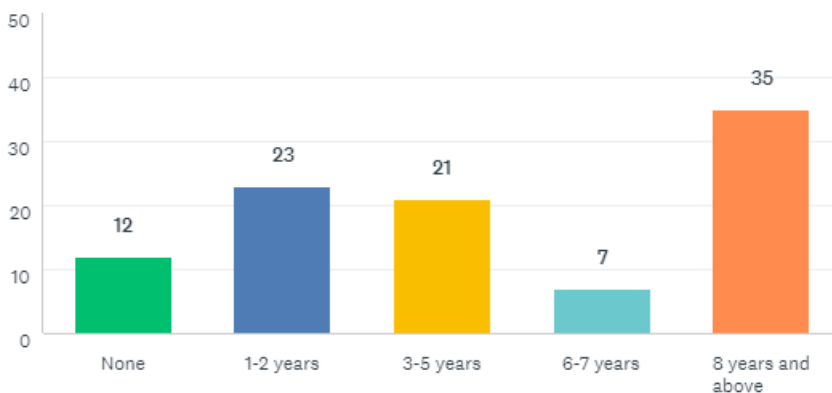
Table 6: Work experience in other companies

Table 7 shows for how long entrepreneurs are interested in entrepreneurship. According to this study, 14% of the survey respondents had less than 1 year of entrepreneurship experience and almost no experience. The vast majority of the

respondents, 54%, have 1-2 years of entrepreneurship experience. This shows that this is the first startup company they have started. Finally, 31% of the participants in the survey have over 3 years of entrepreneurship experience.
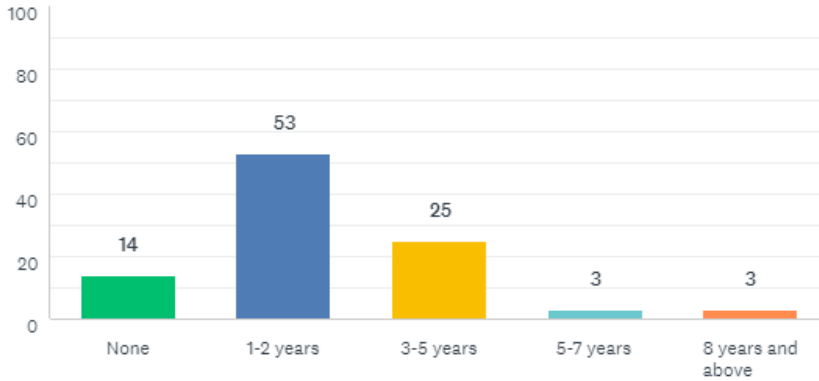
Table 7: Work experience as an entrepreneur

43% of the respondents have entrepreneurs in their families, i.e. mother, father or siblings. 56% of the participants have no entrepreneurs in their families. In Table 8, the distribution of this can be seen. However, the results fail to confirm proposition 5 which is people who have an entrepreneur in their immediate families are more likely to become technology entrepreneurs.
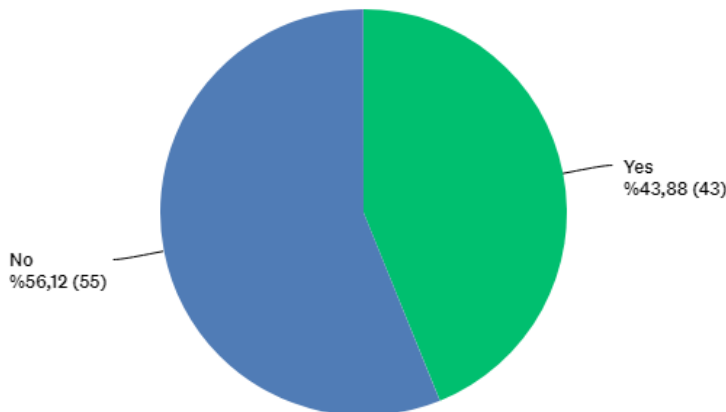
Table 8: Having entrepreneurs in the family

58% of entrepreneurs participating in the survey have people around their immediate vicinity that they ask for their opinions. While participants who have entrepreneurs in their families are 43%, the percentage of people that they ask for their opinions and ideas is 58%. This shows that even if participants' family members are not entrepreneurs, they receive ideas and opinions from them. The distribution of this can be seen in Table 9 below.
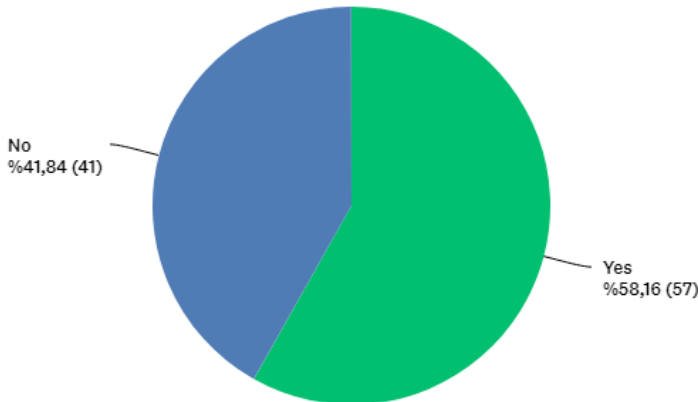
Table 9: Participants who have family members that they ask for their opinions

Although entrepreneurs need to take care of their startups in order to grow their businesses, there are also some entrepreneurs engaged in businesses outside of their ventures to earn money and continue their livings. As can be seen from Table 10, this is not the only source of income for 42% of entrepreneurs and for the remaining 58%, their ventures is the only source of income.
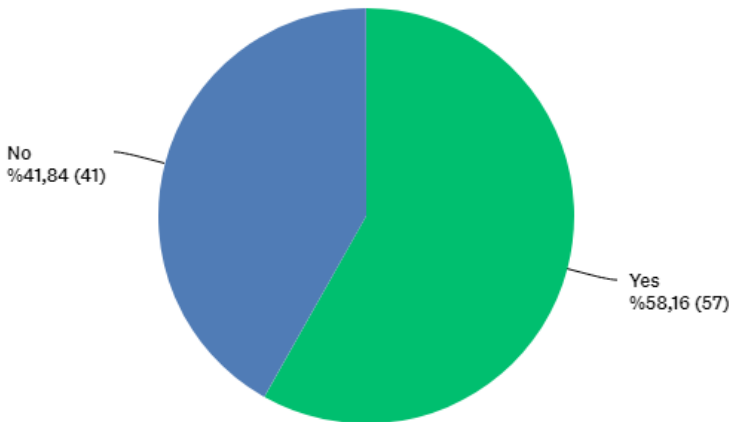
Table 10: Entrepreneurs with a single source of income

There are many reasons why participants decide to become entrepreneurs. According to Table 11, 38 of the participants responded that they chose entrepreneurship to be the boss of their own businesses, 13 to make more money, 17 to serve the community, and 3 to be famous. There are a variety of reasons for the remaining 27 participants to choose entrepreneurship. Some of these reasons are; being obligated to become an entrepreneur due to unemployment, to have a more comfortable working environment, to overcome challenging tasks, to bring out innovative products, to make a difference in the world, to realize their dreams, to be free, to do the work that they like and be happy, to provide added value to the country.
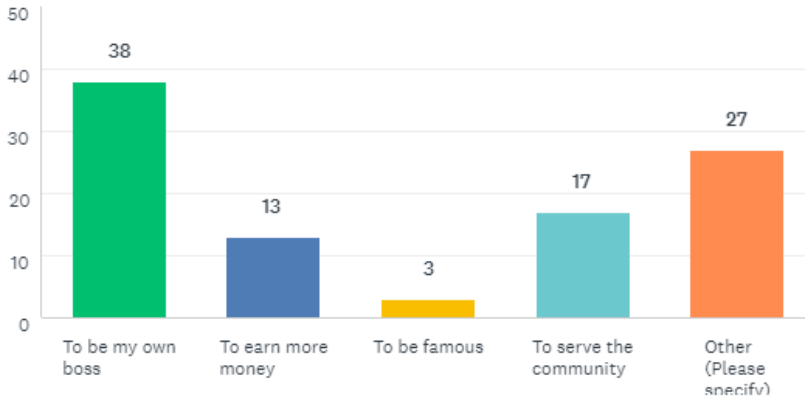
Table 11: Main sources of motivation to become an entrepreneur

According to Table 12, 69 of the entrepreneurs who participated in the survey have founded their companies and 29 of them have not founded yet. When asked why they did not found a company, entrepreneurs have mainly stated that they have not started sales or have not completed their products yet. A small number of entrepreneurs reported that they were waiting for the support decision of Tubitak (The Scientific and Technological Research Council of Turkey) to be finalized.
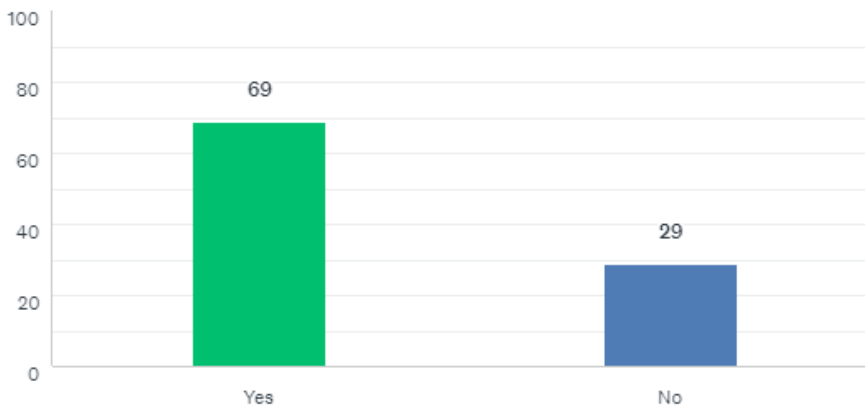
Table 12: Entrepreneurs who are incorporated and not incorporated

Of the 69 entrepreneurs who founded a company, 42 stated that they have founded their companies before joining the accelerator program. The remaining 27 mentioned that they have established their companies after joining the accelerator program and that the support provided by the accelerator program was effective for them to become incorporated. The distribution of this can be seen in Table 13.
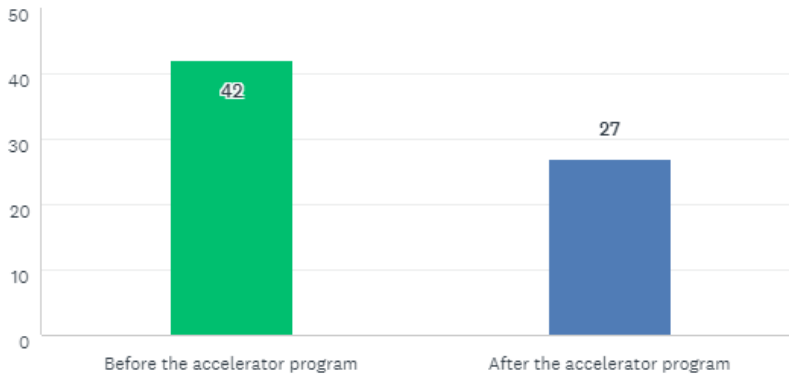
Table 13: When entrepreneurs established their companies

Conclusion

This study makes a frequency analysis of how human demographics such as age, gender, previous education, work experience and family background affect them to become entrepreneurs. This study is applied to the entrepreneurs attending chosen accelerator programs in Turkey. A key finding from this study is that entrepreneurs who are attending in these accelerator programs are generally male, young, well-educated, have few years of professional work experience and come from a family without entrepreneurship experience. This finding is understandable due to young people are more willing to take risks since they haven't much to lose and a good education helps them to follow the latest trends and innovations. Finally, work experience helps them to gain the necessary skills and knowledge to manage a business.

This study has limitations. First of all, literature about accelerator programs is very limited. Especially, in Turkey, there are almost no studies about entrepreneurs attending accelerator programs. Secondly, due to this study focuses on a specific area, data were scarce. Finally, it was very difficult to reach entrepreneurs who graduated from the programs and therefore, mainly entrepreneurs currently attending the programs were represented in this study.

Future studies can study entrepreneurs in other regions and compare them with each other. There are cultural differences between Turkey and other countries. Thus, these differences may affect accelerator programs and entrepreneurs attending these programs. Also, further comparative analysis on entrepreneurs can be done to find out firm survival in addition to measure which entrepreneurs get the most benefit from which supports and how entrepreneur demographics affect the support they receive from accelerator programs.

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Turkey's Current Position in the Way of Multiculturalism: Legacy of Past and Today's Dead-End

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Abstract

This research aims to examine Turkey's historical background and current situation in terms of multicultural development. As multiculturalism is an approach which depends on the principles of "equal citizenship" and "active protection of differences" as its two pillars, Turkey's historical experience presents separate examples for both sides of the coin. Ottoman Empire fulfilled one dimension of multiculturalism, that is the protection of differences but lacks the principle of nondiscrimination, while Turkey adhered to the understanding of equal citizenship to a large extent, however clearly lacks the protection of differences with its strong commitment to create an upper Turkish identity. In the 1990s, strict nation-state structure of Turkey would begin to be more intensely challenged and eventually multiculturalist principles of the new age would be reflected in Turkey in some degree. But now, apart from pure minority issues, Turkey currently experiences crucial problems regarding general freedoms and democratic principles. From this point of view, success of general democratic struggle should be the crux of current multiculturalism debate in Turkey and has to be regarded as the key factor to determine the consistency and stability of minority rights within the country.

Keywords: Turkey, multiculturalism, Ottoman Empire, minorities, democracy, Kurdish Question

I) Introduction

Multiculturalism is one of the most popular concepts in the relevant academic literature and in the political realm within the last quarter century. As a notion which is partially a product of globalization process, multiculturalism draws intense attention since the beginning of the 90s, leads to continuous debate with its theoretical and philosophical base and makes noteworthy impact on the internal formation of different states. Turkey is among those countries which were seriously influenced by aforesaid discussions. Indeed, Turkey's highly heterogeneous geography in terms of ethnicity and culture, and its long-running interest in the religious and national minority issues, indicate this country as a model that needs to be deeply analyzed in the context of multiculturalism.

Within this perspective, main goal of this study is to make a general account of Turkey's long journey and indicate its current status in the way of multiculturalism. In accordance with this purpose, the article has been divided into three parts. The first part is theoretical section. In this part, the concept of multiculturalism is going to be defined in a way to construct a theoretical base for the next sections. In the second part, minority policy of the Ottoman Empire in its classical period and then its alteration in the course of time will be examined. And in the final part, basic principles of the founder ideology of the Republic of Turkey against the minority groups will be elaborated and transformation of this paradigm in the era of multiculturalism will be made clear. Thereby current situation and points of debate regarding the minority rights in Turkey are going to be evaluated within the same part.

II) Two Pillars of Multiculturalism: Equal Citizenship and Protection of Differences

As it is widely argued, the nineteenth century was an exact "age of nationalism" as almost whole century witnessed minorities' efforts to achieve independence and build their own nation-states. Even the World War I itself would break out partly as a result of minority issues and following the war, some crucial attempts were made in an effort to protect cultural minorities and regulate potential conflicts which may have arisen from minority questions. These issues were firstly dealt with regarding the rights of fellow nationals in other countries as it is seen in the Germany-Poland example. Solution of existing problems was previously sought in bilateral treaties between these two countries, then this system of treaties was

extended and given a multilateral character under the League of Nations.[1] In this sense, there was a widespread interest in the minority questions and these issues had a crucial place in the interstate relations during the interwar period, just like the nineteenth century.

After the World War II, however, this general concern on the minority rights disappeared to a large extent due to two main reasons. Firstly, international treaties which had been designed to promote minority rights had clearly failed to neutralize interethnic conflicts, and secondly, harsh ideological confrontation erupting after the war was now overshadowing the ethnic problems. Hence, in the postwar period no specific project for the rights of minority groups had been developed and question of minority rights was tried to be solved under the umbrella of general human rights. It was expected that minority issues would be settled through the improvement of democracy (here it was understood in a general meaning as liberty and security of person, the right to own property, the right to vote and stand for election, etc.) and achievement of economic welfare in the society. According to this way of understanding, if human rights were carried out in an appropriate manner, there would not be need for separate national or ethnic-based rights. This mentality was also central to the Universal Declaration of Human Rights proclaimed by the United Nations (UN) General Assembly in 1948. In the document, the principle of nondiscrimination and equal citizenship had been accepted as the basis of all these rights.[2]

Nevertheless, through the long ages in which minorities were expected to be assimilated into the majority groups in return for equal rights, it was seen that minority peoples generally denied giving up their ethnic identities and all measures to achieve that aim only made the situation worse. Indeed, there were only a few examples among the national minorities to be voluntarily assimilated into the majority nations.[3] National identities and minority nationalisms which were thought to decline, contrarily gained momentum following the end of the Cold War and struggle for ethnocultural recognition became the most common source of political violence all over the world. And this process has inevitably triggered the criticism of postwar human rights regime and nation-state paradigm, and on the other hand, brought the rise of multiculturalist way of thinking. That is to say, traditional human rights theory was thought to be backed by a minority rights theory and this belief would lead to the development of multiculturalism. This tendency would be revealed in numerous international conventions signed in the 90s like the UN's "Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities" in 1992, Commission on Security and Cooperation in Europe's "Document of the Copenhagen Meeting of the Conference on the Human Dimension of the CSCE" in 1990 and Council of Europe's "European Charter for Regional or Minority Languages" in 1992 and "Framework Convention for the Protection of Minorities" in 1995.

In the new age, basic shift on the obligations given to states regarding the minority issues is the transition from mere nondiscrimination to the active protection of diversities with the aim of making cultural pluralism really possible. Thus, now states are supposed not only to perform negative duties such as granting equal civil rights to all their citizens, but also to assume positive duties so as to secure political representation, fair employment and cultural improvement of the disadvantageous groups. For this reason, multiculturalism should be thought as an approach which reserves the aim of equal citizenship, but simultaneously intends to achieve this goal without making different groups culturally homogeneous. This approach underlines that unity of people can be ensured without uniformity between them and naturally necessitates states to take over certain obligations to protect cultural differences.

Steady coexistence of negative and positive duties obviously manifests itself within the studies of outstanding theorists of multiculturalism. For instance, Charles Taylor's principle of equal respect is closely related to this acceptance, since Taylor explains this principle with making a distinction between traditional concept of honor which is enjoyed by only some people and modern notion of dignity that everyone shares. According to him multiculturalism is surely based on the latter.[4] In Taylor's point of view, in order to ensure equality in society, cultural prejudices which pave the way for discrimination have to be destroyed and thus fight for equality just as the struggle for freedom requires the revision of negative images in the minds. What should be done is to allow for all cultures to preserve their existence, and at the same time to accept their equally respectable character and apply equal worth to their customs and creations.[5] Similarly, according to Bhikhu Parekh prevention of discrimination is a quite valuable idea, but seeking this aim should not cause to ignore or suppress differences of people, as the theory of equality cannot be grounded in human uniformity. Human beings have to be granted equality at

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[1] Will Kymlicka, *Multicultural Citizenship: A Liberal Theory of Minority Rights* (New York: Oxford University Press, 1995), 2.

[2] See Articles 1-7 of "The Universal Declaration of Human Rights" (1948), http://www.un.org/en/universal-declaration-human-rights/ (accessed 31 December 2016).

[3] Kymlicka, *Politics in the Vernacular: Nationalism, Multiculturalism and Citizenship* (New York: Oxford University Press, 2001), 242.

[4] Charles Taylor, "The Politics of Recognition", in Amy Gutmann, ed., *Multiculturalism: Examining the Politics of Recognition* (New Jersey: Princeton University Press, 1994), 26-27.

[5] Ibid., 64-68.

the level of their shared human nature, but in the meanwhile this equality should be denied at the cultural level, otherwise the idea of equality only becomes an ideological device to mould humankind in a certain direction.[1] This emphasis lays the foundation also for Tariq Modood's view on the need for appliance of equality for groups as well as individuals.[2] Because expression of differences may lead to strengthening of former examples of injustice and inequality again unless human beings are recognized at equal worth and nondiscrimination is secured.

Iris Marion Young looks for the correction of traditional egalitarianism with a more compatible approach with the politics of difference. She crucially argues that the principle of equal treatment as a mechanical interpretation of fairness, may also suppress differences. The politics of difference or multiculturalism does not mean mere equal treatment, it also necessitates group differences to be acknowledged in public policy.[3] And of course, Will Kymlicka implies the same point by making following statement regarding multiculturalism policies (MCPs): "This term covers a wide range of policies, but what they have in common is that they go beyond the protection of the basic civil and political rights guaranteed to all individuals in a liberal-democratic state to also extend some level of public recognition and support for minorities to express their distinct identities and practices. The rise of MCPs therefore goes beyond the broader politics of civil rights and nondiscrimination".[4] Thus, according to Kymlicka, multiculturalism reaches significance at not only implementation of anti-discrimination laws, but at the same time transformation of these laws so as to enable them to respond the needs and demands of minorities.

Undoubtedly, many other examples can be given to indicate this tendency. But in brief, in the idea of multiculturalism it is aimed to exceed nation-state paradigm and transform states' structures toward a more democratic form. In their new institutional structure, states are supposed to unconditionally acknowledge the equality of their citizens, avoid to suppress any kind of difference and actualize cultural pluralism to the full extent. Even if multiculturalist approaches were occasionally understood in some different forms in diverse regions, primary and general formulation of multiculturalism appears as the presence of aforementioned two principles. And not surprisingly, these two values keep the most essential places in the agendas of political movements which fight for the principles of multiculturalism.

III) Ottoman Empire: From *Millet* System to the Centralized State

In spite of its highly heterogeneous national and religious composition, Ottoman Empire had managed to maintain its social stability for long centuries and from this aspect it has inspired modern multiculturalist theses which emphasize peaceful coexistence of differences. These contemporary studies generally focus on "tolerant" state philosophy and legal structure of the Ottomans, and naturally concentrate on the idea of *Millet* (confessional community) and social order depending on this concept. Indeed, a proper analysis of the *Millet* System seems essential to comprehend how multinational-multireligious structure had worked within the Ottoman Empire.

In the most general sense, Ottoman *Millet* System implies organizing of social and administrative life within the empire on basis of religions and sects. In the Ottoman legal structure, peoples were divided into two groups as Muslims and non-Muslims, and if non-Muslims living under Islamic dominion were *ehli kitap* (Peoples of Book), they were being treated as self-governing groups. These communities that were named as *dhimmi*s, had been given not only exact religious freedom, but also the right or even duty of governing themselves through their religious institutions. As the basis of Ottoman legal system, namely *sharia*, was the Muslim religious law, it was not applicable to all problems of the non-Muslims. Therefore, each *millet* subjected to its own laws, established and maintained its own institutions to care education, religion, justice and security affairs and built schools, hospitals and hospices for its members.[5] Ottoman *Millet* System was aiming not to eliminate, but to subjugate the non-Muslims. Thus, as long as they paid their special taxes and did not threaten security or social order, non-Muslims were enjoying a broad autonomy in which they were able to fully maintain their different identities. *Devşirme* method which was applied between fourteenth and seventeenth centuries was the only exception of this general mechanism. In this system, sons of Christian subjects were taken and converted to Islam to be used in military or civil

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[1] Bhikhu Parekh, *Rethinking Multiculturalism: Cultural Diversity and Political Theory* (New York: Palgrave Macmillan, 2006), 240.

[2] Tariq Modood, Multiculturalism: A Civic Idea (Cambridge: Polity Press, 2007), 51.

[3] Iris Marion Young, *Justice and the Politics of Difference* (Princeton: Princeton University Press, 1990), 4.

[4] Kymlicka, "Neoliberal Multiculturalism", in Peter A. Hall and Michéle Lamont, eds., *Social Resilience in the Neoliberal Era* (New York: Cambridge University Press, 2013), 101.

[5] Stanford J. Shaw, *History of the Ottoman Empire and Modern Turkey* (New York: Cambridge University Press, 1977), 151; Alexander L. Macfie, *The End of the Ottoman Empire 1908-1923* (London: Longman, 1998), 7.

service.[1] *Devşirm*e was an exclusive case for the violation of religious freedom and apart from this method, *Millet* System provided full rights for minorities to preserve their separate cultural identities.

Even if it originated from the basic principles of Muslim religious law and administrative techniques of early Islamic states, *Millet* System gained its popularity mainly from its use in the Ottoman era. In addition, while they were establishing their own system, the Ottomans benefited from not only the Islamic precedents, but also Byzantine and old Turkish customs, and in this way set up a synthesis of these three traditions.[2] It is important to note that, in the Ottoman Empire execution of this system was depending on practical needs as well as theological rules. Because since the beginning years of the Ottoman Empire, Muslims and non-Muslims had lived together, but legal relations between state and non-Muslims had not been made clear in real terms. Against this background, after the conquest of Istanbul, Mehmet II appointed an Orthodox Patriarch to the town, declared firstly Greeks, and then Armenians and Jews as autonomous communities, and accorded specific rights and freedoms for these groups to enable them to execute self-government. This moment was the official starting point of the *Millet* System. Thereby, all *ehli kitap* non-Muslims living in the Ottoman country had now become members of certain *millet*s whose administrative centers were located in Istanbul. In this respect, members of the same *millet*s living in diverse parts of the empire had become subject to common laws together with their religious fellows in accordance with a nonterritorial system of citizenship. Within such an order, communal leaders had enjoyed great authority in their community not only because of their mere religious respectability or closer relations with higher Ottoman authorities, but also due to their wealth and their responsibility to collect taxes and supervise the distribution of state lands.[3]

On the other hand, a direct and nonstriking result of this social structure appeared as the underdevelopment of relations among different *millet*s as all of them kept to live in terms of separate rules and institutions. Far from sharing a common identity, Muslims and non-Muslims which inhabited in diverse compartments of society even failed to consistently get in contact with each other. Furthermore, such a social order was totally incompatible with the understanding of modern equal civil rights. Because in the Ottoman Empire, division of Muslims and non-Muslims which constituted the basis of the *Millet* System was actually indicating the distinction between master and subject. According to this distinction, one should have been Muslim in order to be a member of central administrative body and non-Muslims had been systematically deprived of this opportunity. In this sense, while *Devşirme* persons who were forcibly converted to Islam could take positions within the state and even move up to the top, the vast majority of Ottoman non-Muslims had never enjoyed such a chance. Therefore, despite the presence of some exceptions, in the Ottoman Empire only Muslims were utilizing full civil rights and the rest had so narrow political rights in spite of their broad cultural freedoms.[4]

From this point of view, it might be deduced from what mentioned above that Ottoman *Millet* System lacked principle of nondiscrimination that is one of two basic components of multiculturalism. Of course, this reality is not surprising when it is kept in mind that multiculturalism is a contemporary political philosophy and thus seeking it within a pre-modern structure like the Ottoman Empire is really a sheer anachronism. Multiculturalism primarily represents a project of citizenship as it aims to create new forms of it, so it cannot be sought in a society that was frankly based on inequality.[5] As Erik Jan Zürcher points out, an exact equality before the law may be regarded as an ideal in even modern nation-states, but it was not even an ideal for the Ottoman Empire. Inhabitants of towns were being treated differently from the rural population, men differently from women, nomads differently from settlers and surely non-Muslims differently from Muslims, and in this way old established privileges within the society were being jealously preserved.[6]

In sum, Ottoman *Millet* System made a sharp distinction between the subjects of the empire, treated the non-Muslims as second-class citizens and even if it had some great virtues regarding religious and cultural tolerance, it blocked the growth of common bonds among peoples and did not give response to demands for democracy or equal citizenship.[7] In addition, it is also important to note that non-Muslims were facing some derogating treatments also in their daily lives just as they

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[1] Andrew Wheatcroft, *The Ottomans: Dissolving Images* (London: Penguin Books, 1995), 32; Daniel Goffman, *The Ottoman Empire and Early Modern Europe* (Cambridge: Cambridge University Press, 2002), 67-68.

[2] Benjamin Braude and Bernard Lewis, "Introduction", in Benjamin Braude and Bernard Lewis, eds., *Christians and Jews in the Ottoman Empire: The Functioning of a Plural Society* (New York: Holmes & Meier, 1982), 10.

[3] Kemal Karpat, "Millets and Nationality: The Roots of Incongruity of Nation and State in the Post-Ottoman Era", in Benjamin Braude and Bernard Lewis, eds., *Christians and Jews in the Ottoman Empire: The Functioning of a Plural Society* (New York: Holmes & Meier, 1982), 142.

[4] Parekh, *Rethinking Multiculturalism*, 7.

[5] Bernard Lewis, *The Middle East* (London: Weidenfeld and Nicholson, 1995), 321.

[6] Erik J. Zürcher, *Turkey: A Modern History* (New York: I. B. Tauris, 2007), 14.

[7] Parekh, *Rethinking Multiculturalism*, 205-206.

were debarred from the rights of legal equality. For instance, they were subject to different dress and colour codes and liable to certain restrictions which impress upon their inferiority and dependence on Muslim sufferance. They were prohibited to ride horses or bear arms, and their homes or churches could not exceed the height of local mosques and Muslim dwellings. In predominantly Christian regions, Muslims were generally living in walled sections from which Christians were required to leave before the gates were closed.[1]

But in the nineteenth century, *millet*s who had been recognized as subordinates in the politics and society, were transformed into minorities in modern sense through certain structural reforms within the empire.[2] In the Ottoman Empire, nineteenth century reforms partly resulted from disapproval of the Great Powers of Europe to the secondary status of the non-Muslim Ottoman subjects. But more importantly, these reforms originated from practical domestic needs; from the goal of preventing the break-up of the empire and securing its integrity. In the nineteenth century, destructive effects of the French Revolution were strongly being felt within the Ottoman territory and governing elite of the empire would attempt to integrate all subjects of the country in the scope of "Ottoman nationality" and build a sense of belonging toward the state in the minds of non-Muslim subjects. Against the threat of disintegration of the empire into nationalities, their aim was to eliminate certain tenets within the traditional law creating inequality among the subjects and thus to unite diverse peoples living in the Ottoman territory under the Ottoman identity. Therefore, milestone of Turkish modernization, the *Tanzimat* (Reorganization) Charter of 1839 had definitely been prepared along these lines. Both, *Tanzimat* and its supplementary document, *Islahat* (Reform) Edict of 1856 were mainly directed to ensure the equality and fraternity of Muslim and non-Muslim subjects.[3] In this respect, *Tanzimat*'s acceptance of all Ottoman subjects' equality before the law regardless of their religious identity meant an actual separation toward secularism from the traditional Islamic doctrine depending on inequality. As Bülent Tanör incisively indicates, this preference was a clear step to build Ottoman Nation instead of Ottoman nationalities.[4]

Steps toward the elimination of inequality among citizens would also reflect on *Kanun-i Esasi* of 1876 that was the first constitutional document of the Ottoman Empire. In this text, equality of the Ottoman citizens was exactly recognized and all of them were defined under the Ottoman upper identity through the following statement: "All the subjects of the Empire are without distinction called Ottomans no matter what religion they profess".[5] Accordingly, in the *Meclis-i Mebusan*, the first parliament of the Ottoman Empire, number of non-Muslim deputies was so high that their proportion in the parliament was clearly exceeding non-Muslim proportion in the total population. 48 of 115 deputies of the first parliament were non-Muslim and at the capital, Istanbul, Muslim and non-Muslim deputies were at the same number.[6] And beginning from this point, Muslims and non-Muslims were tried to be equalized for duties as well as for rights and freedoms. For instance, non-Muslims' exemption from military service as one of the most crucial symbols of inequality in terms of duties, would be abolished in the following process. In July 1909, military service was made compulsory for all Ottoman subjects and during the First World War especially in the labour battalions a large number of non-Muslims was employed.[7]

However, reform process which Ottoman governing elite had initiated with big hopes did not give the expected results. On the one side Great Powers' attempts to use these reforms as an opportunity to intervene the Ottoman politics and on the other side internal discussions and general weakness of the empire to execute reforms in a stable manner have been influential on this ending. Additionally, while the Ottomans were trying to create a common nationality or citizen identity, they had not considered in detail about whether this effort would satisfactorily respond to the growing national consciousness of ethnic groups or their national, religious and regional aspirations.[8] But as minorities mentally split from the Ottoman Empire and began to uncompromisingly struggle for their independence, the nineteenth century reforms failed to bring supposed unity and integrity. Nevertheless, these reforms represent a historical process in which structure of communities began to fall and simultaneously there existed a transition from traditional to the modern type of state and

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[1] Nicholas Doumanis, *Before the Nation: Muslim-Christian Coexistence and Its Destruction in Late Ottoman Anatolia* (Oxford: Oxford University Press, 2013), 23.

[2] Elie Kedourie, "Ethnicity, Majority and Minority in the Middle East", in Milton J. Esman and Itamar Rabinovich, eds., *Ethnicity, Pluralism and the State in the Middle East* (New York: Cornell University Press, 1988), 27.

[3] Niyazi Berkes, *The Development of Secularism in Turkey* (London: Hurst & Company, 1998), 309.

[4] Bülent Tanör, *Osmanlı-Türk Anayasal Gelişmeleri* (İstanbul: Yapı Kredi Yayınları, 2015), 447.

[5] "The Ottoman Constitution, Promulgated the 7th Zilbridje, 1293 (11/23 December, 1876)", *The American Journal of International Law* 2(4): 367-387 (1908).

[6] Enver Ziya Karal, "Non-Muslim Representatives in the First Constitutional Assembly", in Benjamin Braude and Bernard Lewis, eds., *Christians and Jews in the Ottoman Empire: The Functioning of a Plural Society* (New York: Holmes & Meier, 1982), 394.

[7] Zürcher, "The Ottoman Conscription System in Theory and Practice, 1844-1918", in Erik J. Zürcher, ed., *Arming the State: Military Conscription in the Middle East and Central Asia 1775-1925* (London: I. B. Tauris, 1999), 89-90.

[8] Karpat, "Millets and Nationality", 144.

even to the first phases of secularism even if it was unnamed. Foundations laid in this era would evidently take effect in the following period.

IV) The Republic of Turkey: From A Strict Nation-State to the Multiculturalism?

Failure of the efforts spent to secure the territorial integrity of the Ottoman Empire and loyalty of its subjects became exactly apparent after the Balkan Wars and then the World War I, and following the latter Ottoman Empire eventually went out of existence. Treaty of Sévres which was signed with the Allied Powers at the end of the war was one of turning points of the empire's ending process. Severe provisions of Sévres would trigger the growth of nationalist movement in Anatolia and this treaty would be replaced by Treaty of Lausanne following two years of an armed struggle.[1] Treaty of Lausanne was signed in July 1923, that is to say three months before the proclamation of the Republic of Turkey on the ruins of the Ottoman Empire and in this context, it was a founding document for the new Turkish state. Consequently, just as numerous other issues, Turkey's definition of citizenship and its minority regime were also firstly determined by the Lausanne and then reflected on the first constitution of the Republic of Turkey.

Treaty of Lausanne had been signed in the interwar period when minority rights were given primary importance all over the world. This sensibility to minority issues may be easily seen in the peace treaties which were signed with losing parties of the war and with certain Central and Eastern European countries in the same era. Accordingly, related provisions of Treaty of Sévres were also strongly supporting the minority rights. But as Turkey had concluded the Lausanne following its successful war of national independence, it had found a chance to reject and be exempt from the principles of dominant minority law of the age. Indeed, Lausanne's provisions on minorities were quite different from those of Sévres and other peace treaties of the interwar era.

First of all, only non-Muslims were recognized as minorities in the Lausanne as a result of Turkey's hard insistence. In the treaty, use of "racial, linguistic or religious minorities" seen in other treaties of the same period was replaced by "non-Muslims" at every turn and other minority groups were excluded from this context. In other words, even if they were different in ethnic and linguistic sense, Muslim Turkish citizens were not given the status of minority in the Lausanne. Thus, according to the provisions of treaty only those rights which were accorded for non-Muslims had been settled under the guarantee of the League of Nations and bringing international responsibility for Turkey. On the other hand, positive rights like establishing any charitable, religious and social institutions, any schools and other establishments for instruction and education, with the right to use their own language and to exercise their own religion freely therein[2] were only given to non-Muslim Turkish citizens whose population was largely diminished after the war as a matter of fact. In this regard, Treaty of Lausanne has laid the basis for reconstruction of Turkey in the form of nation-state in the postwar era. Because of this reason, since the establishment of republican government Turkey has always made reservation and interpretative declaration to all international conventions and proclaimed it would not have applied any convention in defiance of the provisions and spirit of Treaty of Lausanne. In this way Turkey has consistently demonstrated its acceptance of this treaty as a founding document.[3]

1924 Constitution that was the second key document of the Republic, represents the last stage in the attempts pursued since the nineteenth century to create an upper identity, as Article 88 of this document was pointing out: "The name 'Turk' shall be understood to include all citizens of the Turkish Republic, without distinction of, or reference to race and religion".[4] But differently from the previous era, now Turkish identity was being imposed on the whole population of Turkey while they had been firstly called to unite under the Ottoman identity. Moreover, within this period, non-Muslim population in the country had been lowered in a vast scale, thus minority rights given to them were no longer posing any danger for the integrity of Turkey. In this sense, elimination of non-Muslims may be regarded as the first step for Turkey to form a nation-state structure. And the second step was aiming at the assimilation of non-Turkish Muslim peoples of Turkey. In line with this purpose, Muslim groups such as the Kurds, Arabs, Laz people, Circassians, Bosnians and Albanians were officially recognized as the components of majority Turkish nation and deprived of any minority rights throughout the republican history. As Atatürk's formulation, "The people of Turkey that have established the Republic of Turkey are called Turkish

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[1] Feroz Ahmad, *The Making of Modern Turkey* (London: Routledge, 1996), 48; Michael S. Neiberg, *Warfare and Society in Europe: 1898 to the Present* (London: Routledge, 2004), 72-73.

[2] See Article 40 of "Lausanne Peace Treaty" (1923), http://www.mfa.gov.tr/lausanne-peace-treaty.en.mfa (accessed 31 December 2016).

[3] *Turkish Official Gazette, January 27, 1995 (1995)* http://www.resmigazete.gov.tr/arsiv/22184.pdf (accessed 31 December 2016); *Turkish Official Gazette, July 21, 2003 (2003),* http://www.resmigazete.gov.tr/eskiler/2003/07/20030721.htm#2 (accessed 31 December 2016).

[4] Edward Mead Earle, "The New Constitution of Turkey", *Political Science Quarterly* 40(1): 98 (1925).

nation" has indicated, non-Turkish Muslim groups were seen as the sub-segments of Turkish Nation and tried to be directly integrated into the Turkish culture. In this use, Turkishness was not an ethnic but an inclusive political identity and whole legal and educational system of country would be accorded with this acceptance.[1] 1982 Constitution of Turkey which is still in force, emphasizes the indivisible integrity of not only territory, but also nation through Article 3 and its Article 66 which makes definition of citizenship strongly emphasizes the Turkish primary identity again by confirming everyone bound to the Turkish State through the bond of citizenship is a Turk.[2]

But, even if minority regime of Turkey depended upon Treaty of Lausanne in general terms, Turkey would actually make some additional restrictions on the system envisaged by the Lausanne. Firstly, Turkey has applied the minority rights given to all non-Muslims by the Lausanne only for three historical minority groups, Greeks, Armenians and Jews, and not recognized the same rights for other non-Muslim peoples like Assyrians, Chaldean Christians or Nestorians in practice. Secondly, Treaty of Lausanne had regarded only non-Muslims as minority, but it was bringing some group rights also for Turkish nationals of non-Turkish speech. For instance, Article 39 of the Lausanne had stated that no restrictions would be imposed on the free use of any language by any Turkish national in private intercourse, in commerce, religion, in the press, or in publications of any kind or at public meetings. This Article was also legitimating these groups to use their own language before the courts.[3] However, Turkey has accepted some of aforesaid rights after a long time while still refusing to acknowledge the rest of them.

Within this scope, it can be said that minority regime of Turkey was completely in contrast to the approach of the Ottoman Empire applied in the framework of the *Millet* System. Indeed, on the contrary to the principles of the *Millet* System, Turkey followed a strict nation-state policy and tried to secure the assimilation of all ethnic, linguistic, religious or denominational minorities under a common and primary Turkish identity. As William L. Cleveland puts forward, in Turkey's attempts to form a uniform Turkish national identity, there had been left no room for cultural pluralism and in this direction, even institutions of republicanism would be strained.[4] Presence of other minority groups was severely denied and serious penal sanctions were regulated for those who claimed the opposite. In addition, decline of international minority law and refreshment of advocacy for nation-state mentality following the World War II would enable Turkey to more comfortably maintain such a policy.

But from another perspective, dissimilarly to the Ottoman classical age again, Turkey did not set up an official hierarchy among its citizens on condition that they accepted Turkish upper identity (apart from some sorts of discrimination made especially against non-Muslim minorities), and thus adhered to the understanding of equal citizenship to a large extent. Therefore, republican age minority regime of Turkey substantially carried the value of equal civil rights into effect and in this way even if it was not perfect, it generally fulfilled other vital dimension of multiculturalism. Yet Turkey, on the other hand, obviously failed to pave the way for minority groups to preserve and develop their cultural identities and so did not act in accordance with the principle of protection of differences which is the second main component of multiculturalism.

In fact, Turkey's policy towards minorities gave the expected results for an extended period of time and managed to provide the loyalty of minorities with the exception of some Kurdish uprisings in the early years of the republic.[5] But as mentioned above, identity politics began to rise and provoke sub-identities and local cultural groups all over the world since the 1980s and it became dominant paradigm especially in the 90s. This process would inevitably make its reflections also in Turkey. Kurdish nationalism which had been refrigerated for several decades, would come to gain momentum in the post-1980 era and with the establishment of Kurdistan Workers' Party (*Partiya Karkeren Kurdistan* [PKK]) as a secessionist terrorist group, period of violence would be initiated. From this reason, it can be argued that post-1980 years introduced the weakening of nation-state structure in Turkey similar to the examples in other states. In this age, minorities' demands for recognition increased in a vast scale and they began to pressure for multicultural state formations which would enable them to enjoy cultural freedoms and certain rights of political representation.

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[1] Efe Can Gürcan, "The Evolution of Turkish Nationalism: An Unconventional Approach Based on a Comparative and International Perspective", in Joan Burbick and William R. Glass, eds., *Beyond Imagined Uniqueness: Nationalisms in Contemporary Perspectives* (Newcastle: Cambridge Scholars Publishing, 2010), 148; Neophytos G. Loizides, "State Ideology and the Kurds in Turkey", *Middle Eastern Studies* 46(4): 518 (2010).

[2] Umut Özkırımlı, "Vigilance and Apprehension: Multiculturalism, Democracy, and the 'Kurdish Question' in Turkey", *Middle East Critique* 22(1): 32-33 (2013).

[3] See Article 39 of "Lausanne Peace Treaty".

[4] William L. Cleveland, *A History of the Modern Middle East* (Boulder: Westview Press, 1994), 170.

[5] Michael M. Gunter, *The Kurds and the Future of Turkey* (New York: St. Martin's Press, 1997), 5-6.

Despite challenges and ongoing discussions, the 90s witnessed Turkey's uncompromising commitment to nation-state ideology and its struggle with opposing demands. But even if Turkey refused to take a step on direction of multiculturalism for several years, in the course of time pressure of internal dynamics would considerably escalate and Turkish officials would eventually come to conclusion that military precautions should be supplemented by other kinds of measures.[1] More importantly, Turkey assumed candidate status for the European Union (EU) at the Helsinki Summit of 1999 and along with the needs of this process it would be obliged to make some legal regulations in the way of democratization. In December 2000, agreement of Accession Partnership was signed between EU and Turkey, and in response to this paper, in March 2001 Turkey prepared its National Program which was its route map to perform the expectations of EU. Following this document, Turkey would make some constitutional reforms and soften its firm nation-state ideology in some degree. Furthermore, beginning from 2002, Turkey would pass and begin to implement a series of harmonization packages and certain principles among these general reforms would form the legal basis needed for the appliance of minority rights in a greater scale. Indeed, within the process of EU reforms, rights of non-Muslim foundations to buy real estate were increased, conditions for the closure of political parties were narrowed, freedom to set up association was strengthened, critical changes were made in Anti-Terror Law and most importantly, broadcasting in and education of Kurdish language were allowed.[2] With this last acceptance, Turkey has moved to make actual one of its responsibilities arranged by Treaty of Lausanne.

In the course of time, however, there would be a precise evolution in ruling party's approach to the minority issues. Justice and Development Party (*Adalet ve Kalkınma Partisi* [AKP]) which came into power in 2002 was following liberal policies in its first term and would take the reform process started by previous government further. Within this period, AKP was seeking international legitimacy as it was being widely suspected of radicalism and thus taking steps toward the aim of EU membership could help them. At the same time transformation of strict nation-state structure was also compatible with the moderate Islamist agenda of AKP. But, as AKP consolidated its power by the middle of the 2000s, it gradually came to a more nationalist point of view and began to retreat on the issue of minority rights.[3] Additionally, in the same process, AKP directed its foreign policy interest from EU to the former Ottoman lands especially to the Middle East and because of this reason influence of external dynamics to continue reforms was also diminished.[4] And as a natural consequence of ongoing contradiction between Turkish state and Kurdish nationalists, armed conflicts of two sides which were stopped at the beginning of reform process, would make a new start since the mid-2000s. At the moment, these conflicts still drastically continue following a short cease-fire between the years of 2013 and 2015.

Today, the principal cause of disagreement and debate between Turkish state and nationalist Kurdish movement is the concept of "democratic autonomy" and certain demands related to it. Hence unsurprisingly, "Political Solution Declaration" of Democratic Society Congress that is the umbrella organization of Kurdish movement, was completely based on this notion. This document which was published in December 2015, projects the formation of democratic autonomous regions in terms of cultural, economic and geographic familiarities. In the paper, it is demanded from the state to leave education at all stages to self-governments, recognize the use of mother tongues in the public schools and accept local languages as official alongside Turkish. Declaration also points out the need for terminating all sorts of tutelage of central administration upon the elected in democratic autonomous regions and granting self-government the authority to run and inspect soil, water and energy sources in their own regions. And according to the document, in order to perform aforementioned services, budgeting in local has to be transferred to self-government, some taxes should also be collected by it and official local security units have to be formed to maintain order in local under the governance of self-governing body.[5]

In fact, self-governance was being interpreted as a legitimate right in the context of multiculturalist approaches at the beginning of the 90s. Such that, formation of self-governing units for minorities had been definitely acknowledged at the

[1] Metin Heper, *The State and Kurds in Turkey* (London: Palgrave Macmillan, 2007), 180.

[2] Kerim Yildiz, *The Kurds in Turkey: EU Accession and Human Rights* (London: Pluto Press, 2005), 66-70; Demet Yalcin Mousseau, "Is Turkey Democratizing with EU Reforms?: An Assessment of Human Rights, Corruption and Socio-Economic Conditions", *Southeast European and Black Sea Studies* 12(1): 70-71 (2012).

[3] Gözde Yılmaz ve Diğdem Soyaltın, "Zooming into the 'Domestic' in Europeanization: Promotion of Fight against Corruption and Minority Rights in Turkey", *Journal of Balkan and Near Eastern Studies* 16(1): 15 (2014).

[4] Svante E. Cornell, "What Drives Turkish Foreign Policy?", *Middle Eastern Quarterly* 19(1): 13-24 (2012); Mustafa Türkeş, "Decomposing Neo-Ottoman Hegemony", *Journal of Balkan and Near Eastern Studies* 18(3): 191-216 (2016).

[5] "DTK'dan Özerk Bölge Çağrısı" (2015), http://www.bbc.com/turkce/haberler/2015/12/151228_dtk_deklarasyon (accessed 31 December 2016).

1990 "Copenhagen Document of the Conference for Security and Co-operation in Europe"[1] and the "Recommendation 1201 of Parliamentary Assembly of the Council of Europe"[2] passed in 1993. But following the fierce ethnic problems experienced in the Eastern Europe, especially after the case of Bosnian War, this tendency would be considerably weakened. As the Serbian autonomous entity created in Bosnia and Herzegovina struggled to separate from the central government in cooperation with its kin-state Yugoslavia and in this way triggered so bloody conflicts in the country, self-governance began to be no longer thought as a realistic way of solution. As a result, minorities' right to have autonomous administrations was not given a place at the Framework Convention for the Protection of Minorities which was accepted by the Council of Europe in 1995 as one of the basic texts of the new age. It can be claimed that tendency not to give self-governance rights for minorities gained dominance in international minority law following this document. In this respect, apart from the tasks of strengthening local administrations in some degree and maintaining positive duties for minorities' cultural development, it is difficult to create an external pressure on Turkey to recognize some kind of self-governance along the lines of Kurdish expectations.

Other than the issue of self-government? another matter of debate is regarding the definition of citizenship in the new constitution whose preparation has been discussed for several years beginning from the mid-2000s.[3] Proponents of change put forward two alternatives on this question; firstly, they propose the term *Türkiyeli* (one who is from Turkey) instead of Turk and thus tend to remove ethnic content from citizenship by expressing it with a political/geographical term. And the second alternative as some Kurdish groups defend, is the coexistence of the terms Turk and Kurd in the constitution as the state's founding peoples. To begin from the latter, such an alternative represents an inclination not to abolish, but to transform the current status. If the definition of citizenship in force is unfair, this alternative projects to be partner of this injustice and so appears incompatible with the principles of multiculturalism. The other alternative, the term *Türkiyeli* is quite appropriate with regard to multiculturalist way of understanding in general lines, as it appeals to all peoples of Turkey. Furthermore, even if it is sometimes perceived as a new term, the background of this concept can be traced to the preparatory works of the 1924 Constitution.[4] Nevertheless it should not be hoped to solve the problem alone. This term strongly resonates the argument on the duality of a primary (state) and a secondary (ethno-religious) identity in the context of Ottomanism.[5] And, just as expectation to secure the integrity of the Ottoman Empire by use of a political term, Ottoman, had been falsified in the precedent era, it is also not clear that use of the term *Türkiyeli* will guarantee multicultural and actually democratic state structure. Rather than considering Kurdish question on the ground of these terms, this issue should be evaluated from a broader perspective and with a more holistic view. Surely, it is not possible to protect and improve minority rights without actually institutionalizing democracy itself. Therefore, both, solution of Kurdish question in an ideal way and development of a multuculturalist formulation for all peoples of Turkey can only be achieved by a fully democratic and emancipatory spirit which would dominate the constitution and its proper appliance.

This need, in fact, indicates a more central question that is Turkey's general problem of democracy and freedoms since its strong ruling party is becoming an increasingly authoritarian government. Due to this specific condition, question of individual rights has an exact urgency in Turkey, like the minority issues as well. Undoubtedly, development of minority rights primarily necessitates the improvement of civil rights and prevention of state from posing a threat for the individual freedom. Traditional principles of democracy such as freedom of expression, separation of powers, protection of quantitative minority from the pressure of majority, popular access to the political decision-making process (and etc.) constitute pre-condition for the appliance of identity politics. Therefore, as the level of respect for these values in contemporary Turkey and course of recent events are observed, it is quite natural to worry not only about the minority rights, but also for the future condition of basic rights and freedoms in Turkey. And because of this reason, it has to be understood as the first duty for all democratic and liberal sides of the country to struggle in order to overcome the general problem of democracy in Turkey and thus, find an urgent exit way from this dead-end.

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[1] See Article 35 of "Document of the Copenhagen Meeting of the Conference on the Human Dimension of the CSCE" (1990), http://www.osce.org/odihr/elections/14304/ (accessed 31 December 2016).

[2] See Article 11 of "Recommendation 1201: Additional Protocol on the Rights of Minorities to the Convention on Human Rights" (1993), http://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=15235&lang=en (accessed 31 December 2016).

[3] Ergun Özbudun and Ömer Faruk Gençkaya, *Democratization and the Politics of Constitution-Making in Turkey* (Budapest: Central European University Press, 2009); Burak Bilgehan Özpek, "Constitution-Making in Turkey after the 2011 Elections", *Turkish Studies* 13(2): 153-167 (2012).

[4] Şeref Gözübüyük and Zekai Sezgin, *1924 Anayasası Hakkındaki Meclis Görüşmeleri* (Ankara: AÜSBF, 1957), 436-439.

[5] Ioannis N. Grigoriadis, "Türk or Türkiyeli? The Reform of Turkey's Minority Legislation and the Rediscovery of Ottomanism", *Middle Eastern Studies* 43(3): 435 (2007).

V) Conclusion

In the light of all what mentioned above, it may certainly be said that Ottoman Empire and the Republic of Turkey preferred so diverse ways regarding the minority issues within their classical periods. However, as it is indicated again, these states did not follow the same practices from beginning to the end. Ottoman Empire had a more decentralized character in terms of both territory and identity for a long time, but by the mid-nineteenth century with the effects of internal and external dynamics, it attempted to form a centralized state and unite all its subjects under the Ottoman primary identity. In other words, Ottoman example represents a historical process directed to change such a social and political order in which minority groups enjoyed cultural autonomy, but they were debarred from equal civil rights. The Republic of Turkey, on the other hand, stands entirely contrary to this model. Efforts to build an upper identity in the last stages of the Ottoman Empire, would be deepened in the republican era, but now would be based on Turkish instead of Ottoman identity. From its establishment roughly to the neo-liberal globalization process, Turkey presented a convenient example for the classical nation-state ideology which recognizes equal citizenship rights, but does not allow for the autonomy of different cultural identities. However, with the 1990s, this structure of Turkish state would begin to be more intensely challenged and eventually multiculturalist principles of the new age would be reflected also on Turkey in some degree. Today, Turkey surely has certain problems with regard to multicultural development and apart from pure minority issues, this underdevelopment is actually a result of Turkey's huge deficiencies regarding general freedoms and democratic principles. From this point of view, success of general democratic struggle should be the crux of current multiculturalism debate in Turkey and has to be regarded as the key factor to determine the consistency and stability of minority rights within the country.

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Innovative Practices as a Key for a Better Management in Tourism Industry

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Abstract:

The dynamics in socio-economic life raises the need of new organizational and managerial solutions that meet the requirements of contemporary society. Innovative technologies, as part of these solutions, have a major impact on all areas of life and determine the direction of social development. Modern managers and leaders in the economic industry strive to implement the best innovation practices that will be the key for achieving of the maximum results and ultimate goals. In this respect, tourism as a sector of global economic and social importance is aware of the need to implement innovative practices in all tourism activities. International tourism market show specific changes in the actual and potential tourist behavior. These changes are significant and affect all of the participants in the process of formation and realization of the tourism products, producers and distributors. The main goal is connected with the achieving of a more personal experience, inner satisfaction and maximum recovery as expression of the global contemporary trends in the tourism business. In a more dynamic competitive environment, participants in the tourism market must increasingly rely on the implementation and use of innovative technologies that improve management, organizational structure, economic policy and contributing for the success of the tourism companies.

Keywords: tourism, innovation, management

1. Introduction

Today's society lives in an extremely dynamic, comprehensive, full of information and opportunities world. This is due to the growing and determining role of digitization in an increasing number of industrial sectors of the world economy. It should be noted the fact that the modern economy, especially in its practical and applied part, is directing its efforts towards introducing new and innovative practices of production process, organization of business, positioning of production and services and their market consumption. In today's global society, these practices are enormous and the rate at which they change and evolve is extremely large. This remarkably dynamic environment in which the world economy develops also has an impact on the tourism industry. It must be said that travel and tourism industry is one of the world's largest industries with a global economic contribution of over 7.6 trillion U.S. dollars in 2016, which is 10,2% of world GDP. The sector now supports 292 million people in enviroment – that's 1 of 10 jobs on the planet and it developing is under the strategic impact of modern innovations in all directions of its activities. Due to the broad access of information and the opportunity for global and fast communication, the tourism industry is shaping under conditions of a strong and highly changing competitive environment. These conditions determined the need of implement and use of new and innovative practices and technologies to identify the difference and contribute to success of individual tourism enterprises. It is the extremely complex and highly competitive environment in which modern tourism enterprises develop their activities and it determines the need for creation of a better management and organizational standards, leading for the best management decisions that will be the key to maximizing efficiency. They also lead the introduction of new and innovative practices, which are a direct expression of the contemporary requirements of tourists, regarding used tourist products and services. At this stage, it may be necessary to conclude that modern tourism enterprises are directing their efforts towards for the use of innovative practices that will lead to implementation of better managerial decisions at all stages of management actions.

At a global level, innovation policy is becoming a key factor and a key tool for achieving competitiveness in tourism. Changes in tourism supply as a result of globalization processes lead to new challenges for the tourism business in Bulgaria as well. The short and long-term development policies should be rethought by the market participants, regarding the new conditions.

World tourism trends pose to the state policy in Bulgaria the need to stimulate the development of innovations and the adoption of the relevant regulations, which direct the business towards to implementation of innovation policy. Innovation takes central place at the EU's growth and jobs strategy. A key feature of the economics of knowledge is the creation, conservation, dissemination and use of knowledge as a way to achieve accelerated growth rates and greater competitiveness.[1]

It can reasonably be argued that, to a large extent, the management of the tourist enterprise or destination determines and guides the choice of tourists seeking new and fulfilling tourist experiences. The technological provision and the better organizational structure of services, following the introduction of innovative practices and technologies, create positive impressions, comfort and personal satisfaction during the tourist stay and the various tourist activities that accompany it.

2. Method

Based on the information provided and according to the purpose of the present study, to reveal the manifestations and the effects of the better management in tourism as a result of the application of innovative practices, a method of study was chosen. Taking into account the nature of the matter under consideration, the "questionnaire" methodology is applied as a comprehensive and in-depth approach to innovation focusing on consumer experiences and experiences as the basis for choosing solutions. The questionnaire surveys are a very traditional way of conducting research. They are particularly useful for non experimental descriptive designs that seek to describe reality. Likewise, the questionnaire survey approach is frequently used to collect information on attitudes and behavior[2].

The advantages of questionnaires are as follow: practical; large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way; can be carried out by the researcher or by any number of people with limited affect to its validity and reliability; the results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package; can be analyzed more 'scientifically' and objectively than other forms of research; when data has been quantified, it can be used to compare and contrast other research and may be used to measure change and positivists believe that quantitative data can be used to create new theories and / or test existing hypotheses[3].

The focus of attention is on studying a specific innovative hotel practice with an innovative character based on the study of the better results achieved by managers of the hotel complexes, to highlight and present the usefulness of introducing innovative technology in the tourism industry.

A basic principle of design as a "way of thinking" is to create a harmony between the function of the product / service and the shape and environment in which it is used so that the user remains with positive impressions[4]

3. Analysis

Creating better management in tourism companies is an extremely complex and dynamic process related to the change and restructuring of business models, activities, processes and competencies in order to better exploit the opportunities created by the implemented innovative technologies, taking into account their strategic and future influence of the enterprise. The development of new management models and activities is a key factor of creating conditions through which tourist preferences will be more flexible, market oriented and innovative, effective and responsive to current and future changes in economic reality and in the minds of today's and future tourists. The goal of a better management of tourism companies is to create conditions and environment for faster entry of a new and innovative technological solutions, increasing their reliance on the company's activity in order to achieve more efficient, higher quality results, as well as creating services and products that meet the interests and demands of a wider range of real and potential consumers[5]. The best management is the key that enables modern tourists to have more control over their personal experiences and

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emotions during the tourist experience. Reality shows that a better organization in a tourist enterprise is not related for example, only to a certain type of interface or IT program, or a certain type of new digital product that is offered to tourists. Rather, it expresses how the tourist company operates and how it offers its products and services, allowing tourists to get the most out of any tourist activity during their stay.

Modern innovative technologies, developed specific business models and types of management, revolutionized the process of making and creating the management solutions offered by the tourism industry. Examples of such innovations are the use of personal smart phones such as key card for hotel rooms; hotel accommodation using personal mobile phone; mobile reservations; electronic media in the hotel lobby; electronic luggage stickers carrying their own information platforms; use on-board smart phones; hotel search optimization systems; Internet Protocol Voice Phones that are linked to the hotel's internal system (in-room telephones, through which visitors can order a room service directly from the touch screen) using system communicates directly with the relevant hotel departments; portable identify guests tablet menus and reservation systems table in restaurants; an electronic device that can track every action of the cook and his team, and the customer can even give him a comment or talk about the recipe; cyber-mirror that allows you to get weather information, read the news, or define a route while looking around, wondering what to wear and many others.

On the basis of the information provided so far, the report will present innovative practice in tourism, aimed to create a better organization in the hotel industry in order to achieve the most efficient management decisions, improve the working process and maximize the satisfaction of the tourists. The essence of this innovative practice is bracelet chip service introduced in the 2014 season in Bulgarian hotel complexes and subsequently distributed in a large number of hotels operating on the Bulgarian Black Sea coast. At present 50 hotels use this device.

Chip bracelet is an innovative and modern solution designed to improve the overall tourist experience during rest, recreation or entertainment. The hotel complexes in Bulgaria, which have implemented it in their business, aim to offer complex service, using the chip bracelet such as a room key or a multipurpose payment device. With it help, guests do not wear a wallet or room key because the intelligent bracelet allows the opening of the personal room or the payment of different purchases to be done with just one touch of the bracelet to the specific touchscreen.

Figure 1. Example of an all-inclusive access control bracelet with non-contact tag

Source:https://www.tripadvisor.com.au/LocationPhotoDirectLink-g8766716-d8762779-i280667790-Melia_Braco_Village-Rio_Bueno_Trelawny_Parish_Jamaica.html

In technical terms, the chip bracelet consists of two parts (Figure 1). One part is a colored strap with a buckle that allows adjustment of the width when placing the hand of the tourist. It is made of water-resistant, impact-resistant, sun-resistant materials, allowing it to be used in various conditions without disturbing its integrity. The shape and color combinations of the bracelet are tailored to the feeling of wear and tear. The second part consists of a chip a non-contact PVC tag attached to the bracelet. The tag allows multiple use with rewriting and reading. It is a major component of the so-called "Chip Bracelet" because it brings all the information about the tourist who uses it. It can reasonably said that is collection of an electronic identity card with tourist data and an electronic debit card that holds some of its financial resources.

The conceptual innovation in chip bracelet service is related to the ability to improve and optimize the organization of work, service and by the statistics from bracelet data to take the best management decisions for the overall functioning of a hotel

complex. Every tourist can charge their bracelet chip electronically on each of the receptions or areas designated for this activity, with a sum determined by him / her, and then dispose and pay with his / her means at each of the commercial premises designated by the hotel complex. On this way, a tourist without physical money can use a variety of services. On the other hand, the chip bracelet promptly informs the holder for any financial transaction, the type of purchased products or services and the available financial amount at its disposal at any point of its stay.

Whether the hotel guest is in the pool, sports or collects sun rays, the bracelet chip allows secure, fast and easy access to any service or product offered in the complex. It frees it from the necessity of wearing cash currency, from worrying about its security, while enabling him / her to quickly and easily make a payment, with just one hand movement and touching the bracelet chip to a corresponding sensor device.

Such smart devices are used by chains like "Four Seasons", "Hilton", "Hyatt", "Marriott", "Holiday Inn", etc. Here is the place to note the example of "Palladium Hotel Group" 2014 presents the VIB (Very Important Bracelet) smart bracelet so that guests can do everything from one device. With it help, the guests do not wear a wallet, telephone or room key, as everything is available from the smart bracelet: they can open their rooms, enter various venues around the hotel, pay for each product using a code combination, and receive exclusive discounts. (Figure 2).

Figure 2. Example of a bracelet used in Paradisus Palma Real Golf & Spa Resort

Source:https://www.tripadvisor.com.au/LocationPhotoDirectLink-g147293-d583034-i72425847-Paradisus_Palma_Real_Golf_Spa_Resort-Punta_Cana_La_Altagracia_Province_Dom.html

4. Results and discussion

In this report, a survey conducted in 2017 was carried out among twenty managers who have implemented the above mentioned innovative technological device in the activities of the hotel complexes they manage. Hotel complexes incorporating the device are represented by different categories, the four stars being the most numerous - twelve, followed by five of the three stars and three of the five stars hotels. The managers receive a system of questions aimed at acquiring information on the usefulness of the device used and the information that is acquired by it in the process of taking the best possible management decisions. The aim of the study is to identify and compare the perceptions of individual managers about the role, importance and effectiveness of using chip bracelets during a real business environment. The research aims to acquire, analyze and synthesize information related to managers' attitude towards the innovative system of service and organization offered to hotel complexes managed by them. The current study consists of a questionnaire survey with formulated questions. The survey was conducted among 20 managers of hotel complexes located on the Bulgarian Black Sea coast. They manage hotels with different sizes, mode of operation and type of the offered tourist products and services. All of that implies differences and specifics in the choice of answers determined by the essence of their activity, way of work and management capabilities.

A system of questions has been set up for managers in the following form:

1. What is your nationality?

 Bulgarian   other ....

2. What is your age?

 26- 35 years   36 - 45 years

 46-55 years   over 55 years old

3 Are you support the implementation of innovative practices to optimize the activities of hotel complexes?

 yes   no   I have no opinion

4. Do you think that the service in the complex is much faster using a bracelet chip?

(Yes) (Maybe) (No) (I have no opinion)

5. Is the statistical information obtained by using a bracelet chip in the complex improving your management decisions?

(Yes) (Maybe) (No) (I have no opinion)

6. Does the accounting organization of the complex improve after the implementation of the bracelet chip as the primary payment instrument?

(Yes) (Maybe) (No) (I have no opinion)

7. Is the efficiency of the staff in the work process increased due to the use of a bracelet chip by the guests of the complex?

(Yes) (Maybe) (No) (I have no opinion)

8. Do you receive a faster information about each service that is paid in the various venues around the hotel complex?

(Yes) (Maybe) (No) (I have no opinion)

9. Do you think the process of activating and charging the bracelet chips is fast enough?

(Yes) (Maybe) (No) (I have no opinion)

10. Do you think that turists used bracelet chip as a service method in the complex, are satisfied with it?

(Yes) (Maybe) (No) (I have no opinion)

11. Do you think that the use of bracelet chip in the future will find a wider manifestation in the tourism industry?

(Yes) (Maybe) (No) (I have no opinion)

The answers to the questions were analyzed and presented in graphs, the results being presented in a quantitative and proportional ratio. For the purpose of this report an analysis of the information obtained from the survey will be presented in graphical form.

Figure 3: Nationality of the tourists involved in the survey
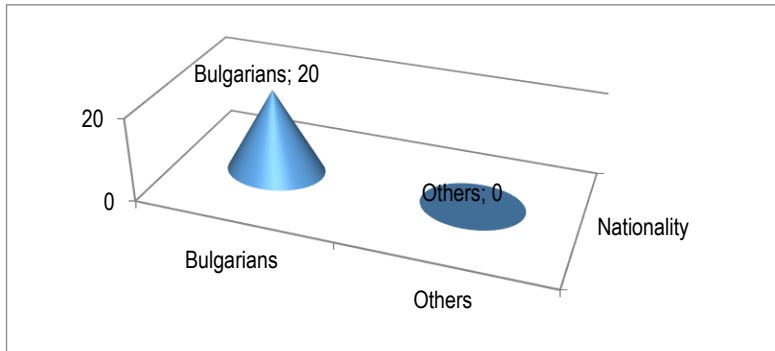
Source: own survey

From the information presented in (Figure 3), it is clear that the managers who participated in the survey are   only bulgarians. This fact is due to the successful tourism business in Bulgaria and the favorable opportunities for building professional bulgarian managers to meet the contemporary requirements of the dynamic tourism industry.
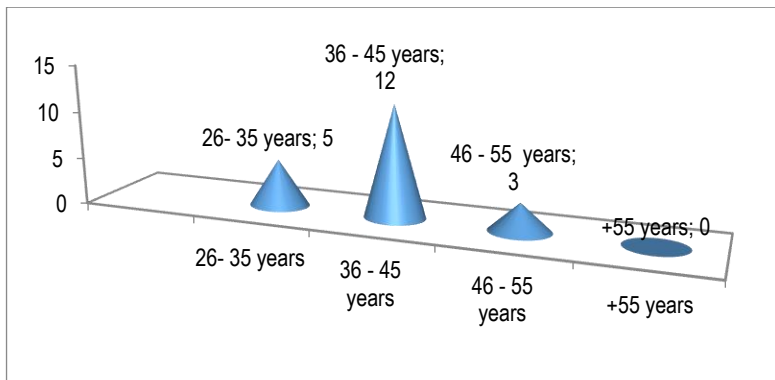
Figure 4: Age range of participants in the study

Source: own survey

In the analysis of the obtained data in (Figure 4), it is clear that the largest number of participants in the survey are in the age range of 36-45 years old, accounting for more than half of the total number of all respondents. This fact is due to the preference of hotel owners   to hire already established managers with experience but also with knowledge of new technologies, products and services in the hotel industry. The second most important group involved in the survey is between the ages of 26-35. The representatives of this group being the young wave of managers who are less experienced but familiar with all new trends of modern tourism and are digitally oriented, having the skills to deal with the latest and innovative technologies and methods of service and business. The third age group by number of respondents in the study ranged from 46-55 years. Here we can find mainly managers with very wide practical experience but can be said that they belong to the older generation that is not technologically oriented in terms of processes related to the implementation and operation with innovative technologies and products in hotel industry. Managers of the age range over 55 years were not identified during the survey, perhaps due to the fact that they could very hardly use new and innovative technologies during their management duties. Which determines and sets the hotel owners who want to implement such technologies to orient themselves to other types of managers.

Figure 5: Are you support the implementation of innovative practices to optimize the activities of hotel complexes?
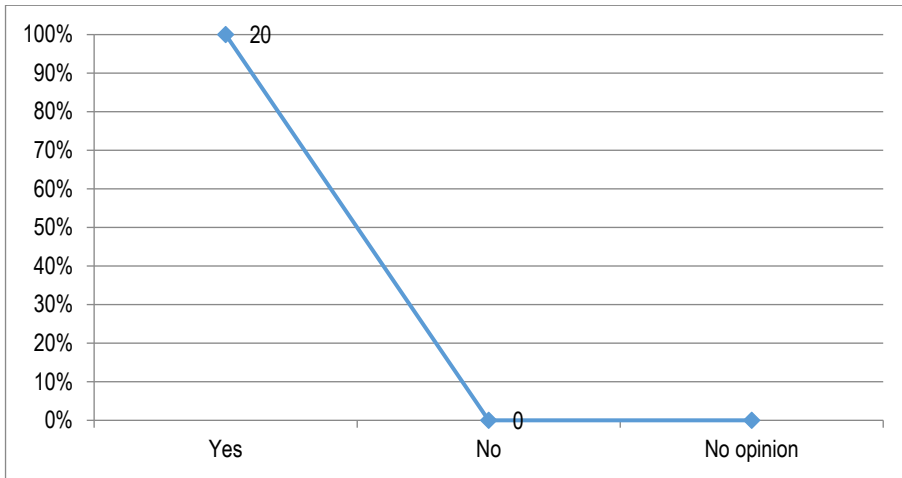
Source: own survey

In the survey (Figure 5) presents the answers of third question asked to all participants, which aimed at establishing the attitudes and preferences of managers towards the introduction and use of optimization practices in tourist services. As the results show, 100% of all respondents are optimization supporters It can reasonably be concluded that modern managers in the tourism industry have a positive attitude towards the optimization of the stay in the hotel complexes managed by them.

Figure 6: Summarized results of the study of the attitude towards the optimization of the service in selected hotel complexes.

	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10	Question 11
■ Yes	18	19	16	18	20	15	17	17
■ Maybe	2		2	2		2	2	2
■ No						2		
■ No opinion		1	2			1	1	1
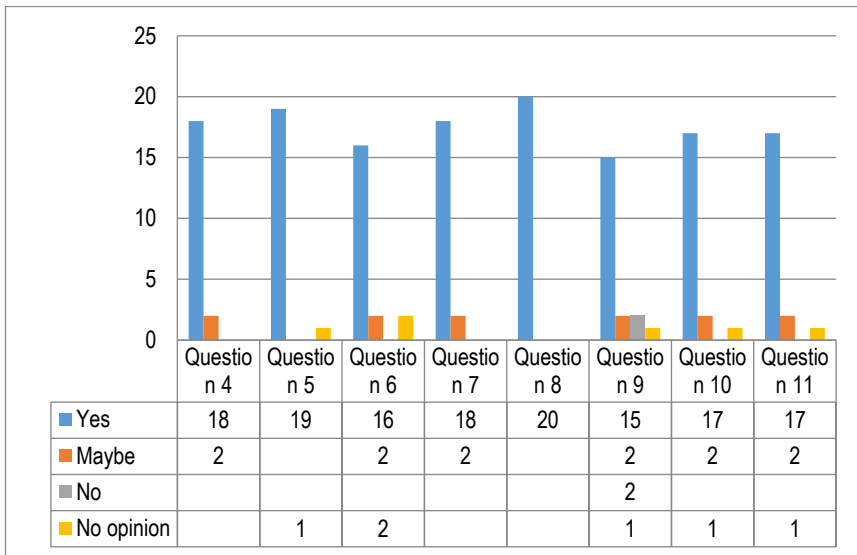
Source: own survey

Figure 6 shows the value attitude in the answers to the questions received in the study. A specific point in the survey is the systematisation of questions from the fourth to eleventh in a way that addresses questions that combine four types of answers: "Yes", "Maybe", "No" and " I have no opinion"

Regarding the fourth question from the survey, it is clear that the choice of the "Yes" answer is a leading one and takes into account the personal and direct experience of the managers regarding the innovative approach in the service. Followed by

the answer "Maybe," with notably small amounts of background of the overall opinion on the asked question. The specific moment in the analysis of the information on the given question is related to the fact that the answer "No" does't exist in the selection of the interviewed managers, which itself is a testimonial for the positive impact of an innovative approach. The fifth question also integrates almost absolute values of the "Yes" response. Followed from the "I have no opinion" response that was noted with only one participant in the surveyed group. The preferred answer is in values from which it can be accepted as dominating and shows the direct experience of managers regarding the usefulness of using chips bracelets in the overall activity of the complex. On the sixth question, the analysis of the information shows extremely high values of the "Yes" answer, the second and the third choice of the respondents being the answers "Maybe" and " I have no opinion " with two preferences. It is noteworthy that the answer "No" is missing as it is a direct expression of the additional efficiency in accounting that comes from the introduction of the innovative product. The leading answer to the seventh question is related to the choice of "Yes", which is extremely dominant. Only two people chose the "Maybe" response during the study. The other two responses were not preferred by any of the study participants. This question shows the overall positive result of the introduction of the chip bracelet, with better management decisions affecting all levels and structures in the hotel complex. The eighth question is extremely interesting from an informational point of view as it shows the effectiveness of the innovative product implementation. 100% of all managers have chosen the "Yes" answer, confirming the high levels of creativity and innovativeness embedded in the innovative approach of this kind of tourist service. The ninth question also addresses the tangible leading role of the "Yes" answer, but must be noticed that this is the only question that contains the four types of answers selected in the study. The second most important answers are "Maybe" and "No" with 2 preferences, while the third choice is the " I have no opinion " option, preferred by only one of the managers surveyed. The tenth question combine together three of the possible answers, dividing their number into similar amount in the study so far. A leading choice is the "Yes" answer chosen by seventeen managers involved in the study, followed by the answer "Maybe" with two preferences, and the third is the "I have no opinion" with only one answer. These magnitudes of our responses are due to the fact that still in the Bulgarian hotel services are some specifics regarding the management priorities. Some of them sometimes do not take into account the values of satisfaction of their tourists in contrast to other leading world and European hotel industry. The last eleventh question takes into account the leading role of the "Yes" response as the main choice of surveyed managers. Followed by the answer "Maybe," while the " I have no opinion" answer takes the third position. It should be noted that the answer "No" is not preferred by any of the survey participants. The answer to this question clearly reflects the views and opinions of the interviewed managers about the future of the hotel service and draws attention to the use of creative and innovative approaches in it.

5. Conclusion

The data obtained from this study show that innovative practices impacting on better management decisions, consequently improving organizational structure in tourism services and they are increasingly important in the activity of each tourist enterprise. It can be argued that the innovative products and services offered by the tourist companies, modeling and predetermine the choice of a specific tourist destination in the conditions of an extremely dynamic competitive environment. Modern tourists orient their preferences to destinations that provide them with comfortt, security, fast and quality service as well as technological solutions that contribute to a more complete personal satisfaction and memorable holiday. Undoubtedly, the innovative products and services offered by tourism companies are one of the most important factors in the contemporary tourism business, they allow modern managers to make decisions that are based on a large practical information and which are aimed at maximally satisfying all the requirements of tourists. The 21st century tourist is extremely knowledgeable and has a variety of modern methods and technologies to modeling his preferences and ways to achieve a full tourist experience and satisfaction. That is why it can reasonably be argued that tourism innovations are the key to better management in tourism, being one of the most important prerequisites for creating a better organizational structure in hotel complexes and one of the main factors, which determine the preferences and motivation of modern tourists.

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Typology of Pensions in the Republic of Macedonia

Vjollca Sulejmani Asani

Abstract

The Republic of Macedonia has a multidimensional pension system, a pension system which provides and protects the insured during the old age, provides and protects the insured persons in case of disability and provides and protects the insured in case of death.The first part of the pension provides the value of the old-age pension constituted by the 80% basis of the accumulated amount of contributions paid during the period of work - which is known as pension of the first pillar pension, this pension is provided by the state, by the State institution of Pension and Invalidity Insurance Fund of the Republic of Macedonia. The second part of the old-age pension is provided by accumulated social security savings for so many years of work, while pensions are provided and paid by the private pension company and this type of retirement is known as the pension of the second pillar of pensions.The third part of the pension is a voluntary pension which derives from voluntary old-age savings, this type of pension is known as the third pension of the pillar pension which is provided and paid by the private pension company.Pension reform provides opportunities for citizens of the Republic of Macedonia due to the variety of old age pension and offers to the ones with self-insurance to decide on their own, for the manner and type of the retirement pension.There are different types of pensions: old age pension, disability pension, inheritance pension, cash compensation, professional rehabilitation and minimum pension rights, these types of pensions are provided by the state and are part of the pensions provided by the first pillar of the state.The pensions offered by the private pension company are of a different kind, namely: direct permanent annuity, programmed withdrawal, temporary withdrawal in combination with prolonged permanent annuities, these types of pensions are part of the second pension.Pensions provided by the private pension company for the third pillar are: annuity payment, programmed withdrawal, multiple payment and a combination of the three cases mentioned above.

Keywods: Typology, Pensions, Republic of Macedonia

Introduction

The typology of reformed pension of disability insurance pensions in the Republic of Macedonia from the first pension pillar are: Old-age pension is the right of the insured person when he or she obtains the right to old age pension at the age of 64 for men and 62 for women, with at least 15 years of retirement work experience;

- Disability pension means the right of the insured person who will be incapacitated for work as well as the remaining insured worker who, due to the attainment of a certain age, can not be trained with professional rehabilitation to perform any of the other relevant activities and earn the right to disability pension on the basis of two data,
- Family pension is a family pension that is carried out by the insured and the retirement pension belongs to the spouse, children and parents who are in the categories when the insured person is fed under prescribed legal conditions (nullity, mental and physical psychology, etc.).
- Professional rehabilitation, right which belongs to every insured who is in the category of incompetence for activity and possesses medical documentation for rehabilitation;
- Cash compensation is the right which belongs to any insured person who during the performance of the activity has suffered any physical,
- Lower pension value, the right that is legally determined by the minimum survivor's pension (Current Report of the Invalidity Pension Fund of the Republic of Macedonia).

Types of pension from private pension companies

There are three types of pensions from private pension companies in the Republic of Macedonia:

1. Retirement pension, which is determined by the monthly average of payments that the insured has realized during the entire insurance period. (The Law on Financial Pension Insurance Capital,, 07-115 / 1/2008, 122)
2. Disability pension- is caused as a result of illness, work-related injuries and occupational illnesses
3. Inherited Pension - There are many ways of organizing the inherited pension. For a spouse, who remains long on one side, there is in principle a need for more than half of the couple's income in order to maintain the standard of living (Dajmond, 2013: 146).
4. Disability-invalidity pension is caused as a result of illness, work-related injuries and occupational illness (Yes).
5. Inherited Pension - There are many ways of organizing the inherited pension. For a spouse who remains long without a pair, there is in principle a need for more than half of the couple's income in order to maintain the standard of living (Dajmond, 2013: 146).

Method of payment of pensions to II Pension pillar:

Direct permanent annuity, uninterrupted agreement, the insurance company has no right to terminate the annuity policy even in the case of consent by the retirement user (Ibid., Article 41).

programmed withdrawal; In cases where the retirement user has designated programmed withdrawals in combination with a prolonged permanent annuity, he has the right at any moment to replace the provisional programmed withdrawal provided by a pension company, (Ibid., 43).

Temporary Scheduled Retirement in combination with a Prolonged Permanent Annuity (See below).

- Guaranteed annuity is a type of pension, which the insured uses until his death and after his death; the retirement benefit for the guaranteed annuity period is used by the heirs; the duration of this type of pension is up to 240 months or 20 years of pension (Article 5); Fixed annuity with living expenses - the insurance company is obliged to make periodic harmonization of the fixed-rate pension annuity harmonized with the cost of living in two ways; ☐ Fixed annuity according to the growth of the living expenses index, in the previous semester in relation to the semiannual preceding the expenditures index in the Republic of Macedonia, January 1 and July 1;
- Fixed nominal harmonization - The percentage of harmonization is determined on the day of acquisition of the annuity policy and is unchanged during the duration of the policy (Ibid, Article 6);
- Pillar II annuity policies are sold by the insurance company through the insurance representative, the insurance representation company, and the insurance brokerage company. (Ibid., Article 9);

For the amount of the pension through fixed income annuity in profit, the insurance company is obliged that during the calculation of the fixed annuity pension to use incentives and projections with allowed parameters

The pension company uses the following parameters when calculating the pension:

- the total amount of funds in the individual account;
- annuity factor for individual pension;
- The age of the pension beneficiary and the income market rate (Ibid., Article 16.2).

The pensioner has the right to use the accumulated funds in the individual account to withdraw the two pensions in combination:

- Temporary scheduled withdrawal and
- Prolonged permanent annuity.

Temporary programmed retirement assets and retirement pension through prolonged annuity are determined through the quotation annuity by the insurance company taking into account the total amount of funds in the individual account, the length of the deferral period and the relative levels of both pensions .There are two ways of retirement only from the second pillar:

- One-off payment of the second pillar pension assets of the financial capital of the pension insurance accumulated in the individual account as pension savings
- Realization of the pension only from the second pillar, this type comes to life when the pension is higher or equal to 40% of the lowest amount of pension on the day of the realization of the right to a pension (Ibid.).

Typology of voluntary pension from the third private pension pillar

Types of Voluntary Pension Compensation - the insurance company and the pension company pays the pension compensation with the use of one of these types of payments according to the choice of the member of the Pension Fund:

- Annuity payment;
- programmed withdrawal;
- Multiple payment
- Combination of the above mentioned three cases (Ibid, 68).

There are such types of voluntary pension annuities: Individual and joint annuities, Permanent and temporary annuities, Direct and prolonged annuity, Annuity with guaranteed period and annuity with unsecured period, Fixed annuity, variable and fixed annuity with profit participation (Ibid., Article 52).

Programmed Pension of the Third Pillar Pension - The Pension Company provides these types of programmed pension: permanent programmed withdrawal and programmed temporary withdrawal (Same, 60).

The advantage of the professional pension scheme is that the funds collected from additional contributions can be withdrawn 10 years before retirement, that is, men 54 years and females 52 years (Ibid).

When a Pension Fund member acquires the right to a Pension Compensation, the amount of accumulated funds can be utilized in this way:

- Payment of the total amount of the member's account at once or more times
- Purchase of pension annuity paid until the end of life;
- programmed withdrawal of funds;
- Combining the above options. (Ibid, Article 122).

Conclusion

Specifically, there are different types of retirement pension from the first pillar of state pensions given the category in which they are retired, whereas, unlike the first pillar of the state, the second pillar differs because the self-insured person determines the type of pension and the manner of withdrawing the pension from their savings. Unlike two pension pillars, the third pillar pension allows the pensioner to determine how to withdraw their savings 10 years before retirement as well as to make various combinations that are mentioned in the paper and especially combinations of two or three types of pension.

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German stories in Iranian children's literature

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Abstract

The children's literature in Iran is about one century that has begun its activity. At present, children's literature is taught in masters degrees at renowned universities in Iran. In the early years, the translation of English and French books played a greater role in the reproduction of children's literature in Iran. Over time, writers have focused on child literature and the book publishing level for children grew. In the meantime, many children's books have been translated from German to Persian. In this article we have tried to introduce the works translated in Iran for children from German. Since 1990, many fiction books have been translated from German to Persian, and children have enjoyed reading it. The reason for choosing these books for translation is discussed in this article.

Keywords: children's literature, story, translation, German, Iran

Introduction

It is necessary to identify different aspects of any subject in order to scrutinize it. As children are important in the present era, many of researchers have considered children's literature.

Children's literature has held a considerable part of the nations' literature. This type of literature has its own official addresses and audience in every society. Children as the known members of the society have the right to have a literature suitable with their needs.

The subject of children's literature has passed through three various stages all across the world. The first stage is the verbal literature. The verbal works have been turned into written ones in the second stage. In the third stage, a new recreation and compilation has been developed. Since, the verbal texts have been changed into written ones, translations of various works have been introduced to children's literature regarding to the interaction among different nations in the industrialization era.

The presumption of the significance of translation is to provide authors with the style of writing for children in the first stage. In the second stage, children and adolescents can become familiar with the history, culture, social issues and the folk literature of all around the world. As a result, they can have a deeper concept and insight of the world. In addition, they are able to interact better with the world they live in.

Translating stories for children can help them get acquainted with the outlooks and cultural values of other nations (Yarveisi,2007:113).

Iran has also remarked this approach of translation. In the late of 1889, private training centers for children ordered other countries to send them pedagogical books (Balaee,1987:41). In fact, not only the verbal culture and written stories but also translations have been counted as the first steps to develop the formal children's literature. Therefore, they provided the Iranian writers with this style of writing.

At first,the children's literature translated from English and French texts. The translations legend's La Fontaine and Aesop, and the English fictions paved the right way of book translation for children (Hejazi, 1992:184, Saghafi, 1891:3).

Jules Verne's Works was first translated in Iran in 1913 and the story of Pinoccio was translated from an English text (it was not directly translated from Italian) in Iran in 1901. However, the names of characters were sometimes changed into Iranian and Persian ones so as to help children feel closer to the text. The oldest type of change was made in the introduction of *Saniossaltaneh*'s book (Saniossaltaneh, 1875:5-4).

In Iran, the first publications published stories special for children and adolescents mainly translated from English to Persian until the end of World War II (1945). During the World War II, the German experts were in Iran, but any books were not translated from German for children. In the 1960s, World War II was almost forgotten and very few books translated and published. The *Institute for the Intellectual Development of Children and Young Adults* (IIDCYA) translated children stories from German to Persian. The development of socialistic concept affect publishing such stories. Until 1966, 232 children books translated and published from English, Turkish, French and German into Persian(Nazemi,1966:12). Other than *Institute for the Intellectual Development of Children and Young Adults*, publications such as *Franklin*, *translation agency*, *Book publication center* and *Ami Kabir press* also published books in this regard. Since 1986, the translation of German books has been highly focused. In this year, *The legends of Wilhelm and Jacob Grim* and *The legends Swiss and German Fictions for children* were published in 1974. In the same year, the realistic stories and works Erisch Kestner, the German famous writer, attracted the attention of translated because his stories mainly concentrated on workers and peasants.

After the Islamic Revolution of Iran, in the 70s and 80s of the 20th century, due to the fact that Iran was in the war with the neighboring country, there was less attention to translation. Since the 90's, the translation of German children books were highly come into published many books translated. Between 2000 and 2010, the translation of German books for children has remained the same as in the past. Since then, there is a remarkable record of German story books have been translating for children. The considerable point is that some of these books have been changed into brail for blind children. *Erich Kastner* and *Michael Ende*, are counted as the most efficient German writers for Iranian children and adolescents. Nowadays the triplets of *Cornelia Caroline Funke* are also popular among Iranian adolescents. From 2015, the number of publishers of children's book has been grown and they annually participate in *Frankfurt book exhibition*. Many groups have chosen various children's books. Private publishers sometimes translate and publish German books for children too. The following figure shows the statistics on the publishing of children's books in Iran according to the years:
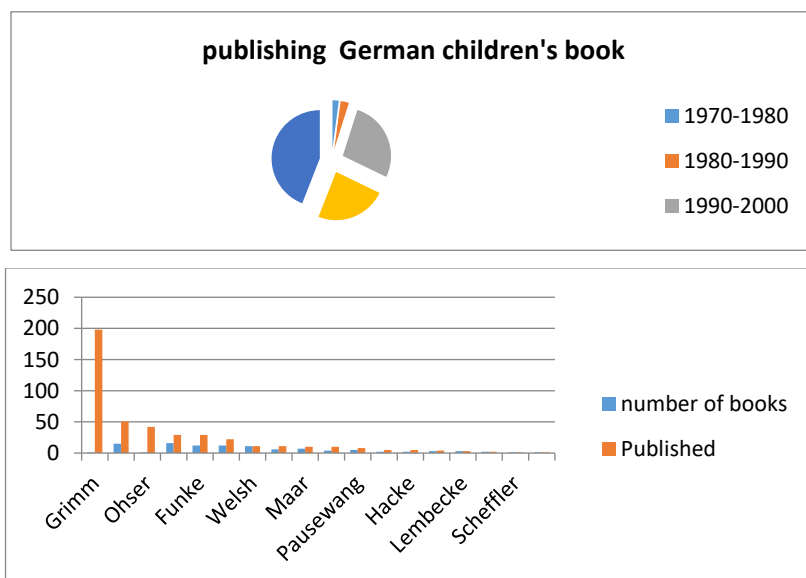
The Addressee and Audiences of German Translations:

As it is essential to search and find out the items necessary for writing books for children and adolescents, they are also important to choose the most suitable story books. The fact is that a professional translator first, considers his or her addressee and audience. "Children now have available to them forms of text which include sound, voice, intonation, stance, gesture, movement as well as print and image. These texts have changed the ways in which young readers expect to read, the ways they think and the ways they construct meaning" (Bearne, 2003 : 128). Actually, the translators and publishers try to satisfy the children' needs. This interaction is beneficial for both the translator and the addressee or audience.

For almost half a century, several studies have been done to identify the needs of the addressee and recognize them. In addition, different approaches have been figured out in this regard. Although it is not possible to reflect how children distinguish these from one another and experience them. However, there are commonalities in choosing a book among

children regarding age and there are the codes that can be important for adults. Because "Children's Literature…represents and even embodies an important part of what adults hope toteach the next generation" (Hollindale,1988 : 12).

Some of the German texts have been selected according to the individual requirements of Iranian children and some others are based on social needs.

In the individual group, is regarded the level of knowledge, gender, age, emotional need, the level of ordinary life and the Iranian norm in the study style base on schools study, and translators remark the maintenance of public beliefs, insight to social life and insight to culture in the social group.

The value of children's literature is more than that of adult literature (Jalali, 2014: 26). So paying attention to the needs of children in choosing books in translation can create a new discursive culture. This issue is at the root of society. "If we society as being constantly created through discursive practices then it is possible to see the power of those practices then it is possible to see the power of those practices, not only to create and sustain the social world but also to see how we can change that world through a refusal of certain discourses and generation of new ones" (Davies, 1988: xi)

As children are so keen on reading books translated from German to Persian, it simply demonstrates the position of providing the individual and social needs of the addresses too.

Translators have also considered these points in order to select the most appropriate book. They have determined the following criteria to choose children books from German:

- Good quality of content and literary structure,
- The quality of illustrations,
- The reading need of Iranian children.

Translators have always done their best to choose the most suitable German books for Iranian children due to their ages. While choosing the children books, they give priorities to social awareness and historical aspects without directly conveying obligatory and pedagogical message (Alipur,2006:15).

"Children's books…are rarely acknowledged by the literary establishment" (Hunt , 1994:7) but translations of German children's books have been followed up by Iranian children.

The table of German books translated into Persian indicates that Iranian translators have usually selected and translated stories for children from 9 to 12 years old. These choices imply that these books may have some issues in common between Iranian and German children at special range of ages. The table below shows the age of the book reader:
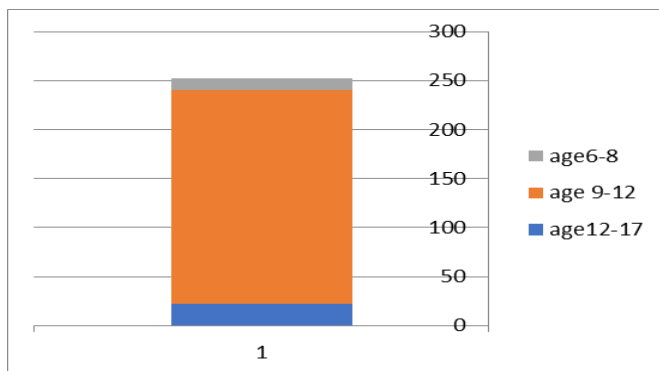
The question arises in this regard is that why the German infant stories are not welcome by the Iranian story? It should be pointed out that the written literature is not considerable for the age groups of 4 to 6, but there are lots of nursery songs composed by Iranian poets for infants. The following table shows the age at which writers are considered:

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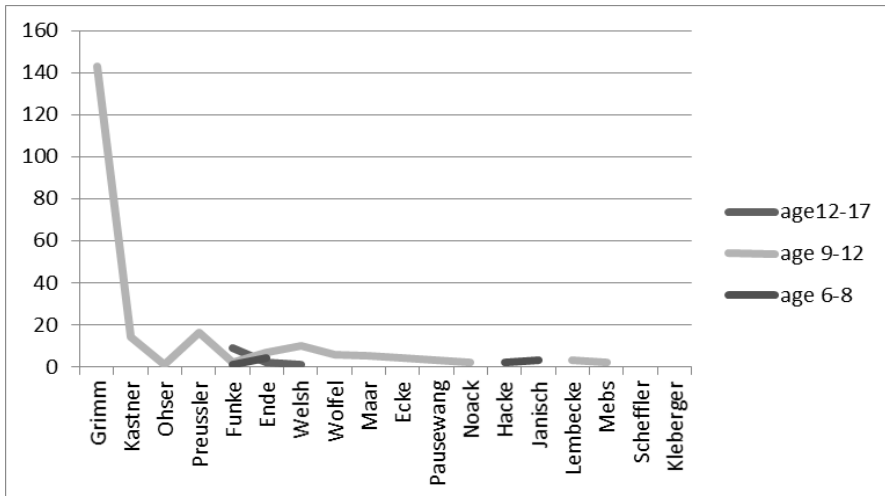
The following part of this essay is going to scrutinize the topics of these books.

The Theme and Subject in the Books:

The subject and theme are considered as two elements related to one another in story. It is significant how they are reflected because they affect the book absorption (Mirsadeghi, 1997:174; Azhand, 1996:17).At first the most of the children stories that translated from German into Persian were realistic ones which were in connection with the real and social life of children.

Although realism has been introduced to children's literature since 1950 and some writers like *Anne Phin* disagreed with it (Jozline, 2010:66) in world and it has been illustrated in the western and American children's literature, the shadow of such stories have been observed by translation in Iranian children's literature. Many children have been found of these books and read them.

This realism in translated books is often seen from 1980 to 2010. Iran was at war in the early years (1980-1988), and after about 20 years of peace, Iranian children faced with the reality of boycotts and economic crises. In addition, the issue of restoring individual and national identity was also important. Translations related to this content and children would also read them. In fact realism helped Iranian children touch the real life experience through stories.

Most of the German stories translated for Iranian children are adventurous, mysterious, humorous and a cut of the everyday usual life. "The best translation of a children's book is not necessarily the one that is most accurate and closest to the original… but the ability to arouse in the readers the same feelings, thoughts and associations experienced by reader of source text" (Nilsson, 2008 : 212).

The important point is that the subjects of these stories are in common with the social life of the Iranian children. It figures out that map borders are meaningless for children and the global community of children keeps on. For example, the works of *Erich Kastner* have been published several times in Iran.

Considering the age group, we can see the problems of children and adolescents have been said in the most of the books. In relation to identity, the crisis of moving from adolescence to adulthood has been perfectly featured out in these stories. Remarking the needs of the main addressees, distinguishes the stories of children and adult. Here the task of an interpreter is also apparent. "The translator's task is not simply to translate words and expressions, but also to recognize a number of codes, in the text and rebuilds them in his or her own language and culture" (Nielsson, 2008: 207). That is why; German story books have been able to attract Iranian children and adolescents.

Since 2000, there have been other genres of German stories to Iranian children's literature too. Fancy books have been widely seen after 2000, but till 2010 realistic books are more than them. Now Funke and Proissler's works have had many fans in Iran.

Role of Characters in choosing German books:

The German translated books provide children a free accessibility to reality through the imaginary world that is created by the writer. Such translated stories make children think and challenge about their needs. Story characters play an important role in challenging the needs of children.

It is essential to keep in mind that children age groups are varied according to the specifications of physical growth, emotional growth, interests, reading ability, language comprehension, environment and experiences (Imen, 1978:35). Hunt says "We are not dealing with lesser ability but with a different kind of ability" (Hunt, 2000: 76). The characters in German translated books have had the following specifications:

Curiocity: They are not pacified in their own and they look for excitement. " In   *Emil and the delectives*" work of *Erich Kastner* there is enough time for children to curiosity.

Hard- working: If they don't get the result they expected, they are not disappointed and keep on trying .For example in "*Der rote Rächer und die glücklichen Kinder"* of Wolflen an orphan's son is looking for his identity, and this is what inspires confidence in children.

Self-esteem: They face with the problems and do not escape. In the book of Pausewang , the 15-year-old girl who lost her hair through the atomic bombing , does not accept hat on her head because people should not forget about such a crime.

Enjoying the time and place: they, somehow, enjoy their life and they are satisfied with it. The German-style fictional stories give children the opportunity to enjoy their moments and times in the world of fantasy.

Adventurious: They do not like the ordinary and repeated life. They enjoy changes and they are interested in adventures. In the works of *kastner* and *funke* children can make an adventure with real or fantasy style in mind.

Independent thinking: choice is an important parameter showing their independent thinking. For example in work of Preussle, "*Die kleine hexe*" the little wizard is crazy, playful, likes to celebrate the great wizards, but not allowed. In fact, his unauthorized entry to the celebration of the wizards takes him to a path that ends with the burning of magic books and magic wand.

Iranian children and adolescents pose themselves in the story characters and enjoy experiencing the reality of life and reading such stories.

In fact, the presence of characters with the above mentioned specifications can be counted as one of the factors absorbing the attention of Iranian children to German stories. Even though these specifications are also found in American, English and other languages stories and even the ones written by Iranian writers, Iranian children are more keen on German stories more because they are more successful to provide the needs of children and adolescents.

Conclusion:

Analyzing the German translated stories for Iranian children indicate that the stories are mainly chosen for children from 9 to 12 years old. Furthermore, the stories are mostly realistic and in recent years, translators have been seriously looking for fantasy, fantasy genre like the triplets of Funke has found may addresses and reader in Iran. Stories reveal various similarities between the German and Iranian in situation of children. For this reason, Iranian children have become interested in such stories. Holistically, the strong structure and personification in these stories have been successful to provide the needs of children from different individual and social aspects.

At the end of the article, a complete list of books translated, is displayed from German to Farsi for children.

Author	Work	Age of children	Year of publication in Iran	publisher
Preussler, Otfried	Der kleine Wassermann	9-12	**2007**-**2013**	Tarfand
Preussler, Otfried	Die kleine hexe	9-12	**–2002**2007-2010-2015-2001**–**	Peydayesh
Preussler, Otfried	Das Kleine Gespenst	9-12	**–2006**2004-2007**–**	Farhangh gostar
Preussler, Otfried	Horbe und sein freund zwottel	9-12	**2007**	Farhangh gostar
Preussler, Otfried	Adventuorous spirit	9-12	**2004**	Farhangh gostar
Preussler, Otfried	Bei uns in Schllda	9-12	**2007**	Farhangh gostar
Preussler, Otfried	Krabat	9-12	**–2007**2010	Farhangh gostar
Preussler, Otfried	Horbie mit dem grossen hut	9-12	**–2008**2010	Peydayesh

Preussler, Otfried	Neues Vom Rauber Hotzenplotz	9-12	**2001**	hermes
Preussler, Otfried	Der Rauber Holzenplotz; Neues vom Rauber Hotzenplotz; Hotzen Plotz 3	9-12	**–2002**2004-2001	hermes
Preussler, Otfried	Thomas Scarecrow	9-12	**–2010**2014	Tarfand
Preussler, Otfried	Der kleine wassermann: mit vielen textzeichnungen	9-12	**2010**	Hirmand
Preussler, Otfried	Herr klingsor konnte ein bisschen Zoubern	9-12	**–2008**2010	Farhangh gostar
Preussler, Otfried	Kater Mikesch : Geschichten vom Kater, der sprechen konnte	9-12	2017	Envan
Preussler, Otfried	Horbe mit dem groben Hut	9-12	**2007**	Farhangh gostar
Preussler, Otfried	Horbe und sein Freund Zwottel :noch eine Hutzelgeschichte	9-12	**2007**	Tarfand
Funke, Cornelia Caroline	Herrder diebe	12-17	-2006-2007- 2004-2008-2014–	Peydayesh-Ofogh
Funke, Cornelia Caroline	prachenreiter	12-17	-2007-2006- -2008- 2013	Ofogh-Cheshme
Funke, Cornelia Caroline	IgraineOhnefurcht	12-17	**2013**	Ofogh
Funke, Cornelia Caroline	Gespensterjager in der gruselburg	12-17	**2007**	Peydayesh
Funke, Cornelia Caroline	Gespensterjager auf eisiger spur	12-17	**–2015** -2007	Peydayesh
Funke, Cornelia Caroline	Inkspell	12-17	-**2013**-2010-2014–	IIDCYA
Funke, Cornelia Caroline	Inkheart	12-17	**–2008**2011-2013-	IIDCYA - Ofogh
Funke, Cornelia Caroline	Tintentod	12-17	**2013**	Ofogh
Funke, Cornelia Caroline	Nordstemmer Zuckerrübe for Kleiner Werwolf	9-12	**2013**	Peydayesh
Funke, Cornelia Caroline	Gespensterjager in der gruselburg	12-17	**2015**	Peydayesh
Funke, Cornelia Caroline	Zottelkralle, das Erdmonster	9-12	**2008**	Markaz
Funke, Cornelia Caroline	Die schonsten erstlesegeschichten	6-8	**2013**	Afarineghan
Noack, Hans - Georg	Benvenuto heibt wilkommen	9-12	**–2003**2004-2006-2008–	Ofogh
Noack, Hans - Georg	Rolltreppe abwarts	9-12	**2007**	Afkar
Ende, Michael	Norbert Nackendick, oder, Das nackte Nashorn	9-12	2017	Ofogh
Ende, Michael	Momo	9-12	**–1984**2007-2014	Ebtekar
Ende, Michael	Spiegel im Spiegel	12-17	**2010**	Gatre
Ende, Michael	Die Vollmondlegende	7-8	2000	Hermes
Ende, Michael	Der satanarchaolugenialkohallisch wunschpunsch	9-12	2011	Gatre
Ende, Michael	Jim Buttom and luke the engine driverJim Knopf and lukas der lokomotivfuhrer	9-12	1996-2002-2013-2015–	IIDCYA
Ende, Michael	Jim Knopf und die wilde 13	12-17	**2003**	Kimia
Ende, Michael	Jim Knopf and Lukas der lokomotivfuhrer	9-12	**2003**	Kimia

Ende, Michael	Jim knotf unb lukas der lokomotiv fuhrer machen einen Aus fnug	6-8	2012	Setare Kerman
Ende, Michael	Die unendliche geschichte	9-12	1986-2006-2016- 2000	Cheshme
Ende, Michael	Lenchens Geheimnis	9-12	2017-1999	Ofogh- Cheshme
Ende, Michael	Lenchens Geheimnis	6-8	2011	Maktabe tehran
Ende, Michael	Die geschichte von der schussel und vom loffel	6-8	**2004**	IIDCYA
Scheffler, Axel	Vater eichhorn fallt vom baum	6-8	**2013**	Farahani
Hacke, Axel	Der kleine konig Dezember	6-8	**–2002**2003-2005-	Banafshe
Hacke, Axel	Ein Bär namens Sonntag	6-8	**2007**2014-	Banafshe
Pausewang, Gudrun	Dieletzten kindervon schewenborn	12-17	1998	Zolal
Pausewang, Gudrun	Das tor zum garten der Zambranos	9-12	**2011**	Gatre
Pausewang, Gudrun	Die Wolke	12-17	**–2007**1998-2013- 2000	Peydayesh
Pausewang, Gudrun	Die not der. familie caldera	9-12	**2004**	Afkar
Pausewang, Gudrun	Ich Habe Hunger Ich Habe Durst	9-12	**2011**	Zekr
Grimm, Jakob	Kinder-und hausmarche	9-12	1975-2017 More than 198 publishing	Various publishers
Lembecke, Marjaleena	Ein Märchen ist eine Märchen ist ein Märchen	9-12	**2015**	Hirbod
Lembecke, Marjaleena	Das Eisschloss	9-12	**2007**	Zolal
Lembecke, Marjaleena	Als die steine noch voi gel waren	9-12	**2005**	Monadi tarbiyat
Ecke, Wolfgang	Das schloss der roten affen	9-12	2010- 2007	Ofogh
Ecke, Wolfgang	Club der detektive	9-12	**–2007**1999-2002	peydayaesh
Ecke, Wolfgang	Das Gesicht an der Scheibe	9-12	-**2005**2010—2016	Ofogh
Ecke, Wolfgang	Das Geheimnis der alten dschun ke	9-12	2007-2016	Ofogh
Kleberger, Ilse	Schwarz weibs - Kariert: Schwarze haut weibes Feeling: Jane Sucht ihre identitat.	9-12	**2007**	
Wolfel, Ursula	Der rote Rächer und die glücklichen Kinder	9-12	**–2003**2016	Vijenashr
Wolfel, Ursula	Joschis Garten	9-12	**2016**	Vijenashr
Wolfel, Ursula	Feuerschuh und windsandale	9-12	1992- 1993-1996-2007- 2015	Ofogh
Wolfel, Ursula	Fliegender Stern	9-12	**2006**	banafshe
Wolfel, Ursula	Die grauen und die grünen Felder : wahre Geschichten	9-12	**2001**	
Wolfel, Ursula	Hannas Reise	9-12	1996	Doost
Welsh, Renate	Spinat auf Rädern : Kinderroman	9-12	2017	Ijaz
Welsh, Renate	Ohne Vamperl geht es nicht	9-12	**2016**	Chekeh
Welsh, Renate	Vamperl soll nicht alleine bleiben	9-12	**2016**	Chekeh
Welsh, Renate	Das Vamperl	9-12	**2016**	Chekeh

Welsh, Renate	Wiedersehen mit Vamperl	9-12	**2016**	Chekeh
Welsh, Renate	Eine hand zum Aufassen	9-12	**2005**	Chabagh
Welsh, Renate	Disteltage	9-12	**2011**	Behnegar
Welsh, Renate	Constanze Mozar	12-17	**2015**	Agah
Welsh, Renate	Schnirkel das schneckenkind	9-12	**2001**	Sabalan sot
Welsh, Renate	Das groBe Buch Vom Vamperl	9-12	**2006**	shokoofeh
Welsh, Renate	Nina sieth alles ganz anders	9-12	**2011**	Kargahe koodak
Kastner, Erich	Emil und die Detektive	9-12	**–1996**2003	Sanam
Kastner, Erich	Emil Und Die Drei Zwilling	9-12	**–2004**2006-2011-2016	Mehrabe ghalam
Kastner, Erich	Emil und die Detektive	9-12	1998-1999-2016-1996-2000	Mahi-Hermes
Kastner, Erich	Till eulenspiegel	9-12	**–2003**2017	Farhang gostar
Kastner, Erich	Kleine Mann und die Kleine Mis	9-12	2017	Elmi farhangi
Kastner, Erich	Les gens de schilda	9-12	**–1989**- 1999-2005- 1988-1991- 2011	Hermes-Iranshahr-Tamimi
Kastner, Erich	Doppelte lottchen. Lisa and Lottie	9-12	1974-1984-1987-1999-2008-2005-2017	IIDCYA - Mehrab galam
Kastner, Erich	Mein onkel Franz	9-12	**–1991**1998	Ahang
Kastner, Erich	The 35th of May	9-12	**1996**1997- 2008-2017	Hoze honari-Markaz
Kastner, Erich	Punktchen und Anton	9-12	**2006****2013**-2014 -2008**–**	Markaz-Moalem-Mahi
Kastner, Erich	Fliegende klsssen Zimmer	12-17	**–1984**1989-1999-2005-2017	Mahi- IIDCYA
Kastner, Erich	Die konferenzder tiere	9-12	2000-1999- 2007	Zolal Parvin
Kastner, Erich	Das doppelte Lottchen	9-12	**2016**	Mahi
Kastner, Erich	Als ich ein kleiner junge war	9-12	**1997**2001-2007-2010-2011-2017	Mehrab galam-Zaman- Zolal-Donyaye koodak-Cheshme-
	Die lustige Geschichtenkiste	12-17	**–2007**2011	Hermes
Ohser, Erich	Vater und sohn: 38 bildgeschichten	6-9	From 1987- to 2014- more than forty times have been published	Various publishers
Maar, Paul	Jakob und der grosse Junge	9-12	**2017**	Vije nashr
Maar, Paul	?Wer ist der grobte	9-12	**2007**	Nashre Elmi
Maar, Paul	Das kleine Känguru in Gefahr	6-8	**2014**	Nashre Elmi farhangi
Maar, Paul	Die Eisenbahn-Oma	9-12	**2005**	Sazman tabligat-mehr
Maar, Paul	Lippels Traum	9-12	**2006** 2007 -2013- 2008	Paydayesh-Baad-Tarfand
Maar, Paul	Der Tatowierte Hund	12-17	**2017**	Dibayeh
Maar, Paul	Die vergessene tur	9-12	**2007**	Asr
Janisch, Heinz		6-8	**2007**	IIDCYA
Janisch, Heinz	Barensache	6-8	**2011**	Neyestan
Janisch, Heinz	Ballfieber(poem)	6-8	**2013**2014 -	Mobtakeran
Mebs, Gudrun	Sonntagskind	9-12	**2016**	Mehrabe galam

Mebs, Gudrun	Birgit. Eine Geschichte vom Sterben	9-12	1995	Tosee ketab khaneh
Kuhlmann, Torben	MAULWURFSTADT	6-8	2017	Hoopa
Kuhlmann , Torben	LINDBERGH: Die abenteuerliche Geschichte einer fliegenden Maus	6-8	2017	Hoopa
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Educational Inclusion in Brazil: a Challenge for Higher Education

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Abstract

The objective of the present work is to discuss about the processes of inclusion of students with specific educational needs in higher education, as well as to indicate the pedagogical aspects and challenges faced by these institutions in the process of inclusion, thus clarifying, the obstacles involved in the teaching learning process in the academic field. This article also exposes as from a bibliographical research the structure of higher education in Brazil, the discussions on educational inclusion and how this issue is handled by universities. In addition, it was emphasized the extreme relevance of public policies, of academic discussions, of analysis of the curricular structure to fill the needs of the inclusive perspective.

Keywords: educational inclusion, higher education, specific educational needs, physical limitations.

1 – Introduction

Considering the advances and the mishaps of the inclusion in the higher education, it is noticed that the theme has gained more and more notoriety in the Brazilian educational scene. In order for school institutions to open doors to attend to students with disabilities, a long journey has been made, decrees, laws and other documents have been drawn up so that inclusion could really be ensured in its fullness and education for all could be guaranteed. Thus, a great need has arisen to emerge in the social environment to the valorization of the human being and its rights and also to promote reflections on the potential of the disabled, since all human beings have limitations and difficulties.

Lately, individuals with specific educational needs and physical limitations have become a focus of concern for families, educators, social workers, physicians, among others. Among the various aggravating factors that guide educational inclusion in universities the challenges and difficulties that have been illustrated in this work stand out among their priorities.

Plurality is the basis of higher education and, in the midst of its diverse roles, requires, in addition to promoting training for the labor market as well, being concerned with the development of research and the production of knowledge linked to citizenship, highlighting each education inclusion. Thus, the university becomes a favorable space for debates that encompass human development, aspects of improvement in the quality of life, as well as public policies that ensure all these approaches.

This work presents considerations about the structure of the Brazilian university and some considerations about the way these institutions understand educational inclusion and deal with the proposals leveraged by a contemporary society and full of individuals in search of a quality education that does not segregate but which add and value all. In order to structure the concepts presented here, bibliographical research was carried out according to the inquiries conceived that involve higher education in Brazil, to educational inclusion, the advances and obstacles faced by this process in the academic environment.

2 – Structuring of Higher Education in Brazil

According to Azevedo (1958), the facts that involve the conception of the university in Brazil, points initially, an important aversion, both by Portugal and by the Brazilian society that did not identify relevance of the structuring of higher education in the Colony, considering that the wealthy of the time should go to Europe to carry out their studies in these educational institutions.

Several attempts were initiated in order to establish the university in Brazil, but during the colonial and monarchical periods there was no success. This confirms the intention of the Metropolis to maintain political and cultural control over the colony (FÁVERO, 2000). At the beginning of the 19th century, as the installation of the royal family in Brazil, the Medical Course

of Surgery was created in Bahia, a few months later, the Anatomical, Surgical and Medical School was established at the Military Hospital of Rio de Janeiro, so begins the outline of higher education in Brazil (CUNHA, 1980).

With the Proclamation of the Republic, more essays were made with a view to a significant structure of higher education, a fact that can be verified in the Constitution of 1891, where it is emphasized that this modality of teaching is configured as attribution of public power, but not is unique to its. However, several promulgations have altered the legal configuration of higher education in Brazil (CUNHA, 1980).

The Government of the Republic decides to execute the one described in article 6 of Decree No. 11,530 of March 1915, which had the purpose of establishing the University of Rio de Janeiro as the first university establishment in Brazil legally recognized by the federal government. In the midst of this scenario, questions arise about the understanding of the university, its role, how far its autonomy and the patterns to be followed in Brazil. On these discussions it is possible to analyze aspects that seek the development of scientific research and the formation of professionals, some prioritizing one aspect more than another. However, the university must have in vogue the cultural production, the practice of science and the search for it. (AZEVEDO, 1958). These surveys became the focus of the National Education Conference held for the first time in 1927, in the city of Curitiba, Paraná.

In the year 1950, the entrance to a university consisted of status, guarantee of recognition and better salary remuneration, this occurred according to the social reality of the time that, it brought a political scenario of populist government and in consequence begins the expansion of the higher education in Brazil. In the middle of 1990, there is another increase in the opening of vacancies in higher education, now, with great emphasis on private education (BRASIL, 2005).

The expansion of private higher education institutions has resulted in a large number of vacancies that surpasses the demand for candidates, thus increasing access to higher education, provided that the student pays the tuition fees, is at the beginning of the 21st century and tends to increase with the passage of time. From this perspective it is possible to verify the mercantilist disposition in the educational process of the universities in Brazil.

The present society can be called as a society of knowledge and of information, showing the position obtained by the education in the contemporaneity. Thus, the promotion of quality education in all its spheres is essential, which raises it to a level that aims not only at professional training but at the real integration of the individual as an active subject and capable of thinking and rethinking the social patterns acting. In this perspective, higher education cooperates with this scenario through its pillars constituted by teaching, research and extension, which corroborate in the contemporary formation.

With the great demand for this system of higher education, the Brazilian university is also faced with a wide and varied population, which was once standardized. Thus, people with specific educational needs and with physical limitations have sought more for higher education, showing Brazilian universities the importance of facing this contemporary challenge in the constant search for a rupture of the paradigm of limitations.

3 – Paths covered by educational inclusion

In primitive civilizations, man organized himself socially centered on himself, in this way he classified the other by aesthetics, by what he possessed and by his apparent normality and if he did not fit in these questions he was excluded from the social group, so it is plausible to verify, historically , the process of intolerance towards people with special needs. Currently, behavioral changes are observed, since the social order is not static, so the issues that cover the issue of inclusive education have evolved, but there are still shortcomings (PESSOTI, 1984).

The issue of inclusive education has long been addressed in political and educational circles, but this process has gained prominence since the Declaration of Salamanca, which was drawn up in the Spanish city of Salamanca in 1994 and deals with political principles and educational practices for individuals with some specific educational need for the purpose that falls within the regular network of education, highlighting the guarantee of learning, thus arising, inclusive school. (PONCIANO, 2007).

In 1990, Brazil adapted the World Declaration of Education for all and began to review its educational process by widening the frontiers for physical, cultural and cognitive accessibility, thus opting for an inclusive education (UNESCO, 1994). In this way, the country becomes subscriber of the Declaration of Salamanca, thus giving prominence to matters pertinent to inclusion in the educational field. This led to severe changes in Brazilian educational principles, which consequently covered legal issues, especially in the national educational guidelines, all based on the concepts of inclusion. Although changes and adequacy efforts have been recognized, it is still possible to check for failures throughout the process.

When reflecting on the breadth of the meaning and signification of the inclusive education process, it is of utmost importance to consider the diversity of learners and their right to equity. It is about equating opportunities, guaranteeing to all, the right to learn to learn, to learn to do, to learn to be and to learn to live together (CARVALHO, 2005). Inclusive education is a social, political, pedagogical and cultural movement whose purpose is to ensure education for all without discrimination. Thus, educational institutions need to be able to receive the needs and limitations of the students, contributing to guarantee the training of all individuals.

The Federal Constitution of 1988 has as one of its fundamental objectives "to promote the good of all, without prejudices of origin, race, sex, color, age and any other forms of discrimination" (art.3, subsection IV). It defines, in article 205, education as a right of all, guaranteeing the full development of the person, the exercise of citizenship and qualification for work. In its article 206, item I establish "equality of conditions of access and permanence in school" as one of the principles for teaching and guarantees as a duty of the State, the provision of specialized educational services, preferably in the regular network of education (art. 208).

People with some type of limitation, currently, have guaranteed by legal means their entry and stay in the regular education system from Early Childhood to Higher Education. Also, as a premise for the introduction of inclusive education, it is possible to verify a public policy effort to ensure accessibility and conditions for quality education at all levels of education; some of these practices are multifunctional resource rooms, physical access to buildings, training teachers.

However, the consolidation of inclusion does not happen in a harmonious way, since there are various modifications in the methodological and epistemological aspects of pedagogical activities, generating conflicts of structuring and the dispositions of the educational system in the inclusive molds.

4 – Higher education and the challenge of inclusion

It is important to point out that Brazil's higher education institutions, as well as other educational levels, have undergone changes in the bias of the legal attributions that structure educational inclusion. Most of the populations of students with some special needs are enrolled in basic education. However, Ordinance number 1679 of 1999 guarantees the entrance and stability of this public in Brazilian universities and establishes accessibility as a means of evaluating these institutions (CARVALHO, 2008).

Significant changes in this direction have been taking place for some time. Law No. 5540 of 1968 designated the University Reform, democratizing higher education and raising the status of place of educational inclusion. Although these facts have strong characteristics of the private sector, it is possible to analyze relevant points in the process, such as the discussion and reflection of teachers and students requesting the true democratization of higher education, together with citizenship education (SCHWARTZMAN, 1986).

In 1993, Brazil established the National Policy for the Integration of the Person with the Disability, alleging, among its guidelines, the resolution to include persons with disabilities in all governmental actions based on education, health, work, public construction, social security, transportation, housing, culture, sport and leisure (BRASIL, 1993, article 5, item III).

It is important to point out that in 1994, the Ministry of Education, based on Ordinance number 1793, evidences the access of students with disabilities in the Universities and proposes disciplines that deal with the subject. As the actions for the inclusion of students with disabilities in universities are recent, it is common to encounter barriers of all kinds. However, it is possible to analyze that the problems found, for the most part, are of procedural and pedagogical orders.

Brazilian higher education also needs to be reformulated in terms of the models of educational inclusion, actively taking up the discussion of this subject and analyzing the objectives, methodologies, evaluations and curricular structuring, in short, are the themes that have afflicted education for several years in the country.

Another challenge of higher education and educational inclusion, besides the political, curricular and structural aspects of the process, is the insertion of students who have some type of specific need that is not clearly demonstrated such difficulties, and can be manifested in a gradual manner. Thus, until such needs can be detected and the best way for the collegiate to work with them, the student has already gone through the marginalization of inclusion.

The inclusion of young people or adults with disabilities in Higher Education postulates much more than just accepting them in the rooms, because for it to be a democratic action, it is necessary to understand the University as the place responsible for the improvement and emergence of new social conceptions that should contribute to ensure the quality of inclusion, so that it will comply with what the Law on the Guidelines and Bases of National Education in its article 59 sanctions:

I - curricula, methods, techniques, educational resources and specific organization to meet their needs;

II - specific terminology for those who cannot reach the level required for completion of primary education because of their deficiencies and acceleration to complete the school program for the gifted in a shorter time;

III - teachers with adequate specialization at the intermediate or higher level, for specialized care, as well as regular teachers trained to integrate these students into the common classes;

IV - special education for work, with a view to their effective integration into life in society, including suitable conditions for those who do not reveal their capacity to participate in competitive work, through articulation with related official bodies, as well as for those with a superior ability in the areas artistic, intellectual or psychomotor;

V - Equal access to the benefits of supplementary social programs available for the respective level of regular education.

Thus, it is possible to understand that the right to equality refers to the reformulation of prejudiced thoughts and labels attributed to people with special needs. Fonseca (1995) emphasizes that it is necessary to pay attention not to the equality that the law determines, but to the right to equality through the elimination of inequalities, which requires that specific differentiations be established as the only way to give effect to the isomeric precept established in the Constitution.

In this sense, Mantoan (2006) points out that inclusion brings about a series of transformations in educational paradigms, since it requires the reorganization of curricular practices, planning, evaluative processes and epistemological analysis. It is also understood from this point of view that the differentiation of teaching practice will be of great value in order to make possible teaching tactics that not only allow the progress of the disabled student, but will cover all the possibilities of the students attended in the Brazilian universities.

According to Rodrigues (2014) it is of the utmost importance that the Universities plan and execute the care of the handicapped considering the particularities of each individual.

5 – Final considerations

Inclusion, over the years, has been the object of study and concern of the most diverse social classes. However, even with all legal advances regarding the inclusion of disabled people in education systems, both in basic education and in universities, access, permanence and effective quality are crossed by obstacles, being intrinsic that there is an urgency so that it is recognized that higher education has a fundamental role for the social transformations that allow a broader view on the intellectual and labor potentialities of these new professionals that emerge after graduation.

The entry of people with specific educational needs into higher education is a new challenge. The structuring of an inclusive environment in education, whatever the level does not occur in a linear and harmonious way; but with mishaps, difficulties, mistakes and correctness. It is imperative that inclusion be established through knowledge and recognition of differences. The performance of students with disabilities or limitations in the classroom can contribute with the others in promoting discussions and reflections on educational and pedagogical activities through inquiries generated in the routine of the academic environment, which leads to rethinking and re-meaning of concepts and inclusive practices (Ainscow, Porter, Wang, 1997; Sekkel, 2003, 2005).   We contemplate a scenario in which inclusion must be understood and practiced beyond laws, decrees, ordinances, norms, to consolidate egalitarian opportunities, either through educational actions, improvements in accessibility, professional training or even in attempts to minimize prejudices that may still exist arise. Despite all the legal provisions that establish well-defined responsibilities for the consolidation of a truly inclusive educational system, universities still need to be understood as an adequate space to promote educational advances that consolidate a new social thinking about equal opportunities.

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From Love to Family Happiness: a Theoretical Model for Javanese Family*

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Abstract

This study empirically tested a model involving Marital Commitment, Positive Communication Style, and Family Process as mediators that support the influence of Love to Family Happiness. A total of 201 families consisting of father, mother, and one adolescent representing all the children in the family, participated in this study. Family participants have the characteristics of average numbers of children of 2-3, with spouses married for more than 10 years, with senior high school or college education level, were intact families, spouses were not in the process to divorce, and the whole family lived together. Children participants were junior or senior high school students in Yogyakarta. Participants were asked to fill in several related scales. Family Happiness Scale, Family Process Scale and Scale of Positive Communication Style responded by the three groups of participants, namely Father, Mother, and Children. Love Scale, and Marital Commitment Scale were responded by husbands and wives. To test the model Structural Equation Modeling was applied using LISREL 8.80 program. The result shows the theoretical mediating model of Marital Commitment, Positive Communication Style, and Family Process strengthen the influence of Love on Family Happiness fit with the data. This suggests that (1) marital commitment and positive communication styles are important personal characteristics for the realization of family happiness, or in other words, love is insufficient for the realization of family happiness; (2) family process has a strong role as a mediator between marital commitment and positive communication style together, on family happiness. Further concluded theoretically that the essence of the realization of family happiness is rukun that includes closeness, bonding, and caring, which manifest in cooperation among family members.

Keywords: love, positive communication style, marital commitment, family process, family happiness

Introduction

Explaining the relationship between love and family happiness is probably a kind of tautology. The tendency of increasing rate of divorce in Yogyakarta, Indonesia, and many other countries in the world, however, has raised a question. Why a marriage breaks up when it was started with love? Yet marriages started with *ta'aruf* (an Islamic arrangement without dating, and needed only 3 months at least to know each other before marriage) are survived and more satisfactory? It seems that love is not an enough factor for maintaining marriage and to assure family happiness. Family happiness is an *outcome* of family dynamics. Experience in family life, positive or less positive, becomes the basis for family members to assess the happiness of their families.

Family happiness is an important thing because happy conditions make family members have a positive picture of their family, and this can support the achievement of personal happiness of family members. Diener and Biswas-Diener (2010) and Franklin (2010) agree that happiness is a positive experience with life satisfaction when one can develop according to one's potential. When a family is perceived by its members as an environment that supports self-development, each family member has a greater chance of self-actualizing and achieving happiness.

The experience of husbands and wives as family members can be a marital and parental experiences, and for the children it is in the context of relationships with their parents and siblings. It is possible that a nuclear family is part of a larger family living under one roof; therefore, experience in everyday life, with all problems and joyfulness, become the basis of a family

member to assess whether happy is the family. Based on the contextual ecological perspective what happens in the family in everyday life affects the perception of family members.

Based on literature reviews the present authors have a question, whether love between spouses has a great effect on the level of family happiness? Are personal characteristics of husband and wife such as marital commitment and communication style have mediating role that support the influence of love on the level of family happiness? If personal characteristics have a role in a family relationship, does the family process mediate the influence of personal characteristics on the level of family happiness?

The analysis unit explaining the relationship between variables in this study is the family unit involving the father, mother, and a child. These variables are treated as unities, representing the parties concerned. Family Happiness and Family Process are measured through all family members involved. The father, mother, and child assess from their interactions in the family, whether they obtain the fulfillment of their respective psychological needs. The more positive the experiences in the interaction are, the more positive the family processes and conditions perceived. This practice of assessment is more accurate to compare with dyadic or individual unit of assessment on family dynamics. Love, commitment to marriage, and the style of communication are husband's and wife's personal characteristics. The interaction of family members has more qualities when these factors have equality in their qualities; conversely, is when reciprocity is not apparent.

A positive relationship implies cooperation and interdependence (Argyle, 1991; Baxter & Montgomery, 1996; Edwards, 2002; Thibaut & Kelley in Rumble, 2008)). Argyle (1991) illustrates the requirement of two parties in achieving a particular goal. In order for a fertilization it takes the eggs and sperms, which in the natural conception requires two creatures with two different sexes working together for it.

Humans who are social being need other human being to achieve their goals, so humans will always involved in interpersonal relationships. Marriage and family are the contexts requiring cooperation and interdependence. The process to achieve the goals and purposes of making marriage and maintaining family is known as family process.

Family process includes the strategies and behavioral pattern within the family to achieve family's goal (Day, 2010). Functioning family process depends on family members' contribution. Family process itself consists of family structure as systemic organization, and relationships between family members (Andayani, 2000; Dekovic, Janssens, & Van As, 2003; Gorman-Smith, Tolan, Zelli, & Huesmann, 1996; Williams, Ayers, Abbott, Hawkins, & Catalano, 1999).

Psychological studies on satisfactory close relationships suggest a relational-oriented value called communal value (Argyle, 1991; Hegelson in Mosher & Danoff-Burg, 2005). Communal value is the one oriented to relationships and to the wellness of others or spouse (Mosher & Danoff-Burg, 2005). Miller, Caughlin, and Huston (2003) suggest that communal value is a personality disposition known as *trait expressiveness,* a disposition focuses more on the happiness of others. Spouses give for the welfare and happiness of their partner and family. The happiness and satisfaction of the one who gives lies in the welfare and happiness of the partner. Mutuality leads to spouses' happiness because each one receives without having to ask, and does not calculate what one will receive for return. According to Javanese culture, this condition is known as "mutually giving and receiving." The communal value in Indonesian society, especially Java, appears in the form of high concern for others; so being helpful, mutually assisting, and being friendly become valuable personal traits.

Stanley, Markman, Peters and Leber (1995) suggest that a value damaging marital relationships is the one oriented in taking rather than giving. This value makes spouses compare what one has contributed for the marriage, and what one gained from it. Imbalance will produce disappointments. Miller *et al.* (2003) in their study found that the trait expressiveness is positively associated with marital satisfaction, both for husbands and wives. This shows that mutually positive response to each other brings positive feelings, which indicates a pattern of mutual giving and receiving.

Based on theoretical studies above the present authors use the communal orientation described by Clark and Mills (2011) that each party in the family, the father, mother, and the child, gives attention and affection to other family members, and when each party has an equal responsiveness for one another; then, the dynamics in the family becomes more positive.

Family, to the societies with Javanese culture, is a resource for the members' social esteem. Failures in maintaining a family may cause prospective problems for children. Family integration is influenced by the abilities of the family to function as a system. These abilities, according to the Family System Theory (Goldenberg & Goldenberg, 2008), include maintaining functional boundary, positive rules, functioning communication, positive problem solving to maintain equilibrium, and balanced relationships between family members. Good family relations and family functioning as a system would form

positive evaluation toward family; and thus, contribute to family happiness. As relationships between family members become more intimate, caring, and respectful, this positive interaction produces positive outcomes in each family member as explained by the Interdependence Theory. Positive feelings towards family members cause the willingness to share and jointly face problems in the family. When a family provides social self-esteem for family members, the family organization is more intact. From the theoretical reviews, the authors proposed the first hypothesis that "Family Process affects Family Happiness Level."

Love includes in it a positive feeling, caring, and a feeling of able to trust the spouse. These three indicators manifest in the form of respect. Respect is an "attitude characterized by a sense of appreciation of others manifested in the form of appreciating the feelings, thoughts, and behavior of others and deigns to be influenced by that person" (Jackson, Esses & Burris in Hendrick & Hendrick, 2006). Respect itself is a positive feeling toward a partner that will manifest in a more positive and caring behavior towards the spouse, and when a person does not mind the partner is influencing, it means there is a belief in the spouse. Hendrick and Hendrick (2006) mentioned that respect has a relationship with commitment. It can be concluded that love has association with commitment through a concept called respect. It implies that respect is actually an indicator in the concept of love.

That love has a relationship with commitment is in line with Kelley's opinion. Kelley (in Fehr, 2003), on the basis of interdependence theory, mentions that the relationship between love and commitment is caused by the overlapping of concepts, even though some aspects in each concept is not interrelated. So, people can survive to marry even without love as in the cases of arranged marriages, or to marry with love yet without clear commitments to the marriage or the family.

Love decreases psychological distance between spouses. Ben-Ari and Lavee (2007) mentioned that closeness in relationship with a partner is a pleasant experience. Positive and pleasant experiences cause spouses tend to survive in the relationships they form.

Commitment is a husband and a wife personal variable that plays an important role in marital sustainability and becomes a predictor of marital quality (Clement & Swensen, 2000; Fenell, 1993; Stanley, 2005). Commitment relates to better communication and more constructive behavior in difficult times. As stated by Stanley and Markman (1992) personal dedication causes a person to care more about his or her partner and will get positive things in return.

Care for the spouse, and the tendency to survive in marriage cause a person more focus on his/her family. Rusbult *et al.* (in Alexander, 2008) suggests that a strong commitment causes caring behavior in romantic relationships. When a marriage relationship is gratifying it is likely the spouses use positive strategies in solving problems and lowers stress in the relationship (Noller, Feeney, Bonnell, & Callan, 1994). Schaap, Buunk, and Kerkstra (in Alexander, 2008) suggest that satisfaction in husband-wife relationships has relation with the tendency to accept each other views on, and ideas in, solving problems. This supports the behavior of husband and wife in processing problems in the family and in relation to children. From this review the authors proposed the second hypothesis that "Marital Commitment has a mediating role in the relationship between Love and Family Process."

As cited before, the concept of love is consisting positive feelings, feelings of closeness, caring, and trust in the spouse. In addition, Hendrick and Hendrick (2006) found that respect relates with the spouse's communication style. Love brings about the nature of being kind, gentle, sensitive to other people's feelings, caring for others, helpful, and warmth, those described by trait expressiveness. Trait expressiveness brings someone to choose a more positive communication style to their partner. Positive and caring feelings make spouses do not want to hurt their partner.

Positive communication styles include positive sharing, listening, and responding as well as supporting closeness (Olson, DeFrain, & Skogrand, 2011). Parental positive styles will extend to the children. Husband-and-wife's style of communication has a great influence on family members' perception of social distance between each family member. This style has an influence on the aspect of family relationships in the family process. These findings lead the authors to propose the third hypothesis that "Positive Communication Style has a mediating role in the relationship between Love and Family Processes."

From those three hypotheses above, the main hypothesis of this research is that "the theoretical model of the mediating role of Marital Commitment, Positive Communication Style, and Family Process in the relationship between Love and Family Happiness *fit* with the data." The model is illustrated by the figure 1 below.
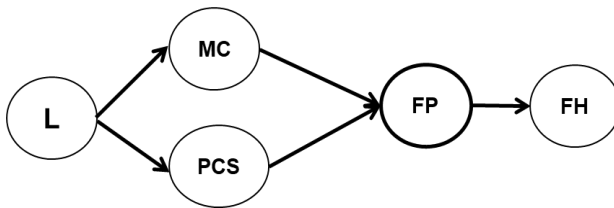
Figure 1. Model explaining family happiness with three mediator variables

L: Love; MC: Marital Commitment; PCS: Positive Communication Style; FP: Family Process; FH: Family Happiness

Method

2.1. Participants

A total of 201 families with average 2-3 numbers of children, married parents for more than 10 years and high school or college educations participated in the study. Children participants at the time of the study were studying in junior or senior High School in Yogyakarta. The three family members lived together, with middle economic status, and parents were not in the process to divorce.

2.2. Measurement

All participants responded to Family Happiness and Family Process scales. *The Family Happiness Scale* consisted of 6 items around perception towards family climate and support for feeling worthy. The responses were available in 1-5 scale indicating the agreement with the item. The Cronbach's alpha coefficients of the scale were .942 (father, n=168); .921 (mother, n=177); and .923 (child, n=192). Confirmatory Factor Analyses indicated λ^2= 179.48; db= 111; p< .01; RMSEA= .056.

The Family Process Scale. Two aspects measured were (a) family members' involvement with each other, including the relationships of husband and wife as the central subsystem within the family, and parent-child relationships both concerning conflict and support; and (b) the functioning of family organization reflected by clearness of family rules and problem solution process as perceived by the family members. The response was 1-5 scale to reveal the tendency in the family. Different reliability coefficients of the scale found for different group of participants. It were 7 items with the Cronbach's alpha .837 for fathers (n=172); 8 items with the alpha .841 for mothers (n=176); and 6 items with the alpha .705 for children (n=187). The differences of item selected reflected the differences in perceiving matters in family contexts. The Confirmatory Factor Analysis resulted in 5 items for fathers, and 4 items for mothers and children respondents. Second-order analysis resulted in the scale reliability (CR) above .70 and validity (VE) .50 indicating that the scale was valid (λ^2= 104.29; db= 58; p<.01; RMSEA= .063).

Marital Commitment Scale. This scale was responded by the husband and wife, consisting items indicating personal dedication and constraint commitments. The response showed the tendencies in marriage, in 1-5 scale. Four items validated for husbands with Cronbach's alpha .856 (n=173), and six items for wives with the Cronbach's alpha .829 (n=178). First-order analysis resulted in four items for both groups. Second-order analysis resulted in CR above .70 and VE higher than .50. This showed that the scale fit to the data (λ^2= 16,55; db= 10; p>0,05; RMSEA= 0,027).

Positive Communication Style Scale. This scale was a self-report scale, with semantic-differential format. The scale included aspects of listening, responding, and sharing, and consisted of eight items. The Cronbach's alphas for this scale were .893 for husbands (n=164), and .879 for wives (n=171). First and second-order confirmatory factor analysis maintain six items for husbands' self report, 5 items for wives' self report. The Confirmatory Factor Analysis aimed to examine fathers' and mothers' self report to compare with the spouse's and children's perception toward fathers' and mothers' style of communication. Second-order confirmatory analysis for fathers' style of communication scale resulted in fitness with the data (λ^2= 146.92; db= 98; p<.05; RMSEA= .050). Fitness found in mothers' style of communication scale (λ^2= 79.31; db= 61; p>.05; RMSEA= .039).

Love Scale. Four adjectives to represent love to one's spouse were closeness feelings, care, trust, and respect. Scale tryout eliminated the item "trust" from the scale for husbands. The Cronbach's alpha for the husbands' love scale, with three items left was .917 (n=172). Yet, the love scale for wives did not eliminate any item, and the resulting Cronbach's alpha

was .938 (n=179). The Confirmatory Factor Analysis resulted in CR above .70 and VE= .50 (λ^2= 11.57; db= 9; p > .05; RMSEA= .036).

Results and Discussion

Structural modeling test with the LISREL 8.80, executed several times to acquire the appropriate model. Ultimately the data of Positive Communication Styles perceived by spouses and children were excluded from the process of testing. The results showed that the theoretical model, of the mediating roles of Marital Commitment, Positive Communication Style, and Family Process in the relationship between Love and Family Happiness, was fit with the data. Table 1. shows the model fitness test.

The result of structural equation testing shows that the theoretical model of the mediating role of Marital Commitment, Positive Communication Style, and Family Process is in accordance with the data. The hypothesis, which states "the theoretical model of the mediating role of Marital Commitment, Positive Communication Style, and Family Process in the relationship between Love and Family Happiness *fit* with the data," is **accepted**. The Figure 2 below presents the results of the structural testing.

Table 1

Summary of model fitness test (N = 201)

Size of Goodness of Fit Test	Value	Fit
Chi-Square (df = 49)	107.40	
The value of p	0.00	> 0.05
RMSEA	0.077	<0.08
GFI	0.87	≤ 1
AGFI	0.80	≤ 1
NFI	0.69	≤ 1
NNFI (TLI)	0.72	≤ 1

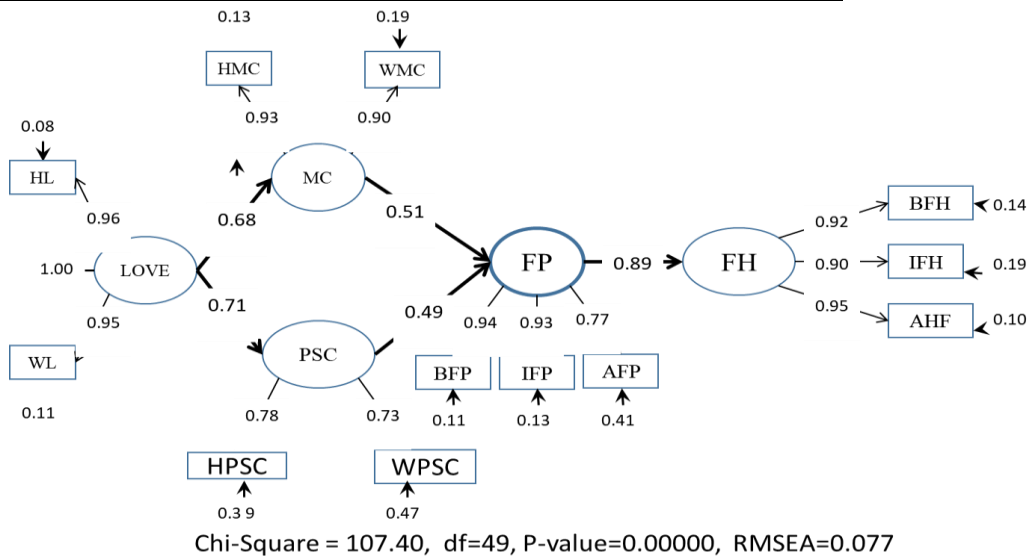Chi-Square = 107.40, df=49, P-value=0.00000, RMSEA=0.077

Figure 2. Standardized solution path diagram

H: Husbands; W: Wives; B: Fathers; I: Mothers; A: Children

MC: Marital Commitment; PSC: Positive Communication Style; FP: Family Process; FH: Family Happiness

The results of the structural equation analysis showed in Table 2, indicate that the relationship between Love and Family Happiness becomes larger because of the mediation of the direct effect of Love on Marital Commitment and Positive Communication Style, Marital Commitment and Positive Communication Style on Family Process, and Family Process on Family Happiness.

Table 2

Results of structural equation modeling analysis

	Between variables	Path coefficient (standardized)	Standard Eror	T- value	R^2
1.	Love to Marital Commitment	.68	.52	8.21	.47
2.	Love to Positive Communication Style	.71	.49	9.35	.51
3.	Marital Commitment to Family Process	.51	.25	5.96	.26
4.	Positive Communication Style to Family Process	.49	.25	6.15	.24
5.	Marital Commitment and Positive Communication Style to Family Process		.07		.75
6.	Family Process to Family Happiness	.89	.21	18.62	.79

The magnitudes of the direct and indirect effects of variables on Family Process and Family Happiness are summarized in Table 3 below. Table 3 shows that the direct and indirect effects of Love on Family Process have significant differences. The indirect effect is greater than the direct effect, i.e., 68% compared to 49%; meanwhile, the indirect effect of Love on spouses on Family Happiness is greater than the direct effect, i.e., 62% compared to 39%. The greatest effect on the Family Happiness comes precisely from the Marital Commitment and Positive Communication Style indirectly, which is 88%.

Table 3

Summary of direct and indirect effects of exogenous variables on endogenous variables

	Exogenous Variable	Endogenous Variable	Effects	
			Direct	Indirect
1.	Love	Marital Commitment	47%	
		Positive Communication Style	51%	
		Family Process	49%	68%
		Family Happiness	39%	62%
2.	Marital Commitment and Positive Communication Style	Family Process	75%	-
		Family Happiness	-	88%
3.	Family Process	Family Happiness	79%	

The overall results above indicate that the hypothesis of the mediating role model of Marital Commitment, Positive Communication Style and Family Process is accepted.

The results show that marital commitment, along with positive communication style, and family process, support the realization of family happiness preceded by the marriage of two people who love each other. The results emphasize that love is not the only personal characteristic determines whether a family is happy. Marital commitment and positive communication styles, in marriage studies, are referred as *relationship personality* (Schneewind & Gerhard, 2002), marital characteristics (Rosen-Grandon, Myers, & Hattie, 2004), partner interaction variables (Clement, Stanley & Markman, 2004), and marriage processes variable (Bradbury, Fincham, & Beach, 2000) have important roles. These two variables in this mediating study have a greater indirect effect on family happiness (88%) than love (62%). The effect of the both variables simultaneously on the family process (75%) is greater than the direct and indirect effect of love (49% and 68%). This suggests that marital commitment and positive communication styles have strong roles in the model of family happiness.

Love, or positive feelings towards the spouse, is believed to be the basis of the beginning of the establishment of a relationship. Love in the study of Rosen-Grandon *et al.* (2004) has an important role as a mediator between interaction in

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marriage and marital satisfaction. This suggests that love for spouses is an important variable for a continuation of marriage, and the family. The direct effect of love on marital commitment and positive communication style, which constitute 47% and 51% respectively, however, should not be ignored. These results confirmed that love itself has just a moderate role. Thus, eliminating love from the model under study, for example as happen in arranged marriages; will not change the opportunity in achieving positive family processes and family happiness when strong marital commitments and communication styles are likely to be positive. Love itself would grow with familiarity to one another, and it accords with a Javanese quote believed by the people that *witing tresna jalaran saka kulina.*

Marital commitment, as suggested by Sheras and Koch-Sheras (2008) is an important factor to note. Marital commitment and feeling as unity becomes fundamental for two people to remain united. The marital commitment and feeling united plays a role in the endurance of husband and wife in facing family problems. Commitment to married spouses contains components of personal dedication and *constraint commitment*. Both support spouses to stay in marriage. The pressures and challenges to marriage that stem from discontent and conflicts are not grounds for divorce. In some societies the compulsion becomes great because of the negative social stigma on divorce. Yet personal dedication based on love can support partner optimism when there is a problem in marriage. With both components of the commitment the husband and wife keep their sense of unity as the core subsystem of a family.

Whenever spouses have commitments and feel united and have positive communication styles, these will support the family atmosphere and processes. Theory of family communication believes that family processes get better when family members are more open and can talk about sensitive issues (Berger & Paul, 2008). Together, positive feelings, marital commitment, and positive communication styles manifest in care of one another.

Commitment to marriage is an important factor for Javanese society because marriage, as stated by Broderick (1984), is a customary arrangement for adults, that for Javanese people unmarried adult becomes parental concern. Since one of parent's duties is to marry off their children, whether male or female; therefore, parents perceived themselves not yet accomplished their duties when there are unmarried adult children in the family, and they feel it is their responsibility to find partners for the children to marry.

Some marriages today begin because of premarital pregnancy. The importance of hiding the disgrace from the society by marrying off the pregnant girl; however, is not necessarily followed by satisfying marriage. The young couple are not ready to focus on the family; instead, they focus mostly on their own self. This is a problematic to the family development life cycle. According to Duvall's (1962) list of family development stages, this couple is not yet ready to enter the phase of having children (stage 2, the child bearing family stage), and they jump over the first stage (marriage without children), which supposed to be the adjustment stage. The adjustment stage includes adjustments with the in-laws, and the extended families of both sides. In the Javanese society, a marriage between children means "family marriage," that is, bringing two families of origin together to become a larger extended family. Adjustment with the in-laws is a process that drains enough of emotions and thoughts. If the relationship is positive, then, the couples get support, otherwise, the couples get pressures and stress. Other challenges for married couples today, come from the life style brought about by modernization and the millennium era. Couples are more focused on making money for the family's economic survival, or to fulfill more modern lifestyle, or more focused on social-oriented lifestyle; for instance, in the usage of social medias, and less focus on the marriage and family. In some cases, self-actualization and success in the public sphere are more important rather than the family psychological well-being. In fact, the reasons behind marital dissolution in Yogyakarta cases, primarily are husbands leaving the family, infidelity, and unsolved disagreements (tribunejogja.com). Commitment becomes an important factor for the Javanese couples today in maintaining marriage and family.

This research succeeds in proving the mediating role of marital commitment and positive communication style, both of which are personal variables of husband and wife, and the family process, which is the relational variable in the relationship between love and family happiness. This means that personal factors are important in building a happy family. Choosing a partner cannot ignore the positive feelings one has toward the prospective partner, but positive feelings themselves are not enough because of commitment to marriage, as well as positive communication style have important roles. Snyder, Cozzi, and Mangrum (in Liddle, Santisteban, Levant, & Bray, 2002) have the idea that every individual in a marriage or family unit will mutually influence, and being influenced by, other members of the unit as well as by a wider social system. This thinking is in line with Family System Theory (Rothbaum, Rosen, Ujiie, & Uchida, 2002) and Interdependence Theory (Olson, DeFrain, & Skogrand, 2011), spouses need one another and give positive influence to each other so that personal factors can be optimally developed. The relationship of mutual interplay between a husband and his wife and between parents-children colored by personal characteristics of husband and wife as the core of a family. Family process, which basically is family functioning, is characterized by the style of interaction between both husband and wife, and both with their children.

The moderate role of love to marital commitment and positive communication styles indicates the presence of other variables predicted to have much stronger influence on these two variables. Marital commitment and positive communication styles together, have strong roles in the realization of family happiness; then, factors influencing both variables should be identified and considered.

Religiosity is a factor supporting family happiness, as mentioned by Stinnet and DeFrain (in Olson *et al*., 2011), particularly on the level of processes within the family. On personal level, Burdette, Ellison, Sherkat and Gore (2007) found that infidelity is negatively correlated with religiosity. Brown, Orbuch, and Bauermeister (2008) found association between religiosity and marital stability. Lambert and Dollahite (2008) found that participants who are Christian, Judaism, and Islam assert that religion helps them to commit to their marriage. It can be assumed that marital commitment is, while being influenced by love, influenced by the belief that marriage is a religious institution that should be cared for as a sacred institution.

Style of communication, whether positive or negative, is influenced by the quality of the relationship itself (Bachman & Guerrero, 2006). When a relationship is perceived painful, or does not meet spouses expectations, the tendency of spouses to use aggressive communications becomes greater. Thus, attributing style of communication as a personal or relational characteristic should be reconsidered.

Positive style of communication, for the Javanese people particularly from Yogyakarta, reflects politeness, which is important in the Javanese culture. Politeness manifests in the usage of the appropriate level of language. The usage of language reflects one's dignity (Poedjosoedarmo, 1979), and the Javanese language contains mannerism. There are three levels of Javanese language, the *ngoko* is the daily language between peers, and it reflects equality and closeness. The *kromo madya* is spoken when speaking to higher level persons such as older people, or strangers, to show politeness and respect. The highest level is *kromo inggil*, is spoken to highly respectable persons such as parents, grandparents, significant persons in the society. The usage of the levels of the language is based on harmony, for good communication reflects humbleness, empathy, in context, and wisdom. The level chosen reflects the level of politeness about to whom, about what, and in what context one is communicating with (Ngadiman, 2011).

The higher levels of Javanese language, because they contain gentle words, are suggested to be used in disagreements since using higher level language will prevent hurting others' feeling. With this rule of language level usage in communicating, people need to choose the right words, not as straightforwardly as the Western speech model. In the Javanese mannerism, there is a sense (or feeling) of hesitation (*sungkan*) controlling a person in expressing one's opinions, which prevents the person to speak sloppily and hurting others feelings, or raising conflicts (Ngadiman, 2011).

Positive communication style becomes important for Javanese people because, in the authors' observations to distressed families, there is a tendency to use ways that make communication not clear. For example is the use of *sanepo* or figurative expression, satire, or sarcasm and sometimes cursing, or grumbling. Furthermore, Andayani (2002) noted the rarity of praise or appreciation, those needed in communication with the family. Javanese people today, as Ngadiman (2011) has observed, have weakened attitude particularly in using of the proper language in interpersonal relationships. This weakening reflect less humbleness, empathy, in context, and wisdom. This will explain the importance of positive communication style in close relationships.

The discussions on commitment and positive style of communication above show the importance of these personal variables for the Javanese family.

Love, marital commitment, and positive communication style are three personal variables involving care. Caring husband and wife bring the family into more pleasant, comfortable, and supporting atmosphere. Care is not only about providing support and feeling of comfort. Care is about a vision of the future as well. Spouses' vision of the future leads to clearer direction of family structure and organization. The structure and organization of the family determine the behaviors of family members (Crane, So, Larson, & Hafen, Jr., 2005). Thus, family serves to organize, direct, and to discipline its members to function well and bring positive influences for the family and the wider social environment in the future. Care seems to be an important factor fundamental in close relationships especially family. Care is the core concern in processes where interdependence characterized interpersonal relationships. With care, family dynamics become more positive. This process contributes greatly to the perception of family members for the family happiness.

Family processes is the core of the family. The process itself manifests as mutual interactions among family members in providing one another fulfillment of psychological needs, and how the family members continue to keep the family intact and functioning optimally (Day, 2010). The functioning and supporting family processes give positive impressions and proud feelings about the family, and family members can develop personal goals toward maturity and meaningfulness.

Finally, the authors conclude that, on the bases of the mediating model of family happiness, family happiness is associated with closeness, bonding, and care. These three components give family members the sense of security, and the meaning of cooperation, those which previously affected by commitment. The authors emphasize that cooperation should be underlined, beside the positive affection and commitments, which it means that each spouse has contribution to the realization of family happiness. Love, when perceived has great contribution for the overall process towards family happiness, it is the spouses' duty to work together to make this positive feeling everlasting.

Closeness, bonding, and care, that represent the main basis of the realization of family happiness, are illustrations of the importance of the establishment of relationships in human life. Olson *et al.* (2011) describe that man does not live in the empty space, and stay connected with the important people around. Family members develop into meaningful persons because they received positive support from the family, and be able to develop positive relationships within the community. It is inevitable that every person, as well as families, experiencing pressures from social environments. A happy family, however, has greater durability because of the presence of mutual support among family members, and the family itself is firm as an institution, so the family can overcome pressures and even get strengthened. This is a condition in Javanese term called *rukun* (Koentjaraningrat, 1985; Andayani-Koentjoro, 1995). *Rukun* or harmony, for Javanese people today, is manifested as the attitude of not to sharpen diversities or differences. Yet *rukun* remains the underlying philosophy of a more positive relationship within the family.

The application of family-analysis unit makes the research possible to utilize the *structural equation modeling* analysis. The authors can obtain an overall picture, that takes into account the perception of each member of the family. This finding can describe at least some dynamics in the family as a whole, not just the family according to the child, the father, or the mother alone. The authors conclude that, on the bases of the overall picture of a family dynamics, despite the importance of personal characteristics, noteworthy are the characteristics associated with the relationships in the realization of family happiness

4. Conclusion

This study has confirmed the theoretical model positioning Marital Commitment, Positive Communication Style, and Family Process as mediators in the relationship between Love and Family Happiness for Javanese family. Such model probably is relevant for other cultures since the purpose of family establishment is happiness, and family happiness itself is achieved through family members' harmonious relationship, characterized by closeness, bonding, care, and cooperation. Loving each other in a marriage is not an assurance for family happiness. Love is just a relationship starter that it needs maintenance to last for long. It needs other personal attributes, particularly marital commitment and positive communication style, to go along with it for a family to function well. Better functioning leads to family happiness.

Note:

Acknowledgement

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Use of PBL as a teaching innovation methodology in University Nursing Studies in Spain

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Abstract

Health Sciences have undergone a great transformation. University degrees such as Nursing, in its adaptation to the Bologna Plan, have seen how their studies went from a purely mechanistic conception (Haidar Torres, 2015), as surgeon assistants, to the establishment of a university superior Degree where the students must develop and acquire a series of competencies and knowledge that are considered necessary for their future development as professionals.

Keywords: PBL, nursing, Higher Education, Skills

Introduction

We can't talk about Problem Based Learning (hereinafter PBL) as an innovative educational tool without first referring to the process which transformed the Education methodology throughout Europe, the Bologna Plan (Education, 19 June 1999).

Bologna Plan' passing date was the exact moment when important changes were introduced in all University/College studies. The studies were given a new focus encompassing a better quality, mobility and versatility, therefore, it also meant the reviewing of all prior University Plans that were previously in force.

Due to the Bologna Plan, the prior applicable Credit System was replaced for the European Credit Transfer and Accumulation System, hereinafter ECTS, being the latter, a *system focused in the students (…) as it is adapted to their goals and needs* (MEC, 2003), moreover, standardising all European Credit Systems.

This new focus, generated a series of relevant methodological changes over faculties, as the professors' role needed to be adjusted to this new educational concepts, becoming a supportive roleplay throughout the teaching process, operating as a tutor and guide in order to orientate the students through their learning.

What is more, this learning and knowledge to be acquired *is part of the educational activities where in-person lessons are one of the necessary elements to achieve a series of skills* (Credit Transfer and Accumulation, 2002).

The approach to the labour market is established as one of the Bologna Plan's principles, being this principle crucial within the Health Science Field.

The ageing of the population, the development of new technologies within the field and the new demands of consumers with a broader access to information, have made the approach to the labour market in Faculties, crucial.

Even a document made by the UNESCO Chair (Education, 2006) establishes the need of new innovative educational methodologies to narrow the breach between the professional reality and the existent training itinerary, especially in the Health Science Field.

By means of this goal, self-learning and the acquisition of new skills and aptitudes is essential, which means that the amassing of theoretical knowledge becomes the background of this new methodological tools.

Moreover, those abovementioned skills encompass knowledge, attitudes, and moral values which will allow the students to overcome all academic and professional hindrances (Ariño, 2010).

PBL has been revealed as a methodological tool capable of perfectly adjusting itself to all new learning and teaching schemes, (Alcolea-Cosín et al. 2012).

The most relevant elements of PBL (Branda, 2004) are the student learning goals, the cases (directly taken from clinical practice) and an evaluation system in tune with the learning tools.

PBL looks forward to achieving a certain goal predefined and set in a practical case. Students work in small teams, orientated by a tutor that guides them. The group reads, interprets, analyses and thinks up the necessary information to solve the problem and reach the goal. Therefore, the students must be able to use rational strategies to identify concrete concepts, not just in the case in question but in similar situations.

With the PBL usage, universities want students to obtain the necessary skills to integrate all historical field limited knowledge in the form of courses, resulting in an integral and interrelated learning.

Spanish literature already includes some works regarding the experience of using PBL with College students, especially in the Health Science Field (Armenta Hernández, Salinas Urbina, and Mortera Gutiérrez 2013) and nursing (Alcolea-Cosín et al. 2012).

The main difference between our research proposal and the Spanish literature lies within the use of PBL in nursing Degrees as a pedagogical tool able to act as a link among the different courses. That means the development of transversal and specific skills.

What is more, in this case in particular, introducing the PBL method in all first-year courses of the Nursing Degree will allow students to visualise their future patients as a whole, thus promoting a breach of the traditional subjects/courses academic seal (which, to be said have a narrower approach to the Healthcare world).

This reality has triggered the start of this study, and the goal of which being the integration of the PBL methods with the support of the students, determining the satisfaction level of the whole university community with this pedagogical tool.

Methodology:

The courses, which were selected to impart in an integrated manner and within the PBL methodology, were: Human Anatomy and Histology, Biochemistry and Nutrition, Physiology and Pathophysiology and Research and Evidence-Based Nursing. All of them were compulsory courses in relation to the Nursing degree 1st year and semester with 6 ECTS each.

In all of them, a continuous evaluation was carried out, and the PBL results represented a 20% of the total mark of each student in each course.

The methodological scheme used for the introduction of the PBL was divided into five stages:

PHASE I: Discussion Groups (ABP methodology), where it is decided: Selection of subjects. Introduction to PBL, (Exhibition). Training workshop, (tutors)

PHASE II: Discussion Groups (tutors, experts), where it is decided: Experts and case generation. Evaluation, types: self-evaluation, peer evaluation, tutor evaluation, satisfaction

PHASE III: Start-up and development of the PBL, where it is carried out: Assessment tutor, peer, self-evaluation. Student satisfaction Interaction of students, forum and virtual classroom

PHASE IV: Evaluation of knowledge generated by the January call.

PHASE V: Evaluation of long-term knowledge, generated by the July call.

Prior to the start of this stages, all faculties were offered to participate in the PBL initiative, therefore, the project began with those who wanted to support it.

Once the practical case was elaborated considering the content of the subject (Schedule I), we proceeded to implant the figure of the expert as an integrating element and joint point between the daily professional practice and the learning context. Together, the expert and the professor become the main pillar for the development and implementation of the PBL.

Therefore, the professional knowledge of the expert and the theoretical knowledge of the lecturer, jointly, are the key to success regarding the PBL implementation (Wosinski et al. 2018)

Straightaway, students received an introductory class and were offered information about the characteristics and main aspects of the PBL methodology.

The PBL was developed and carried out during three two hours sessions that took place weekly. The students were divided into groups which performed the reading, analysis and treatment of the case presented to them since this method comprehends a social, participative, and dynamic process that favours and impulses the achievement of the goals (Castro-Peraza et al., 2016).

At last, the students' satisfaction with the applied PBL methodology, was evaluated by means of an anonymous survey concerning 20 questions to be punctuated from 0 to 10 according to the grade of the agreement, being 10 de maximum scale (fully agreement).

What is more, the survey included an option for the students to express their own opinion regarding their PBL experience. The reliability, accuracy and trustworthiness of the survey were tested with Cronbach's alfa (0,815), and it was created by the professors with the participation and support of an experts group.

Results

The response rate was 89.8% (n = 60). 86.4% were women and 13.6% were men. The average age was 21.6 (sd 3.39). No student had had previous experience in PBL. There were students from other degrees (29. 5%). The 20.5% were combining work and studies.

A 72.7% of the students believed the experience of PBL to be very positive. The 90.9% would recommend repeating the experience in the following years.

When the students were asked to evaluate the different learning methods that had been used throughout the different degree courses, they considered the PBL methodology to be the best, and therefore it was well rated, however, on the other hand, the master class was the lowest rated methodology.

Regarding the last question, which asked the students to evaluate their experience in their own words, they mostly stated the following:

"I have learned a lot, I liked the used work dynamics"

"I liked the experience"

"It allows us to put our knowledge in common"

"It motivates us to move forward"

"It allows us to realize the great amount of knowledge we have"

"This type of motivation throughout the sessions is fundamental for our progress"

The PBL' methodology global rate reached an 8.84 score (sd 0.8). The self-assessment of the students reached a 7.86 score (sd 0.93). The evaluation between the tutor and the students scored an 8.93 (sd 0.96) and the method was considered as a crucial way to improve the student-teacher relationship by an 8.7 (sd 1.3).

Conclusions

The obtained results prove that the PBL experience turned out to be highly positive, as it meant, according to the students, the improving of their skills and knowledge, moreover being these results equal to similar experiences that had been already carried out by other authors (Zúñiga Arbalti et al. 2017; González et al. 2014; González-Hernando et al. 2013).

In our Faculty, the use of a hybrid methodology encompassing PBL and master sessions has had good results. Even in previous researchers (De Castro et al. 2013; Kang et al. 2015) the PBL method reached good results and meant the student's improvement in problems resolution and self-oriented learning.

Notwithstanding, there are a few drawbacks in relation to the PBL methodology that needs to be pointed out, as it is our duty as professors. Given that PBL consists basically in a collaborative methodology, its possibilities of success is linked to several factors, such as the following: It needs a fully available tutor (Wosinski et al., 2018). It must comprehend small groups of students. An important economic and workload is needed since it is necessary to increase the number of teachers due to the above-mentioned bullet.

In consequence, these factors must be considered when adopting this methodology, albeit no literature has been found in this regard. Moreover, we believe that more research is necessary to find solutions to the increase of costs.

The current University System is based on watertight courses, which greatly affects in a negative way the core of the PBL purpose, and constitutes an obstacle for students to obtain transversal skills.

To sum up, it is necessary that the whole community tries to question the effectivity of traditional methodology and cognizes that there is a global need for collaborative learning.

In conclusion, despite the remarked hindrances, it is crucial to consider PBL methodology as a way to improve our educational system quality within the European Higher Education Area. An idea that has been already supported by other international and national authors (Blanco-Sanchez 2005, Guerra-Martín 2009).

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Beveridge, Bismarck and Southern European Health Care Systems: Can We Decide Which is the Best in EU-15? A Statistical Analysis

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Abstract

A statistical analysis has been conducted with the aim to elucidate the effect of health care systems (HSs) on health inequalities assessed in terms of (a) differential access to health care services and (b) varying health outcomes among different models of HSs in EU-15 [(Beveridge: UK, IE, SE, FI, DK), (Bismarck: DE, FR, BE, LU, AT, NL), (Southern European model: GR, IT, ES, PT)]. In the effort to interpret the results of the empirical analysis, we have ascertained systematic differences among the HSs in EU-15. Specifically, it is concluded that countries with Beveridge HS can be characterized more efficient (than average) in the most examined correlations, showing particularly high performance in the health sector. Similarly, countries with Bismarck HS record fairly satisfactory performance, but simultaneously they display more structural weaknesses compared with the Beveridge model. In addition, our empirical analysis has shown that adopting Bismarck model requires higher economic cost, compared with the Beveridge model, which is directly financed by taxation. On the contrary, in the countries with Southern European HS, the lowest performances are generally identified, which can be attributed to the residual social protection that characterizes these countries. The paper concludes with a synthesis of the empirical findings of our research. It proposes some directions for further research and presents a set of implications for policymakers regarding the planning and implementation of appropriate policies in order to tackle health inequality within HSs.

Keywords: social policy, health care systems, health inequalities.

Introduction

The positive or negative impact of the health care systems (HSs) on health inequalities has not been adequately studied, in an empirical and comparative way, by scholars. This remark highlights the originality of this paper, the purpose of which is to explore, at an empirical level, how the HSs in EU-15 affect health inequalities. The latter are assessed in terms of (a) access to health care services and (b) health outcomes. This means that the HSs can possibly (re)produce, mitigate or even deepen health inequalities. Therefore, our main research question is to what extent and under what conditions the different HSs produce a positive or negative effect on health inequalities.

In the current macro-level survey, the methodological units of analysis are the EU-15 countries, grouped into three categories, based on the type of HSs:

Beveridge: UK, IE, SE, FI, DK

Bismarck: DE, FR, BE, LU, AT, NL

Southern European model: GR, IT, ES, PT

This macroscopic framework allows us to observe convergences and divergences between countries, based on the type of the HSs. The use of the latest available secondary empirical data has allowed us (after a sufficient number of empirical experiments, by using the statistical data analysis package-SPSS/Statistical Package for the Social Sciences) to provide useful empirical findings, in order to determine the effect of HSs on health inequalities.

Particularly, independent variables comprise of quantitative indicators which provide a sufficient framework of describing the operation of the HSs (triptych "financing, provision, regulation"). These are: "public health expenditure (% of current health expenditure)", "public health expenditure for long-term care (% of current health expenditure)", "private health expenditure (% of current health expenditure)", "private health expenditure for rehabilitative care (% of current health expenditure)", "private health expenditure for in-patient care (% of current health expenditure)", "private health expenditure

for prevention and public health (% of current health expenditure)", "cervical cancer screening tests (% of women aged 20-69)" and "MRI scanning examinations, in hospitals / per 1,000 inhabitants").

Respectively, the dependent variables, which have been selected, can contribute significantly to the assessment of health inequalities. These are classified into two groups:

    a.   quantitative variables regarding the measurement of inequalities in terms of access to health care services ["self-reported unmet needs for medical examination due to high costs (% of the population)", "self-reported unmet need for medical examination due to high costs, over 65 years (%)","self-reported unmet need for medical examination due to high costs, based on quintiles of equivalent income (% of population)"].

    b.   quantitative variables regarding the measurement of inequalities in terms of health outcomes ["people with long-term illness or health problem (% of population)", "people with long-term illness or health problem, over 65 years (%)", "people with long-term illness or health problem, based on quintiles of equivalent income" over 65 years (%)", "self-reported health status as good / very good, over 65 years (%)"].

Additionally, it is highlighted that the empirical analysis is based on:

    a.   time periods that have been selected aiming the representative presentation of trends over time, pinpointing the milestones of the period before and during the economic crisis (1995, 1998, 2001, 2004, 2007, 2010, 2013)

    b.   different income groups of the population, which reflect the changes between lower (1st) and upper (5th) quintile of the equivalent income

    c.   age groups, with an emphasis on elderly (in combination with the sex)

It should be noted that several restrictions have been identified with respect to the above data as well as shortcomings of chronological time series for all the examined countries.

In the effort to interpret the results of the empirical analysis, we have ascertained systematic differences among the HSs in EU-15. Specifically, it is concluded that countries with Beveridge HSs can be characterized more efficient (than average) in the most examined correlations, showing particularly high performance in the health sector. This finding is attributed to the distinct features of the Beveridge model, which include the approach of the "health" as a public good, the redistributive character of the HS and the state supervision of funding and provision.

Similarly, countries with Bismarck HSs record fairly satisfactory performance, but simultaneously they display more structural weaknesses compared with the Beveridge model. In addition, our empirical analysis has shown that adopting Bismarck model requires higher economic cost, compared with the Beveridge model, which is directly financed by taxation. In addition, the difficulty in restraining costs in conjunction with the increasing insurance contributions are the main drawbacks of the Bismarck model, which highlight the need to reconsider and reinforce the role of the state control.

On the contrary, in the countries with Southern European HSs, the lowest performances are generally identified, which can be attributed to the residual social protection that characterizes these countries. However, it is observed that Spain and Portugal show low rates of "self-reported unmet needs for medical examination due to high costs" in relation to the independent variables that have been tested. This fact can be attributed to the successful adoption of a universal HS, including long-term care, where citizens' satisfaction is sufficiently high, compared to Greece and Italy. These conditions often classify the Spanish and Portuguese HSs closer to the Beveridge model.

Paradoxically, in "inequalities in terms of health outcomes" it is verified that Greece has very low levels of "people with long-term illness or health problem, over 65 years" and simultaneously significantly high rates of "self-reported health status as good / very good, over 65 years" in relation to the independent variables. Despite the economic recession and austerity policies in health policy, it is clear that citizens have an inherent optimism, which is a key feature in their culture and it contributes remarkably to these levels. After all, the effects of the crisis are not directly apparent and often enough time has to be passed in order to pinpoint them.

Moreover, it is noticed that in periods of development of the welfare state, the total financing of the health sector is increasing in all three types of HSs. However, during the times of economic crisis and austerity it has been found that the Beveridge model generally (a) responds better to control expenditure growth and (b) displays better health indicators. Nevertheless, we should not forget that in a resource-containment environment, major insufficiencies predominate such as lack of staff and materials, long waiting lists, low rate of patient satisfaction, shift to the private sector and hence extensive health inequalities within the HSs.

It is also reminded that traditionally the Scandinavian model of care promotes the protection and welfare of citizens, defending with special concern the vulnerable groups of the population, such as the elderly and the poor. At the same time, the development of a statutory long-term care system in these countries (Beveridge) has a positive effect on health indicators. Conversely, as it has been ascertained, in the Southern European model the presence of an extensive network of informal carers derives from the weakness of the public funding in the long-term sector. These conditions do not often allow the fulfillment of health needs, leading citizens to private payments. Specifically, it is found that amid crisis Greece shows the highest rate of "self-reported unmet needs for medical examination due to high costs" in relation to the independent variables that were examined. This confirms the effect of the economic recession on (re)production of extensive health inequalities, which are likely to be caused by the constraint of health costs. In general, the observed variations in the size of public spending in long-term care sector reflect differences in both the demographic profile of the population and the development of the HSs.

Theoretically the Beveridge model promotes universal coverage ensuring that citizens have access to health care. However, the level of private health expenditure can not be characterised as inconsiderable. Thus, policy measures have been implemented in order to protect people (especially low-income groups or people suffering from chronic disease/long-term illness) from the incidence of illness. These measures include partial or total financial exemption as well as the establishment of a ceiling on the users' fees for in-hospital services. In this context, low levels have been achieved in the variables regarding inequalities in access and mainly in health outcomes. However, the above practices are not quite sufficient as they are unable to modify the Beveridge HSs to a protector of household incomes or a guarantor of the socio-economic development/prosperity of all citizens. Therefore, access to care can not be characterised equal and fair, despite the presence of good health performance.

At the same time, this study has confirmed that the risk of "catastrophic" private spending is higher in the Southern European model, especially in Greece. Conversely, richer countries have the opportunity to invest and give priority to social policy areas such as health, to keep private payments relatively low and to limit the risk of catastrophic spending for households.

Theoretically, adequant public health care services and insurance cover protect citizens from private health costs. However, it has been found that low-income households or households with elderly people or people with a long-term illness are at greater risk of catastrophic health expenditure. For this purpose, private spending introduces a set of market criteria in the operation of the public HSs, which are subject to the informal rule "if you pay, you are served". Despite the constant efforts for structural and organizational changes within the HSs, health inequalities continue to exist. Simultaneously, the surge in private payments calls into question the effectiveness of the HSs in protecting the citizen from poverty and the incidence of long-term illness or poor health.

In addition, the empirical analysis has confirmed that private expenditure for inpatient care and rehabilitative care has negative impact on the poorest socio-economic groups of the population (1st quintile) that state "self-reported unmet needs for medical examination due to high costs" to a great extent. These groups of the population often delay or refrain from health care, which is needed to improve their health status. Consequently, these conditions do not allow the consolidation of health equality within HSs.

Regarding the effect of cervical cancer screening, it is concluded that screening programs can play a decisive role both in controlling the burden of morbidity and mortality and in reducing public health expenditure. In addition, the cervical cancer screening constitutes an excellent tool for evaluating the performance of HSs in EU-15.

Based on all the above findings, this study has concluded that despite the apparent diversity of the examined HSs and their health policies, modern European HSs have been forced to implement common solutions to common problems and weaknesses, leading to a convergence-path between them.

In this context, the implementation of the "Third Generation of Health Reforms" aims to achieve the utopian dipole "ensuring universal access - ensuring adequate financial resources for HSs". Additionally, it is observed that the "compulsive" state intervention in the economy sector has gradually been devalued. This has led to (a) divestiture of the state monopolies, (b) promotion of market competition and (c) wider reliance on market mechanisms. On individual level, these conditions place greater emphasis on individual choice and responsibility. On political level, the citizens' expectations about the government outputs are limited. Although there is a convergence framework between European HSs, significant differences still exist in terms of funding, provision and regulation, which are still a challenge for researchers. As health care resources are limited, it is obvious that optimal effectiveness and efficiency criteria need to be implemented in the distribution of the existing inputs, especially under the conditions of the current economic recession.

Sociability on Location Based Mobile Games: An Ethnographic Research on Pokémon Go and Ingress in Istanbul

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Abstract

Physical space has become intertwined with digital information with the escalatory development of information and communication technologies such as ubiquitous computing, mobile and wearable devices, GPS technology, wireless networks, smart city applications and augmented reality. The relationship between urban space and location-based technology has transformed everyday life practices; and one of these life practices is playing game. Location based mobile games (LBMGs) are being played on streets and provide interaction with urban environments. Mobile devices become the interface between the player and urban space, and players experience the urban through the game narrative. Nowadays, the most popular LBMGs are Ingress and Pokémon Go. Although the both games were created by the same company and configured on the same map, they arouse different effects. LBMGs have a great potential to shape gaming experiences thus researching different effects of Ingress and Pokémon Go hold an academic importance. The difference between these two games can only be revealed by participating in game communities and conducting a qualitative research. Because of that, this study is built on an ethnographic research about Ingress and Pokémon Go; and the results of the research revealed the importance of sociability. In this study, firstly, LBMGs are defined and the influences of these games on everyday life are discussed. Secondly, the differences and similarities are examined between Ingress and Pokémon Go according to the analysis obtained from participant observation and in-depth interviews. Finally, the importance of sociability is emphasized and foresights are provided in the light of research results to contribute to the game studies.

Keywords: Location Based Mobile Games, Ingress, Pokémon Go, Sociability

1. Introduction

Physical space has become intertwined with digital information with the escalatory development of information and communication technologies such as ubiquitous computing, mobile and wearable devices, GPS technology, wireless networks, smart city applications and augmented reality. The relationship between urban space and location-based technology has transformed everyday life practices. Locative media, which is named by Karlis Kalnins in 2003, is an interdisciplinary research topic at the intersection of communication, urban sociology and ecological psychology. It merges digital information into physical places and functions as an interface between users and the urban space or game community. In this frame, the intersection of mobile technologies, urban space and new sociability practices, has become a significant research area.

The evolution process of location-based technologies between 2005 and 2009 has a commercial importance. Two factors were effective here. One of these is geo-location service of Google, and the other one is the widespread usage of smartphones. Geographic information systems were made available to ordinary users with Google Maps and API (Application Programming Interface) in February 2005 (Gordon & de Souza e Silva, 2011). Following this, location based services and applications have begun top art in everyday life.

Locative media has transformed socio-spatial interactions. While the technologies of 20th century are focused on visual culture, the technologies of 21th century have mobile, locative and social characteristics (Wilken, 2012). The applications such as Google Maps, Facebook Place and Foursquare, reduce the distance between online and offline communication. So a new form of socialization emerges. Locative media applications are in two forms: LBSNs (Location Based Social Networks) such as Foursquare and Swarm, and LBMGs (Location Based Mobile Games) such as Ingress and Pokémon Go (Frith, 2013). LBMGs offer a rich data source for ethnographic research (Montola, Waern, & Stenros, 2009, s. 9).

In this study at first location based mobile games concept will be defined and Niantic's Ingress and Pokémon Go games will be presented and then an ethnographic research on both games' players in Istanbul will be shared to emphasize the impact of socialization on game's immersion.

2. Background

2.1. Location Based Mobile Games

Location Based Mobile Games (LBMGs) are located at the intersection of mobile devices, wireless communication, geographic data, urban space and game narrative. LBMGs are being played on streets and provide interaction with urban environments. Mobile devices have become the interface between the player and urban space, and players experience the urban through the game narrative. These games are temporally linear like real life, not divided into sessions, and spatially hybrid. Chee has stated that such games are played in the "third space" which includes both leisure time and working time, or both public and private spaces (Hjorth, 2013). According to McGonigal (2011) LBMGs transforms everyday objects and places into interactive areas.

LBMGs are usually community games such as Ingress, but they also have individual forms such as Pokémon Go. Because both are played on the streets, they influence socialization practices with people –outside the magic circle- on public space. According to Jegers (2007) LBMGs are mobile, hybrid and social. Associating the hybrid nature of LBMGs with only "playing in urban spaces" would be an inadequate explanation. The point to be emphasized here is that the physical space and cyberspace are connected more and more by processes of perception and actions in the game. Mobility, memory, personal history, in-game socialization, place, player identity and the reflections of them on game narrative strengthen the hybrid nature of LBMGs.

The ancestor of LBMGs is GPS based treasure-hunting, geocaching. The examples of games with location awareness are Gowar, Alien Revolt, Mogi, Botfighters and Zombies, Run!. Ingress is a highly advanced location based game, and even more popular Pokémon Go was built on Ingress. With the help of LBMGs, players who play video games in their homes, are going out again.

To clarify the definition of LBMGs, a new touch has been made to the definition of classical play. According to Huizinga (1955), a game has the following qualities:

- A game has a magic circle that excludes everyday life;

- A game has rules and provides freedom of action within the rules.

- Players immerse into the game by ignoring the real world.

Hjorth and de Souza e Silva (2009) reviewed this definition in the focus of LBMGs. They emphasized these issues:

- The boundary between reality and game is blurring, and the magic circle has temporally and spatially extend.

- Immersion has become associated with urban space and everyday life, not limited to a specific place.

Montola (2011) has underlined that the magic circle has expanded temporally, spatially and socially with the help of LBMGs. In addition, the boundaries between real – fiction or playful – serious have become permeable, and LBMGs reveal new trends in social norms and behavioral patterns in the public space.

2.2. Niantic's Ingress and Pokémon Go

Niantic, a former internal startup of Google (Alphabet Inc.), is a software development company that is specialized on augmented reality and location based mobile games such as Ingress and Pokémon Go. The company has designed, developed and released Ingress in November 2012 and Pokémon Go in July 2016. Both games have very similar architecture yet by means of narrative and game design both games lead a different gameplay experience.
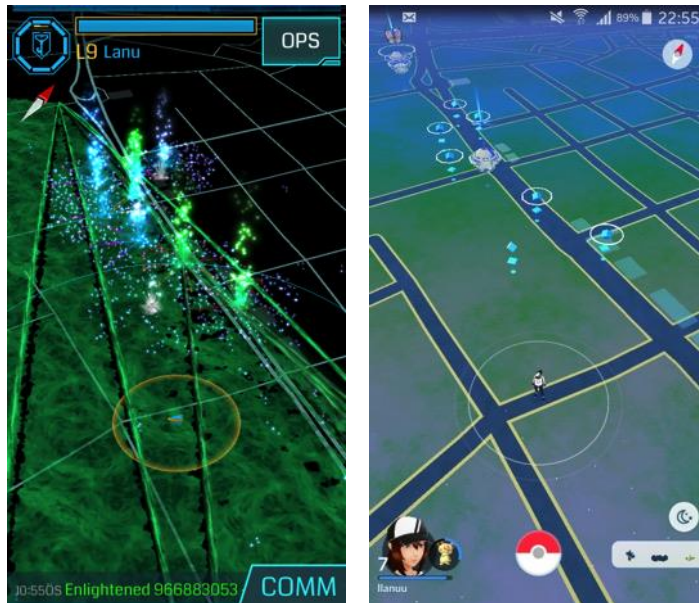
Figure 4: Ingress and Pokémon Go Interfaces

2.2.1. Ingress

Ingress is a location based mobile game designed, developed and released by Niantic Lab on November 2012. The game is harmonizing the physical space with digital information and promising its players to experience a hybrid reality application   just as its motto pledges: "The World around you is not what it seems". The science fiction back-story and continuous open narrative of Ingress leads a competitive capture-the-flag game not necessarily between individual players but primarily between two opposing factions, the Resistance and the Enlightened. It is requested to select a party from the player by telling the story of the game in the very beginning of the gameplay. According to the narrative, scientists at CERN discovered a substance called Exotic Matter (XM) during the discovery of Higgs Boson; thus the Enlightened fight believing their actions will uplift humanity and bring about the next chapter in human evolution whereas the Resistance believes that they are protecting humanity from Shaper ingression and preserving humanity's freedom.

In the gameplay XMs have spread to the world through "portals" which are landmarks such as monuments, squares, statues, parks, graffitis, important buildings, etc. For their teams' success players, also known as "agents" for Ingress, are got to capture and link the portals through an interface structured on Google Maps.

2.2.2. Pokémon Go

Pokémon Go is developed as a result of collaboration between Niantic and Nintendo. Pokémon Go has brought together decades of mobile media, locative arts, gaming, and Japanese culture (Hjorth & Richardson, 2017). The game combines mobile location technology and augmented reality with Pokémon narrative; it utilizes the player's mobile device's GPS ability to locate, capture, battle and train virtual creatures, called Pokémon, which appear on the screen as if they were at the same real-world location as the player.

After establishing a game account, players create and customize their own avatars. Once created, an avatar is displayed on a map based on the player's geographical location. Features on the map include Pokémon, Pokéstops and Pokémon gyms. As players move within their real world surroundings, their avatars move within the game's map and as they move wild Pokémon spawn. Unlike other installments in the Pokémon series, players in Pokémon Go do not battle wild Pokémon to catch them; during an encounter with a wild Pokémon, a player may throw a Poke Ball by flicking it from the bottom of the screen up toward the Pokémon. Catching different Pokémon species is fundamentally primary goal of the game and the other fundamental goal is to capturing the Pokégyms. Just like Ingress, Pokémon Go have factions (Valor, Instinct and Mystic) and again like Ingress in Pokémon Go there is a capture-the-flag goal that is achieved by battling in

Pokégyms. Catching more Pokémon, battling and capturing more gyms are the sources of experience points (XP) for the player; with more experience points, players' level increase and with higher level, higher combat powered wild Pokémon is encountered. To capture wild Pokémon, items like Pokéballs, which can be collected from pokestops, are needed. Like Ingress' Portals, Pokégyms and pokestops are the landmarks of the real world.

2.3. On Sociability in Game Studies

Immersion into games is a perception or a state of consciousness of being physically present in the games' non-physical world. Immersion can be considered as a communicational convergence with the physical and psychological reality of the player and physical and social reality of the game. In other words to sustain immersion games should have successfully built a sociable structure within the game cognitively, communicatively, and collaboratively.

George Simmel (1949, p. 255) as one of the first researchers to seriously examine sociability emphasize that "a distinct social form that distils out of the realities of social life like the pure essence of association, of the associative process of a value and a satisfaction ... Sociability extracts the serious substance of life leaving only 'togetherness', the sheer pleasure of the company of others". Social, by its nature, is structured with the company of others and where the others exists there always will be the social; and LBMGs constitute a platform with a social structure for players to experience social interactions with other players. Duheneaut et al. (2004) states that sociability focuses on social interaction and how users of an online community interact with one another via the supporting technology (Ducheneaut et al., 2004). Both Ingress and Pokemon Go promises social interactions and an online community yet by their design they lead different social interaction experiences to players; thus their immersion differs. Preece (2000, p. 291-292; Koutra, et al. 2014) provides "Eight Heuristic Tools" that give depth to the meaning of the sociability in online communities; these eight heuristics (Shown in Table 1) can be fundamentally considered as a framework in understanding sociability concerns in communities. LBMGs as platforms of various social interactions are open to community building thus these heuristic questions are useful to understand their sociability.

User Questions	Sociability Concerns
1. Why should I join this community?	What title and content will communicate the community's purpose effectively and attract people?
2. How do I join or leave?	Should this be an open or closed community? How sensitive are the issues and participants? Do we want to control who joins?
3. What are the rules?	What policies are needed? Should a moderator guide and enforce rules? Do we need disclaimers or other statements of intent?
4. How do I read and send messages?	Is support needed for newcomers? Should the system facilitate sending private and group messages?
5. Can I do what I want easily?	What is the best way to ensure that the community is a congenial place, one where people can do what they want to do? What are the communication needs of the community?
6. Is the community safe?	Will the community need a moderator to ensure appropriate behaviour? What level of confidentiality and security is needed?
7. Can I express myself as I wish?	What kind of communication capabilities does a community with this purpose require, and how should they be supported?
8. Why should I come back?	What will entice people to return on a regular basis?

Table 1: Eight Heuristics on Sociability

3. Methodology

3.1. Purpose and Scope of the Research

Collective action is a strengthened fact by sharing mutual space. Location-based mobile games have interfused the city as a permanent stage of social interaction and socialization practices of everyday life to the game community. The main purposes of this study are to determine the forms of socialization within the location based mobile games and to emphasize the importance of socialization for games' immersion on players. As the focus medium of the research, Niantic's Ingress and Pokémon Go has been chosen for the data availability as a result of their popularity. In this study different socialization forms' effects in both games are discussed.

3.2. Ethnographic Research Method and Data Collection

Ethnographic method is a qualitative method applied to determine human behavior's causality in a cultural aspect; by observing a community, it allows creating a portrayal on that community. The ethnographic method is an inductive method and requires observation of the space in which social relations occurs (Angrosino, 2008, s. 5-18).

Ethnographic method used to study forms of socialization at digital media of the information and communication technologies is called nethnography by Kozinets (2015). Kozinets emphasizes "online data have revolutionary effects on the ways of communication and collaboration of individuals and societies."

For this study, especially when considering the socio-spatial elements of location-based mobile games, ethnographic method is suitable. The ethnographic and netnographic methods are used together since the selected research objects (Ingress and Pokémon Go) are open to collect data both at online and offline.

Two data collection techniques were used in this study: participant observation and in-depth interview. Participatory observation means that the researcher is a part of the community that is being observed; the researcher is able to analyze the community dynamics in depth by joining the community. Thus, for one-year period Ingress and Pokémon Go are experienced as a player to obtain participant observations.

For the researchers one of the most crucial biases of the participatory observation technique is losing the objectivity by acting emotionally as becoming a member of the community. To prevent this bias, it is appropriate to support the research with an additional data collection technique (Angrosino, 2008). In this study, in-depth interview was used as the secondary data collection technique. During the in-depth interviews to determine the main axis of the subject questions can be asked; yet researchers should be cautious for potential interventions, which may manipulate the answers. Thus, a semi-structured questionnaire was structured and applied to 5 Ingress, 5 Pokémon Go players.

	Player	Age	Sex	Job
POKEMON GO	P1	29	Male	Media Strategist
	P2	27	Male	IT specialist
	P3	32	Female	Architect
	P4	31	Male	Academician
	P5	31	Male	IT specialist
INGRESS	I1	22	Male	Student
	I2	43	Male	IT specialist
	I3	42	Male	IT specialist
	I4	32	Male	Designer
	I5	30	Female	Academician

Table 2: Demographics of Participants

4. An Ethnographic Research on Pokémon Go and Ingress

4.1. LBMGs as a Socializing Tool

The existence of social interaction in games is inevitable just like everywhere that human beings are. Especially LBMGs are digital games that are important for socialization because these games are played in public space and allow face-to-face communication. LBMGs can be flexibly deployed by users as a means to facilitate social interaction (Hjorth & Richardson, 2017).

Salen and Zimmerman (2003) grouped the social interaction in the game on two levels. The first one is the communication that the player creates with the other players after entering the magic circle; this is called internal interaction. The second is the form of social interaction that is carried from outside the magic circle such as friendships established before or outsiders in public space (Salen & Zimmerman, 2003).

LMBGs have a bilayer game narration; the first layer is the narration that is created by the game designers and the second layer is the narration that is created by the players while playing the game. The first layer of the game narration sets the procedures of the cognitive level of communication within the game. Peculiarly the second narration layer sets an unpredictable simulation potential of the real world within the game; the second layer constitutes a communicational convergence with real world by player's interactions with other players and the city.

In-game sociability practices affects players' game decisions thus socialization affects the games' course of events; in other words players rewrites the game narrative by socialization. Every socialization types within the game lead a dynamic narrative thus socialization is crucial for immersion. In this study, socialization practices are considered as a major parameter, which influence gameplay practices of both Ingress and Pokémon Go. Socialization practices that is observed for Niantic's both games mostly are making new friends in the game community, playing together with existing friends, and interactions with total strangers from out of the magic circle.

4.1.1. In-game Socialization: Making New Friends in the Game Community

According to de Souza e Silva and Sutko (2008), the everyday actions of the individual become a magical playful experience of the game community with the help of LBMGs. The mobility of a player in the city transforms from "my everyday routine" into "our collective action" (de Souza e Silva & Sutko, 2008). The player improves socialization experiences by gaining the habit moving together through the game. Ingress players have expressed the socializing influence of game as follows:

I_1: "I joined the game community to defeat my asocial behaviors, and it was very easy to communicate with these people who have a common point. It is nice to know each other and we connect with each other with our successes in Ingress operations."

I_3: "I was not a social person before this game. I usually had sat at home in the evenings, and had only a few friends. But now I have many friends from Ingress game community."

Because that Ingress is a strategy game and has two groups in battle, players in the same group, such as Resistance or Enlightened, usually come together to set an operation strategy. In addition, there is a need for team play to pass some levels. So collaboration emerges, and friendships develop because of playing together in Ingress. When it comes to Pokémon Go, the participants say:

P_1: "Battles are taking place in Gyms in Pokémon Go. I think, activities in Gym are more important for players who play as a team. But these player groups are already friends before the game like high school friends. Players of the same team play together, take over the Gym, and raise their XPs."

The above statement associates collective play with existing friendships. However, Nevertheless, there are players who make new friends with the help of Pokémon Go.

P_2: "I care about the role of the teams in game. For this reason I tried to find others from yellow team. I made an announcement from Ekşisözlük. We met in Kadıköy and played together. I met these people through the game. Pokémon Go socializes the players."

According to Humphreys (2017): "Pokémon Go players hunt among others in public places, join teams, or battle for gyms, they may engage in tactic interactions with other players." In the above example, the player has made an effort to socialize. He tried to communicate using other media except the game, because Pokémon Go does not have in-game communication tool. Such interactions are usually related to existing friendships in Pokémon Go. Every player may not make such effort. It is possible to base this distinction on the types of players in the Bartle's (1996) taxonomy.

P_5: "In the streets other players who guess I play Pokemon would say, 'There is a Charizard at the corner'. Apart from that, the game does not socialize. The players are using social media to socialize."

P_4: "While playing the game, players are doing the similar gestures. It is possible to distinguish Pokémon Go players in the crowds. So when I saw a few other players, I saluted and talked. But this is a very limited socialization. Then I tried to find players who are on the same team with me via social media. As a result Pokémon Go technically socializes, but you shouldn't expect meaningful socialization. "

Pokémon Go does not have an in-game communication tool. Despite that, Ingress players communicate with chat feature of the game. So collective play is inherent in Ingress. Therefore, making new friends and playing as a team have been observed in Ingress more than Pokémon Go.

4.1.2. Playing with Existing Friends

In LBMGs players can play with their friends already know as well as meet new people in the game community. According to McGonigal (2011, s. 91), existing friendships deepen and strengthen in game community.

I_4: "I had a close friend from the university. After I moved to Istanbul, I started seeing my friend less. Now we are in touch more often with the help of Ingress. I can see in-game actions of my friend in Bursa by setting the range to 100 km, and I can send him a message from in-game chat of Ingress."

I_2: "I know some couples who play Ingress together. They say that the quality of time they spend together increases thanks to the game."

P_1: "I did not make new friends through Pokémon Go, but I increased sincerity with a friend. We meet and play together."

P_3: "I did not meet someone just to play Pokémon Go, but I played with a few friends of mine, especially my home mate."

For both games participants emphasize that playing with existing friends leads higher intimacy levels. In comparison with video games, face-to-face interaction potential and real time location based game design makes LBMGs more suitable playing along with friends.

4.1.3. Outsiders: Interaction with Strangers from out of the Magic Circle in Public Space

LBMGs have revealed new forms of interaction with strangers in public space. According to Montola (2011) LBMGs expand magic circle temporally, spatially and socially. Some games can give missions about strangers to players, and it is the example of social expansion. But there is no such direct relationship with outsiders in Ingress and Pokémon Go. However, players can draw attention in public space and strangers interact with them. For example, Ingress agents seem mysterious to the outside with their headphones, powerbank cables that is coming out of their bags, and weird behaviors around some spaces.

I_3: "Once a friend of mine was stopped by the police. The police got his phone and looked our group messages. There are words like 'to explode' in our game jargon, for example "explode the museum". The police misunderstood these conversations and detained our friend."

I_2: "One day I was waiting the 4 minutes waiting time near a portal in Cihangir. A woman came and said: 'Did you hear the cat? I said yes because I cannot explain my real purpose. After that I found myself in a group that lifted the car to save the cat."

According to the statements of the participants, the interaction between players and outsiders in Ingress is generally unpleasant.

4.2. Collective Action, Coordination, Collaboration

4.2.1. Collective Play: Team versus Individual Play

Ingress encourages the players to collective play because it is a game in which the aim is to capture the city. Ingress has puzzle structure and it is impossible for a player to combine all pieces alone, and every portal has only one owner. But Pokémon Go produces the same Pokémon to each player in the same place. So Pokémon Go does not encourage the players to collective play like Ingress does. De Souza e Silva (2016) confirms the lack of sociability of Pokémon Go: "However, while Pokémon Go does happen in hybrid spaces, players lack agency to modify the hybrid game space, and socialize with each other within the game."

I_5: "After a while the players who play Ingress alone are bored. It is impossible to play for a long time while playing alone. I like the collectivity in Ingress. Team play is so enjoyable."

It is hard to say that the yellow, blue and red teams in Pokémon Go are literally providing a team game.

P_5: "Actually, it doesn't change with joining teams. We are looking for different pokémons again, and try to crack to eggs again."

P_1: "There is not much in-game socialization in Pokémon Go. But it is necessary. Pokémon is like a single player game."

P_4: "I think, collective play in Pokémon Go is possible only among existing friends. Difficult to build collaboration because in-game interaction is limited."

In fact, with the "lure" feature it is possible to attract pokémons and thus other players to one place. Even if the players meet each other in this way, it does not completely mean collective play. "Players can neither chat with each other in the game nor create in-game content." (de Souza e Silva, 2016, s. 3). Ingress has in-game chat, and players can create portals.

P_4: "When I first started the game, I thought it would be good if there was a chat feature to get information about playing and collaborate with other players."

4.2.2. Coordination

Like Rheingold's smart mobs approach, Ingress players are also a community that can quickly come together, coordinate and pass collective action. This feature allows the player the freedom to communicate with his/her desired players. Creation of operation strategies and distributed of tasks are examples of coordination.

I_2: "For a half-hour operation is required at least 24 hours of work. Selection of portals, delivery of portal keys, selection of players, etc. We are using an IT infrastructure for these organization."

The collective action makes the player feel like a part of the whole and develops problem-solving practices together.

I_5: "It's nice to think something together. We come together for Ingress and solve a problem collectively."

When a player joins Ingress, the old players meet with newcomers with the in-game chat feature. Existing players explain the game and help to pass levels.

I_5: "When I started Ingress, the old players who were living close to me helped me to pass the levels. Now I support newcomers. This collective consciousness is nice."

4.2.3. Being a part of a whole

According to McGonigal (2011) feeling as a part of a whole connects player to the game and feels happy.

I_5: "The number of participants is very high in big operations. For example, there were totally 88 agents from every city for Turkey operation. Everyone is asking for help and wants to be a part of something."

I_1: "It feels so good to do something together. Once in a big operation our team were congratulated from six different countries. It makes me feel happy like a success in real life not in a game."

Coordination is a must for Ingress because of its collective game experience and its strategy genre. Coordination makes players feel as a part of a whole. Doing something together, achieving a success together makes players happy thus coordination keeps the players within the game. In this manner, Ingress presents more exquisite socialization practices than Pokémon Go.

4.3. Effects of Socialization and AR on Immersion

The game keeps the player in the magic circle with its charm, delightfulness and suspensefulness; this type of experience of engaging with a game for a while is called immersion. Murray has identified immersion of digital games by these sentences (Montola, Waern, & Stenros, 2009, s. 115):

"The experience of being transported to an elaborate simulated place is pleasurable in itself, regardless of the fantasy content. We refer to this experience as immersion. Immersion is a metaphorical term derived from the physical experience of being submerged in water".

There are several types of immersion. Cognitive immersion as one of an immersion type is immersion of the game by appealing the player's sense organs. In digital games to strengthen this cognitive aspect, visually and aurally real-like designs have been developed. Studies on augmented reality mostly are related to immersion phenomenon. High quality graphics and sounds in games are aimed to provide a sense of reality by manipulating the perceptions of the player thus more immersion may occur.

Innovative feature of Pokémon Go is its AR (Augmented Reality) component and this feature makes it a HRG (Hybrid Reality Game). Pokémon Go allows users to see pokémons through their mobile phones on the physical space, and this feature makes the game more attractive.

P_2: "I heard the game from social media. Especially the idea of catching pokemon in the living room was appealing. It was very fun at the beginning, but then I started to turn off the AR feature because of the low battery."

P_3: "It was great to see the pokemons where we are and to take photos of my friends with pokemon."

According to de Souza e Silva (2016): "Although Pokémon Go resembles older HRGs, it also lacks many HRG elements." Participants' statements confirm this, for example one of them said:

P_1:"Augmented reality feature of the game is not satisfactory."

Ingress' interface is relatively minimal; yet in this game the immersion is caused by social interactions rather than interface design. The sociability of Ingress provides a potential face-to-face communication between players in real-time, in real-space and the game design leads a potential collective action, which fundamentally results, with immersion.

5. Conclusion

LBMGs that are played in public space and allow face-to-face communication, owe their dynamic narratives to sociability. In this study of sociability practices in LBMGs, an ethnographic research has been conducted on Ingress and Pokémon Go, and it has been revealed that the two games differ from each other in this respect. While sociability has stimulated the player to stay in the game for a long time, the absence of sociability also creates a monotone gaming experience, causing quit the game. Although Pokémon Go demographically appealed to a much broader audience, a significant part of Turkish players quit the game after two or three months. Ingress has appealed a more homogeneous but loyal players who play for a long time and make the game a part of their everyday lives.

The experiences of participating the game community and making new friends are more in Ingress because of collective play practices. Especially chat feature captures the new player and feels a part of a game community. However, in Pokémon Go, individual play or playing with existing friends is more common. In Pokémon Go the existence of the teams does not create a complete sociability, and making new friends is only possible through alternative communication platforms such as social media, because of absence of in-game chat feature.

Pokémon Go strengthens the immersion visually with the help of graphics and augmented reality feature, but collective play is limited in Pokémon Go. However, there are collective play, coordination for the game strategy and collaboration among players in Ingress. Thus Ingress players feel themselves as a part of a whole, and this feeling holds the player in the game. Sociability is more immersive than visual features.

All of sociability practices in LBMGs such as making new friends, playing with existing friends or interaction with strangers in public space, expand the boundaries of magic circle socially. This study emphasizes the importance of socialization's impact on making games a part of every day life practices of the players. Niantic have integrated sociability in Ingress' core game design and in long run Ingress have more committed players; by contrast for Pokémon Go the lack of sociability is the prominent cause of unsustainably game play.

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The Impact of Corporate Social Responsibility on Quality Health, Safety and Environment

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Abstract:

This article aims to identify the role of corporate social responsibility in influencing quality health, safety and environment in the organization. From this point, this study tries to drive the thinking of economic companies that taking benefits from quality, health, safety and environment, requires their good management inside the organization. For that the companies needs to focus on good corporate social responsibility. Therefore, we are trying through this article to clarify the impact of corporate social responsibility on quality, health, safety and environment. In addition, among the most important results reached in this intervention, is that the meaning of QHSE is more than just looking on quality of products and services, and ensuring health & safety & environment, its real objective is gaining the customer satisfaction, ensuring the resources conservation and environment protection in the production process gaining social satisfaction, and gaining the employee satisfaction. Corporate Social Responsibility reflects the social imperatives and the social consequences of business success. Moreover, CSR can improve QHSE practices by following Total Quality management principles in order to ensure quality, helping healthcare organizations in the provision of health care in rural and remote areas in order to ensure health & safety, and reduce the consumption of raw materials and energy, reduce production of hazardous waste and pollution in order to ensure environment.

Keywords: Quality, health, safety, environment, corporate social responsibility.

Introduction:

After the Industrial Revolution, which came to light in 1784, many factories appeared which was considered as black boxes. Their sole concern is to convert raw materials into manufactured materials, without paying attention to the gases and wastes that are harmful to the environment. The factory then transfers the goods to the market for sale, without any study of the market. The business organization -at that time- did not care about the external environment surrounding it, but in recent years the organization have a great responsibility towards the external environment, it must care about their customers, the quality of their products, and ensure cleanliness and purity of the surrounding environment from all Aspects.

From this point, we can formulate our main question:

"How can corporate social responsibility improve the practices of quality, health, safety and environment in the organization?"

This main question can be divided into these sub-questions:

- How can we rely on Quality, Health, Safety & Environment in organizations ?
- How can we achieve a good Corporate Social Responsibility ?
- How can Corporate Social Responsibility contribute in supporting and developing quality, health, safety & environment ?

As pre-answers to these sub-questions:

- QHSE is the corporation's interest in the quality of its products and services, as well as ensuring the health of the users of those products and services and maintaining good environment in the workplace as well as maintaining good external environment which is surrounding the organization.

- Corporate Social responsibility means that any organization has a responsibility toward the external environment, as well as a responsibility toward the society in which it operates.

- It is possible to improve QHSE practices through CSR, by an continuous communication with the external environment, and the good knowledge of the surrounding society's culture, so that the organization can know its expectations and develop their products according to the tastes of this society, and contributing to the development of a range of medicines that this society needs, and stopping pollution that harms the health of the community living near this organization.

This article aims to achieve these goals:

- The identification of the QHSE & the CSR.
- The exchange of experiences in the field of QHSE.
- Showing the importance of QHSE & CSR as keys' factors in developing business organizations.

I. Fondamentals on Qhse Management :

In this first section, we will highlight the quality, hygiene, safety & environment management and its importance on business field.

I.1. Definition of Qhse Management:

The word QHSE is the composition of four main component, which are : quality hygiene, safety & environment. To make a good definition of QHSE management first, we have to define each component on its own.

I.1.1. Definition of Quality Management:

The first two editions of the ISO 9000 series, published in 1987 and 1994, had the focus on enabling the firms to produce the same quality every time by specifying the policy, procedures and instructions in a quality handbook. With the revision of ISO 9001:2000 the focus on the customers and on continuous improvements has become stronger. The circles and arrows in ISO 9001:2000 symbolize a dynamic and continuous process (see figure 01). ISO 9001:2008 basically renarrates ISO 9001:2000. The 2008 version only introduced clarifications to the existing requirements of ISO 9001:2000 and some changes intended to improve consistency with ISO 14001:2004 in order to enhance the compatibility of the two standards for the benefit of the user community. ISO9001:2008 promotes the adoption of a process approach when developing, implementing and improving the effectiveness of a quality management system, to enhance customer satisfaction by meeting customer requirements.[1]

Figure (01): ISO 9001 quality management process
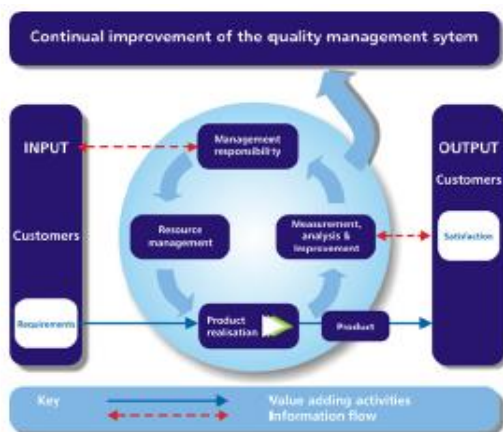
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[1] Feng MengTing, **Implementation of a QHSE management system, Criteria and methodologies,** Graduation Thesis on Master of Science in Management Engineering, 4st School of Engineering, Polytechnic University of Turin, Italy, 2011-2012, P 4.

Source: Feng MengTing, **Implementation of a QHSE management system, Criteria and methodologies,** Graduation Thesis on Master of Science in Management Engineering, 4st School of Engineering, Polytechnic University of Turin, Italy, 2011-2012, P 4.

I.1.2. Definition of Environmental Management:

The first edition of ISO 14001 is published in 1996 and the latest revision is ISO 14001:2004. An environmental management system can be defined as: "A number of interrelated elements that function together to achieve the objective of effectively and efficiently managing those activities, products and services of an organization which have (or can have) an impact on the environment". ISO 14001 is based on the management system principles of ISO 9000 series of quality system standards. It is mentioned in ISO 14001 that ISO 14001 not necessarily needs to be established independently of existing management systems and that it in some cases will be possible to comply with ISO 14001 by adapting existing management system elements. The requirements of ISO 14000 are an integral part of the European Union's Eco-Management and Audit Scheme (EMAS).[1]

I.1.3. Definition of Occupational Health & Safety Management:

OHSAS 18001 was formulated by international certifying bodies with the basis in BS 8800 and published in 1999. Its purpose is to help all kinds of organizations put in place demonstrably sound occupational health and safety performance. OHSAS 18001 can be described as a de facto standard and is used as basis for certification of occupational health and safety management systems. ISO have two times voted about whether to develop an ISO standard in this field and both times the proposals was voted down. Currently, the International Organization for Standardization has no plans to prepare an ISO standard for occupational health and safety. OHSAS 18001 has been developed to be compatible with ISO 9001:1994 and ISO 14001:1996 in order to facilitate the integration of quality environment as well as occupational health and safety management systems by organizations if they wish to do so. With the new ISO 9001:2000 and ISO 14001:2004, OHSAS 18001 has been revised because it is based on these two standards and should remain compatible.[2]

I.1.4. Correlation Among the Three Management:

The emergence of the three management system standards: Quality, environment and health and safety is to adapt to the market integration of the world economy underlining the social responsibility of business organization. Quality Management System(QMS) is to ensure the production of qualified products gaining the customer satisfaction; Environmental Management System (EMS) is to ensure the resources conservation and environment protection in the production process gaining social satisfaction; Occupational Health and Safety Management System (OHSMS) guarantees organized and environment-friendly production and strengthened security within the enterprise, gaining the employee satisfaction. The objects of these three management systems are different; nevertheless the goal to achieve is the same. These three systems are acting on the production process of the business organization sharing a close intrinsic correlation. According to the guideline, the three management systems follow the same management principles:

(1) from focus on technology solution to the organizational and management responsibilities solution; (2) from focus on the terminal control to control the whole process; (3) requires the development of management principles and to make a commitment for the overall goal of the management system; (4) requires to establish and maintain a hierarchical documents system; (5) emphasize on records and traceability; (6) emphasize on "focusing on prevention and continuous improvement"; (7) requires the usage of appropriate management techniques; (8) practicality and effectiveness of the system.[3]

I.2. Importance of Qhse Management:

The importance of QHSE management can be limited on:[4]

- Alignment of business and QHSE goals and maximization of key performance indicators
- Recognition of how all people and processes interact and affect each other for more effective management of interfaces.
- Creation of an integrated team approach focusing on mutual goals and benefits.
- Establishment of common objectives, processes, and procedures.

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[1] **Opcite**, P 5.

[2] **Opcite**, P 5, 6.

[3] **Opcite**, P 6, 7.

[4] Terri Andrews, Wayne Pardy, **Integrated Management Systems Leading Strategies and Solutions**, The Scarecrow Press inc., Plymouth, UK, 2009, P 3,4.

- Creation of synergies, thereby reducing redundancy and increasing effectiveness and efficiency.
- Reduced risk through management based on factual data and overall analysis of performance metrics.
- Systematic prioritization of effort for greatest organizational benefit.
- Single framework for performance enhancement across all functional areas.
- Comprehensive identification and analysis of problems and opportunities to improve.
- Prevention of suboptimization—advancement of one area at the expense of another.
- Increased understanding of all customers' and stakeholders' needs, wants, and perceptions.
- Savings of time, money, and effort.
- Establishment of accountability and clear boundaries.
- Improved internal processes and communications.

II. Generals on Corporate Social Responsibility:

In this second section, we will highlight on the corporate social responsibility and its importance on business field.

II.1. Definition of Corporate Social Responsibility:

One of the most obvious issues with corporate social responsibility is what it actually means and encompasses; it is not an easy term to define. CSR is an umbrella concept that it constantly evolving with various overlapping, often contested, terms and synonyms. Additionally, CSR meanings vary within companies, countries, industries, and sectors. Related and often interchangeable terms include corporate citizenship, corporate accountability, triple bottom line and strategic philanthropy and terms such as fair trade, sustainability, cause marketing, buying green, and responsible social investing that fall within the practice of CSR. Maon, Lindgreen, and Swaen (2009) define CSR as a "stakeholder-oriented concept that extends beyond the organization's boundaries and is driven by an ethical understanding of the organization's responsibility for the impact of its business activities, thus, seeking in return society's acceptance of the legitimacy of the organization". More simply put, Matten and Moon state that at its core, CSR " reflects the social imperatives and the social consequences of business success. Thus, CSR (and its synonyms) empirically consists of clearly articulated and communicated policies and practices of corporations that reflect business responsibility for some of the wider societal good". This definition is used because it clearly states that CSR is communicated via policies and practices but implicitly acknowledges that there are social consequences of business success, whether these consequences help or do harm to the society. Additionally Matten and Moon's (2008) definition recognizes that there is a gap between empirical and theoretical CSR, how it is understood in the academic world versus how it is actually practices.[1]

II.2. Importance of of Corporate Social Responsibility:

The word sustainability has become essential in business terminology, with implications much more far-reaching than environmental friendliness. Savvy leaders understand that in order to gain a competitive edge, they must incorporate sustainable business practices to ensure the long-term success of their companies.

The phrase corporate social responsibility (CSR) gained popularity throughout the late 1960s and early 1970s, referring to companies that emphasized a new paradigm in business: the triple bottom line. Businesses focusing on the components of the triple bottom line — people, planet, profit — stress a commitment to business practices that ensure the long-term health of their company, employees, the environment and the community. The paradigm is rooted in the belief that businesses have an obligation to care for their surroundings and by doing so, will realize greater success. In 2012, Reputation Institute polled consumers in 15 U.S. markets to determine opinions of several global corporations. According to the study, 42 percent of people's sentiment about a company is based on their understanding of the firm's corporate social responsibility practices. Additionally, consumers place more value on a company's reputation than on the perception of the company's products. These days, it's not enough to produce a great product or deliver exceptional service; people want to know they're doing business with a company that cares about its impact on its surroundings and wants to do the right thing for society. No matter the size of your company, demonstrating good corporate citizenship will likely result in significant business benefits. A successful CSR endeavor enhances a company's reputation by positioning it as a business that is interested in more than just the bottom line. This philosophy can be very attractive, not just to customers or clients,

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[1] Meghan Christine Baker, **Corporate social responsibility: understanding its relationship to public health**, Graduation Thesis on Master Public Health, Faculty of Health Sciences, Simon Fraser University, Burnaby, Canada, 2015, P11.

but also to vendors, partners, investors and employees. When people's values align, it can often lead to better working relationships and increased loyalty, which often results in increased financial gain.[1]

III. the Contribution of Corporate Social Resposibility on Improving Quality, Health, Safety & Environment:

In this second section, we will highlight on the relation between corporate social responsibility and quality, health, safety & environment.

III.1. the Impact of Csr on Quality:

If CSR is to become a win:win situation for both the organization and society then, at present, two significant pieces are missing. The first is that CSR must be comprehensive, and secondly, CSR must be genuine as an impact-management strategy at the core of the business. The word "quality", in a global marketplace, suggests an inclusive approach for embracing major stakeholders, such as customers, employees, investors and society. Perhaps, rather unsurprisingly then, terms such as ethics and social responsibility abound in the language of quality management. Ethics in business is not merely philanthropy but an essential foundation upon which businesses are founded and through which business improvement can be achieved and better communities developed. The evidence suggests that quality management and TQM can be used to develop an ethically sensitive corporate culture. Similarly, many definitions of CSR stress the "equivalence between CSR and ethics". Indeed, few distinguish between CSR and ethics when it comes to determining what it means for an organization to be ethical. In a related vein, two key perspectives have emerged within the broad remit of CSR. First, CSR can be defined in terms of legitimate ethics or acceptable ethical behaviour in current society at large. From this perspective, CSR is found to have a strong "ethical anchor", where it is concerned with attitudes towards ethical considerations and fulfilment of moral obligations to society. Second, CSR can be viewed from an instrumentalist perspective where it is concerned with activities that facilitate ethical behaviour and enable management to reach a balanced position in relation to the stakeholders' voice. This dualist definition has considerable congruence with quality management. Thus, ethics, CSR, and quality are similar concepts in that they mean "doing the right things right". Further, CSR has a "strong affinity with the founding principles of quality management" through ethics, values-based governance, and respect for people. This all implies that CSR could be a natural progression for those organizations that have already begun their "quality journey". This concept of the quality journey is portrayed as having an overall element of continuous improvement where organizations both develop and use quality management in an increasingly complex and sophisticated manner; in many respects progressing from quality assurance, through TQM to business excellence and now, socially responsible business. Indeed, the popularity of TQM means that nearly all operations have been exposed to some degree to strategic quality improvement programmes, which have been increasingly geared to the CSR arena through the issues of trust and reputation. Consequently, the principled basis of quality is one of the key factors that identify it as a key influence in CSR.[2]

Quality awards have been developed in many countries and regions. The oldest and most well known is the Deming Award, created in Japan in 1951. It took quite a long time before the West followed: Australian Quality Award (1986), Malcolm Baldrige National Quality Award in the U.S.A. (1987), European Quality Award (1992). In Europe there are also national quality awards in many countries. Additionally there are international and national standards covering various aspects of corporate performance. All these awards have been developed in order to stimulate companies to pay more attention to quality management and to get quality management issues on the agenda of top management. This goal has certainly been reached. The awards are given to companies which score high on criteria which have been defined for the selection, and it is these criteria which have given a definition of what quality management means in management terms. The model of Excellence covering those criteria is different for the various awards, however, there is a general framework. Underlying all the excellence models of the awards. In (Figure 2) the Excellence model of the European Quality Award (EQA) is shown. The model of the EQA was the first model, which explicitly shows that social responsibility is strongly related to the quality thinking. A separate category is defined towards this issue in the excellence model. The model consists of nine categories: Leadership, Policy & Strategy, People Management, Resource Management, Management of Processes, Employee Satisfaction, Customer Satisfaction, Impact on Society, and Business Results. Each of the nine categories covers a number of criteria (4-5 criteria in each category), and each criterion has subcriteria. Altogether the criteria define what quality management means for managing an organisation, in terms which are easily accepted by managers, because the overall

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[1] Business Development, **The Importance of Corporate Social Responsibility,** Pacific Continental Bank, Oregon, United States, May 2013, P 2.

[2] Emrald Management First, **Corporate social responsibility: A return to quality roots**, Emerald Group Publishing Limited, Bingley, UK, 2007, P 1, 2.

model is a simple input - throughput - output model. The fact that the excellence models give a comprehensive definition of the meaning of quality management, has stimulated the use of these models not only for applying for an award, but for internal self-assessments to monitor and guide the organisation in its quality management implementation.[1]

So, although the number of applicants for an award is very low, the importance of the excellence models is built on the widely accepted use of it as an internal device for self-assessment. The two excellence models which have been studied in more depth in relation to social responsibility are the MBNQA and the EQA. Three questions are defined that are important for measuring the extent to which each of these awards pay attention and give direction to social responsibility issues (Brand, 1989). These three questions are:[2]

1. Does the model demand a clear mission statement of the organisation? The mission statement should give indications of the overall goal of the organisation in economic as well as in social terms, and how these are translated into strategies within the values and norms as defined by the organisa tion. Within this framework the organisation should be stimulated to recognise the needs of all stakeholder groups and to make clear what its position is in relation to social responsibility.

2. Does the model demand the organisation to be clear about the public debate? Is the mission statement reviewed and evalu ated regularly in a public debate, where all relevant participants can join and where all relevant issues can be discussed? Information on the public debate should give answers to questions like:

- are only the formal and legal issues treated as important (transaction ethics)?
- are only those people or parties involved with whom we can make deals that con tribute directly to the business performance (recognition ethics)?
- are only that issues discussed which are of direct importance for the business performance (recognition ethics)?
- is the public debate broad (open in participation and open in issues that are dis cussed) and does the organisation contribute through its resources to that debate (change ethics)?

3. Does the model demand ethical codes? The outcome of the public debate should lead to either a statement of virtues and guide lines for living them or ethical codes, which are the more specific norms of behaviour, which will influence the strategies and the overall mission.

These three criteria will be used to analyse the role of social responsibility within the excellence models of the MBNQA (NIST, 1996) and the EQA (EFQM, 1999). Mission, Public Debate, and Ethical Codes together form a loop through which each of the three is continuously reviewed and improved.

FIGURE (02): The EQA excellence model
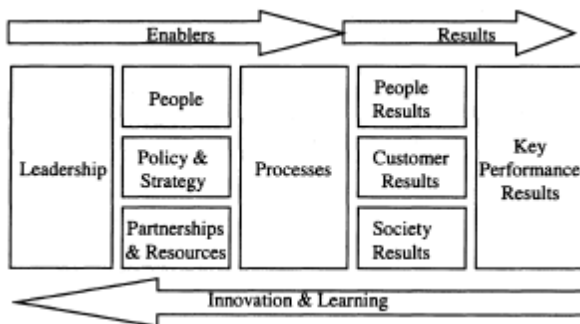
Source: Alan Brown, Peter Kok, Richard McKenna, Ton van der Wiele,

 A Corporate Social Responsibility Audit within a Quality Management Framework, Journal of Business Ethics, Vol. 31, No. 4, University of Manchester, UK, 2001, P 289.

III.2. The Impact of CSR on Health & Safety:

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[1] Alan Brown, Peter Kok, Richard McKenna, Ton van der Wiele, **A Corporate Social Responsibility Audit within a Quality Management Framework**, Journal of Business Ethics, Vol. 31, No. 4, University of Manchester, UK, 2001, P 289, 290.
[2] **Opcite**, P 290.

Successful integration of OSH in CSR requires certain conditions to be met. Above all, responsibility and accountability should be considered a virtue. It is important to demonstrate integrity and openness towards employees (as well as towards external stakeholders) so that it is possible to develop moral competence in dialogue with employees. Economic and strategic arguments often form the basis for CSR (including OSH). If moral competence is organized and integrated in a structured way in the daily work of an organisation, OSH will be a logical element of the CSR policy. In this way, not only CSR but also OSH aspects form part of the organisational policy and are therefore considered in a structural way. But how exactly is OSH related to CSR? According to Zwetsloot and Starren (2003) organizational activities that benefit both OSH and public safety contribute to CSR. OSH activities that benefit public safety, such as increasing the security in a shopping mall, also contribute to CSR. OSH, therefore, is an important element of the social dimension of CSR. Via CSR, it is possible to integrate the OSH policy at a strategic level of the organisation. Integration of OSH aspects in CSR contributes to public appreciation, which is, according to the EFQM models, a main result field and essential for business success. OSH in CSR will also lead to benefits in terms of added value for reputation, work productivity, consumer loyalty and share value.[1]

Recently, during business promotional events and in media, managers increasingly mention the names of their companies together with the CSR concept. These Activities of CSR to improving the community health are not directed only to healthcare facilities but to conducting various activities, such as:[2]

1. Joint participation in campaigns for the public benefits (i.e. supporting programs "consciousness raising");
2. Supporting education and continuing medical education of health workers;
3. Supporting education for the introduction of new health technologies;
4. Supporting initiatives at the local level (i.e. campaigns for promotion healthy lifestyles, supporting mass sporting events, supporting human rights in health care promotional activities).
5. The development of corporate philanthropy:

– Projects in the field of diagnosis and examination (i.e. purchase of medical equipment);

– Helping healthcare organizations in the provision of health care in rural and remote areas (i.e. "mobile clinics" and mobile pharmacies)

– Provision of grants and technical assistance (items and equipment: computer equipment, furniture, printing, publication, seminar costs, etc.)

– Provision of space, equipment and vehicles (providing seminar rooms, buses for participants transport, etc.)

– Provision of services in the form of professional knowledge and skills (legal services, members training, etc.)

– Provision of the time in media for public health promotion (TV, radio, Internet, print media) etc.

6. The cooperation that aims to adapt products and services for people with disabilities and other vulnerable groups;
7. Direct payments (funds);
8. Support health institutions to equip citizens for some skills (first aid, preparation for natural disasters, etc.).

The field of CSR has evolved significantly over the past two decades and has broadly gone through four distinct phases. Borrowing from the analysis of Professor Wayne Visser of the University of Cambridge, in the beginning, many CSR efforts were defensive in nature, undertaken largely to meet legal requirements or avoid fines and penalties. CSR efforts then evolved toward a focus on philanthropy and marketing, where companies contributed to specific social and environmental causes or promoted their CSR activities in ways that enhanced their brand, image, or reputation. Next, CSR served a more strategic role by using the company's core business and existing management systems to create business and societal value. In its fourth and latest phase, CSR is being harnessed to create new innovations and systemic solutions that address the root causes of society's biggest challenges. This latest phase presents an opportunity for companies to elevate the

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[1] Annick Starren, Gerard Zwetsloot, **Corporate social responsibility and safety and health at work**, European Agency for Safety and Health at Work, Belguim, 2004, P 15.

[2] Nevena Karanovic, **Corporate social responsibility for public health – a new field for businesses to demonstrate the competitiveness**, 5th international scientific conference economic and social development, Varazdin, Croatia, 10-11 April, 2014, P420.

issue of population health as the next frontier of CSR given the fundamental links between health and the wider ecosystem of social and environmental challenges, from maintaining healthy, productive natural systems to achieving equitable prosperity and economic progress. These external factors that influence—and in many ways provide the foundation for—human health and development are too deeply intertwined to be addressed separately.[1]

Figure(03): the Four Phases of Csr and Health and Wellness

Defensive: Meet legal requirements or avoid fines and penalties (e.g., occupational health and safety compliance).

Charitable / Promotional: Contribute to specific health-related causes or promote health-related CSR activities in ways that enhance company brand, image, or reputation.

Strategic: Use the company's core business and existing management systems to improve health outcomes and generate business value.

Systemic: Create new innovations and systemic solutions that address population health directly and/or the key social and environmental determinants of health.

Source: Adam Lane, Jesse Nishinaga, Jessica Davis Pluess, **A New CSR Frontier: Business and Population Health**, BSR, Copenhagen, Denmark, November 2013, P 12.

III.3. the Impact of CSR & Environment:

Since the World Commission on Environment and Development Report of 1997 (Brundtland Report) was published, corporate managers and management scholars have been grappling with the question of how and why corporations should incorporate environmental concerns into their own strategic decision making. And they have been assuming a positive role in furthering the cause of environmental protection, as opposed to being seen as an environmental problem. Today many companies have accepted their responsibility to do no harm to the environment (Hart 2000). The Environment Strategy of the World Bank indicates, too, that the private sector is becoming a decisive factor in influencing environmental performance and long-term environmental sustainability. Many citizens, environmental organizations and leadership companies define corporate environmental responsibility as the duty to cover the environmental implications of the company's operations, products and facilities; eliminate waste and emissions; maximize the efficiency and productivity of its resources; and minimize practices that might adversely affect the enjoyment of the country's resources by future generations. In the emerging global economy, where the Internet, the news media and the information revolution shine light on business practices around the world, companies are more and more frequently judged on the basis of their environmental stewardship. Partners in business and consumers want to know what is inside a company. They want to do business with companies in which they can trust and believe. This transparency of business practices means that for many companies, corporate social responsibility, CSR, is no longer a luxury but a requirement. However, the challenge is to create a commonly respected CSR framework, that would allow on detailed assessment of business practices.[2]

Corporate social responsibility in business companies covers different areas. These are: market environment, public environment, the area of employment, relations with investors and environmental protection. As one of the most serious effects of external economic activity is detrimental impact on the environment, the environmental issues are of great importance in the company. Corporate social responsibility means here ecological management. This includes activities in accordance with the adopted law, supports environmental awareness in the given surrounding, and also creates its own solutions to minimize the harmfulness of core business. All these elements do not function in isolation – they interlace to create a model of economic management which is responsible for the natural resources.[3]

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[1] Adam Lane, Jesse Nishinaga, Jessica Davis Pluess, **A New CSR Frontier: Business and Population Health**, BSR, Copenhagen, Denmark, November 2013, P 12.

[2] Piotr mazurkiewicz, **Corporate environmental responsibility**, World Bank, Washington DC, USA, December 2004, P 07.

[3] B. Oleszko-Kurzyna, **Corporate social responsibility towards the environment – the involvement of polish enterprises in the implementation of the idea of CSR**, Lviv Polytechnic Publishing House, Ukraine, 2014, P 126.

In addition to the legal framework, according to the concept of CSR, a company must trend to:[1]

- reduce the consumption of raw materials and energy, reduce production of hazardous waste and pollution.

- respect, protect and restore natural ecosystems.

- identify potential negative environmental effects.

- introduce mechanisms to internalize external environmental costs.

- take into account environmental objectives at the stage of product design (eco-design, life cycle analysis – LCA/ LCM).

- implement technologies to reduce harmdone to the environment in production processes.

- promote ecological behavior within the company, as well as saving energy and water in every department of the company.

Conclusion:

The interest of modern business organization on the corporate social responsibility drives on positive way, by increasing its value and the increase of community's respect toward this organization. This will make it acquire new customers as well as establishing good relations with new institutions, all of this ensures the continuity of access to profits, which is ensures the continuity of the activity of this organization.

In this article, we derived to these results:

- QHSE means more than just looking on quality of products and services, and ensuring health & safety & environment, its real objective is gaining the customer satisfaction, ensuring the resources conservation and environment protection in the production process gaining social satisfaction, and gaining the employee satisfaction.

- Corporate Social Responsibility reflects the social imperatives and the social consequences of business success.

- CSR can improve QHSE practices by following Total Quality management principles in order to ensure quality, helping healthcare organizations in the provision of health care in rural and remote areas in order to ensure health & safety, and reduce the consumption of raw materials and energy, reduce production of hazardous waste and pollution in order to ensure environment.

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[1] **Opcite**, P 126.

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[2]   Opcite, P 5.

[3]   Opcite, P 5, 6.

[4]   Opcite, P 6, 7.

[5]   Terri Andrews, Wayne Pardy, Integrated Management Systems Leading Strategies and Solutions, The Scarecrow Press inc., Plymouth, UK, 2009, P 3,4.

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[10] Opcite, P 290.

[11] Annick Starren, Gerard Zwetsloot, Corporate social responsibility and safety and health at work, European Agency for Safety and Health at Work, Belguim, 2004, P 15.

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[13] Adam Lane, Jesse Nishinaga, Jessica Davis Pluess, A New CSR Frontier: Business and Population Health, BSR, Copenhagen, Denmark, November 2013, P 12.

[14] Piotr mazurkiewicz, Corporate environmental responsibility, World Bank, Washington DC, USA, December 2004, P 07.

[15] Oleszko-Kurzyna, Corporate social responsibility towards the environment – the involvement of polish enterprises in the implementation of the idea of CSR, Lviv Polytechnic Publishing House, Ukraine, 2014, P 126.

[16] Opcite, P 126.

Current Issues on *Res Judicata* Effects of International Arbitral Awards

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Abstract

In this paper, we will analyze res judicata effects of national and international arbitral awards. In this respect, we will firstly define what res judicata is. Here will be both common law and civil law definition given. Then, we will compare different legal systems in terms of their rules about arbitral awards. The definition and difference between national and international arbitral awards and foreign arbitral wards will be given as well. Regarding arbitral award, the first question, which will be dealt in this paper, whether arbitral awards have same or identical effects as courts' judgments. This means, whether they prevent both same trials and have preclusion effects and they are binding later arbitral tribunals and courts. Secondly, we will question how national courts take into national and international awards account, i.e. *ex officio* or objection of parties are required. Thirdly, we will discuss whether parties have autonomy to annul arbitral awards. In other words, whether the main principle of arbitration, party autonomy, is also applied to arbitral awards or not. In addition to these, conflicts between two arbitral awards and court's judgements examined. Finally, applicable law to arbitral awards will be analyzed. This part has significant importance, since different legal systems define limits of res judicata in a different way. For example, common law countries accept issue estoppel whereas for most of the civil law countries only operative parts of judgments (*Tenor*) are binding and final. Thus, it is valuable to discuss whether a court will accept both grounds and operative part of previous decision as binding or not.

Keywords: Res judicata, arbitral awards, applicable law, party autonomy

Introduction

Res judicata is an internationally accepted principle, which refers to one trait of court judgments. That is, when a court adjudged and decided on an issue, it must be final and regarded as truth for the all future[1]. In Latin, it is explained as

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[1] For similar definition see **Atalı,** Murat, Pekcanıtez Usûl Medeni Usûl Hukuku, İstanbul 2017, p. 2055; **Kuru,** İstinafa göre, p. 762; **Meriç,** Nedim, "Türk Hukukunda Maddî Anlamda Kesin Hükmün Objektif Sınırları", Legal MİHDER 2007, S. 2, p. 380; **Tanrıver,** Süha, Medenî Usûl Hukukunda Derdestlik İtirazı, Ankara 2007, p. 38; **Arslan,** Ramazan, "Kesin Hüküm İhtiyacı ve Yanılma Gerçeği", ABD 1988, S. 5-6, p. 722; **Gürdoğan,** Burhan, Medeni Usûl Hukukunda Kesin Hüküm İtirazı, Ankara 1960, p. 29. See also, **Sutter-Somm/Hasenböhler/Leuenberger/Zürcher,** Art. 59, para. 39; **Voser,** Nathalie/**Raneda,** Julie, "Recent Developments on the Doctrine of Res Judicata in International Arbitration from a Swiss Perpective: A Call for a Harmonized Solution", ASA Bulletin 2015, p. 742; **OFK-ZPO/Morf,** Art. 59, para. 29; **Staehelin/Staehelin/Grolimund,** § 24, para. 1; **Walters,** Gretta L., "Fitting a Square Peg into a Round Hole: Do Res Judicata Challenges in International Arbitration Constitute Jurisdictional or Admissibility Problems?", Journal of International Arbitration 2012, V. 29, S. 6, p. 652; **Berti,** Stephen V., Einführung in die schweizerische Zivilprozessordnung, Basel 2011, para. 469; **Spühler/Dolge/Gehri,** Kapitel 7, para. 193; **SHK-ZPO/Courvoisier,** Art. 59, para. 8; **Sheppard,** Audrey, "Chapter 8. Res Judicata and Estoppel", Parallel State and Arbitral Procedures in International Arbitration, edt. **Sanz-Pastor,** Bernardo M. C./**Lew,** Julian D. M., Paris 2005, p. 224; **Kummer,** Max, Grundriss des Zivilprozessrechts, Bern 1974, p. 125.

following principle: *res judicata pro veritate accipitur* (A thing adjudged must be taken as truth)[1]. The principle has so long history. It can be seen in Code of Hammurabi[2], in ancient Greece[3] and Roman States and in *Digesta*[4] of Justinianus[5].

Before to deal with application of *res judicata* principle to international arbitral awards, we will analyze firstly what the aim of it and how it is defined for court judgments. In addition to these, which effects it shows in both civil law and common law countries must be examined. Later, we will discuss the party autonomy on arbitral awards. Finally, we will scrutinize applicable law to the effects of arbitral awards, which is presently highly controversial.

Term of *Res Judicata*

Aim of Res Judicata Principle

The *res judicata* principle is defined in similar way in both civil law and common law countries. It is just attribute of court judgments, which is, truth. It based on same principle: *ne bis in idem*. As already mentioned above, a dispute must be only just the once adjudicated.

The determination of the aim of the principle of *res judicata* will help to analyze the effects of arbitral awards as well. Thus, we will firstly discuss this issue. There are some public and private interests behind the principle.

The Legal Security and Certainty

The main objective of *res judicata* is to provide legal security and certainty. Thus, it is not just something beneficial, but also it is a must[6] to be a rule of law-state[7]. In one of its decision, Supreme Court of Victoria ruled that,

"*neither res judicata nor that principle depends on* **niceties** *but rather that they are both* **rules of public policy** *based on the principles expressed in the maximsinterest reipublicae ut sit finis litium* and *nemo debet bis vexari pro eadem causa*"[8]

In other words, r*es judicata* is prerequisite of effective legal protection. German's Court of Constitution also ruled that providing a binding decision to parties is requirement of rule of law[9]. Strictly speaking, effective legal protection will be provided only if states offer binding decisions to parties of disputes[10]. For these reasons, r*es judicata* is currently regarded as international principle of law, which is accepted by civilized nations[11].

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[1] **Schaffstein,** Silja, The Doctrine of Res Judicata Before International Arbitral Tribunals, New York 2016, p. 10. Nevertheless, it is also claimed that *res judicata* does not suppose the truth of court's judgment, instead, it prevents long-lasting of legal disputes. In other words, it is better to settle disputes in a way instead of permanently truth seeking. See, **Cox,** Kristof, Arbitration Awards and Third Parties: Res Inter Alios Arbitrata Aliis Neque Nocet Neque Prodest?, X 2009, p. 13, https://lirias.kuleuven.be/bitstream/123456789/251689/1/KristofCoxDoctoraat%255b1%255d.pdf (reached at, 25.9.2017)

[2] Article 5 of Code of Hammurabi regarded as first rule, which represents *res judicata* principle. See, **Nieva-Fenoll,** Jordi, "Das Prinzip der Rechtskraft und seine Mythen", ZZP 129 (2016), p. 90.

[3] In **Sophocles'** tragedy, *Ajax,* **Agamennon** advises that "*and if it will never satisfy you Salaminians, even when you are defeated, to accept the verdict which satisfied the majority of the judges. But instead you will always no doubt aim your slanderous arrows at us, or treacherously lash at our backs when you fall behind us in the race. Yet in a place where such ways prevail, there could be no settled order for any law, if we are to thrust the rightful winners aside and bring those in the rear up to the front ranks*". **Sophocles,** Ajax, line, 1239-1249.

[4] *Digesta,* 50.17.207, https://droitromain.univ-grenoble-alpes.fr/Corpus/d-50.htm#17 (reached at, 15.12.2017).

[5] **Schaffstein,** p. 11; **Barnett,** p. 8.

[6] It is also argued that *res judicata* is a mandatory feature of courts' judgments. See, **v. Dickhuth-Harrach,** p. 170-173; **Bötticher,** Eduard, Kritische Beitraege zur Lehre von der materiellen Rechtskraft im Zivilprozess, Aalen 1970, p. 6.

[7] See also, **MüKo-ZPO/Gottwald,** § 322, para. 2; **Lühmann,** p. 21.

[8] *Peter John King v. Lintrose Nominees Pyt. Ltd. – James Barrie Stuart Hopkins/Donal Gray Hopkins v. Peter John King,* para. 19, https://jade.io/j/#!/article/70542/section/140543?asv=citation_browser (reached at, 9.10.2017).

[9] BVerG, 28.4.2011 – 1 BvR 3007/07, NJW 2011, p. 2777.

[10] **Lühmann,** s. 21; **Jacoby,** Florian, Der Musterprozessvertrag Tübingen 2000, p. 9.

[11] **Schaffstein,** p. 11; **Barnett,** Peter R., Res Judicata, Estoppel, and Foreign Judgments: The Preclusive Effects of Foreign Judgments in Private International Law, Oxford 2001, p. 8. In Chorzow Factory Case, judge Anzilotti argued also in his/her dissenting opinion, "*In the second place, it appears to me that if there be a case in which it is legitimate to have recourse, in the absence of conventions and custom, to "the general principles of law recognized by civilized nations", mentioned in No. 3 of Article 38 of the Statute, that case is assuredly the present one. Not without reason was the binding effect of res judicata expressly mentioned by the Committee of Jurists entrusted with the preparation of a plan for the establishment of a Permanent Court of International Justice, amongst the principles included in the above-mentioned article*". See decision, http://www.worldcourts.com/pcij/eng/decisions/1927.12.16_judgments7and8.htm (reached at, 18.7.2017).

Even this objective can be seen from **Socrates** dialogues. He argued with his friend **Crito,** why he should not escape from prison and said,

"*If, as I was on the point of running away (or whatever it should be called), the laws and the commonwealth should come to me and ask, "Tell me, Socrates, what have you in mind to do? Are you not intending by this thing you are trying to do, to destroy us, the laws, and the entire state, so far as in you lies? Or do you think that state can exist and not be overturned, in which the decisions reached by the courts have no force but are made invalid and annulled by private persons?" What shall we say, Crito, in reply to this question and others of the same kind? For one might say many things, especially if one were an orator, about the destruction of that law which provides that the decisions reached by the courts shall be valid. Or shall we say to them, "The state wronged me and did not judge the case rightly"? Shall we say that, or what?"*[1].

Montesquieu argued also that the peace of families and of society is not as a whole based on what the right is, but on what the finite is[2].

In Article 65 of old Code of Prussia on General Courts, it is stated that, the peace and order in society can only be secured through *res judicata* effects of judgments[3].

To sum up, *res judicata* aim to ensure legal security in society and as a result of legal security, legal peace is realized[4].

The Procedural Economy and Effectiveness

Secondly, the principle of *res judicata* serves to carry out of procedural economy and effectiveness[5]. The procedural economy ensures that legal rights are delivered at reasonable costs and within reasonable time. Owing to this principle, in judiciary, excessive costs and spending unreasonable time can be avoided. Since due to the principle of *res judicata* disputes will be adjudicated only once, courts and parties will not have to spend redundant extra money and time. Unnecessary costs and time-spending will both hamper the right of access to courts for parties and also jeopardize the dignity and authority of courts[6].

The Protection of Interest of Parties

The objective of the principle of *res judicata* about interest of parties are parallel with the aim of procedural rules[7]. According to the overwhelming opinion, the aim of procedural rules is as followings: Procedural rules aim at the realization of the rights of people, which are regulated by substantive laws[8]. The final judgments are just result of this procedure. Hence, attribution of *res judicata* effects to judgment serves also the realization of substantive rights. If it were possible to re-litigate all cases, then this aim would not be reached for parties.

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[1] **Plato,** "Crito", Plato in twelve volumes, V. 1 (Euthyphro, Apology, Crito, Phaedo, Phaedrus), Trans. **Fowler,** Harold N., Cambridge 1966, sec. 50a-50c.

[2] **Cox,** s. 13.

[3] **v. Dickhuth-Harrach,** p. 180.

[4] **Atalı,** Pekcanıtez Usûl, p. 2071; **Kuru,** İstinafa göre, p. 763; **Arslan,** Kesin hüküm ihtiyacı, p. 722; **Gürdoğan,** p. 8; **Jacoby,** p. 9; For a detailed discussion on how *res judicata* serves to legal peace, see, **Wurzer,** Gustav, Die Rechtskraft – eine Idee im Dienste des Rechts, Leipzig 1925, s. 3 vd.

[5] **Atalı,** Pekcanıtez Usûl, p. 2057; **Sutter-Somm/Hasenböhler/Leuenberger/Zürcher,** Art. 59, para. 39; **Voser/Raneda,** p. 742; **Tanrıver,** Derdestlik, p. 39; **v. Dickhuth-Harrach,** p. 184; **Bötticher,** p. 201; **Schaffstein,** p. 11; **Wong,** p. 54; **Barnett,** p. 9; **Shell,** p. 641.

[6] **Jacoby,** p. 9; **v. Dickhuth-Harrach,** p. 184; **Wong,** p. 54; **Shell,** p. 641; **Gürdoğan,** p. 29. Nevertheless, it is also argued that protection of dignity and authority of courts cannot be aim of *res judicata*. See, **Stein/Jonas/Schlosser,** § 322, para. 30.

[7] **Stein/Jonas/Schlosser,** § 322, para. 27.

[8] For detailed discussion about the aim of procedural rules, see, **Atalı,** Murat, Medenî Usûl Hukukunda Aleyhe Bozma Yasağı, Ankara 2014, p. 90; **Yılmaz,** Ejder, Medenî Yargılama Hukukunda Islah, Ankara 2011, p. 29; **Taşpınar,** Sema, Medeni Usul Hukukunda Amaç Sorunu, Faruk Erem Armağanı, Ankara 1999, p. 759-787; **Grunsky,** Wolfgang, Grundlagen des Verfahrensrecht, Bielefeld 1974, p. 1 et al.; **Jauernig,** Othmar, "Materielles Recht und Prozessrecht", JuS 1971, p. 329 et al.; **Pawlowski,** Hans M., "Aufgabe des Zivilprozessrecht", ZZP 80, p. 345 et al.; **Rimmelspacher,** Bruno, Zur Prüfung von Amts wegen im Zivilprozess, Göttingen 1966, p. 23; **Bülow,** Oscar, "Die neue Prozessrechtswissenschaft und das System des Civilprozessrechts", ZZP 27, p. 201 et al.

Definition of *Res Judicata*

Both for civil law and common law countries, the principle of *res judicata* means that final decision of earlier court on merits is preclusive and conclusive for the following proceedings on same object and grounds and same parties.

Nevertheless, the context and limits of *res judicata* are variable considerably in civil law and in common law countries. We will briefly explain the main aspects of both systems, since following deviation is also important to decide effects of arbitral awards.

Understanding of Res Judicata in Civil Law System

In countries, which are regarded as part of civil law system, it is generally accepted that *res judicata* effects of courts' judgments have two meanings[1]: First and foremost, courts' judgments have negative effects or *ne bis in idem* effects. This means, since the previous decision of courts on merits are final and conclusive among same parties, the subsequent proceedings on same claim among them, which is also based on same facts must be rejected. These three conditions define "same claim" and they (same parties, same facts and same claim) are also called as "triple identity test". Thus, the same claim shall not be re-litigated.

In order to decide whether both claims are same or not, the role of the parties in both cases are irrelevant[2]. That means, while in earlier case one party can be claimant and in the second proceedings the other (defendant of first case). Furthermore, the amount of demand is also irrelevant[3]. For example, in first case, A takes a legal action against B and demands 10.000 € based on his/her right arising from sale contract. The court dismisses this claim. Then, A takes another legal action against B and demands 9.999 € based on same contracts. Even if the amounts are not identical, these two cases are same in terms of the principle of *res judicata*.

The second effects of the principle of *res judicata* is called as positive or binding effects[4]. Due to the positive effect of earlier judgment, the second court must take it as truth. For example, because of the disputes among them, A takes legal action against B, and claimed that there is a rental contract between them. The court admits the claim. Then, B do not pay rent of second month. Thus, A takes another legal action against B and demand payment of rent. In this second claim, due to the positive effect of first decision, the court is not allowed to discuss or to re-litigate, whether there is a valid rental contract among them or not. In second proceeding, the court must accept it and only litigate, whether B did pay the rent or not.

In most of the civil law countries, i.e. in Germany, Switzerland or Turkey, it is generally accepted that only operative part of decision (*Dispositif/Tenor*) has *res judicata* effects[5]. Particularly, the grounds upon which the decision is based, are not binding. The main reason of this rule is party autonomy and protection of parties from unexpected and far-reaching binding

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[1] For the first time this separation, see, **Keller,** Friedrich L., Ueber Litis Contestationund Urtheil nach classischem Römischen Recht, Zürich 1827, p. 222. See also, **Musielak/Voit,** § 322, para. 9 et al.; **MüKo-ZPO/Gottwald,** § 322, para. 39 et al.; **Spühler/Dolge/Gehri,** Kapitel 7, para. 194; **Walters,** p. 652.

[2] **Gürdoğan,** s. 86-87.

[3] **Gürdoğan,** p. 76.

[4] **BeckOK-ZPO/Gruber,** § 322, para. 17; **Musielak/Voit,** § 322, para. 10; **Zöller/Vollkommer,** vor § 322, para. 23; **Hk-ZPO/Saenger,** § 322, para. 13; **Thomas/Putzo/Reichold,** § 322, para. 9; **MüKo-ZPO/Gottwald,** § 322, para. 51; **Stein/Jonas/Leipold,** § 322, para. 194; **Rosenberg/Schwab/Gottwald,** § 151, para. 15; **Koussoulis,** p. 229. It is also argued that positive effect of judgment covers also enforcement of it. See, **Walters,** s. 653.

[5] For German law, see, **Prütting/Gehrlein/Völzmann-Stickelbrock,** § 322, para. 18; **Schack,** Haimo, Internationales Zivilverfahrensrecht, München 2014, para. 1007; **MüKo-ZPO/Gottwald,** § 322, para. 83; **Roth,** Herbert, "Materielle Rechtskraft und rechtliche Qualifikation", ZZP 124 (2011), para. 4; **Koussoulis,** para. 198. In German law, it is also argued by some authors that the grounds of decision, which have mandatory connection with operative part of it, must also have *res judicata* effect. For the first time claimed, see, **Zeuner,** Albrecht, Die objektiven Grenzen der Rechtskraft im Rahmen rechtlicher Sinnzusammenhaenge, Tübingen 1959. See also **Foerste,** Ulrich, "Zur Rechtskraft in Ausgleichszusammenhaengen", ZZP 108 (1995), s. 167-191. For Swiss law, the main rule is that only operative part of decision is binding for the following proceedings. However, to clarify that part, the grounds of decision can also be checked. See, **Sutter-Somm/Hasenböhler/Leuenberger/Zürcher,** Art. 59, para. 42; **OFK-ZPO/Morf,** Art. 59, para. 29; **Staehelin/Staehelin/Grolimund,** § 24, para. 13; **Sprühler/Dolge/Gehri,** Kapitel 7, para. 199; **Guldener,** p. 365-366. Decision on this way, see, SchweizBG, 16.4.2014, 4A 568/2013, G. 2.2., https://www.bger.ch/ext/eurospider/live/de/php/aza/http/index.php?lang=de&type=highlight_simple_query&page=1&from_date=&to_date =&sort=relevance&insertion_date=&top_subcollection_aza=all&query_words=568%2F2013&rank=2&azaclir=aza&highlight_docid=aza% 3A%2F%2F16-04-2014-4A_568-2013&number_of_ranks=228 (s.e.t. 20.11.2017). It is also claimed that if the operative part refers to grounds, then grounds will also have *res judicata* effect. See, **Sutter-Somm/Hasenböhler/Leuenberger/Zürcher,** Art. 59, para. 42.

effects[1]. For example, A takes a legal action against B and demands 10.000 € based on sale contract between them. The Court admits the claim. This means, B has to pay that amount to A. Yet, the decision of court about the presence of sale contract is not in the scope of *res judicata*, since it is only stated in grounds of decision. Therefore, if then B takes a legal action against A and demands the delivery of goods based on same sale contract, the second court may dismiss the claim on the ground that there is no valid sale contract.

Understanding of Res Judicata in Common Law System

In common law system, the principle of *res judicata* have also four preclusive effects, namely cause of action estoppel, issue estoppel, former recovery and abuse of process[2].

Cause of action estoppel, similar to negative effects of judgments in civil law system, prevents to re-litigate same claim in following proceedings involving the same parties and based on same facts[3]. Cause of action estoppel prevents the second court to deviate from previous decision as well, like positive effects of judgments in civil law system[4].

Issue estoppel, which is unfamiliar for civil law jurisdictions, means that the issue of facts or the legal consequences of them that is already decided in previous proceeding, bind both parties and second court. If you take the example on sale contract mentioned above, in second proceedings (B against A) the court has to accept that there is a valid sale contract.

Former recovery effect is very similar but different from cause of action estoppel. Former recovery only prevents second proceedings for successful party for the same relief[5].

Abuse of process or the rule in Henderson v. Henderson, which extended effects of *res judicata.* According to this rule, even if the first judgment does not cover the subsequent, parties can still prevent second litigation on the ground that the subject matter of second proceedings should have been decided in first trial[6].

Res Judicata Effects of Arbitral Awards

In General

As we mentioned above, currently there is no hesitation about the res judicata effects of court judgments. However, this principle is vastly discussed about arbitral awards.

In codes of some countries, there are explicit rules about the *res judicata* effects of arbitral awards. For example, in § 1055 of German ZPO, it is stated that "*the arbitral awards have the same effects between parties like a binding and final court judgment.*". The very identical rule can be seen in § 607 of Austrian ZPO. In Belgium (Article 1703 of Judicial Code) and Netherland (Article 1059 of Holland Code of Procedure) is also stated that arbitral awards is *res judicata* as soon as they rendered. Similarly, in Article 190 of Swiss PILA is stated that, once rendered, arbitral awards are final. Also in Article 1476 of French Code of Civil Procedure is stated that "*the arbitral awards are res judicata in relation to the dispute it resolves, as soon as it is made*". According to article 1500 of it, this rule is also applicable to foreign or international arbitral awards.

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[1] **Prütting/Gehrlein/Völzmann-Stickelbrock,** § 322, para. 19; **MüKo-ZPO/Gottwald,** § 322, para. 84; **Lühmann,** p. 87; **Stein/Jonas/Leipold,** § 322, para. 69; **Spellenberg,** Ulrich, "Prozessführung oder Urteil: Rechtsvergleichendes zu Grundlagen der Rechtskraft", Festschrift für Wolfram Henckel zum 70. Geburtstag, Berlin 1995, p. 858.

[2] Former recovery and abuse of process are not explicitly stated by US law, but it is accepted that claim preclusion covers also these effects. Thus, in practice, there is almost no difference. To make the effects of *res judicata* in common law clear, we will separately deal with all effects.

[3] **Born,** p. 2883.

[4] **Barnett,** para. 4.18.

[5] See, **Barnett,** para. 1.41.

[6] It is stated in *Henderson v. Henderson* case that "*The plea of res judicata applies, except in special cases, not only to points upon which the court was actually required by the parties to form an opinion and pronounce a judgment, but to every point which properly belonged to the subject of litigation and which the parties, exercising reasonable diligence, might have brought forward at the time*". Court of Chancery, 20.7.1843, *Henderson v. Henderson,* 67 E.R., p. 315 (Thomson Reuters Westlaw).

Some of the countries do not have explicit rules on the *res judicata* effects of arbitral awards. For example, in Turkish law, *res judicata* effects of arbitral awards do not regulated. Nevertheless, the Turkish Court of Cassation ruled that arbitral awards have also same *res judicata* effects like court judgment in its binding decision[1].

Differences Between the Effects of Court Judgments and Arbitral Awards

The main difference between the court judgments and arbitral awards is on the issue of set-aside proceedings. In most legal systems, it is not possible to appeal against arbitral awards before national supreme courts. Still, parties may apply to national courts to set-aside arbitral awards. The reasons of appeal and set-aside demands are also different. In set-aside procedure, national courts cannot review the substance of arbitral awards (*verbot der revision au fond*)[2], whereas it is possible in appeal procedure for court judgments.

Another important difference between arbitral awards and court judgments is enforcement procedure. For court judgments, the successful party does not need to an extra approval of courts to enforce it. Nonetheless, in some countries, parties also need approval of courts (declaration of enforcement) to enforce it. For instance, according to § 1060 of German ZPO, the arbitral awards cannot be enforced, unless it has been declared as enforceable. Also, according to article 15/B of Turkish Code of International Arbitration, arbitral awards necessitate court's decision to be enforceable.

In terms of difference between court judgments and arbitral awards on *res judicata* effects, the most debated issue is party autonomy on arbitral awards.

Some of the authors claim that, since the arbitral awards are not result of sovereign act of state, there are no public interests to prevent party to remove these awards[3]. Consequently, parties may remove arbitral awards and their *res judicata* effect. It is also argued that, because arbitral proceedings are based on party agreements, parties shall also power on the end of proceedings, i.e. awards[4]. **Wagner** added another reason for this argument and maintained that parties finance arbitral proceedings, so, it is up to parties to apply once more to state courts[5]. In other words, this will not be against the procedural economy. The Federal Court of Germany also ruled that parties can put a clause to arbitration agreement, in order to apply state courts in certain time after arbitral award is rendered[6].

Some authors have different opinion. They claim that, just like court judgments, parties cannot set aside *res judicata* effects of arbitral awards[7]. The main arguments of these authors are the objectives of *res judicata*. Since *res judicata* provides legal security and certainty, and arbitral awards must have same power, parties cannot eliminate this situation. It is also argued that, allowing parties to set aside arbitral awards will be against procedural economy, as courts must handle same claim once more time. In *Hall Street Associates, L.L.C. v. Mattel, Inc. case,* US Supreme Court also ruled that parties have no autonomy over arbitral awards[8].

We agree that party autonomy is limited over arbitral awards as court judgments. Since we accept that arbitral awards have also *res judicata* effects and provide legal certainty, there is also public interest on it. The argument on procedural economy cannot be approved as well. State courts will trial same claim once more, which will lead to pointless costs. Parties, who have an enforceable arbitral award, do not have legitimate interest to apply state courts as well.

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[1] 23.10.1972, 2/12, Official Gazette, 18.12.1972, Nr. 14395. In general, court judgments are not binding. However, there is a special rule, which allow the Turkish Court of Cassation to give a binding decision on controversial issues. For arbitral awards, the Court applied this rule and procedure. Thus, it is binding.

[2] **Prütting/Gehrlein/Raeschke-Kessler,** § 1059, para. 11; **Baumbach/Lauterbach/Albers/Hartmann,** § 1059, para. 1; **Schwab/Walter,** Kapitel 24, para. 1; **Wieczorek/Schütze/Schütze,** § 1059, para. 3; **Rosenberg/Schwab/Gottwald,** § 181, para. 3; **Hausmann,** p. 594. For similar rules in eastern european states, see also, **Heger,** p. 487.

[3] **Özbay,** p. 300; **Alangoya,** Tahkim, p. 27; **BeckOK-ZPO/Wilske/Markert,** §1055, para. 4; **Hk-ZPO/Saenger,** § 1055, para. 9; **BK-ZPO/Stacher,** § 387, para. 3; **Baumbach/Lauterbach/Albers/Hartmann,** §1055, para. 4; **Thomas/Putzo/Reichold,** §1055 para. 2; **Lachmann,** para. 1790; **Nedden/Herzberg/Manner,** § 38 DIS, para. 11; **Wagner,** Gerhard, "Dispositionen über die Verbindlichkeit von Schiedssprüchen – Verzicht auf Rechtskraft und Aufhebungsgründe", Festschrift für Eberhard Schilken zum 70. Geburtstag, p. 564-566; **MüKo-ZPO/Münch,** § 1055, para. 28; **Wagner,** p. 783; **Schütze/Tscherning/Wais,** para. 526; **Kessler,** p. 83.

[4] **MüKo-ZPO/Münch,** § 1055, para. 28.

[5] **Wagner,** p. 714. See also, **Wagner,** Verzicht auf Rechtskraft, p. 565.

[6] The Federal Court of Germany, 1.3.2007 – III ZB 7/06, ZZP 120, p. 367-371.

[7] **İyilikli,** s. 103; **Üstündağ,** Usûl, s. 936. Karş. **Musielak/Voit,** § 1055, kn. 6; **Wolff,** Reinmar, "Anmerkung zu BGH, 1.3.2007 – III ZB 7/06", ZZP 120 (2007), s. 371; **Schwab/Walter,** Kapitel 21, kn. 7; **Bosch,** s. 84; **Loritz,** ZZP 105, s. 12-13; **Neef,** s. 82; **Altenrath,** s. 43.

[8] For analysis of this case, see, **Tyler,** Timothy/**Parasharami,** Archis A., "Finality over Choice: *Hall Street Associates, L.L.C. v. Mattel, Inc.* (US Supreme Court)", Journal of International Arbitration 2008, V. 25, I. 5, p. 613-621.

In terms of difference between court judgments and arbitral awards on *res judicata* effects, it is also debated whether courts consider the *res judicata* effects of arbitral awards *ex officio* or summons of party are required.

The prevailing opinion answers this question as follows[1]: Both the arbitral procedure and awards are based on party agreements. Since the courts can consider arbitration agreement and dismiss the case as long as parties invoke its presence, same rule must be valid for arbitral awards. Therefore, if any of the parties do not raise early arbitral awards rendered on same issue, the courts cannot dismiss the claim. This argument is supported also claiming that arbitral awards are not sovereign act of state. Hence, there is no risk of contradictory judgments[2]. **Jacoby** argued that even if parties apply to arbitration, they must still have right to access to state courts[3]. **Triebel/Coenen** claim also that, since the courts will not be occupied second time with same issue, there is no public interest to consider arbitral awards *ex officio*[4]. The Federal Court of Germany also decided that earlier arbitral awards can be considered by courts if only one of the party invokes it, because there is no public interest to consider *ex officio*[5].

A minority disagrees. They claim that the *res judicata* effects of arbitral awards must be *ex officio* considered by courts, due to the public interests and objectives of *res judicata*[6]. It is argued that the power of *res judicata* comes from states sovereignty, not form party agreement. In other words, states afford this authority to arbitral awards[7]. Only through set-aside procedure *res judicata* effects of arbitral awards can be removed and ignored.

We agree that the courts must consider the *res judicata* effect of early arbitral awards *ex officio*. Since we accept that arbitral awards have also *res judicata* effects and provide legal certainty, there is also public interest on it. The argument on procedural economy cannot be approved as well. State courts will trial same claim once more, which will lead to pointless costs. Parties, who have an enforceable arbitral award, do not have legitimate interest to apply state courts as well.

These arguments are valid also for foreign arbitral awards. The only difference from national awards, foreign arbitral awards must be first recognized.

Applicable Law to *Res Judicata* Effects of Foreign Arbitral Awards

As we have already mentioned above, the effects of court judgments and arbitral awards are so diverse in different legal systems. Some of the countries afford the effect of *res judicata* only to operative part of judgments/awards whereas others give that authority also grounds of judgments/awards. Therefore, it is extremely important, which law decides the extend of *res judicata* effects of international arbitral awards.

There are several opinions on this issue.

According to the prevailing opinion, the effects of arbitral awards must be determined according to the law of place of arbitration[8]. Since the *res judicata* is a procedural issue, and for procedural issues *lex fori* is valid, this has to be applied to

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[1] **BeckOK-ZPO/Wilske/Markert,** § 1055, para. 4; **Hk-ZPO/Saenger,** § 1055, para. 5; **Thomas/Putzo/Reichold,** §1055 para. 2; **Baumbach/Lauterbach/Albers/Hartmann,** § 1055, para. 4; **MüKo-ZPO/Münch,** § 1055, para. 12; **Wieczorek/Schütze/Schütze,** § 1055, para. 11; **Lühmann,** p. 188-197; **Stein/Jonas/Schlosser,** § 1055, para. 5; **Lachmann,** para. 1785; **Triebel,** Volker/**Coenen,** Tilman, "Parallelitaet von Schiedsverfahren und staatlichem Gerichtsverfahren", BB 2003, V. 25, p. 6-7; **Schroth,** Hans J., "Einstweiliger Rechtsschutz im deutschen Schiedsverfahren", SchiedsVZ 2003, p. 106; **Jacoby,** p. 83, fn. 90; **Schlosser,** ZZP 105, p. 513; **Schütze/Tscherning/Wais,** para. 526; **Kessler,** p. 83; **Altenrath,** p. 43. For Sweden law, see also, **Söderlund,** Christer, "Lis Pendens, Res Judicata and the Issue of Parallel Judicial Proceedings", Journal of International Arbitration 2005, V. 22, I. 4, p. 304.

[2] **MüKo-ZPO/Münch,** § 1055, para. 12; **Lachmann,** para. 1785; **Schütze/Tscherning/Wais,** para. 526.

[3] **Jacoby,** p. 83, fn. 90.

[4] **Triebel/Coenen,** p. 6.

[5] The Federal Court of Germany, 11.4.1958 – VIII ZR 190/57, NJW 1958, p. 950.

[6] **İyilikli,** s. 103; **Musielak/Voit,** § 1055, para. 5; **Zöller/Geimer,** § 1055, para. 8; **Pohl,** p. 96; **Rosenberg/Schwab/Gottwald,** § 180, para. 33; **Spohnheimer,** p. 22-24; **Gaul,** Hans F., "Der betrügerisch erwirkte Schiedsspruch", Festschrift für Dieter Leipold zum 70. Geburtstag, Tübingen 2009, p. 898; **Hilbig,** Katharina, "Schiedsvereinbarungen über GmbH-Beschlussmaengelstreitigkeiten Zugleich Anmerkung zu BGH Urteil 6.4.2009, Az. II ZR 255/08 "Schiedsfaehigkeit II", SchiedsVZ 2009, p. 257; **Schwab/Walter,** Kapitel 21, para. 6; **Loritz,** ZZP 105, p. 12; **Bosch,** p. 78-82; **Lindacher,** Walter, "Schiedsspruch und Parteidisposition", KTS 1966, p. 155; **Habscheid,** Walter J., "Aus der höchstrichterlichen Rechtsprechung zur Schiedsgerichtsbarkeit", KTS 1958, p. 178; **Habscheid,** Walter J., "Aus der höchstrichterlichen Rechtsprechung zur Schiedsgerichtsbarkeit", KTS 1957, p. 164; **Beitzke,** Günther, "Zustaendigkeit zwichen staatlichem Gericht und Schiedsgericht", ZZP 60 (1936/37), p. 319; **Neef,** p. 71-72.

[7] **Lindacher,** p. 155.

[8] **Lühmann,** p. 278; **MüKo-ZPO/Adolphsen,** UNÜ Art. III, para. 2; **Geimer,** para. 3890; **Schütze,** para. 538 et al.; **Schlosser,** Schiedsgerichtsbarkeit, para. 904.

arbitral awards as well. In one ICC arbitration, the arbitral tribunal decides the effects of *res judicata* according to law of the place of arbitration[1].

A minority disagrees. **Bosch** argues that there is no unambiguous rule about the applicable law to effects of *res judicata*[2]. Thus, like every procedural issue, effects of arbitral awards must be determined according to *lex fori* of recognition state. **Solomon** claims that the arbitral awards are not act of sovereign state[3]. Therefore, the term, "recognition", is misleading. The arbitral awards are based on will of parties. For these reasons, each state has to decide the effects of arbitral awards alone[4]. **Schack** also agreed with **Solomon,** but he limits the effects of arbitral awards with the law of place of arbitration[5].

The Federal Court of Switzerland ruled that the effects of the arbitral awards will be determined according to law of the place of arbitration[6]. Nonetheless, the law of the state of recognition decides the above-limits. In other words, the foreign arbitral awards cannot have more effects than national court judgments of arbitral awards. **Voser/Raneda** criticize this judgment with following grounds[7]: They assert that this view is against the nature of arbitration. In each issue about arbitration must be analyzed from the point of party autonomy. Therefore, the effects of arbitral awards have to be decided autonomously in respect to the will of parties in each case. In Final Report of ILA, it is also stated that in order to avoid inconvenience and unexpected situation, the effects of arbitral awards do not need to be decided like national courts[8].

We agree that the applicable law to the effects of arbitral awards is the law of the state, where awards are rendered, i.e. the law of place of arbitration. The arbitral proceedings are based on party agreements, but the effects of arbitral awards are determined by national laws. Hence, we must disagree with the argument of **Solomon**. In addition, the autonomous determination of effects will also lead to only arbitrary results in different states, which may hamper the development of arbitration. The only limit to effects of arbitral awards can be public policy concerns of the law of state of recognition.

Conclusion

Due to the fact of globalization and need of quick solution to cross-border disputes, the arbitral proceedings are becoming more common in international area. The crucial point here is the power of arbitral awards. It is generally accepted that the arbitral awards should have identical *res judicata* effects like court judgments. However, understanding of *res judicata* are diverse in different legal systems. Therefore, we define first the civil law and common law system in terms of *res judicata*. Later we discussed the party autonomy on arbitral awards and reject it, attributable to the objectives of *res judicata* and procedural economy. Finally, the most important issue because of various understanding of *res judicata*, the applicable law to the effects of arbitral awards is the law of the place of arbitration.

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[9] Beck'scher Online Kommentar-ZPO, München 2017 (BeckOK-ZPO/Author, Art. X).

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[1] For decision, see, ASA Bulletin 2003, p. 810-821.

[2] **Bosch,** p. 161. See also, **Brekoulakis,** Stavros/**Shore,** Larry, "The UNCITRAL Model Law on International Commercial Arbitration", Concise Commentary on International Arbitration, edt. **Mistelis,** Loukas A., Bedfordshire 2010 p. 650.

[3] **Solomon,** p. 319-322.

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New Media in Formal and Non-formal Higher Education in Social Sciences

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Abstract

IT-era has changed not only the notion of intercultural communication worldwide, but also every aspect of human reality. In this paper, the authors present the application of electronic media in formal and non-formal education in Croatian higher education institutions on the example of the Faculty of Law, University of Osijek. Special attention is paid to specific computer programmes, language databases and tools for machine translation and machine-assisted translation used in the teaching process within the Lifelong Learning Programme for Lawyer-Linguists as a new type of non-formal interdisciplinary education delivered at that faculty. In the introductory part, the authors discuss the role of new media in formal higher education and present results of a questionnaire conducted among teaching staff of the Faculty of Law Osijek related to application of the Internet and other new IT-media in specific courses. The main part of the paper is focused on the analysis of the course Online Translation Tools and EU Vocabulary, carried out within the Lifelong Learning Programme for Lawyer-Linguists. Teaching contents of that course are delivered by using computer technology (translation tools and databases accessible online), which serves as a medium for teaching translation. Simultaneously, instructing students in proper and skilful usage of those media represents the principal goal of that course. In the concluding part, the authors try to determine the role of new media and IT in formal and non-formal types of tertiary education in the future.

Keywords: higher education, lifelong learning, new media, online translation tools

Introduction

Modern time is characterized by expansion of IT-media in every field of human activity. Accordingly, electronic media have inevitably been implemented in professional education, particularly in the higher education system. Social sciences, specifically law schools, have also made use of those inexhaustible sources of information. Power Point presentations represent nowadays a most commonly used teaching tool, and use of the internet sources has become an integral part of teaching approach at Croatian law faculties. Modern teaching approach includes analysis and discussion of different legal documents, laws and international conventions available online as well as implementation of audio-visual materials, like trials or video conferences in delivery of subject-matter courses.

Goal and the Method

As usage of IT and electronic media has become an indispensable part of modern teaching process even in the most traditional higher education institutions, the main goal of this paper is to present the extent and the manner of usage of IT and modern electronic media as teaching devices at the Faculty of Law, University of Osijek, Croatia. Special attention is paid to a specific type of non-formal education delivered at that faculty, which includes the course founded on and aimed at productive usage of modern technologies.

 In the introductory part, the authors discuss the role of new media in contemporary higher education. As illustration, the usage of the Internet sources and electronic media in delivery of subject-matter courses in Croatian higher education

institutions is presented by analyzing the results of the questionnaire conducted among the teachers of the Faculty of Law Osijek and the Faculty of Law Zagreb in the year 2013 (Kordić, Papa 2013). In that part of the paper, we use a comparative approach and the method of statistical analysis. The main part of the paper is focused on the use of modern IT media and online translation tools within the non-formal education program carried out at the Faculty of Law Osijek: the Lifelong Learning Program for Lawyer-Linguists. Special attention is paid to the course *Online Translation Tools and EU Vocabulary*, in which online database and machine translation tools perform two functions: they serve as a means of instruction, and at the same time, the ability to use them independently represents the principal goal of the course. In that part of the paper, the authors use a qualitative approach to the analysis of the subject presented. Although this paper only partly relies on the research results, we are convinced that it gives a valuable contribution to modern education science by presenting and discussing a non-formal type of higher education developed in Croatia as a response to changed economic and employment circumstances in which modern electronic media play an important role as teaching devices.

IT and modern higher education system

The upcoming generations of the 21st century have all grown up surrounded by computers, the internet and mobile phones and are often considered as generations of the „digital natives". This fact has quite clearly defined their relationship to digital technology. They expect the features such as the IT- founded creativity and communication to be a part of their everyday lives, their education and the way they learn and communicate. In this context, the students of today are no longer similar to the students taught by the 20th century methods. In order to make the universities competitive, these technologies need to be integrated into the curricula and the courses designed, in order to reflect professional real life. On the other hand, most academic teachers assume digital technology to be an integral part of social and educational lives of their students but not of the people of their own age. Many discussions about modern education focusing on IT are related to its effect on teachers, institutions and learners as end users. The academic circles and educators are challenged by the way current generations feel comfortable in using digital technology. For the sake of students' intrinsic motivation as well as for the purpose of productive and elaborate computer assisted learning, it is important to introduce information technology into the teaching process. According to Dudeney and Hockly (2007), information technology can be used in education in different ways. Students and teachers can use websites to browse for authentic information unlike teacher created materials, which facilitates at the same time the personalized learning experience and approach to learning. Internet-based project work incorporates task based and cooperative learning (from simple information gathering to simulations and web-quests). Communicative approach to language learning is supported by using email, chat and Skype, which again points out the importance of cross cultural communication and intercultural competence. Furthermore, opportunities for collaborative tools such as Wikis, Google Docs, or Share Point incorporate a wide variety of audio-visual items supporting the communication both written and oral. Online reference tools can be used to relate to online resources (corpuses, dictionaries, thesauruses etc.).

The New Media Consortium (NMC) is a non-profit group of more than 250 higher education institutions, museums and companies, whose task is to stimulate and promote the exploration and use of new media and technologies for learning and creative expression. The NMC points out that in the years to come, the key trends speeding up the introduction of technology in higher education will be " (…) advancing cultures of change and innovation, increasing cross-institution collaboration, growing focus on measuring learning, proliferation of open educational resources, increasing use of blended learning and redesigning learning spaces" (2015 Horizon Report, Higher Education Edition, http://www.nmc.org/).

Implementation of IT at Croatian law faculties

IT in the formal type of education

As pointed out previously, modern technologies and new media need to be integrated into the teaching process of higher education institutions worldwide. In order to explore the extent of the usage of IT and modern media in education of prospective lawyers in Croatia, we included several questions related to this issue into a wider questionnaire conducted in 2014 at the Faculties of Law in Croatian towns of Zagreb and Osijek. General purpose of the questionnaire was to establish the attitudes of specialized teachers at those faculties towards the importance of knowledge of the English language for law students and to explore their own usage of teaching materials and legal documents in English available on the internet and accessible by using modern technologies. Overall results of that research were published in the professional journal of the Faculty of law Osijek *Pravni vjesnik* (Kordić, Papa 2014), but for the purpose of this paper we shall present and analyse the part of the research results relating to the role, function and usage of computer technologies and other new media at Croatian law faculties.

Research results. At the Faculty of Law Osijek, 29 out of 50 teachers participated in the research. At the Zagreb Faculty of Law, which employs 140 teachers, only 38 were willing to take part in the research. Before comparing the results gathered at the two faculties, our presumption was that the respondents at both faculties would offer similar answers. It is interesting that almost all respondents use computer technologies to prepare their lectures and most of them (95% on average at both faculties) use Power Point in delivering their lectures. The fact relevant for this paper is that 35% of specialized teachers of the Osijek faculty and 18 % of teachers of the Zagreb Law Faculty claimed that they used sources in English in teaching their courses but also recommended such sources as obligatory exam materials to their students. Those materials include textbooks, book chapters, but also court decisions and other legal documents, as well as international bills and conventions available on the internet. Such internet sources are most intensely used in teaching Private International Law, European Law, Labour and Social Law and Commercial Law. The difference in the percentage that can be observed between the two faculties may have resulted from the fact that 79% of the Osijek respondents are younger than 35 and belong to the young generation trained in using (and open to) new technologies. The percentage of recommended supplementary exam materials in English available online is high at both faculties: 82% of respondents at the Faculty of Law Osijek and 63% of respondents at the Faculty of Law Zagreb recommend to their students additional (supplementary) learning materials in English, most of which are available online. That percentage is mostly covered by the courses in Private International Law, European Law, Labour and Social Law, Commercial Law, followed by Revenue Law and Civil Law. At the Faculty of Law of Osijek the usage of teaching materials in English available on the internet is especially intensive in exercises and seminars: 80% of teachers (mostly teaching assistants) use internet materials, 30% use chapters or shorter legal texts available online and 23% use video-clips. As for student activities, at both faculties students are instructed and encouraged to use the internet sources in their academic activities. According to our respondents, law students at both faculties mostly use materials available on the Internet for writing their seminar papers (92% on average at both faculties) and for preparatory reading before courses (35% on average at both faculties). By analysing the results presented above, we can conclude that new media and IT take a significant place in preparing and delivery of most exercises and seminars at Croatian law faculties (the questionnaire was conducted at two out four law faculties in Croatia). However, the percentage of teachers using internet sources in English for their lectures and as obligatory exam materials for students is rather low, especially at the Faculty of Law Zagreb. The percentage of positive answers is substantially higher at the Faculty of Law Osijek, which is in close correlation to average age of the respondents (almost 80% of respondents are 35 and younger), and to the respondents' knowledge of English (most Osijek respondents asses their knowledge of English as very good). A relevant variable is also the fact that our respondents are mostly teaching assistants who do not deliver lectures but exercises and seminars that are primarily focussed on students' activities and additional reading. Our results indicate that teaching staff at both faculties is aware of the importance of IT in the lives of young people and in their university education, which is confirmed by the fact that student activities at both faculties are significantly oriented at the resources and possibilities of learning offered by computer technologies.

Limitations of the research. The relevance of the presented results for this paper may have some limitations, taking into account the fact that they primarily relate to using teaching materials in English available on the internet, and that the respondents' bodies compared here differ in number. It is indicative though, that the respondents' age and knowledge of English have significantly influenced the results. That is why we can claim that these data confirm the growing trend of implementation of computer technologies in higher education in Croatia and the fact that they have become an indispensable part both of the everyday and professional life of young generations. However, from the educators' point of view it should be highlighted that new materials from the internet and other electronic media should be selected carefully in order to be integrated in specific courses in accordance with the curriculum and the outcomes planned for specific course. This requires more workload and preparation for teachers. As Dudley-Evans and St John state: "The Internet is bringing further changes as courses can now be downloaded from all over the world. For the teacher as provider of material, the concern will largely be with evaluating and using rather than preparing materials – and they nearly require more time to preview than paper-based materials" (Dudley-Evans and St John, 2007, p. 185). In the following part of the paper, we shall present specific and intensive application of computer technologies in the informal type of education, which has been carried out at the Faculty of Law Osijek for several years now: the Lifelong Learning Programme for Lawyer-Linguists.

IT in non-formal education at the Faculty of Law, University of Osijek, Croatia

Following the Strategy of Josip Juraj Strossmayer University of Osijek, the Faculty of Law made an effort to bring about prosperity and well-being of its social community. One of its strategic goals for the period 2010-2020 is to promote lifelong learning programmes as non-formal ways of education, which should equip citizens with additional competences and skills required by the labour market (Strategy, 2011: 54). In accordance with this goal, in the period of accession of Croatia to EU and its labour market, the Chair of Foreign Languages of the Faculty has developed a new programme of non-formal

education that represented a direct response to economic changes and employment chances opened to Croatian legal professionals on the EU labour market. This specifically refers to professions required by European Personnel Selection Office of the EU Commission, such as translators, legal administrators and lawyer-linguists. The new programme was developed within the lifelong learning education programmes of the Faculty of law Osijek and was called the Lifelong Learning Programme for Lawyer-Linguists. The programme was accredited by the Senate of the Osijek University in 2012. Since then, it has been carried out every year in January, February and March. It encompasses seven courses with altogether 160 teaching hours, which are allocated 22 ECTS credits. Attendants are graduate lawyers with thorough foreign language knowledge (primarily English and German). This knowledge must be proved by corresponding certificates before enrolling into the programme. After passing all exams, attendants obtain certificates verified with an official stamp and signed by the Dean of the Faculty. The Programme comprises the following courses: *Introduction to the EU Law, Introduction to the Theory of Legal Translation and Terminology, Exercises in Legal Translation – English Language, Exercises in Legal Translation – German Language, Introduction to French Language of Law, Croatian Language for Lawyer-Linguists* and *Online Translation Tools and EU Vocabulary*. Modern teaching methods, Power Point presentations and EU legal documents available online are used in all the courses. Within the course *Online Translation Tools and EU Vocabulary,* possibilities offered by new computer technologies are implemented in a specific way and by using a specific teaching approach**.**

The course Online Translation Tools and EU-Vocabulary

Historical Background

Translating legal texts has never been an easy task and, like any other activity involving language, it was for a very long time reserved for linguists. They also translated everything in the sphere of law, either as interpreters providing oral translation, or as translators working with texts. In this context, we may distinguish between translators of texts in the field of law and legal translators. Translators in the field of law actually translate all kinds of texts including those with legal contents and they are primarily expected to have the required linguistic knowledge and skills, which they can apply in a specific language pair. Legal translators are also primarily language experts, but they specialise in translating legal texts, for which they must also learn the essentials of law relating to the language pair(s) they translate from and into. The creation of the European Communities, which have eventually evolved into the present-day European Union, has introduced a new problem based on one of the essential principles of the Union: the principle of equality – not only of member states and their people but also of the languages spoken in them. At the time, this noble idea did not seem to be a potential source of huge problems since there were only 4 languages in question (Dutch, French, German and Italian). However, this would change drastically because the years that followed brought six enlargements of the EU with a number of new languages and thousands of new regulations for translation. What the administration and bureaucrats in the bodies of the EU were now asking for were experts who not only understood the basics of law but who themselves were legal experts in one or more fields of law, and who also possessed a very high level of proficiency in the required language pair or pairs. This turned the old ideas about translating as an exclusive domain of linguists upside down and new experts were in demand. These experts are now referred to as lawyer-linguists. Croatia has become painfully aware of the lack of such experts the moment it expressed the desire to join the EU. Only then the relevant bodies in Croatia realised that there were very few people who could take up the daunting task of translating the Acquis Communautaire into Croatian and Croatian legislation into other EU languages. This is one of the reasons why, as the accession talks between Croatia and the EU were approaching their final stage, a series of lifelong education programmes were developed equipping attendants with the necessary knowledge and skills that were in demand at the time. One of such programmes is also our programme for lawyer-linguists as a part of lifelong learning projects for lawyers.

EU-Vocabulary, Data Bases and Translation Tools

The contents of the course Online Translation Tools and EU Vocabulary are divided into two parts covering periods: a) before the accession of Croatia to the EU and during the accession talks, and b) the period since the accession of Croatia to the EU with the localization of most of the data bases and services. This division was necessary for practical reasons, because still some materials are available only in one of the "older" official languages, and the databases have only partially been translated into Croatian). The attendants of the course are therefore instructed both how to find and access information and documents in English (as the most commonly used source language) and also how to search those databases that are available in Croatian.

EU-Vocabulary. The first thing one observes when reading a legal text from the EU is the number of very strange and unintelligible abbreviations using characters and digits. This is why our course includes a subject dealing with on-line

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databases and programmes, and why this subject starts from the explanation and definition of the commonly used abbreviations, which are used in actual search for information, data and documents.

European Union Vocabulary Manual – EuroVoc. EuroVoc is a multilingual and multidisciplinary thesaurus covering terminology from 21 domains and 127 sub-domains relating to all fields of activities in the EU. Its focus is on the terminology used by the European Parliament and there are currently versions of EuroVoc in 24 languages used in the EU plus Albanian, the language used in the FYROM (Former Yugoslav Republic of Macedonia) and Serbian. It can be accessed directly from its own home page offering localised versions in any of the 24 languages or from within other databases (e.g. from EurLex) in the same language version as the respective database. It is regularly updated and managed by the Publications Office and can be searched in various ways: alphabetically, by domain or by subject matter. EuroVoc can be searched on-line or downloaded freely, following different criteria. Attendants are given a demonstration of various search modes for practicing the use of EuroVoc.

IATE. IATE is the official site introducing InterActive Terminology for Europe. It may be the first source of information about the terminology of the EU documents but it also has some serious limitations. It is primarily intended for general audience and not for any legal or technical purposes, and there are no guarantees that the available documents actually reproduce officially adopted texts; the only exceptions are texts published in the Official Journal, which are always authentic. The portal provides initial information about the meaning of the sought term and the document(s) in which it may be found in use. Almost entire European documentation is available in four languages (English, French, German and Spanish). Most documents have also been localised and are available in all other official languages of the EU but this depends on the year of a country' accession to the EU: countries that have accessed the Union only recently – such as Croatia – only have limited (but constantly growing) number of entries. In spite of its shortcomings, IATE is a good site for any initial search for meanings of certain terms.

EUR-Lex. EUR-Lex offers access to all laws of the European Union including treaties, legislation and consolidated legislation, EFTA documents, preparatory acts, case law of the EU, international agreements and even questions raised in the EU Parliament. It also allows insight into national case law and measures for the implementation of national laws in the member states through N-Lex. Furthermore, users can access relevant judgments of courts in the member states and of the EU Court of Justice through the JURE (Jurisdiction, recognition and enforcement of judgments in civil and commercial matters) collection. JURE has a serious fault, however, because cases are only available in their original languages with summaries in English, French and German, so they can only be used as examples of how certain terms can be used in respective languages. Probably the most useful feature of EUR-Lex is the possibility to access directly the Official Journal (OJ) from within the EUR-Lex and to find all OJ issues that exist only in printed version. For all these characteristics, the EUR-Lex home page may well be the starting point for any research relating to EU legislation and its versions in different languages. The practical part of the subject therefore includes different search options both in the Official Journal and in the EUR-Lex URI-database with and without full information about the navigation elements (such as, for example, the OJ publication reference, or the Celex number). To start an efficient search in the EUR-Lex database, it is very useful to know the Celex number of the sought document. Celex database is the inter-institutional documentation system for Community law and it contains coded numbers of the documents published in the Official Journal (documents of the European Communities and those produced by the Court of Justice including legislation, treaties, case law and preparatory documents). The first thing attendants of the course must learn is how to interpret, understand and distinguish different Celex numbers. The attendants are only required to remember the meaning of particular parts of the Celex number and encouraged to use the Celex table that makes the search for particular types of documents a lot easier. Practical assignments include decoding the Celex number, using the table, interpreting the types of documents according to their Celex number, searching the database using Celex numbers and, finally, producing a Celex number for a specific type of document.

European Union Open Data Portal. This very useful site offers information about all data that are freely available to general public, but also to legal and language experts who can access the requested data without previous registration. The database can be searched in a vast variety of ways - from alphabetical search, search according to subject matter or subject group, search according to popularity of search topics, to search according to date of publication or according to source of information. The Portal may also serve as the starting point from which users can "jump" into other databases, such as CORDIS (EU-funded research projects database), Eurostat (statistical data from various domains within the EU), DORIE (collection of all documents issued by the European Commission), ESCO (European Skills, Competences, Qualifications and Occupations database), etc. It should be noted that ESCO is very useful not only for people seeking employment in the EU, but also for agencies providing employment. Furthermore, the Portal allows access to the already

mentioned EuroVoc as well as to the DGT-Translation memory (a data-base with sentences and their direct translations into 24 languages of the EU; its content includes segments of the Acquis Communautaire and all treaties, regulations and directives adopted by the EU as part of the European legislation). Attendants of the course are instructed on how to use the most popular and helpful features of the European Union Data Portal and receive assignments to search for specific information at home.

IPEX. The principal function of IPEX is to facilitate inter-parliamentary cooperation in the EU by offering a platform for inter-parliamentary electronic exchange of all EU-related information between parliaments of the EU member states. The platform contains information about parliamentary scrutiny in EU affairs including aspects of subsidiarity and regularly updated calendar of scheduled inter-parliamentary meetings. There are also forums for the exchange of views on topical issues. The site is therefore a valuable source of nearly first-hand information about the state of affairs in the EU and in all of its members. It is primarily intended to be used by national parliaments' members and IPEX correspondents in national parliaments. However, it is also open for use to every citizen of the EU interested in inter-parliamentary communication within the EU. Citizens can access the databases as 'general users' who can only search the data base or as 'authentified users' who can also store the searched documents but first have to create an account with IPEX. The portal is fully operational only in English with parts that have been localised in other EU languages. In addition to search options for the portal, attendants of the course are also informed about other databases accessible from the IPEX website (ECPRD, ECPRD and the Council of Europe).

TAIEX. TAIEX is the Technical Assistance and Information EXchange instrument of the European Commission. This tool was of great importance for Croatia as the candidate for EU membership, but it also remains operational and usable in the years of adjustment after the accession. It offers information about European neighbourhood policy and funds available for the financing of cross border cooperation and other activities. One serious limitation of the site is that it is intended exclusively for the experts from the public administration of the member states. However, as Croatia has become a full member of the EU, its citizens can apply for the status of registered experts willing to assist future candidates for Union membership in their preparation for accession. Since this largely applies to Croatia's neighbouring countries, attendants of our course are well advised to consider the possibility and maybe apply for the status of registered experts.

TED. TED (Tenders Electronic Daily) is an online version of the Supplement to the Official Journal of the EU focusing on public procurement. The course attendants are informed about its contents and options it offers, because it provides free access to business opportunities from the EU, the European Economic Area and even beyond that with information published in all 24 official languages of the EU. After registration, users can personalise their search profiles, receive email alerts about available positions, etc. All this makes this portal unavoidable for anyone seeking quality employment in the EU.

Machine Translation (MT) and Machine Assisted Translation (MAT)

The vast number of documents and other written information produced daily in the bodies and institutions of the EU must be made available at least in all working languages and preferably also in all other of the 24 official languages of the EU. This puts an enormous burden on the translation service provided by the member states and administered by the DGT (Directorate General for Translation) responsible for the translation services. The 21ˢᵗ century with its many technological wonders has brought some relief for translators of some languages by providing automated/machine translation for particular language pairs. Years of use and experience have resulted in drastic improvements of the service in some languages so that today translations between particular language pairs (e.g. English < - > German; English < - > French or French < - > Spanish) work almost flawlessly rendering instant translations of most communicated documents. These translations must be proof-read by translators to eventually become official. Unfortunately, machine translation software was primarily oriented towards the so-called "big" languages, and Croatian is not one of them so that, for the time being, machine translation is still unavailable, while machine assisted translation is merely an option for translators of Croatian. Nevertheless, course attendants must be informed about the possibilities offered by automated translation tools.

Machine/Computer Translation. At the moment, there is no quality machine translation software for Croatian either as target or source language. However, the principle on which the software operates for other languages raises the hope that at some time in the future machine translation will be also available for Croatian. The principle is very simple: the translation software searches a vast database that contains previously produced documents in all available language versions. The software then re-samples texts by simply replacing the text in the source language with already existing sentences from other texts from the target language database. This requires an enormous bank of texts so it is rather a matter of time

needed for a language to fill the text bank before any language could be translated by machines and only proofread by humans. What now works with the working languages in the EU will one day also work with Croatian as well.

Machine/Computer Assisted/Supported Translation. Unlike the machine translation where the machines do all the work and humans only exercise control, machine assisted translation still requires a lot of human work, and unlike machine translation, which is still out of reach for most "small" languages such as Croatian, machine assisted translation is also available for these languages. Here the users have a choice between word translators and text translators, which are obviously a better solution since they work with entire texts. There is also the choice between freely accessible translation services such as Google Translator or Babylon and commercial online translation services provided by many local companies in their respective countries. The problem with free translation services is that the translation is not always of good quality, especially (again) for "small" languages; commercial online translation services, on the other hand, may be quite expensive. Both these types of services also share a common feature: the user has no influence on the translation process – one can only work on the finished text. The good news here is that Croatian translators can use localised commercial translation software for language pairs such as English – Croatian/Croatian – English or German – Croatian/Croatian – German that works quite well. The software can be purchased and installed on the user's PC and it comes with a renewable 1-year license for one machine. Since this is the only quality translation software available on the market, course attendants are given a demonstration of how to use the programme and how to make it progressively more efficient. The programme can be "taught" about the language by editing texts while they are being translated, by expanding the programme's dictionary database and by feeding finished translations into the programme's memory (so that eventually it will work almost in the same way as machine translation programmes do). The attendants can download a trial version of the programme with limited functionality (but offering most of the important options for users) and practice its use by translating a text they receive as a home assignment.

Conclusion

From its earliest days, the EU has been developing a specific language of administration that had to be incorporated into all official languages in use in the member states. This includes all of the treaties, directives, recommendations and other legal documents and materials that have been produced in the Communities since their foundation and that are now known as the Acquis Communautaire. Its translation into the respective language is the first step any candidate for membership in the EU must take. In the past almost 70 years since the birth of the present-day EU many things have changed, and that also includes the amount of materials, programmes, databases and other forms of aid for the translators in EU institutions, all of which is now provided by the DGT – Directorate General for Translation. In this paper we have tried to demonstrate how foreign language teachers at the Faculty of Law, University of Osijek, responded to new requirements that modern higher education system is faced with in the new circumstances of the 21st century. It was by developing of a non-formal type of education programme – the Lifelong Learning Programme for Lawyer-Linguists, in which electronic media play an important role and in which possibilities they offer are excessively used. They are most intensely applied within the course *Online Translation Tools and EU Vocabulary*, in which modern media not only serve as devices for teaching translation, but their skilful use also represents the principal goal of the course.

There is no doubt that new media and IT will play an even more important role in formal and non-formal types of education in the future. This fact, however, represents a new challenge and new requirements for teachers who should be instructed how to use them properly, efficiently and in accordance with the specific curricular tasks and planned learning outcomes. The question is: should we accept those changes open-mindedly and only with positive attitudes, or should we take into consideration some rather critical approaches, like the opinion "that teachers should have at the same time a positive attitude towards and a healthy scepticism of these technological devices" (Dudley-Evans and St John, 2007, p. 185)?

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The Ways of Creating New Paths for Financial Organizations Within the Framework of Spatial Dependency

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Abstract

Spatial dependence of financial organizations has been examined by economic geography, clustering and institutionalist approaches. In literature, there has been many studies which investigate how spatial dependency occurs and which factors effect spatial dependency but none of them link spatial dependency with dimensions of financial system. Within the framework of spatial dependency, our study focuses on the notions that financial depth, financial effectiveness, financial stability and financial accessibility as financial system dimensions that effect spatial dependence of financial organizations. To test the propositions, we collected data from financial databases for chosen 25 countries endowed with financial centers between the years of 2007-2011. We aim to identify the factors that affect spatial dependencies and the ways of creating new paths for financial centers. The obtained data from databases are analyzed through the STATA statistical packaged software. After the validation of measures a series of panel data analysis was conducted to test the hypotheses and to define how financial system dimensions create a spatial dependency on financial centers. Analyses results highlighted the notions that competitiveness power, capital based financial system, external shocks such as financial crisis and knowledge asymmetry to create new paths for financial centers.

Keywords: spatial dependency, financial system, path creation, financial centers

Introduction

Financial centers as a best representation of finance organizations clusters still should reside spatially in certain regions despite technological improvements and digitalization, because complex information such as merger/acquisition agreements, know-how, non-written rules and social embeddedness can't be transferred to electronic media (Grote, 2009). Unlike O'Brien (1992), movements of capital and trade are facilitated by the attractiveness of factors such as reducing transaction costs, liquidity and increasing efficiency. Financial centers always exist spatially and their differentiated roles and performances in the financial system only change their spatial pathways (Martin, 1994). When we analyze the factors underlying the evolution of clusters at different levels of analysis, it is seen that the effects of spatial density dependence on location choice of new firms are stronger at the regional level (Greeve, 2000). Arthur's (1988) spatial dependence theory claims that new firms make their location choices randomly at the beginning. This means that it is not predicted which region have become more advantageous at the beginning but it is certain that existence regions are more advantageous than other regions for new organizations because of scale economies and positive externalities. This create a geographic lock in for financial organizations. Beside cluster economics, financial organizations make their location choices according to their information gathering, processing and transcription functions. When economic factors and spatial structures are considered together, financial markets structure, financial institutions' activities, finance sector management, legal framework, personal and corporate tax, financial information dissemination mechanisms, qualified labor and technological/physical infrastructure constitute the spatial dependency factors of financial centers (Thakor, 1996; Z/Yen, 2011). In path dependency literature, aggregation effect and centrifugal-centripetal forces on financial centers cause lock-in and despite external shocks (the formation of other highly competitive financial centers, low transaction and transportation cost) financial institutions resist change of location (depending upon

knowledge asymmetry, backward and forward linkages, qualified labor, prestige, established infrastructure and business culture) through centers that have more advantageous conditions. Over time, financial centers become self-

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reinforcing and spatially dependent structures (Fujita et.al.., 1999; Schmutzler, 1999). This provides information on the reasons for new spatial pathways chosen by rising and falling financial centers (Martin, 2009; Grote, 2002). In case New Economic Geography, the distribution of financial clusters depends on initial   conditions and historical events (Fujita et.al. 1999). Financial centers survive or die under the effect of small   historical events (Ottaviano and Thessie, 2004), structure of clusters and government policy (Bosker et.al., 2007). New Economic Geographical Models claim that the success rate of financial clusters is related to external economics such as specialized local labor input, access of financial markets and scale effect,   information dissemination, etc. (Krugman, 2011). Finally, spatial pathways of financial firms can sometimes   be determined by historical accidents. Historical accidents are unexpected events that affect the output of any   activity (such as the formation and persistence of ineffective technological standards) of financial firms (Ottaviano and Thessie, 2004). Small but cumulative historical accidents can create large regional imbalances   even in homogeneous regions. In the theories of financial centers, it can be seen how the historical accidents shaped the financial geography and the small changes that took place cumulatively created a discontinuous change in the space (Krugman, 1998). As a result, financial firms which do not have the mobility of resources and labor prefer to locate in centers where market is deep and transportation costs are low and prices are stability in financial markets (Ottaviano and Thessie, 2004). The clusters formed in these regions have been self-reinforce over time. The spatial paths of main financial center in Germany from Berlin to Frankfurt between the years 1949-2006 can be given example for historical accidents. After the establishment of the Central Bank in Frankfurt, the concentration of foreign banks in Frankfurt increased steadily and Berlin lost its importance as a main financial center. However, after the 1980s, when foreign banks were shifting to global markets such as London, the intensity of foreign banks in Frankfurt gradually decreased. Therefore, the concentration of foreign banks in Frankfurt has developed in the form of reverse U (Grote, 2002). The need for the presence of a financial center in Dubai was first spoken by the state, then a tourism-oriented and new airline company was set up for this need. The arising tourism-based economic clusters provided the necessary environment for the establishment of the DIFC (Hvidt, 2009). Therefore, infrastructure investments carried out by the state in transportation, technology and physical areas can also be considered as historical accidents for financial centers to develop new spatial pathways. For example, infrastructural studies carried out in the transportation sector in Istanbul have caused the financial clusters to shift from Galata to Levent-Maslak as a   historical accident. In this context, the study begins by a literature review of financial system dimensions that   translate path dependence of financial centers to spatial dependence and the effects of orientation of financial centers as bank based or capital based on creating new spatial paths, then will go on to development of hypotheses. Research methodology, analyses results and research model will take place at second section. The   results of the analyses will be discussed and recommendation will be provided for countries.

Literature Review and Theoretical Framework

Financial Depth

Financial depth means financial size. Financial size of finance centers depends on credits given by commercial banks and other financial institutions to private sector and transactions in capital markets. The   credits given by commercial banks and other financial institutions to the private sector measure the activities   of the banks (Levine, 1997). High liquidity at financial centers provide to lower transaction costs and in a result of this, large financial transactions can take place quickly in markets. The reliability of financial systems is determined by the liquidity and credibility. Crocco, Calvente and Castro (2006) argue that financial institutions, especially foreign banks, make their location choices according to financial depth of markets to meet their financial needs (Wong, 2012). Liquid markets offer low capital cost opportunities to firms. According to economies of scale, liquid markets prefer to take place in financial centers that perform large   financial transactions and whose financial size is at a certain level. On the other hand, it is a prestige for firms to be listed on the stock exchanges of leading financial centers (Karreman and Knaap, 2007; Karreman, 2010). The financial systems of the developing countries should be bank-based because they can't compete with stock exchanges which have high financial depth as in developed countries (Claessens et.al., 2002). Liu and Strange (1997) used the ratio of total value of stocks traded on Stock Exchange to the GDP to measure the depth (size and performance) of stock exchanges in financial centers. Besides, information in deep financial markets creates

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sectoral positive externalities. Clustering effect prevents financial sector from becoming a fragmented structure spatially by creating a depth for financial centres. Unless expansion of knowledge hinterland, financial depth only creates short-term or medium-term path dependence for financial sectors (Porteous, 1995; Park, 2012). Financial depth does not occur randomly in financial system. Financial depth ensues with small historical events by following an evolutionary process. Innovations in financial institutions, tools and markets, the development of institutional control mechanisms and the increase of public banks deepens the financial system structure (Fratianni and Spinelli, 2006).

Financial Efficiency

Financial efficiency implies efficient financial resource use and easy implementation of financial transactions (at the same time minimizing transaction costs) (Cihak et al., 2012). Financial efficiency is about the costs that financial centers face (Zhao et al., 2004). Bank efficiency score and stock turnover ratio of stock exchanges (Porteous, 1995; Donaubauer et al., 2014; Cihak et al., 2012) can be used to measure financial efficiency. The bank efficiency score is calculated as the ratio of the total personnel expenses and general expenses to total assets and the average of the net interest margin. The ratio of general expenses to total assets is the share of operating expenses of banks in all assets. Total assets represent total income assets, bank cash assets, bank deposits, fixed assets other than real estate, value of brands, other tangible assets, current tax assets, deferred tax, discontinued operations and other assets. Low overhead costs can be used as a measure of efficiency. But very low overheads can also be interpreted as inefficient competitiveness. Therefore, overheads alone can't be used directly to measure bank activity. Interest margin is a measure of the intermediary costs of banks. It is used as a measure of the effectiveness of the banking system. The growth of interest margins push-off investors from the banking system and affects the development of the financial system negatively. The activity expenses of banks are calculated as the ratio of average interest margins and overheads to total assets. Low bank efficiency score points to effective banking system (Allen and Gale, 2004). Total stock turnover rate of stock exchanges which is the ratio of stock traded on stock exchanges to the market value of stocks and used as liquidity of stock markets, is not a direct measure of stocks trading costs (Demirgüç-Kunt and Levine, 1999). Nevertheless, Kerr (1965) and Porteous (1999) used this indicator to how liquidity is important for spatial dependence in financial centers. Active small stock exchanges have a high turnover rate. On the contrary, the inactive big stock market where liquidity is low has a low turnover rate. The increase in the efficiency of the financial system structure in parallel with the economic development also increases the number of transactions on financial markets and the diversity of financial instruments (Liu and Strange, 2013). In terms of location selection, financial institutions select only a certain region, despite the advantages of other places in terms of cost because of the influence of factors such as quality control, speed, security and confidentiality in information-based transactions and the influence of centrifugal and centripetal forces. This create a lock in and then a spatial dependence for financial centers. For example, because of the lock-in effects, insurance firms prefer to locate in Zurich instead of Ireland which is more advantageous in terms of low costs. Lock-in effects usually mean that the financial institutions can't be separated from the inefficiency regions and thus a region is preferable than the other regions (Porteous, 1995; Porteous, 1999). Therefore, financial clusters provide their efficiency by increasing financial firms' geographical proximity to each other and firm density. The geographical proximity has a positive effect on gaining non-transferable competitive power, information and resources. Advantage of face to face communication among firms, being close information technology and media clusters in financial clusters are also one each a contributing factor in attracting skilled workers to the cluster and increasing the reputation of the financial center (Kuah, 2008). From the view point of location choice, efficiency of financial centres depends on chance in the first place that they are founded (Liebowitz and Margolis, 1999). Over time, increasing returns of financial centers may cause inertia (or lock-in) and irreversibility and potential path inefficiency by small historical accidents. Financial clusters provide their efficiency slowly by making their future choices depending on learning process. In the long term, if firms give up to move other advantageous places, then their transactions costs gradually decrease with the help of learning process (Arthur, 1994). On the other side, financial systems tend to converge to the most efficient system. Therefore, the convergence of financial systems can be conceptualized by path dependency. Bank and capital market development complement each other. Changes in a financial system (from a bank-focused financial system to a capital- based financial system, or vice versa) are not easy. Due to the interdependence of the components of the financial system, a change in composition systematically creates inefficiency in other components. Therefore, inefficient financial systems which has changed its focus tend to return to their old systems where they can be efficient. In a radical change in the financial system, the system can only survive if the increasing of productivity is greater than the social costs (Hölz, 2003).

Financial Stability

The globalization has brought with it the integration of financial systems. In this way, the increase in capital circulation and the increase of innovations in financial products has brought risks such as the deterioration of financial stability. Therefore, depending on the hierarchical levels of financial systems, the dynamics that compete each other have become dynamics that complements each other. In short, financial systems have been become interdependent. The continual change of finance geography under these influences have been increased the pressure of competition on financial centers. Therefore, more flexible rules and forms of governance have been emerged (Kruse, 2003). Financial stability and currency stability are most needed factors by the markets during the globalization phase (Grote, 2002). Financial integration has risks of increasing instability, of the rapid spread of financial crises among countries especially in the financial system. The way to be protected from these risks isn't only just isolation. Isolated financial centers trigger a stable but poor financial systems (Young et al., 2009). Especially in uncertain environments where there is economic instability, firms which need high liquidity in rural tend to move center. Financial systems shift towards from peripheral to center and tend to cluster at the center because of the advantages of the center that provide (Klagge and Martin, 2005). During a crisis, it is not important whether the financial system is bank-oriented or capital oriented. A stable financial system is more resistant to those financial crises. Bank-oriented system is more complicate rather than to capital based financial system because of firm-bank-worker relations and their learning process. This makes difficult to provide stability and weakens reflex towards external shocks. Thus, less complex and consistent financial systems are more resistant to crises despite they are less efficient (Hölz, 2003). Financial instability is an important indicator because it destroys the flow of capital in financial centers. The Bank Z-score is often used to measure the financial stability of the banking sector. This indicator is determined by the probability that a banking system in a country defaults (does not fulfill its obligations) in terms of basic accounting and auditing. $Z = (k + \mu) / \sigma$. The capital asset rate in the formula represents the standard deviation of the profitability of assets, and the profitability of assets (proxy) in place of the variance of σ (Cihak et al., 2013). Bank Z-Score expressed as the risk of failure of the banks. High Z-Score means that banks are at risk of low failure. There is a negative relationship between the increase in competitiveness and the probability of banks failing. In other words, when the competition between the banks increases, the risk of failing the banks is decreasing. Another point of view on the financial stability of banks is that the incentives they will have for increasing the credibility of banks with more market forces will increase. Therefore, managers are more cautious to improve the quality of their assets. Monitoring of such institutions is also easier. Successful banks are generally regarded as stable. Bank failures can be solved through mergers, capital increases and other support mechanisms. As for capital markets, financial stability can be measured by price fluctuations of shares on stock exchange market (Schaeck, 2009).

Financial Accessibility

Financial centers which have the high-level of global accessibility deliver their innovative financial services and products developed with their accumulation of finance and experience to customers using extensive information networks (Kruse, 2003). It is seen that international financial market accessibility is the third important factor affecting the competitiveness level of financial centers in the Global Financial Centers Index (Z/Yen, 2015). The increasing of the number of listed firms on the stock exchange has caused increasing of the information asymmetry on the market. However, firms that have specific areas of expertise, which wants to change this situation to an advantage prefer to locate in places close to knowledge resources (Karreman and van der Knaap, 2007; Karreman, 2010). Therefore, financial accessibility creates spatial dependence for financial institutions. Financial accessibility was measured by the number of banks and bank branches per 100,000 people and the number of firms listed on the stock exchange per 1,000,000 people at the end of the year. This indicator does not include investment companies, mutual funds and other common investment instruments. The number of companies in the financial system and the number of firms listed on the stock exchange is related to the creation of spatial dependency in information networks, in terms of proximity to the markets, customers and information resource. At the same time, financial accessibility is effective in achieving a certain level of scale economics for financial centers. Porteous (1995) points out that the financial sector has the most reliable and valuable information (information hinterland and asymmetric information). For example, in China, Beijing's main financial institutions prefer to establish their headquarters close to central government buildings, which are a source of non-standard information policies. Besides, Hong Kong prefers to stay close to financial information sources and Shanghai to trade information sources (Zhao, Smith and Sit, 2003).

In the light of the literature, we argue that four dimensions of financial system create spatial dependency for financial centers through the positive externalities of clusters, geographical proximity and knowledge asymmetry and propose the hypotheses following:

H1: Financial system depth doesn't have a significant effect on the spatial dependence of financial centers.

H2: Financial system efficiency doesn't have a significant effect on the spatial dependence of financial centers.

H3: Financial system stability doesn't have a significant effect on the spatial dependence of financial centers.

H4: Financial system accessibility doesn't have a significant effect on the spatial dependence of financial centers.

Research Method

Sample and Data Collection

In the study, a dataset was created from secondary sources as The Global Financial Center Index by Z- Yen, have started to be published since 2007 and The Global Financial Development Database with contains 203 comparative indicators of the system structure of the economy. In the study, the financial system structure of the countries was used as proxy because of the lack of comparable time series databases of the cities where the finance centers are located. Panel Balanced Data obtained from 25 countries between years 2007-2011 were analyzed through the STATA 11 statistical packet program and four hypotheses were tested through panel data analyses.

Analyses

In the study, 25 Financial Centers were ranked according to the indexes (September Period) of Globalization Center Index of Financial Centers between 2007 and 2011. The first 9 global centers (London, New York, Hong Kong, Singapore, Tokyo, Zurich, Toronto, Sydney, Frankfurt) were compared with the next 10 reginal centers (Paris, Dubai, Seoul, Dublin, Amsterdam, Stockholm, Brussels, Qatar, Madrid, Vienna) and the last 6 national centers (Sao Paulo, Wellington, Helsinki, Johannesburg, Rome, Lisbon). Two ANOVA tests were used to test whether the spatial dependencies of financial centers differed significantly according to the degree of globalization of financial centers and whether the spatial dependencies of financial centers differed significantly according to their being banking or capital market oriented. The structure of the financial system of countries is focused on banking or capital markets has been determined by considering the previous studies made by looking at the literature. The financial centers at London, New York, Hong Kong, Singapore, Zurich, Toronto, Sydney, Paris, Seoul, Amsterdam have capital based financial systems. The rest of 15 financial centers, analyzed have bank based financial systems. As a result, when the globalization degree shift from national to global the financial systems converge to capital oriented market structure. Besides, the spatial dependencies of financial centers differed significantly according to the degree of globalization of financial centers.

The empirical model of the study is grounded by research of Demirgüç-Kunt et al. (1999). Panel data analysis was used to analyze the effect of the financial system structure on the spatial dependence of financial centers. In the panel data analysis, it was decided that Driscoll Kraay Model was used according to the annually data structure (unit and time lengths) and the models had fixed effects. The time effect in the model was expressed by i_year. Competitiveness scores representing spatial dependencies of financial centers were dependent variable in the models. Four dimensions of financial system structure as financial depth, financial efficiency, financial stability and financial accessibility are independent variables. In models the effect of each dimension on spatial dependence was evaluated separately considering the globalization degree of the finance centers and their structure of capital markets and the banking sector. GDP per person and inflation rate data affecting the financial system of countries are also added as control variables in each model. The models are included two dummy variables (global and regional), in order to avoid falling into the dummy variable trap. Finally, a time invariant variable is added to each model to show whether the financial centers are bank-oriented or capital-oriented. Panel data analysis is conducted after all data are made stationary. Total value of stocks traded on Stock Exchange to the GDP, the number of firms listed on the stock exchange per 1,000,000 people, the number of banks and bank branches per 100,000 people and logarithm of GDP per person are stationary at the first difference. The ratio of commercial banks and other financial institutions to private sector to the GDP, the bank efficiency score, stock turnover ratio on stock exchanges, Bank Z Score, price fluctuations of shares on stock exchange market and inflation rate are stationary at 0 level. We conduct unit root tests according to Harris Tzavalis.

Findings

In this study, panel data analysis is also conducted to test the hypotheses and to define the direction of relations. In two ways, fixed effect panel data analysis, Driscoll - Kraay Method corrects assumption deviations such as autocorrelation, heteroscedasticity and correlation between units. But despite ANOVA test shows that the financial centers differ in terms of market-orientation (bank-based vs. capital-based) and internationalization degree, Driscoll - Kraay Method

omits dummy variables because of multiple linear dependence. Therefore, we can't see in which direction they effect spatial dependence of financial centers in the model. When we examined the effect of financial depth of banking and capital markets on the spatial dependence of financial centers in the Table 1, it is seen that the ratio of commercial banks and other financial institutions to private sector to the GDP (credit) parameter has a positive effect ($\beta1 = 0.9336$) on the spatial dependency of finance centers. This variable was statistically significant at the 5% level of significance (p = 0,000). It is seen that the ratio of total value of stocks traded on Stock Exchange to the GDP (stock_traded) is a positive effect ($\beta2 = 0,1291$) on the spatial dependence of the financial centers. At 5% significance level, this variable was statistically significant (p = 0.002). When the time effect is examined, it can be said that financial depth has increased spatial dependency for financial centers over time. As a result, Hypothesis 1 was rejected.

[Table 1. Panel Data Analysis Results on the Financial Depth on Spatial Dependence of Financial Centers]

Panel Data Model	Independent Variables	Depended Variables	β	Sig.	R2	Model Sig.
1	credit	Skor	0,9336	0,000	0,6892	0,000
	First Difference of stock_traded		0,1291	0,002		
	inflation		1,4109	0,000		
	First Difference of log GDP		30,1517	0,445		
	i_year 2008		468,7952	0,000		
	i_year 2009		500,0881	0,002		
	i_year 2010		514,5387	0,000		
	i_year 2011		537,1381	0,000		

When we examined the effect of financial efficiency on spatial dependence of financial centers in the Table 2, the bank efficiency score (bank_effiency) positively affects ($\beta1 = 5,544,698$) spatially dependence on financial centers but it is not statistically significant at the 5% level of significance (p = 0.259). Stock turnover ratio on stock exchanges (stock_turnover) affects the spatial dependency of financial centers in the positive direction ($\beta2 = 0.3532193$). At the 5% level of significance, this variable was statistically significant (p = 0,000). Therefore, as the stock turnover ratio on stock exchanges increases, the spatial dependence of financial centers also increases. When the time effect is examined, it can be said that the financial efficiency has increased spatial dependency for financial centers over time. As a result, Hypothesis 2 was partially rejected.

[Table 2. Panel Data Analysis Results on the Financial System Efficiency on Spatial Dependence of Financial Centers]

Panel Data Model	Independent Variables	Depended Variables	B	Sig.	R2	Model Sig.
2	constant	Skor	531,1804	0,000	0,6892	0,000
	bank_efficiency		5,544698	0,259		
	stock_turnover		0,3532193	0,000		
	inflation		0,482238	0,161		
	First Difference of Log GDP		-57,14116	0,000		
	i_year 2009		32,82129	0,000		
	i_year 2010		514,5387	0,000		
	i_year 2011		537,1381	0,000		

When we examined the effect of financial stability on spatial dependence of financial centers in the Table 3, the bank Z score (z_score) negatively affects ($\beta1 = -2,3810$) spatially dependence on financial centers and it is statistically significant at the 5% level of significance (p = 0.018). Price fluctuations of shares on stock exchange market (price_fluctuation) affects the spatial dependency of financial centers in the positive direction ($\beta2 = 0.4329$) but at the 5% level of significance, this variable was not statistically significant (p = 0,464). When the time effect is examined, it can be said that the financial stability has increased spatial dependency for financial centers over time. As a result, Hypothesis 3 was partially rejected.

[Table 3. Panel Data Analysis Results on the Financial System Stability on Spatial Dependence of Financial Centers]

| Panel Data Model	Independent Variables	Depended Variables	B	Sig.	R2	Model Sig.
3	z_score	Skor	-2,3810	0,018	0,6060	0,000
	price_fluctuation		0,4329	0,464		
	inflation		0,9546	0,004		
	First Difference of Log GDP		-19,1296	0,675		
	i_year 2008		605,7266	0,000		
	i_year 2009		635,31	0,000		
	i_year 2010		654,6829	0,000		
	i_year 2011		680,4405	0,000		

When we examined the effect of financial accessibility on spatial dependence of financial centers in the Table 4, the number of banks and bank branches per 100,000 people (bank_branch) positively affects ($\beta 1$

= 0,6935) spatially dependence on financial centers and but it is not statistically significant at the 5% level of significance (p = 0.208). the number of firms listed on the stock exchange per 1,000,000 people (listed_firm) affects the spatial dependency of financial centers in the negative direction ($\beta 2$ =-2,017032) but at the 5% level of significance, this variable was not statistically significant (p = 0,139). When the time effect is examined, it can be said that the financial accessibility has increased spatial dependency for financial centers over time. As a result, Hypothesis 4 was accepted.

[Table 4. Panel Data Analysis Results on the Financial System Accessibility on Spatial Dependence of Financial Centers]

Panel Data Model	Independent Variables	Depended Variables	B	Sig.	R2	Model Sig.
4	constant	Skor	583,7038	0,000	0,5943	0,000
	First Difference of bank_branch		0,6935219	0,208		
	First Difference of listed_firm		-2,017032	0,139		
	inflation		0,9785195	0,000		
	First Difference of Log GDP		-13,28406	0,824		
	i_year 2009		28,1813	0,000		
	i_year 2010		42,06522	0,000		
	i_year 2011		68,04861	0,000		

The research model is being shaped as it has been shown at Figure 1 below:
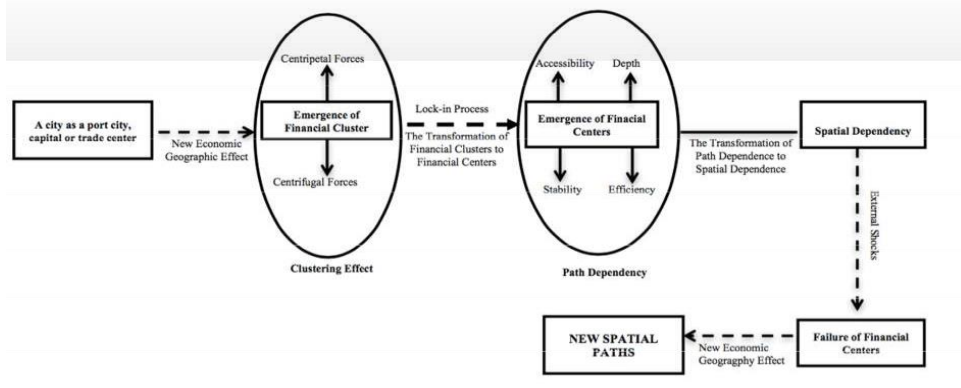
[Fig 01. Final Research Model]

Conclusion and Discussions

Financial centres determine their spatial paths according to their financial products, transactions and information flow direction. When we look at their evolution, they emerge in cities where international competitive is high. They need places where they have physical capital, financial development, institutional efficiency, social-cultural character, workforce, global attraction, profitable investment opportunities, confidential and wide knowledge hinterland. Competitive power of financial centers has forced their institutional capacities over time. When they reach natural boundary at one location, their competitive environment has affected their success adversely and let them develop new spatial paths. Many of global financial centers form multi-centered clusters over time, because they have enough financial depth and liquity to create new attractive clusters which have low capital investment cost opportunity in some other place. Unlike global financial centers, it is not very easy to change locations for natural financial centers because of their strong spatial dependency. Hence, they can create new spatial paths only through historical accidents such as government policies or incentives. Government investments and incentives, technological changes, new sectors that demand new and specific financial produts/service, replace of knowledge suppliers such as exchange stock, public enterprices and headquarters of big financial entreprices etc. and destructive external shocks such as natural disastors, financial crises, terrorism and wars are strong reasons to break a path dependence and create new spatial paths for financial centers. Especially changing their locations get easy for financial centers when the value of knowledge decrease in the location. On the other side, financial centers create new spatial paths to them changing in their financial functions and roles in terms of financial systems and proximity to customers that they service.

Financial centres create their new spatial ways by a planned way or randomly (Arthur, 1994). If financial centres follow a planned new spatial way, strategists should search new opportunities and provide reallocation of resources or they move towards another location depends on the constraints of their old location based on their collective learning processes (Hassink, 2005). If new spatial paths are chosen randomly, external shocks which can't be predicted by looking historical small events broke path dependencies and create another one (Martin and Sunley, 2006, Martin, 2010). In multiple centered financial clusters, location choice is also random but their spatial diffusion follows a cumulative but indeterminate process in the long- term (Wang, 2005; Krugman, 1998; Boschma and van der Knaap, 1997). New spatial paths can be created by expanding of knowledge hinterland, revising legal and organizational regulations for creating innovative technologic areas and new products and reallocation of resources (Garud and Karnoe, 2000; Martin, 2010; Martin and Sunley, 2006b).

This research show us that a way to break spatial dependence of financial centers is shifting of bank based financial system to capital based financial system. Financial centers that need to create new spatial paths should develop innovative products and tools in capital markets and widen their hinterlands enough strong to destroy the influence of their centripetal forces. Variety of financial products required differentiated places. While the liquidity degree and size of financial markets determine in which stock exchange that firms should list, the locations of the listed firms on stock exchange determine the boundaries of financial centers. While number of listed firms increase on stock exchanges, the information asymmetry is increasing in stock exchanges too. Therefore, this reduces spatial dependence and allows the creation of new spatial paths. High turnover ratio of stock market indicates more liquid financial centers. On the other hand, there is a negative relationship between spatial dependence and financial stability. Financial system stability concerns financial centres' minimizing the risks created by financial integration. Generally financial instability increases the risk of financial crisis. Financial crisis as a dynamic external shock creates new spatial paths for financial centers by directing government policies and remodeling financial markets. A high Z-score implies that banks have low bankruptcy probability and high financial stability. Independence banks can move more easily towards plaees where have more advantageous conditions.

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The Role of Folk Songs in Social Movements: a Case Study on the Separate Telangana State Formation in India

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Abstarct

Folk songs are instrumental in people's mobilization for social movements. In the cultural and social context, the folk art forms played a crucial role in raising the social consciousness towards various social movements in Telangana. Folk arts are instrumental in shaping the people's consciousness. The role of folk songs is pivotal in social movements. The research paper depicts, how the folk songs had brought the collective identity and consciousness among the people of Telangana and had brought the separate statehood. From the time of Telangana armed struggle to Telangana State formation, the role of folk songs is enormous and played a definite significant role in the formation of Telangana... The folk song which had undergone metamorphosis into protest and revolutionary song had raised the voice against all major social exclusion and inclusion indicators like feudalism, social and economic exploitation, denial of power, resources exploitation, water crisis, underdevelopment, drought, poverty, alienation, suppression of cultural identity, social injustice, bonded labour, migration of labour, suicides, gender inequality, caste discrimination and for separate statehood in Telangana.

Keywords: The Role of Folk Songs in Social Movements: a Case Study on the Separate Telangana State Formation in India

Introduction

Social exclusion and inclusion indicators are the "key indicators" for the birth of all social movements. The Telangana Dhoom Dham was the crescendo of collective consciousness at its peaks through folk songs and other folk arts and resulted in violent and aggressive modes of operation like humiliating, demolishing, attacking the Andhra dominance and suicides became a sign of protest for self-identity and separate statehood. Whenever there is social unrest, the folk song evolves in the form of 'protest or revolutionary song' from the poets, writers, balladeers and lyricists. The 'folk consciousness' infiltrated by the poets, balladeers, politicians, academicians and intellectuals had succeeded in bringing the 'collective consciousness' among Telangana people to fight for Telangana cause. Thus the folk song played a significant role in shaping the collective identity, collective consciousness and collective experience which forced the emergence of formation of new Telangana state.

Concept of Social Movements.

Social movements erupt whenever there is a serious political or social issue in the state or any part of the country. The social movements involve individuals, large groups or masses or organizations and strive for the social change... Modern Social movements used the technology effectively the disseminate the persuaded messages.

Mario Diani says "A network of informal interactions between a plurality of individuals, groups and /or organizations, engaged in a political or cultural conflict, on the basis of a shared collective identity."

Charles Tilly accounts that social movements projects a series of performances, campaigns, protests and displays. The normal ordinary people possess the collective identity and claims on others.

The Role of Folk Songs in the Telangana Movement.

The Concept of Folk Song represents people's culture and tradition. It says that Folk songs apply irrespective of every culture of the universe. That's why it's called People's song

"A song originating among the people of a country or area, passed by oral tradition from on singer or generation to the next, often existing in several versions, and marked generally by simple, modal melody and stanzaic"

Roy stresses that social movements disseminate and publicize the culture. The movements bring the shared identity and sense of belonging and culture with the aid of various vernacular forms like art, drama, literature, music and dance. The folk song became a powerful tool for all the social movements in Telangana. Over the period the folk song has evolved as a protest song, martyr song and revolutionary song etc. The Telangana poets and writers, written folk songs to address the various social issues and injustice from the Nizam's ruling to latest formation of Telangana and will continue further in future as well.

The folk song brought the collective experience, collective identity and collective consciousness and mobilized the groups/people and struggled for the formation of separate statehood. Ron Eyerman also stresses that music plays a crucial central role to send the messages out to recruiting groups. The collective identity or identification and collective consciousness can be achieved through the collective experience of music or song. The Music persuades the bodily movement, contact and collective experience.

The phenomena of social exclusion and the social consciousness raised over a period which triggers the lack of opportunities in the collective people gradually develop into social movements. Folk Songs became the medium of communication for raising the social consciousness of the social movements. Telangana has experienced social movements with regard social exclusion factors like caste, poverty, education, women rights, land rights, the ban on liquor freedom struggle etc. Peasant Movements; Women movements and Dalit movements; Region movements, Jai Andhra Movement ; Sayudha Raithanga Poratam; Separate Telangana movement of 1969, Second Phase of Telangana movement 1990-2009, Samaikya Andhra Pradesh movement, to name a few. The balladeers penned the folk songs with the narratives which connect to common man's ideas of social exclusion. The folk songs are catchy and connect to hearts of people and spread rapidly. Folk songs became the expression of a protest

song, a self-respect song, cry for freedom and liberation gives a loud voice for equal opportunities, provides a strong dissent on the exploitation of equal rights as well. The Folk songs became a strong bond to hold collective people's emotions and their raised social consciousness and social movements.

Telangana Dhoom Dham

Dhoom - Dham is the crucial instrumental factor in the formation of Telangana state. Dhoom Dham is a cultural revolution which had brought all Telangana people together and fought for the cause of New Telangana state formation.

Well Noted Telangana folk singer Rasamai Balakrishna says that

"Dhoom- Dham united with Telangana folk songs had brought together people cutting across caste and creed working as a binding factor during the movement. It was the cultural revolution that brought the people of different ideologies - the TRS, CPI, BJP, party - on the one platform called the TJAC which played a significant role in the movement. From the first 'Dhoom-Dham' organised at Kamareddy in 2002, it had become an integral part of the movement.

Dhoom- Dham was instrumental for all agitations which led to the formation of new state Telangana. The folk songs played an instrumental role in Telangana armed struggle to fight back against the oppressive Nizam rulers. The folk songs can provoke, sensitize, mobilize people for the movement. The folk songs of Telangana had left a profound impact on the statehood movement as it played a significant role in the success of the 'Dhoom Dham' a cultural revolution which was a vital part of the agitations.

The well-noted revolutionary folk songs of balladeers like Gaddar, Goreti Venkanna, Vimalakka, Andesri, Kodada Srinu, Rasamai Balakrishna, Gidde Ramnarsaiah, Thelu Vijaya, daruvu Yellanna, Pailam Santosh and Saichand etc. penned the revolutionary folk songs and inspired huge masses of Telangana. Gaddar's song "Podusthunna Podhumeedha, Nadusthunna

Kalama, Veera Telanganama" became all-time hit folk song all over Telangana during the movement. The Telangana Non-Resident Indians in US, UK and other countries also played a crucial role in mobilizing funds for Dhoom-Dham events and also imbibed the culture of Telangana and also shown their great love and brave heart for the formation of new state Telangana.

During the times of genesis of Telangana movement, thousands of songs were produced. There were hundreds of new voice came in to light. The pro-Telangana poets and writers expressed their solidarity and great for the cause of Telangana. The folk song became protest song. The folk song has changed its genre and content accordingly with the context and situation.

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The research paper especially focuses on the "Telangana Dhoom-Dham" songs. The Protest songs worked as a catalyst for the movement. As the research paper earlier mentioned there was the genesis of thousands of songs. The research paper may be quite difficult with the time consumption for date collection and analysis. The paper is limited to well-noted balladeers whose penned folk songs became highly popular in "Telangana Dhoom Dham" events and became a cause for the collection consciousness and crescendo struggle for the separate Telangana. The study examined the well noted revolutionary folk songs of balladeers like Gaddar, Goreti Venkanna, Andesri, Kodada Srinu, Rasamai Balakrishna, Gidde Ramnarsaiah, Thelu Vijaya, Daruvu Yellanna, Pailam Santosh and Saichand etc.

Some of well noted folk singers in Telangana

"For the construction of movement the 'cultural army' is an essential tool   for bringing the mobility among the masses and The cultural army who penned folk songs and sung by the well noted folk singers like Goreti Venkanna, Gaddar, Vimalakka, Ande Sri, Rasamai Balakrishna, and others disseminated the shared identity in to the masses of Telangana.

Gaddar song: Podusthunna Poddumeedha Nadusthunna Gaanama Porutelanganama

Poru Telanganama kotladi pranama bhale bhale bhale, hu Aa hu Aa… is one of the most significant songs which played a key role in the Telangana movement.giving a call for collective identity and resistance.

Gaddar is the most well-known Balladeer from Telangana known for social activism. Gaddar is "popular name". His actual is Gummadi Vittal Rao, born to poor dalit family in Medak district. He has penned several folk songs for the working class and oppressed people and to the social justice

'Aadudham Dapulla Dharuveyy ra palle Telangana pata paadaraa'

'Kolaatamu jada koppeyeraa Doolantoo alwwpi dumkaadaraa.'

By Vimalakka.

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Vimalakka. Her full name is Arunodaya Vimala, popularly known as Vimalakka born in Aleru, Nalgonda district in 1964. She is well known Telangana balladeer and social activist and joined the Joint Action Committee for the separation of Telangana State. She has given numerous performances in all Telangana districts and sensitized for the Telangana cause.

Goreti Venkanna performing in Telangana Dhoom Dham.

'Doring Parugu Paruguvochinaru Patnamula Vaalinaru' song.

Well noted Balladeer '"Goreti Venkanna'". Goreti Venkanna is a popular poet and folk singer from Telangana. He was born in Gowraram village in Mahbubnagar district in 1963. He penned several folk songs for farmers, peasants living conditions. He was significant Telangana

separatist activist. His song "Palle Kanneru Peduthundo" written for Telugu movie "Kubusum" became popular and moved the masses. He is one of the cultural icons of Telangana.

Song: 'Jaya Jayahe Telangana Janani Jayakethama, Mukkoti Gonthukalu Okatina Chetanam'

'Taratarala cheritagall thalli ni rajanam Jai Telangana jai jaii Telanagana'.

By Dr Ande Sri .well known Poet and Lyricist Andesri. He was born in 1961, near Janagoan in Warangal district. Known for the same popular song "Jaya Jaya he Telangana Janani Jaya

Ketanam" which was honored as "Telangana State Song". He has penned songs for Telangana cause and penned songs for films and won Nandi award for "Ganga" film.

Rasamai Balakishan is infiltrating the collective aspirations of Dhoom Dham.

Rasamai Balakrishna is popular Telangana poet, singer and lyricist born in Raorukela village in Siddipet. He played a crucial role for Telangana cause. He was the convener for Telangana Dhoom Dham Committee. He headed the cultural troupe for the formation of Telangana. He appointed as MLA for Mankondur constituency in Karimnagar district and currently works as the chairman for Telangana Culture Department.

Girls were actively participating in during Telangana March in 2012.

This can be seen as space created for Telangana women to enter into the public sphere and express their voice as well. Women and Children are inseparable. The children of Telangana were also highly inspired by the cause of Telangana and actively participated, and the mother and parents also encouraged the children to take an active part in the collective consciousness for the formation of Telangana.

Protester were participating at Tank Bund in Hyderabad during Million March in 2011.

Conclusion

Folk songs had brought the collective identity and consciousness among the people of Telangana and had brought the separate statehood. From the time of Telangana armed struggle to Telangana State formation, the role of folk songs is pivotal in social movements. The research paper clearly depicts how the folk the role of folk songs is enormous and played a special significant role in the formation of Telangana. The protest song became the siren to alert and demanded attention

and participation to fight against the social exclusion factors which had been prevalent for so long time. The folk song which had undergone metamorphosis into protest and revolutionary song had raised the voice against all significant social exclusion and inclusion indicators like feudalism, social and economic exploitation, denial of power, resources exploitation, water crisis, underdevelopment, drought, poverty, alienation, suppression of cultural identity, social injustice, bonded labor, migration of labor, suicides, gender inequality, caste discrimination and for separate statehood in Telangana.

Telangana Dhoom- Dham, the Cultural Revolution was well thought of by the Telangana supportive political parties, politicians, intellectuals, poets and singers. Telangana Dhoom-Dham became a platform to entertain, educate, sensitize and provoke for the separate formation of new state Telangana. The singers penned their own songs which reflected the identity and cultural issues, equal rights, denial of the power and injustice. The mob hysteria of Dhoom-Dham became an instant hit in the masses, and all the pro-Telangana political parties and intellectuals planned and decided, Dhoom-Dham is the major weapon to draw the attention of a considerable number of masses and fight for the separation of Telangana state. The folk songs became an instant hit. The caller ring tones were downloaded in lakhs. The folk songs became house hold songs. Lakhs of sharing auto rickshaw wallah's played the popular Telangana folk songs to the customers. The folk songs became a Cultural Revolution wave hit. The folk songs were owned and sung by the children, villagers, rural and urban, old people, intellectuals, politicians and academicians as well.

The rhetoric words used in the folk songs had made realized the Telangana people that how much injustice suffered for the last seven decades. The Folksongs made the Telangana people to be volatile and reactive to the movement. The folk songs pumped the aggression on the exploiters of Telangana. The folk songs also made it realized "Now or Never", "Do or Die".

The social movements are directed towards social change and have specific goals. The folk song addresses the social and cultural issues and tries to reinforce the social change. Every word and stanza in the folk song are highly charged political expressions to bring the social cohesion and social integration. The folk song infiltrated the radical aspirations and disseminated the revolutionary ideology and succeeded to attain the specific goal – the formation of Telangana State.

Social exclusion and inclusion indicators are the "key indicators" for the birth of all social movements. The Telangana Dhoom Dham was the crescendo of collective consciousness at its peaks through folk songs and other folk arts and resulted in violent and aggressive modes of operation like humiliating, demolishing, attacking the Andhra Pradesh dominance and suicides became a sign of protest for self-identity and separate statehood. Whenever there is social unrest, the folk song evolves in the form of 'protest or revolutionary song' from the poets, writers, balladeers and lyricists. The 'folk consciousness' infiltrated by the poets, balladeers, politicians, academicians and intellectuals had succeeded in bringing the 'collective consciousness' among Telangana people to fight for Telangana cause. Thus the folk song played a significant role in shaping the collective identity, collective consciousness and collective experience which forced the emergence of formation of new Telangana state.

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Outdoor Adventurous Activities and the Primacy of Learning in, Through and About Movement

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Abstract

This paper which has evolved out of a much larger doctoral thesis, explores the value of placing the learner at the heart of their own learning, whilst using the primacy of learning in through and about movement as a pedagogical approach. This approach is examined in the context of Outdoor Adventurous Activities (OAA) at a residential outdoors centre (formerly a farmhouse), located in a secluded hamlet in the Brecon Forest, Mid - Wales in the United Kingdom. Thirty-Six trainee teachers over four years to date, have taken part in the initiative and their views and thoughts are used to illuminate the discussion surrounding the value of learning in through and about movement

Keywords: Movement, Learner Voice, Cross-curricular, Fun

Introduction

The notion of the learner as having a key role to play in their own learning Fielding (2004, 2008), is not a new pedagogical approach, but rather, we contend, we are seeing the concept re-emerging as a way of addressing the tired and dated ideas that learners are often 'blank slates'[1] or 'empty vessels,'[2] 'should be seen and not heard' [2] and learn best through transmitting knowledge through sitting in rows in windowless lecture theatres, Costas (2015). We argue that effective teaching and learning has to start with where the learners are at, *not with where the teacher or lecturer is at.* In order to do this the learner has to be central to the intended learning outcomes and fully engaged with their own learning, and have an understanding of why they are doing it.

This paper examines this process and relationship through working with four groups, of first year Bachelor of Education (BEd) students at a University on the outskirts of London in the United Kingdom. The group comprised a mixture of males and females, ages and cultural backgrounds typical of a London satellite university. The residential visits generally last a full week, departing on the Monday or Tuesday from the university campus and returning on the Friday of the same week. There were two Senior Lecturers from the university leading the party, with three further adults present to help and support with the overall cohesion and smooth running of the week. During the course of the week, students participated in a broad range of activities, including map reading, navigation and orienteering, canoeing, fire-lighting and cooking in the outdoors, photography and mountain bike riding. Students learnt new skills, and then had to apply them to activities, in order to overcome a variety of challenges and to solve problems. Notions of collaboration, and co-operation, whilst being competitive were always present.

[1] These traditionalist views may well have a root dating back to the 1690s when John Locke the English philosopher wrote in Some Thoughts Concerning Education (1697) that he believed a sound education began in early childhood, and he insisted that the teaching of reading, writing and arithmetic be gradual and cumulative. A blank slate waiting to be inscribed by upbringing and cultural factors rather than innate attributes. (2007 Nu-vision publications. London)

[2] The earliest reference that I have found to 'children being seen and not heard' comes from John Quincy Adams the 6th President of the United States of America, who in his memoire published in 1875 recalls: " My dear mother's constant lesson in childhood, that children should be seen and not heard" (1875 : Vol V. xii) published by J.B. Lippincott & Co. Philadelphia)

We wanted to do something very different, to take the students out of their *comfort zones,* so paradoxically, we decided to begin with something that is common to us all as human beings, and came quite naturally to all of us irrespective of age, gender, nationality or culture – Movement and the primacy of it.

The Learner at the heart of their learning

In Figure 1 below, White (2004, 2007), Lawton (1996, 2000), Simons (1987, 1999), and the sociologists Fielding (2004, 2008) Apple (1995), and Ball (1993), have all argued, the learner must be included to a much greater extent in their own learning, if education is to be successful in the 21st century. In a democratic society, however one interprets it, the learner has a stake in what is taught, and we raise the questions of *who* and *what* education is for, if

Figure 1 The Learner at the heart of their own learning Costas (2011)
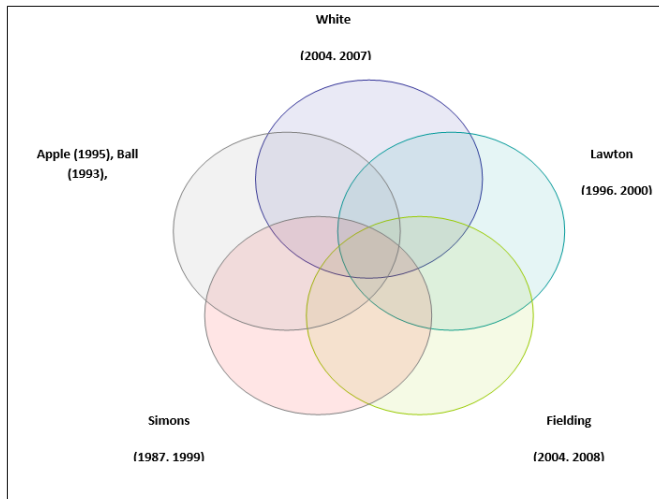
The learner is not central to the process? At the heart of White's narrative (2004, 2007) where he explores what education fit for the 21st century might look like, is a call for imaginative thinking instead of the kind of tired thinking that condemns learners to years of study which may benefit no-one at all.

As Figure 1 demonstrates, all the academic researchers emphatically make this point although their expertise emanates from very diverse and different academic fields of enquiry. They all argue that in education we need to move away from seeing the learner as a passive recipient of knowledge, and to place them at the heart of their own learning. They cannot all be wrong could they, we wondered? Through using the primacy of movement as an individual starting point, we place the learner at the heart of their learning whilst physically engaging with their own learning, and therein symbiotically exploring many opportunities to reflect as trainee teachers, on what primary aged pupils would gain from similar activities and how they could be linked to pupil's attainment in classroom based learning back at school.

The Primacy of movement

Our body in movement is essentially how we experience the physical world indeed our environments, in which the roles of perception and cognition play a significant part. Self -movement is fundamental to life and its meaning. As Almond and Myers (2017) have argued, as humans, we are attracted to movement and meaning from the moment we are born. We have a curiosity and a desire to move, to not only make sense of the world, but also to be able to interact and engage with it. Wolpert (2017) goes further and asserts "We have a brain for one reason, and one reason only – that's to produce adaptable and complex movements. Movement is the only way we have of affecting the world around us." So as infants, we move to explore, move to learn, and learn how to learn, and move to make sense of our world and environments. Movement however we define it, came naturally to all of us, and the notion of the primacy of movement and self-regulated learning in a variety of learning opportunities and contexts, seemed like an ideal place to explore the curriculum. After all it is an innate behaviour. Before we define the concept of Learning in through and about movement*,* Arnold (1988, 1979a, and 1979b), we wish to make the point that although defined differently the distinctions are of course all inter-related also. In the following sections we provide some examples from adult pursuits to emphasise these distinctions.

Learning in Movement

The learner acquires new knowledge and understanding *whilst participating* during the game or activity. So for example the rock climber has to change climbing techniques as the terrain changes, or the rugby scrum-half has to change or adapt tactics because the original idea is not working.

Learning through Movement

In this context, the learner gains a deeper understanding and gains new knowledge indirectly through participation in the game or activity, *as a result of having participated in the game or activity.* The rock climber or rugby player may increase fitness levels or develop a deeper understanding of performance, application of rules or tactics or even aesthetics.

Learning about Movement

Here, the learner develops a greater understanding as a result of studying and participating in the game of physical activity/ The climber has learnt and understands how to deal with oxygen debt while ascending / descending. The rugby player has learnt and understands that dehydration will severely impact on performance and the need to consume liquids at regular intervals. So to summarise we took the idea of the learner being central to their own learning (LC), linked this to the our innate desire to move, primacy of movement, (PM), which led into using Arnold's (1988, 1979a, 1979b) learning in through and about movement (LITAM) to explore the National Curriculum (NC). So as a mathematical formula, could LC + PM x LITAM = Teaching aspects of the NC?

Data Analysis and interpreatation - An Overview

Taking a 'constructivist – interpretivist' stance, Geertz (1973), Schwandt (1994), Guba and Lincoln (1994), we have looked at the unique or individual viewpoint, and then endeavoured to construct general 'themes', based on what the individual is saying, to form more general but robust arguments, as opposed to isolated random responses. We have included the personal voices of the learners in this section, and their citations have been included exactly as they were they given in order to capture the vibrancy, colour and depth of the responses.

Through the use of discussion and questionnaires the trainee teacher's responses have been analysed and used to identify their own learning. In analysing the data provided by the trainees, we have grouped a sample of the responses and also drew upon the work of Benjamin Bloom in his *Taxonomy of Learning* (1956) in order to help us interpret and classify the data that the trainee's shared with us. Notwithstanding the point that there have been a several interpretations and additions to Bloom's taxonomy since his original work, the taxonomy serves as a very helpful guide in terms of categorising the trainee's responses, (see for example Harrow 1972, and Dave 1975). In his taxonomy Bloom identified three different types of educational activity, which he called domains of learning:

The *Cognitive,* which he associated with mental skills and were linked to *knowledge*. (Thinking about theirs and other people's learning in through and about movement.)

The *Affective,* which was linked to growth in feelings or emotional areas and associated with *attitudes.* (Feelings about their learning in through and about movement.)

Psychomotor learning, which was linked to the development of manual or physical activities and associated with *skills.* (Learning whilst *doing* new physical activities.)

Cognitive Learning:

Aisha wrote "As a whole the trip was an excellent experience, it challenged me to get out of my comfort zone, and test my levels of mental and physical endurance."

Martine stated "The mental and emotional developments that were made by everybody at some point really shone through. The skills will transfer over to my teaching practise in so many ways and I believe that I will revisit the experience when I have my own class. I learnt that it is ok to let the children make their own decisions."

David made the point, "There have been so many educational benefits, of least of which is the opportunity for us to see much of the learning theory we have studied in action and to build excellent ideas for creating our own learning opportunities."

Affective Learning

Melanie felt that "The orienteering was a highlight as we were pushed out of comfort zones and paired up with people we wouldn't have considered. This was a teaching point for me as I realised that when put with a stranger, the task becomes common ground and focus point for you both. Which I believed heightened the motivation and strive to complete the task."

Dell emphasised that although highly rewarding emotionally the Shooting Safari was psychologically pretty tough. He wrote "The challenge of plotting a route, and following a map, being able to locate yourself, especially when many of the forest tracks have been overgrown and have disappeared, was a tough day. It was mid-week when we were all tired and this made it as much a mental as a physical challenge, and was probably one of the most rewarding days of the trip. It takes a lot of group strength to complete."

Alan asserted on reflection "It's very much a special experience, in a place that it is so different from anything I was previously used to. The bonds I made on the trip were superb and both my fellow students and staff made the entire trip a wonderfully enjoyable experience."

Psychomotor Learning

Derrick felt that the "canoeing was a wholly different experience." He added "Some of the canoeing techniques such as using the oar as a rudder and pushing/pulling to change direction without slowing were new to me and incredibly useful skills to have. I have since used them while canoeing elsewhere."

Aiesha said in conversation, "To be honest, I was pretty worried about the cycling and I struggled to begin with. I learnt how to change gears before going up steep hills, and that your seat must be at a certain height. I know I was slow but everybody waited for me, but I wasn't the only one you know?"

Jphn commented on the map reading and orienteering and made the link between learning a new skill and then applying it practically. "I kinda understood when we were doing the map work in the farmhouse, but it really made sense when we went out and did it. It was so exciting to find the tins and get the tickets inside. And I didn't use my phone or Sat Nav once either, not that there much of a signal anywhere."

In the sample of data offered by the learners, it suggests that they are able to play a greater role in their own education and learning if given the opportunity. As Lawton (1996, 2000), Fielding (2004, 2008) Simons (1987, 1999) argue and White argued so forcibly (2004, 2007), it does appear to be the case that there is a mismatch in terms of pedagogical approaches, between a transmission model, (perhaps exploring the great outdoors and pre-requisite skills via a power point in a lecture theatre) and the learner taking an active role in their own learning. Moreover, as White argues, the real problem lies in the lack of clarity regarding the basic aims that underpin education. What common goals and aspirations are we striving for? Should they include the views and active engagement of the learner? That is to say, should they have a role to play in their own learning and should they be encouraged to enact this role and be given greater responsibility? Advocates like Mullan (2003) argued that an educational system, which focuses on the rights and responsibilities of the learner, will involve the learner in decision making processes in all aspects of their education, and where the emphasis should not be on absorbing subject content alone.

Summary and Conclusion

It has been argued in this paper that as a means of taking education forward into the 21st century, the learner must be central to that the process. Building on our innate relationship with movement as a primary function of what it is to be human, we have argued that learning in through and about movement can be used to teach a wide range of NC subjects in ways not traditionally used.

Indeed, vast areas of learning are inseparable and intrinsically linked in the learner's mind (see, e.g, Vygotsky's notion of the transferability of learning skills in Vygotsky, 1962, and Bernstein's conceptualisation of 'weak classification' in Bernstein 1971). It is us, the educators who place boundaries as to when one area of learning starts and another one finishes. Notwithstanding the limitations of our research in terms of the size of the cohort, we did have lots of fun, and in what is becoming an ever increasing sedentary society, the learners in this context also did a little physical activity, and learnt much in the process we would hope?

Not unlike our research, we make no apology by finally concluding with a citation from Falk and Dierking (1997) who in their research found equally very powerful learning experiences:

One hundred and twenty-eight subjects were interviewed about their recollection of school field trips taken during the early years of their school education. 34 fourth grade students, 48 eighth grade students and 46 adults composed the group.

Overall 96% of all subjects could recall a school field trip. The vast majority recalled when they went, with whom they went, and three or more specific aspects of what they did. Most said they had thought about the field trip experience subsequently, nearly three-quarters said they thought about it frequently. Reinforced by this study were the strong interrelationships between cognition affect, the physical context and social context. Even after many years, nearly 100% of the individuals interviewed could recall one or more things learned on the trip, the majority of which related to subject matter.

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Lack of Good Governance and the Generation of Political Crises in Developing Countries: Practical Case of Macedonia, Last Three Years' Experience

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Abstract

Having in mind that the political approach and the way of governing today in developing countries is one of the key problems that face, or exists in Macedonia's practice, especially in a country like this, where today, still in these new, political, economic and global conditions and circumstances, we encounter great difficulties in the state of government and the lack of proper functioning of the transparent and principled form of institutions providing public services or those who have a tendency to public service delivery. The main purpose of this paper is to give some clarification about an experience that is often repeated in the practice of developing countries. This paper will raise these problems and issues: What are the underlying reasons for the lack of governance in developing countries?; What steps should be taken by governments of these countries in sense of being more prepared in the process of integrating countries into European structures and how can they prevent crises in the process of political reform? The paper will raise the research aspect by giving the opportunity to recognize the political reasons for the experiences that this country shares in the process that is ongoing even these days. And the last part of this research will focus on the recommendations that will be given to developing countries.

Keywords: Governance, reform, political change, crisis, development, integration!

Introduction

Deficiencies of good governance and generating political crises in developing countries

The history or the past of the developing countries, especially the Western Balkan countries, have a very similar past. They are distinguished for a very dark past, both from the gaps in economic development and from other aspects, social and political. Moreover, it has already become known to us that in the practice of many states there is a new experience in the creation and function of the state, the organization of society, the form of institutional and role of the state, the level of democracy and a number of other principles that define the position of a state with high standards, are certainly factors that are largely lacking in developing countries, where Macedonia is also part.

From these factors that this experience of this country has been associated since the dissolution of the former Yugoslavia, respectively, the political processes in Macedonia, including the creation of an independent state, the beginning of political pluralism, the definition of the aspect legal-constitutional state, power-sharing and state-organisation, there is this situation.

As we have emphasized in the part of introducing that the framework of this paper, among others, we have said that the aspect of the lack of good governance, respectively, the generation of political crises in a country that is in the practice of developing countries , as case of Macedonia is, the factors of these problems are evidenced not only by domestic and international lawmakers, but these practices are already part of the experience that European policy actors talk about every day and count aspects of the obligations that share the actors of the decision-making scene dedicated to key figures of the country's leadership. So, the problems of many spheres intertwined in one state, within the institutions where more noise and experience are heard that do not resemble much the same with a state whose part, as experience, increasingly draws on the negative connotation, the attention of the factor international.

We emphasized that at the beginning of this scientific paper, respectively the genesis of every problem is not that it cannot be recovered, but one thing that is overcome as problematic in Macedonia is the fact that there is no good political will that will opened the way to the functioning of a genuine democratic state of the dimensions of multi-ethnic society.

Experiences after 2001 in Macedonia or, first steps democracy in Macedonia till daily experiences

Looking into more comprehensive dimensions, if we look at the current political situation in Macedonia with the latest technology known as" Political Throne" we will detect some problems that would make us realize that our political situation and experience does not differ greatly from the unrest who today have taken over international politics. It distinguishes itself in its manifestation and the genesis of the problem which may be another plan. If we were to make a study of a deeper nature of this problem, then we see that while political actors around the world try to find solutions to problems;

In Macedonia, the political situation is even more strained by its political actors. The difference is noticeable from the beginning. Although, for the European continent - the Western Balkans occupies a space of nearly 550,000 square miles, the problems of the latter in each part are a separate model. Similarly, it happens with the political experience in Macedonia. Familiar to international opinion a political experience such as ours and even more in internal circumstances, it is unthinkable to understand that the consequences of a monistic system still feel today. Although from political pluralism, Macedonia has from time to time been an actor in the ratification and adoption of many international acts and those of a domestic dimension and other minor dimensions, we are again witnessing a flagrant violation of these rights by the institutions themselves.

The character of the multi-ethnic state, which includes the experience of Macedonia as a state in the Balkans, despite the fact that the impression of the international factor with the 2001 conflict reduced the tensions with the signing of a joint contract of bilateral political parties at that time, the situation the actual testifies to the contrary.

Not only is the problem of inequality between the ethnicities that make up Macedonia unresolved, but in spite of that, the situation is even more strained. Today, there is no citizen or, in other words, few are those who are not insinuated to a particular case where the protagonist of the guilty side is always an Albanian, or another case or a script, the epilogue of which is unknown and never ends in favour of Albanians.

From the point of view of a common citizen, each of us in a situation like this and by the way of the resonance we would show, of course, the charges are directed to power.

Violent or violence that appears ever-unilaterally led by Albanians. It is clear now that whenever powers or governments change, accusations of their failures and failures, the eyes are always oriented towards the Albanians. Whenever the problems generate the crisis and find no solution, an armed conflict is opened, as was the case in Kumanovo, proving that we are a crisis factor that we seek solving through weapons only. Being the leader of such nationalistic policies, Macedonian political entities forget to generate political chaos not only to the political entities of Albanians but also to themselves and as a result the situation comes out of control even in larger proportions, again involving the international political factor. Such experiences of current political processes make it clear that citizens feel disloyal, governed in the form of a chaotic model of violence and tyranny, abused institutions and legitimacy by policymakers, which we also understood from the recent rumours that there is another argument to believe in this regime that causes nothing other than annihilation of the fundamental values of democracy and the collapse of a system that is in the midst of it. Faced with such situations and experiences as evidence of the violation of human dignity, many of the political figures of the time and other actors as members of the 2001 National Liberation Army, power has, at all costs, tended to undermine the image of these structures created in the experience of the Albanian political bloc in order to achieve aspirations that were contrary to every aspect of the concept of good governance. In this regard, they used a set scenario that proved that we are the ones who are pushing the problems, we are those who do not have devoted political representatives and a lot of unsupported charges that are a not very enviable concept for the factor international. The facts show that this non-standardized political format that in Macedonia's experience of a system such as that of democracy but the facts leads to totalitarianism that has political entities of ethnicities in Macedonia that participate in power but do not implicate the political processes that political parties sign Stabilization and Association Agreements but largely generate instability; which guarantee the rights of use of the language, education and use of symbols of Albanians but which are never respected. It remains to emphasize formal representation, just as a number but not an effective growth of the influence on the crucial decision-making role of the Albanians ... seems elusive for a broader opinion, but this scene clearly speaks for an almost elusive as well as paradoxical reality, based on the reality of the time we are living. It will continue, while the image of people who are considered to have an impact on political life is tending to fade, giving more space to those who serve political conjunctures that protect the image of a servile policy that leads to the root of the whom we tried to create for many years, to give life to a multi-ethnic society that would be duly represented also to the country's relevant institutions, thus giving more space to the peaceful path and the resolution of conflicts that would be in defence of common interests. As citizens, members of this state feel ourselves without influence not only in the state structures, but also by a significant number of people who are loyal to this structure that governs which

day by day destroys our families, generates fear in large measure, does not take any decision to improve the economic, political and social status of society in general. Misappropriations and forgeries have become part of the experience of certain state services that it is unfortunate that this is in favour of criminal conjunctions created by the state services of that state and, more so, by using only Albanians from the ranks of Albanians only to be in favour of a destructive policy that damages our image as an important factor in political life and decision-making.

These situations and dissatisfaction will last as long as the structures of the Albanian political bloc will co-govern this type of leader as it was Gruevski (former Macedonian prime minister) policy and while sitting under the power chair.

There, where little space is given to the voices of citizens it should not be said that there is democracy ... Where power is imposed by force, there is no legitimacy ... Where religious principles are used for certain aspects of the mass manipulation ideas, there is no moral ... Where the social aspect, politics has deviated, it is difficult to find a balance ... now there is nothing left to do in this labyrinth, except new steps for reforms and move forward perpetrators with hope for better future.

Based on this reality, the manner or the way that is followed by political actor's years before in the experience of Macedonia, we can identify some of reasons, regarding the generated political crisis in Macedonian society and governance. There are several reasons that push a political process to generate consecutive government crises in Macedonia's practice.

In this case we are re-emphasizing or enumerating some of the important factors that the Government of the Republic of Macedonia needs to make a special turn.

Today, they are also a permanent requirement in the political statements of subjects that are intended to seriously support the political process in Macedonia, especially when those issues are very important to move the process forward towards the integration of Euro- Atlantic structures.

Part of the important obligations that help to a better process are:

Representatives of Albanian political parties in Macedonia through a joint declaration expressed their commitment to the realization of national rights in the forthcoming government mandate through mutual support in accordance with the spirit of the Ohrid Agreement and the Constitution of Macedonia[1].

"The strict implementation of the principle of multi-ethnicity in the Constitution of Macedonia, where Albanians are recognized as a state-forming population. Support of any legal and constitutional initiatives that reinforce ethnic equality for the Albanian population. Achieving full language equality, using the Albanian language at all levels of government and guaranteeing its use as a fundamental and constitutional right. The Constitution of the Republic of Macedonia should stipulate that the Macedonian language with the Cyrillic alphabet and the Albanian language with its alphabet are the official languages of the Republic of Macedonia ", reads the statement made after the meetings that the leaders of Macedonian political parties conducted with their own leaders as political structures and supported by political parties also commit to "a comprehensive debate on the flag, anthem and state emblem of the Republic of Macedonia, state symbols that reflect multi-ethnicity and ethnic equality"; full support for the work of the Special Prosecution Office, as well as "full disclosure of judicial issues and proceedings such as" Sopot "," Brodeci "," Monstra "and" Kumanovo "[2]through an investigative committee or an independent international troupe.

In the document there are also requirements for achieving economic equality and social welfare, especially through equal regional development, while also requiring the formation of one ministry for a political system and relations with communities, as well as the realization of fair representation in the security, intelligence and justice.

"Creation of a new mechanism, in the form of a State Commission for the Financing of Municipalities, for a fairer decision-making on government grants for the benefit of municipalities. Establishment of a Ministry for Political Systems and Relations between Communities, as the body responsible for respecting community rights and promoting economic and social development in disfavoured areas"

Regarding Macedonia's integration, Albanian political parties, on the basis of the agreed document, are committed to the country's NATO membership and the European Union as the only option for "Macedonia's long-term prosperity and stability;

[1] Ohrid, Its is please, city in Macedonia, where there was met, foerighn political intermediator and local political leader to sighn one agreement,daily known as Ohrid Framework Agreemt, after the war or armed conflict in Macedonia in 2001.

[2] Names of the cities and villages in Macedonia, basically with Albanian inhabitants, or with majority ethnic Albanian's inhabitant.

Resolution of the name issue in accordance with European values and principles of international law, good relations with neighbours, cooperation with Kosovo and Albania on integrated border management, opening of new border points, and so forth"

The fulfilment of these objectives, as stated in the document, will be overseen through the establishment of the Albanian Parliamentary Party's Table, which would function according to the rotation principle and set deadlines for achieving the objectives of the document.

This is the approach of the problem solving based on the equal treaties and best manage or govern in case of Macedonia.

How international NGOs look at the case of the governance and political crises

It is also too much important, the international NGO, look at the last political activities and what kind of the general overview they mention it, about this situation.

Based on the reports of Freedom House, or based on some basic democratic indicators, there are some details based on that point of view.

"Perhaps the most well-known measure is conducted by the Freedom House, an American-based NGO that describes itself as "an independent watchdog organization dedicated to the expansion of freedom and democracy around the world" (Freedom House – About Us). Although Freedom House is an organization independent of the United States government, its views are largely reflective of the American foreign policy establishment. They describe themselves further as "a strong voice for a U.S. foreign policy that places the promotion of democracy as a priority" (Freedom House – Content/Our History)."[1]

Freedom House measures countries along a number of indicators:

Freedom Status (Free 1.0 -2.5 scale; Partly Free 3.0 – 5.0 scale; or not free 5.0 – 7.0 scale). It also develops a rating scale based on the scale for **Political Rights** and **Civil Liberties**. Those numbers are averaged and result in a numerical **Freedom Rating.** Finally, each country receives an **Aggregate Score**, which provides in more detail on a 0 (least free) to 100 scale (most free). The following table (Freedom House) includes numerical scales that evaluate how the countries in the former Yugoslavia, Albania and Bulgaria rank in 2016:

State	Freedom Status	Political Rights	Civil Liberties	Freedom Rating	Aggregate Score
Albania	Partly Free	3.0	3.0	3.0	67
Bosnia Herzegovina	Partly Free	4.0	4.0	4.0	55
Bulgaria	Free	2.0	2.0	2.0	80
Croatia	Free	1.0	2.0	1.5	87
Kosovo	Partly Free	3.0	4.0	3.5	52
Macedonia	**Partly Free**	**4.0**	**3.0**	**3.5**	**57**
Montenegro	Partly Free	3.0	3.0	3.0	70
Serbia	Free	2.0	2.0	2.0	78
Slovenia	Free	1.0	1.0	1.0	92

As noted in the table, among nine formerly Communist countries in the Balkans, Macedonia is one of five countries identified as **Partly Free**, whereas four are classified as **Free**. Furthermore, it's **Aggregate Score** of 57 ranks seventh among these Balkan countries.

(The Aggregate Score for the United States is 89 somewhat lower than Slovenia.) To put this in further context, according to the Freedom House, of the 195 countries analysed by them, 87 (45%) are **Free**, 59 (30%) are **Partly Free** and 49 (25%) are **Not Free.[2]**

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[1] Hubbell, Larry- Fulbright Professor at SEEU-PAPS Faculty, from Seattle University, USA, analysed in details the measurement factors and the results based in the situation of Macedonia.

[2] Official datas based on the annual report of Freefom Hause, for Balkan coutries, Macedonia, 2017.

The Gini Index of Income Distribution

The next index measures income distribution – the so-called Gina Index. A score of 0 denotes perfect equality of income, whereas a score of 100 denotes perfect inequality. Democracy is advantaged in a country to the extent that income is more perfectly distributed because relative income equality tends to enhance social and regime stability. The following chart (indexmundi.com) indicates to what extent that income is distributed in eight formerly Communist Balkan countries. (There was no score for Kosovo.)

Country	Gini Index Score	Date Measured
Albania	29.0	2012
Bosnia	33.0	2007
Bulgaria	36.0	2012
Croatia	32.0	2010
Macedonia	**44.1**	**2008**
Montenegro	33.1	2013
Serbia	29.7	2010
Slovenia	25.6	2012

On this scale, Macedonia scored last among the eight formerly Communist Balkan countries. In other words, wealth tends to be more concentrated in Macedonia than in the other countries. (The United States Gini Index score stands at 41.1 as of 2012.) Furthermore, the median score among the 154 countries measured is 38.0. Furthermore, Slovenia score of 25.6 is the third lowest Gini Index score in the world.

Corruption Perceptions Index: The Corruptions Perceptions Index is developed annually by Transparency International – an organization with a multi-national board that has more than 100 chapters worldwide. This organization defines corruption as "the abuse of entrusted power for private gain. It can be classified as grand, petty and political depending in the amount of money lost and the sector where it occurs" (Transparency.org/what-is-corruption). Furthermore, Transparency International claims that "Our Global Corruption Barometer is the world's largest survey asking citizens about their direct personal experience" (Transparency.org). The following table (Ibid.) indicates the **Ranks** of nine formerly Communist Balkan countries as compared to the 176 countries surveyed. It also creates a Score for their country along the following continuum (0 being "highly corrupt" and 100 being "highly clean").

Country	Rank	Score
Albania	83	39
Bosnia Herzegovina	83	39
Bulgaria	75	41
Croatia	55	49
Kosovo	95	36
Macedonia	**90**	**37**
Montenegro	64	37
Serbia	72	42
Slovenia	31	61

Among the nine formerly Communist Balkan countries surveyed, Macedonia ranks eighth. The average score worldwide is 43. (The **Score** of the United States is 74.) The Corruptions Index is an important measure since it is a surrogate measure for the rule of law, perhaps the most crucial element of a democratic society.

Human Development Index

The last index we look at is the Human Development Index or HDI, which measures social indicators, specifically life expectancy, education levels and per capita income. The HDI "was developed by the United Nations as a metric to assess the social and economic development levels of countries" (Nations Online). In the survey 188 countries are ranked. A rank of between 1 and 51 indicates Very High Human Development; 52- 105 High Human Development; 106 -147 Medium Human Development; and 148 -188 Low Human Development.

The following table (ibid.) indicates the ranks of eight formerly Communist Balkan countries. (There was no score for Kosovo.)

Country	Human Development Index Rank
Albania	75
Bosnia – Herzegovina	81
Bulgaria	56
Croatia	45
Macedonia	82
Montenegro	48
Serbia	66
Slovenia	25

As with the other measures, Macedonia's ranking regard to the Human Development Index is low relative to the other formerly Communist Balkan countries. Indeed, it ranks last. Although its ranking does place it among the High Development countries, its rank does fall within the lower part of the range. (The United States ranking on this index is 10.) The Human Development Index tends to be correlated with democratic development. Countries with a high HDI ranking tend also to be highly developed democratic states.

RECOMMENDATIONS

Being a candidate country for membership in the European Union, as it is currently Macedonia, is not easy, because the obligations that are part of the "home works" for these states must be fulfilled, such are:

Rule of law

- Belonging Democracy within Society and State, Independent Public Institutions from daily influence political structures;
- Independent judiciary, in Macedonia's practice, we have the suggestions that emerge from the so-called "Priebe package", known as part of the legal declarations for Macedonia's justice reforms in practice;
- Fulfilment of constitutional detachments and redefinition of the state or giving of a multi-ethnic charter as it corresponds with the reality of the practice of the state and the society of Macedonia;
- Building genuine reports among people in the multi-ethnic society of the state;
- True cross-border reports with countries bordering the country;

Approximation of good international practices that will guide the country towards Euro-Atlantic structures.

These and a number of other obligations are the priority of this time for the structures that will rule the country.

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Installation or Conceptual Art Project with the Ceramics Phenomenon, but How and when?

Em. Prof. Güngör Güner

Abstract

With its formation, going back to thousands of years ago, ceramic is a material fact that the human beings obtain from earth for their emergency needs at first and by time for their different rituals and artistic requirements. Whether it is primitive or developed, ceramic formation requires energy and technology! And once ceramic is obtained, it resists time for thousands of years! Therefore, we have to be very selective when making ceramics! As ceramic artists, we always feel the breath of the tradition of thousands of years on our necks even if we want or not. Contemporary art trends show up one after another and disappear after a while. Meanwhile, *"Is ceramic an art or a craft?"* discussions are brought to agenda. Ceramic artists with a contemporary art education background may tend to keep up with the contemporary art trends because of the pressure caused by these discussions and the dominance of tradition. Among these art movements, Concept Art and Installation under its context still maintain their currency as the most long-lasting one in recent years. Concept is a most important part of the Conceptual Art Project! All materials or finished products that are created or will be created can be an expression tool for the artists. There is no limit here. However, knowing ceramic fact well can provide the ceramic artist with a chance to differentiate. For this reason, I believe that the ceramic artist's concern should be creating ideas that underline being different in the context of ceramic. Using ceramics will be more meaningful if the ceramic object used in the artwork can not be replaced by another object and if the concept changes when the ceramic object is replaced... Ceramic object should challenge as follows: ***"This concept can be expressed only if I am used here! "***..... Forcing ceramic artist to be more creative will prevent the artist from imitation of an ordinary concept art or installation and will add variety to concept art by creating remarkable difference. Surely, this requires a more powerful mind exercise. However, this is the only way ceramic and ceramic artist can accomplish their mission and underline the difference.

Keywords: Installation, Conceptual Art, Project, Ceramics, Phenomenon

Introduction

We, ceramists have countless tools and devices unique of our own those can differ from the other artists. For example; we have our potter's wheel and our wet clay which is born by clay and water meeting that of which every kind of shape can be formed out of it.

According to definition of German philosopher Martin Heidegger, because of these opportunities, "Ceramist is the person who shapes the space!"

Courses seriously started in Turkey by the end of 50's with State Senior High School of Applied Fine Arts and State Fine Arts Academy. Whereas by the beginning of 80's, as for the education institutions which were taken under the shelter of universities' umbrella and of which their numbers increased, university bachelor and post graduate education and adequacy in art programs and international communication opportunities which can be easily provided when compared to old are concerned, countless researches could have been done; unknown techniques and districts on the subject of ceramics almost left none. This means ceramist's self-expression tools with his work of art became rich.

1. For example, thirty years ago words like Raku, Sagar, Terra-Sigilata, Salt Glossed or Ash Glossed Firing, Paper Ceramics, Ceramics with Silica, Sieve Print, Laser Print, and Photocopy Transfer could be learn theoretical in technology courses but no applications were subject to word! In the parallel of all these stages, development of industry of ceramics and its selling of raw material or auxiliary ready tools and devices to small workshops and artistic studies provide an undeniable contribution.

Some Suggested Working Methods to Trigger to Became Creativity I used to give homework at the freshmen and sophomore classes during my teacher ship process at the Department of Ceramics of Marmara University Fine Arts Faculty in the content of Introduction to Ceramics' Art Education as such: **"**Do two researches as being upon abstract and concrete

with the elements which were turned on the wheel." I want to share with you one, two concepts those I have observed that can trigger palette richness of the ceramist of which has been obtained or proved as a result of this and similar exercise methods, thus our originality.

Picture 1.

A foot sculpture that only a ceramist can realize by using ceramics tools and devices! Here, ceramics concept has not been missed, contrary to that, potter wheel has been used of which jug has been made also with the jug mud, a wonderful work of art which makes feel you that it is challengingly proud with it instead of denying its origin and tradition. The most original and challenging foot sculpture that I have ever seen until today. (its artist: **Sibel Alparslan** *my student from Marmara University of Fine Arts Faculty)*
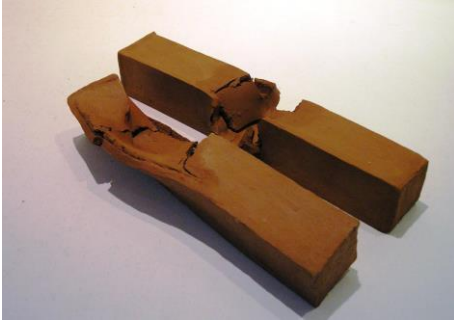

Picture 2.

*A container sculpture realized by elements turned on potter's wheel In the context of homework above. (Its artist: **Sule Dönmez,** a student of mine from Marmara University Fine Arts Faculty)*

Another homework that I have given to students in the context of Introduction to Ceramics Art Education was: "Realize a form preferably as it is going to be space internally upon and later deform it; but in the process of this deforming, main form and your method of deforming must be readable.
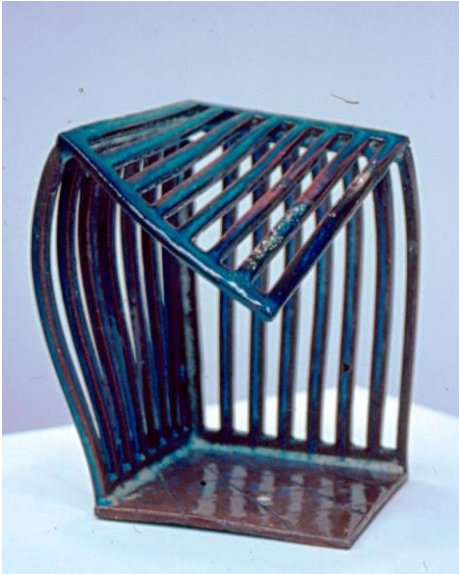

Picture 3.
Cylinders which have been turned on the potter's wheel, a shape change has been provided by mounting over the figure on them while they were wet. By which another material can such a fresh and organic deformation be provided?
*(Its artist: **Uğur Örsöz,** a student of mine from Marmara University Fine Arts Faculty)*

Picture 4.
A breach event realized by utilizing of the fragility of the clay after it is dried or fired as it is shaped. This is a very extremely unique privilege that can only be on ceramist' palette. (Its artist: **Duygu…** a student of mine from Marmara University of Fine Arts Faculty

Picture 5.

One of the biggest privileges of the ceramics is its taking its last form by being fired at 900–1400 ˚C.

The seen form deformation event can only be thought by a ceramist; as the kiln is an important element of ceramic language.

Before entering into the oven, this work of art was an object in its square with every of its way!

(Its artist: **Zeynep Mandıra,** a student of mine from Marmara University Fine Arts Faculty)

Picture 6.

Here the plate form, with ceramic casting mud, into casting mold of gypsum is poured several times. The castings were made with specially as faulty and different colored mud. Then, the faulty and unfinished plate forms were too added on top of the other.

It is only a very unique fact that only the ceramic artists can think and practice it.

(Its artist is **Aynur Karakaş)**

Picture 7.

*Realized in the direction of the above suggestions; the name of this settlement is: "__The alcohol does not stand as it stand in the bottle__"The bottles which are being deformed gradually and at last which sees the basement! This is a work of art that only a ceramist can think and realize. It seems that all of the elements like the potter's wheel, the wet of the clay and as a consequence its form's deformation gathered together in order to form the concept which is subject to word. Is it possible here to place another thing instead of ceramics? (Its artist: **Hayali Dimiler,** a student of mine from Marmara University Fine Arts Faculty)*
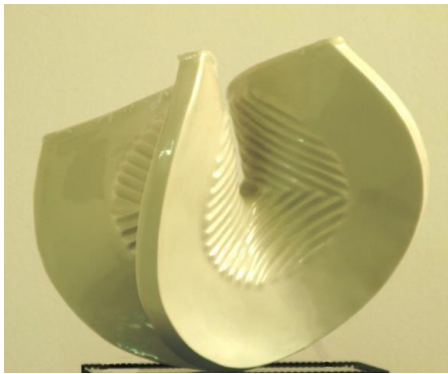
Picture 8-9

*At left, there is the sculpture of which its casting has been made with the classic porcelain clay at right locked in a close embrace appearance of the sculpture after firing that of which is two of its casting in number have been made into the same pattern with paper porcelain clay and those of which firing have been made as it is positioned side by side in the oven…A gift of a different body and oven, to us; to ceramists, as an unforeseen gift, beforehand. But a very valuable element that can only be at the ceramists' palette after it is experienced once. (Its artist: **Güngör Güner**)*

Picture:10-11

*The same form as nr.8-9, Ø:45; h:28cm **The glass sculpture** you see on the right was made with the method of **Páte de Verre.***

The first construction of the statue was unsuccessful. I broke it and grinded it in a water ball-mill. So the glass pebbles you saw inside the stand were formed. By the way the glass fragments were rid of the waste and I have got the exclusively stones that only a ceramicist could make it.

Picture12-13.

Mule beads made by sole silica body in Iran's City of GUM (sand); they are fired by being lined into a special mixture of ash and the products can be extracted from inside of mixture of ash as their every side are glossed and they are not sticking to any place after the firing. I first had the information about this technique in 1980 by the help of the article that Barbara Kleinman has published in the Keramik Magazine. Later on, I made several researches about different ashes and pigments which give color and published these researches. (Look at: 1992 The Book of Notifications of Turkish Ceramics Association: "Story of a Nile Blue", page: 619 – 621, publishing Number: 5)

Picture 14. After firing and cleaning from ash mixture of the Mule Bead

The story of my own installation.

It wasn't directly my aim to make mule-beads if I made some research about the silica ceramics fired as embedded in an ash mixture. My main goal was: How can I make an art work out of, with this magic, traditional mule-beads technique of İran.

So, I will present the story of the concept blow. Which takes place in the content of a serial workout that has been going on since 1993 with the subject of **"I am Displaying The Water"** On line with the suggestion above. Besides which factor came together and what kind of event triggered this art work.

Picture 15-16.
Güngör Güner,2007 on the wall.Paper-Clay mirrors with silica-slips and the water ınstallatıon on the bottom

I AM DISPLAYING THE WATER

Yes, since 1993 I am exhibiting water (H_2O), without which life is impossible and of which the abundance can be as destructive as its shortage What is interesting is this **miracle** called **water** that is colorless, odorless, transparent liquid and can take the form of its container. It consists of two chemical elements, of which   one helps burning and the other is flammable!

Hidrojen

Two units of tasteless and odorless hydrogen, of which the chemical symbol is **"H"**, which is in gas form and has the smallest atomic weight (*1 gr*) in the periodical table and has the least bonds (*1 piece*) and is used to obtain steel-welding requiring high heat when burned, go into reaction with one unit of oxygen and become water (H20). Being converted into water when reacting with oxygen, this innocent element **"H"** can be used to obtain **H** bomb, which has a very strong destructive effect, when its atomic nucleus is composed instead of decomposed. Moreover, hydrogen has another extraordinary feature as its melting point is-259.8 °C and boiling point is -258.8 °C.

Oxygen:

of which the chemical symbol is **"O"**, atomic weight is 16 gr, which has 2 bonds and is normally in gas form; forms 50% of the earth, 23% of the air we breathe and 27% of the water and finally the second element of water that enables us to breathe… Its melting point is -218.7 °C and boiling point is -182.97 °C.

Combustion cannot take place without oxygen! Therefore, each oxidation is actually a combustion process. It takes place very slowly at normal heat. For example: Corrosion of iron, wearing of wood, even activities in our body caused by breathing and countless combustion events, of which the flames can be observed, at high levels of heat.

As a result of slow combustion (oxidation), metal oxides are generated and known   ceramic products are produced as a result of different combination and processes of heat   resistant   metal oxides.

Believe and Water : When we examine the perspective in mythology and divine religions related to water; we see that they all agree with the same view: **"WATER IS GOD".** When it rains, they say **"It's raining grace"** in Anatolia… The lexical meaning of **grace** is **God!** The drive in all kinds of existence in mythology or divine religions is a divine energy!

Picture 17 Güngör Güner
From the series of " I am displaying the water " 2004
(80x80x05 cm).3+(80x10x05cm) Ash glaze on red clay, 1150° C

Picture 18.
Detailed from picture 17.

Picture 19.

Güngör Güner, **Relationship Between Earth -Water and Transparency 1993,** *330x290 cm, Embedded quartz ceramics in ash glaze represent the formation of earth; colored and colorless water in plastic bags express that sometimes earth can pollute water and sometimes water can pollute earth!"*

Why am I Displaying The Water?

I was born in Omerli village in Beykoz-Istanbul but I spent my childhood in an old wooden house with a garden in Usküdar when the population of Istanbul was nearly one million. Water cut we used to experience every once in a while was a natural part of our lives. What a grief it was… Hamidiye Fountain was close to our house… Fifth floor of an apartment building, where I was going to live for twenty five years, in Maçka when Istanbul became a desert of apartment buildings with a population of twenty million. The only time we could have water there was midnight.

And the year 1993 was the driest year I had ever seen. It rained neither in summer nor in winter. The trees were bone-dry although it was spring. Then the rain came but it didn't fall on ground! The trees caught all the rain and burst into bud and bloomed the other day. Then it rained again and all rain was captured by the trees without letting it fall on the ground. Next day all of them came into leafs. Meanwhile, it became impossible to have water on the fifth floor and I started to carry buckets of water to the fifth floor only when the doorman a favor to fill my buckets… One day an American friend of mine forgot 1-2 pieces of quadrangular plastic bags that can automatically be closed in my house. As I was used to do so, I immediately filled the bags with water. Water bags lined up in the bathroom were looking really nice… During those days, I was preparing to open a ceramic exhibition in an art gallery that was converted from an old tradition Turkish Bath.

Suddenly I realized that somehow I could exhibit these bags as well.

I intended to give the viewers that message**: "**Water is now so rare that it can be exhibited in an art gallery**"** This was the first installation I made and it was totally a result of conditions, not an imitation !

The manifest of the installation was carrying on**: "**The need and invention of the Mankind to make pots from clay go back to the end of the Neolithic Age, which is 7000 years ago. Therefore, the relationship between ceramic and water goes back to those ages. However with this artwork, I wanted to achieve a new, free and individual aspect as regards this ceramic-water relationship and giving them a new dimension. Moreover, I wanted that the people may kindly take note some messages as well as I aimed to give them.

For example: I tried to draw attention to the fact that water has become so rare and valuable that it may be shown at least in the exhibition halls in these days. In spite of the unavoidable usage with simultaneous damnation of the unloved plastic bags, these latter nevertheless justify in the newest material "plastic" and the oldest material "ceramic" how they unite and marry for an art work and surprise us their joint….
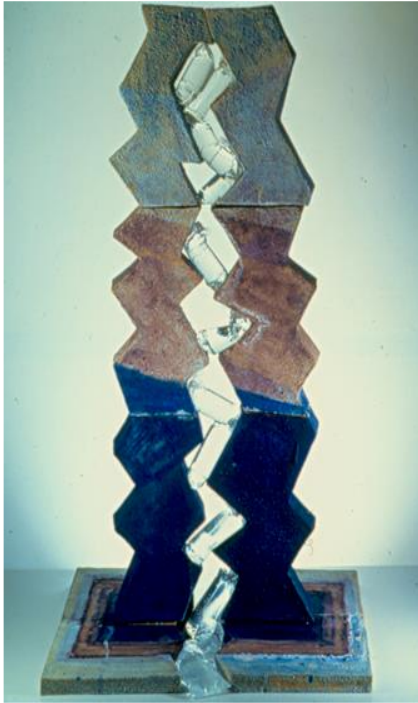
Picture Picture 20
Güngör Güner, **I am Displaying the Water,1999** h:225 cm, w:60cm, d:25 cm Ash glaze on fireclay,1150 °C

Thus I have been exhibiting water since 1993 I continue to work on the **"I am Displaying the Water "**concept. I keep on making objects to be filled water and realize my two or three dimensional art works to exhibit water in a visible and touchable way when my muses visit me….

Picture 21.
Güngör Güner, **I am displaying the Water, 1999** h.70 cm, w:120 cm d:12 cm.ash glaze 1150 ˚C

Picture 22.
Güngör Güner **, I am displaying the water 1993** h.80 cm,w:70 cm,d:12cm Ash glaze on fireclay 1150 °C

Picture 23.
Güngör Güner **Kaskad , 2000** *h.160 cm ,w:35 cm, Ø:12, Ulaksit glaze on Fire Clay 1150 °C*

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Collective Intelligence: A New Model of Business Management in the Big-Data Ecosystem

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Abstract

We are immersed in a world characterized by globalization, the widespread use of technology, the transition from administrative management to smart management, the networking of companies and the use of knowledge as an intangible asset, which raises the need for a review of the logic and practice of current business management. This situation requires rethinking and assessing the validity of these management systems to respond to changes in the business environment and market volatility. Our interest is twofold. The first is to study how different sets of business factors collectively work to get the company to operate and manage change, volatility and uncertainty within the Big-Data ecosystem framework. The second is to lay the foundations for the development of a management proposal based on collective intelligence (CI), whose key factors are interaction, interactive learning, distributed collaboration and the valorisation of knowledge in all its dimensions.

Keywords: Collective intelligence, Big Data Ecosystem, Interaction, Valuation of knowledge, Business management.

JEL: C42, C44, D21, D46, D71, D81, J24, M12, M14, M15, M54.

1. Introduction

The logic of the Big-Data paradigm has rendered obsolete traditional forms of management based on attacking the consequences (costs and profits per product unit) rather than the causes of the problems faced by companies. This paradigm has also given rise to the emergence of new forms of business management based on relevant intangible assets, such as the degree of knowledge possessed by the company and the intelligence stocks of its employees. Assets that are recognized today as valuable for the development of business management in the 21st century.

In complex systems such as companies, the decisions that are made are linked to the exploitation of the knowledge and collective intelligence of its workers, to the extent that they enable the transformation of interactivity, learning and collaboration into economic value.

Hence the importance of studying the role of collective intelligence, understood as the real capacity of a group of people or workers to solve the problems that affect them, which in turn strengthens their cohesion and collaboration as a group. This kind of intelligence is now manifested in entirely new ways, as new communication technologies, especially the Internet, have made it possible for a large number of people around the world to work together in ways never before possible in human history (Malone 2004). The usefulness of collective intelligence is manifested in different areas of activity such as marketing, electoral processes and the design of public policies, among many others. Summing up, it is a new business and institutional management model in which it is possible to measure and verify the interaction and collaboration between its workers, as well as with technology, with the aim of designing intervention policies and improving productivity and business results.

In any context where the predominant business management is hierarchical, integration and understanding efforts among the members of the work teams of the company will be conditioned or limited in their shared relationships. These structures are more closed to horizontal communication and limit collective intelligence, causing loss of skills and knowledge of those members who are below a certain level and do not have options of participation or opinion on certain problems faced by the company.

The rest of the work is structured as follows. In Section 2 we deal with the problems related to the management of companies and its relationship with the exploitation of collective intelligence. In Section 3 we carry out a brief review of the state of the art of business management and the exploitation of collective intelligence, in addition to analyzing the role of Digital Disruption in the development of the CI. In Section 4 we study the considerations to be taken into account about CI in the Big Data Ecosystem. In Section 5 we offer some ideas and advancements for the elaboration of a proposal to exploit CI at the business level. Finally, we include a sixth Section of conclusions.

2. Approaching the Problem in Collective Intelligence

It's amazing how Big-Data can wake us up to the world around us. We talk about how the logic of human beings' actions is changing as electronic devices allow us to experience, in real time or not, sight, sounds and even smells, from the comfort of our offices, living rooms, study spaces, etc. The impact of these changes also has a significant impact on the way we manage our economic-social activity, especially the way we work, interact and participate in a company's environment.

Such technological and non-technological changes and advances altogether are changing the logic of action of citizens, companies, public entities and institutions in general (Peñaloza & Vargas, 2018). And they accelerate the immersion of all economic-social agents in the Big-Data ecosystem, stimulating the development of concepts and theories that better capture the growing complexity of the structure of phenomena and business relations. This complexity is expressed in huge amounts of data, which provide greater predictive power and better meaningful solutions in knowledge-based environments and digitization (Hitt et. al., 2007).

In this context, many of the problems related to the traditional management model of the company are associated with the fact that key factors that influence the type of organizational structure, business performance, ways of working and sources of profit of the company are not taken into account. These key factors include interaction, collaboration, individual and collective learning, and decentralization of decision-making, among many others.

This perception involves observing and analysing management phenomena from a multidimensional perspective that involves nesting, interdependence and redundancy of information. However, the traditional management practice is basically interested in a one-dimensional perception of management phenomena, an interest that is reflected in the development of an individual, group/equipment, industrial or regional analysis, etc. Metaphorically speaking, the traditional model can be understood as the use of lenses that only allow us to observe the different levels in which a phenomenon manifests itself as a single analytical level, so that its understanding will be incomplete and limited as far as the management process is concerned.

Therefore, the shift from administrative management to smart management calls into question the basic fundamentals of the company's traditional management model, as it moves from a centralised organisational structure to a decentralised network and from the use of tangible assets to the use of intangible assets (knowledge, interaction, shared responsibility, etc.). Processes which, in turn, are major challenges, namely given the need to accelerate the transition from the digitisation process to the contextualized incorporation of new forms of interaction and collaboration. The relevance of this observation lies in the need to incorporate these events into the business management process, both tactical and strategic. The idea is to build a new management model based on a process of integration of the individual intelligences by equipping them with analytical and descriptive processing capabilities and empowerment for shared decision-making in the company (collective intelligence).

From this perspective, it is understood that collective intelligence is an essential part of the business management process and is based on the connection between people and between people and/or computers. The idea is to facilitate the production of ideas, to exchange ideas and arguments, and to improve the company's "social sensitivity". However, this presents us with new challenges related to the identification of the different types of intelligence and personalities that best contribute to achieving the goals of optimizing collective knowledge, to transform the enormous amount of data that companies have today into value.

In short, facilitating the path to a smart business management model involves studying how different sets of business factors work collectively to get the company to operate and manage change, volatility and uncertainty as it makes its immersion in the Big-Data ecosystem. And it aims to achieve not only its adaptation to the different scenarios and maintain its competitiveness in the long term to respond to the volatility of the markets in which it operates, but also to encourage collective decision-making based on evidence and logical reasoning on the various complex issues that are part of business management.

3. State of the Art: Big-Data the Revolution in Management

The need for a review of the logic and practice of today's business management requires rethinking and assessing the validity of management systems, to respond to changes in the business environment, market volatility, interaction and collaboration between workers and technology.

Due to the intrinsically hierarchical nature of companies, management models are characterized by establishing *watertight hierarchical relationships*, which extend to the lower levels (areas, departments,...), where access to information is completely asymmetrical and flows in a single direction. The information goes from the company's management to departments or areas with almost no feedback. It is a model in which interaction, learning and collaboration do not have any real and effective relevance in decision-making, except for some anecdotal reference of an executive (CEO or Manager) who has spoken with one of its employees.

Indeed, numerous theoretical discussions and empirical research have identified relationships between different dimensions that are nested among each other. The discussion around these relationships has covered aspects such as: relationships between environmental factors and organizational structures (Pfeffer & Salancik, 1978; Aldrich & Pfeffer, 1976), between organizational technologies and organizational structures (Fry & Slocum, 1984; Comstock & Scott, 1977; Thompson, 1967; Woodward, 1965), between the organization of individual subunits and attitudes (Hulin & Roznowski, 1985), between group norms/stimuli and individual behavior (Hackman, 1992), between departmental structures and individual attitudes (Brass, 1981; Oldham & Hackman, 1981; Rousseau, 1978; James & Jones, 1976), and between work climate/culture and individual behavior (Martocchio, 1994; James, James & Ashe, 1990).

All these studies, which describe hierarchical relationships in management, explain the influence of relationships associated with one dimension on other analytical dimensions or estates, and point out the need to rethink the current form of business management. More specifically, they show that today's top-level executives tend to make predictions about company performance and results based on a set of general and incomplete information, and almost never take into account the direct and indirect contributions of their workers or their various departments, which are treated as black boxes that execute their orders or decisions. Moreover, they act as the sole creators of economic and business value.

In fact, in any type of company, interdependent relationships cross all the dimensions or strata that comprise it (Hoffman, 1997), putting into question the old hierarchical relationships based on a vertical nesting of decisions, which cancels the contributions of individuals and working groups. This suggests that any study of individual behaviour within a company or company should not only take into account (measure) individual attributes but should also take into account the characteristics of the environment in which workers work and the nature of the operations they perform.

The effects of interaction are at the heart of the theories of contingency and interaction between different strata. Researchers have often lamented the difficulty of identifying interactions between the different levels at which business management problems occur. Hence the importance of developing capacities to detect interactions and new forms of learning and collaboration between workers. This detection is determined by the extent of cross-interaction between workers and between workers and the management team.

This means that the relationships between parties and events that occur through interaction-collaboration become much more relevant, as immersion in the Big-Data ecosystem becomes widespread, with the result that the elements that form part of the business management architecture become more and more rationally connected and purposefully shared (Von Bertalanffy, 1968).

The relevant question in this situation is: How to connect people and computers so that they are collectively smarter than people, teams and computers have ever been acting individually? It is a question of devising new bottom-up mechanisms to facilitate effective and efficient collective decision-making at the enterprise level. To this end, it will be necessary to design a networked platform to manage ideas, alternatives and debates, within and outside work teams, and at the enterprise level on the alternatives, the tactical actions and the complex business strategies.

In general, management specialists have a long history of recognizing that organizational and management phenomena develop within complex and dynamic systems. For this reason, collective intelligence studies emphasize the fact that identification of patterns typically associated with what is considered "smart" is not sufficient to consider a company or work team smart (Malone & Klein, 2007). On the contrary, multiple skills and competencies, such as communication, consensus readiness and interpersonal skills, are needed to effectively integrate individual intelligences and obtain optimal solutions to the problems faced by companies.

This leads to the study of the characteristics and conditioning factors in which "distributed collaboration" is developed within companies, and how to build an organization more sensitive to interactions, learning, collaboration and shared responsibility.

Collaboration is philosophically different and possibly more demanding than cooperation, where the desired results are relatively clear, the distribution of future returns can be negotiated in advance and the cooperating parties essentially act in their own interest (Miles et al., 2005). Collaboration often involves unpredictable outcomes and depends largely on trust and a shared commitment to the values of honesty and fairness.

In contrast to cooperation, collaboration implies that the parties take into consideration both the interests of others and their own (von Krogh, 1998). Collaboration can be directed towards any mutually desired goal: identifying and then solving a problem, resolving a conflict, creating a new product or business, and so on. Companies that opt for collaborative practice as a strategy should be able to develop the capacities, structures and processes to support a collaborative approach. For example, Nokia has a network of more than 300 high-tech small businesses and has developed trust-based relationships with them for continuous interaction to facilitate the development of certain technological innovations (David, J. et al. 2007).

This type of praxis implies the recognition that a collaborative approach is essential in the knowledge management process to capture a significant part of the economic value associated with an action, performance or innovation (Teece, 1986). In other words, the aim is to build a management system in which the business conversation involves all the company's professionals and technicians without exception in addressing critical issues, with the aim of promoting collective decision-making based on logical reasoning and the presentation of arguments and evidence.

Similarly, in terms of learning and/or self-learning, the effects of feedback from experimental and cognitive developments make it possible to convert the results into a shared and collaborative learning process. In this process, the regulatory leaning systems stimulate the reflexive function of knowledge, interpreting the environment based on knowledge itself. While organizational systems use this energy to organize and reduce internal entropy, and limit external entropy (Mele, et. al., 2010).

3.1 The Role of Digital Disruption in the Development of Collective Intelligence

The relevant question that arises in the knowledge economy is: How can a multitude of people be smarter than the sum of its parts? One possible answer can be found in the concept of digital disruption, understood as the change that occurs when new digital technologies and new business models affect the value proposals of existing goods and services (Rouse, 2014).

It is clear that new technologies drive a revolution in the internal and external functioning of companies and that, in their process of digital transformation, they promote new working models based on open innovation and collective intelligence as their most significant engines. This perception of disruption poses new challenges related to the constant search for innovation, learning and collaboration, as a way of working in the company and in its relationship with customers, collaborators and suppliers. In this context, business management needs to answer a set of questions such as: What is the role of each individual in this process of exploiting collective intelligence (CI)? What would the organizational principles of the company be to optimize CI? What would be the rules and restrictions for the exchange of ideas through communication technologies? and How do they relate and communicate with the new digital environment, both internally and externally?

Indeed, the rapid increase in the use of mobile devices, not only for personal use but also for work, has increased the potential for digital disruption in many areas of business activity. This is why the concept of collective intelligence has acquired a leading role not only in taking advantage of all the opportunities that arise in uncertain environments, with digital transformation as a backdrop but also to define the new business management model.

4. Considerations of Collective Intelligence in the Big-Data Ecosystem

4.1 From Division of Labour to Collective Intelligence

The contextualization of the discussion of the specificity of collective intelligence opens the possibility of positive results through collaboration, whose scale exceeds individual capacity. However, it could be argued that this is a generic effect of any form of collaboration in which individuals come together (Tomasello, 2014).

Indeed, knowledge is distributed and shared among different individual agents whose cognitive abilities and rational faculties are limited in many respects (Kahneman, 2012). As one would expect, this is also the principle behind the division of labour that underpins the functioning of complex social and economic systems: when humans work together, they achieve better results than individuals who work on their own.

The result of joint activity for tracking a phenomenon is not only more extensive but also greater than individual contributions. The term "superior" refers to the possibility that group activities produce a qualitatively different, but not necessarily optimal, performance than the sum of individual actions. Thus, if all that is needed for a network or group of people to offer a smart solution is to divide the work between multiple actors (classic scenario of the division of labour), it would be difficult to explain how the "total sum" differs in terms of individual knowledge and competences.

But the most visible cases of collective intelligence show that what makes the fusion of individual intelligences into a qualitatively different phenomenon is the fact that, by joining forces, people sometimes achieve results that could only arise as a result of their interactions and collaboration. The product of these interactions and collaboration is said to be qualitatively different from simple aggregation because the interaction itself contributes to generating something radically new.

4.2 How can Companies Prepare for Digital Transformation while Discovering the True Value of their Organisation's Data and Exploiting the CI of their Workers?

The trends prevailing in today's business dynamics are towards continuous and widespread change and increasing interdependencies (White, 2000), in turbulent environments characterized by uncertainties and entropy. To better understand these changes and manage the process more effectively, a more dynamic and comprehensive vision of business management has been suggested including the exploitation of collective intelligence. This involves integrating the complexity of the relationships between workers and managers, and between workers and computers, in order to better understand disruptive processes and the flow of real organizational change and management model.

The need for strategic management to complement the digital transformation of companies is a fact, as it is the exploitation of collective intelligence to transform it into actionable intelligence. Why? Because "many collaborators" are smarter than a few; and because collective wisdom shapes businesses, the economy and society. However, we must bear in mind that digital disruption has a positive or negative impact not only on the development of different economic industries but also on the different professions, skills and competences of the elements that make up the society of knowledge.

4.3 Limitations of Collective Intelligence

Let us remember that the wisdom of work teams is defined as any group of people who can act collectively to make decisions and solve complex problems (Surowiecki, 2005). In practice, however, not all groups behave wisely; for example, a multitude of investors go mad in a market bubble. One possible explanation is that this occurs when the decision-making environment is not prepared to accept collective intelligence as a resource and a productive investment, and loses the benefits of personal judgments and private information that forms part of the background of workers. Therefore, the work team will only be able to achieve the level of success of its most capable member, rather than surpassing that level.

The manifestation of these limitations coupled with the managers' fear of losing "control" appears when it exists: *too much centralization*, for example, an excess of bureaucracy does not allow collecting the wisdom of low-level workers; *too much compartmentalization*, for example, when the information held in one department is not accessible to other departments of the company (work islands); *too much imitation or status quo*, so decisions are limited to doing what has "always worked".

Another constraint in the implementation of CI is related to the measurement and evaluation of its effectiveness, as it is a logical structure for capturing the knowledge resulting from reflection and critical thinking based on logical and experimental reasoning.

Similarly, we can point out that current systems of collective deliberation or reflection tend to be biased in various ways (MIT-CCI-Center for Collective Intelligence studies). Among the most prominent biases we have:

- *Informational pressures*, which occur when opinions are not independent and action comes from imitation, according to the established guideline that "the majority cannot be wrong".

- *Social pressures*, which appear when interacting with other participants distorts one's own opinion by the presence of negative factors such as fear of conflict, fear of ridicule or being marginalized from the group; or even by opportunistic and figurative attitudes.

- *Common knowledge effect*, which arises when the participant is satisfied with the information and knowledge he or she already has, and does not explore new sources and perspectives that enrich the analysis of the problem.

- *Polarization bias*, which manifests itself as a tendency to the radicalization of positions or proposals regarding any issue that involves cultural, social or political values, to the point of turning them into dogmas or automatically defending positions, without any reasoning or considering the evidence.

In short, business relations theory holds that the behaviour of a single autonomous element is different from the behaviour of that element when it interacts with other elements.

5. Basics for a Management Proposal Based on Collective Intelligence

In this Section, we present some ideas and advances for the elaboration of a management proposal based on collective intelligence, whose key factors are interaction, learning, collaboration and the transformation of knowledge into value in all its dimensions. This means a flexible and reversible organizational design that makes possible the integral transformation of the company, responds to changes in market conditions and incorporates the impact of technological innovations. The structure consistent with these requirements is based on the formation of open and dynamic, highly interrelated and complementary work teams: teams of multi-purpose professionals, articulated by the network communication highways (Intranet), which are permeable to brainstorming, creativity, shared learning, distributed collaboration and decentralized decision-making (Peñaloza & Vargas, 2017)

Thanks to the Internet and computers, our ways of working and our work habits have been transformed, but also our way of thinking and organizing our economy and infrastructure, and our lives have changed. The 21st century is the history of collaborative interactions and actions, where groups have learned to exploit the benefits of diversity and heterogeneity. As a result, companies are shifting to more decentralised and flexible ways to better meet their customers' demands and increase business performance.

In general, the basis for generating a proposal for network management based on the exploitation of the CI includes a set of considerations such as the following:

5.1 Diversity, Independence and Intelligent Aggregation:

When we talk about diversity and its impact on the effectiveness of collective intelligence, we refer to cognitive heterogeneity, understood as the diversity of experiences, skills and professional maturity of managers and employees of companies or firms, which can be analyzed both individually and collectively (Hambrick, et. al. 1996). This heterogeneity will influence how information is interpreted and used, as well as how interaction and collaboration are managed (Weingart, et. al. 2005; Naranjo, 2007).

Cognitive styles define the ways in which individuals encode, process and communicate information, and are related to their respective functional and educational specializations (Kozhevnikov, et. al. 2005). Having the right amount of cognitive style diversity is important for team performance. Previous research suggests that collective intelligence allows not only high performance at a given time but also better performance over time, even in tasks that do not require a team to explicitly learn a new procedure or body of knowledge (Engel, et al. to. 2014; Aggarwal & Woolley, 2013; Woolley et al. 2010; Gibson & Cohen, 2003).

On the other hand, interdependence can be described as the extent to which the participation of several individuals is required to complete a given task, and to achieve a specific objective in order to obtain a given result, i.e. to complete the work (Wageman, 1995). Interaction among group members is vital to organizational work (Van der Vegt, Emans & Van de Vliert, 1999), as it could have a significant impact on individual and/or team performance (Guzzo & Dickson, 1996). One characteristic related to interaction, and which influences team results, is interdependence. In this regard, theory and research suggest that interdependence in both tasks and results is positively related to the functioning of work teams or companies (efficiency, effectiveness, decision-making, etc.) (Allen, Sargent & Bradley, 2003; Gully, et. al. 2002; Shaw, et. al. 2000; Van der Vegt & Van de Vliert, 2001; Janssen, Van de Vliert & Veenstra, 1999; Wageman & Baker, 1997; Wageman, 1995).

Since the CI is understood as the integration of individual intelligences for efficient knowledge management and their transformation into value, knowledge aggregation, considering many sources, can produce more information (synergies) or less information (redundancy) than the sum of its parts. This attribute can provide working groups with innovative and creative problem-solving strategies that will be better than solutions generated by non-interacting individuals. They can also provide various forms of collaboration and coordination among working group members or between groups (Bettencourt, 2009; Watkins, 2007).

In this context, the quantification of information in terms of aggregation does not imply the arithmetic sum of such intelligences, but rather the merging of them, considering the interdependencies existing between individual intelligences, to create a system of collaboration and competition between the members of a work team or the workers of a company.

5.2 Factors Facilitating the Development of CI

If we consider the different perspectives immersed in collective intelligence, one way to integrate them is to identify the attributes or set of attributes that are common in CI. Attributes that allow us to examine the factors that facilitate the development of collective intelligence, such as diversity, learning or awareness, while among the factors that inhibit it are prejudice or market failure, among others.

A key issue in the CI-based business management strategy is to determine how each of these factors map specific and generic components, and how they use concepts and theories to facilitate the development of collective intelligence. Among the most relevant mechanisms to make a working group smart, that is, to turn it into a learning and collective collaboration machine, we have:

- *Diversity*: The group includes members with a wide range of knowledge or skills (and the ability to recognize successful and unsuccessful outcomes).

- *Relative independence*: group members use their own knowledge and skills without being over-influenced by others. When members of the group influence each other a lot, some negative results can occur.

- *Relative decentralization*: the actions of the group members are merged in such a way that they find an adequate range of stability, so that individual knowledge is global and collectively useful and maintains its uniqueness and location.

- *Compliance*: mechanisms that generate similarities among the majority of the group members.

- *Influencers*: individuals who have some differences among group members.

- *Internal peer reviewers*: mechanisms that make individual group members rewarded for their successes and penalized for their failures.

- *Non-monetary incentives*: social-entrepreneurial recognition, visibility at work and rewards in kind based on contributions and fostering collaboration.

- *Relative rivalry*: stimulation of competitiveness between groups (corporate games).

5.3 Dense Communications Structure

Dense communication structures can be said to improve the productivity of members of a group or between groups. One of the mechanisms through which structures improve productivity is by improving user identification and trust in the group. For example, management of "mutual knowledge" is a problem if the work teams are geographically distributed (Cramton, 2001), as long as the bandwidth of the communication system is narrow.

In this situation the difficulties of sharing "collective knowledge" are manifested as:

- Lack of specific communication accessible to all users.

- Retention of contextual information.

- Asymmetric distribution of information.

- Difficulty in understanding the importance of information.

- Differences in the speed of access to information.

• Difficulty in interpreting the different solutions proposed.

5.4 Shared Vocabulary and Infrastructure

Label vocabulary is the basis of social navigation and shared expression in a user community, and its evolution is based on the influence of the user community and personal tendencies (Sen et. al. 2006). The shared vocabulary is formed by the set of tags used by users or user groups, where the personal tendency is manifested as a choice of tags based on personality, preferences and beliefs that they use in their decisions. This trend is evolving as people interact with the labelling system. Hence, the influence of a user group on the labelling system mitigates the impact of users' personal tendencies.

Therefore, group performance will depend on the degree of collaborative creation in developing a common vocabulary to describe the different forms of written, visual and oral communication representation (Schwartz, 1995).

5.5 Cultural Boundaries in the Company

In general, although there is consensus on the fact that organizational culture is relevant to the implementation of a business strategy, there is no consensus on the possibilities of its management to reorient and transform it, given that culture is often not part of the functions of companies, mainly the traditional ones. However, thinking about cultural change in the company means combining rational and logical aspects with creative and emotional visions. It is like a simplifying approach to the diversity of opinions, with a descriptive-objective approach and subjective appraisals and valuations.

For example, a culture based on the importance of rank or position makes it difficult for a lower-ranking person, who is more capable than his or her superior, to carry out collaborative work. The lower-ranking person is usually told what to do. This practice is not collaborative and may be a manifestation of the reluctance to share solutions and decisions with others because they see information control as a source of power within the company.

However, the main barrier to collaboration within the company may be the difficulty in building a culture of agreement or consensus when different points of view exist. This can hinder effective decision-making. Even if the cooperating members succeed in reaching an agreement, they are likely to agree from different perspectives. This type of behaviour is called a "*cultural boundary*" (Blau, 1970). Hence, the importance of becoming aware that people in their multiple facets can group their wills asymmetrically or symmetrically and create joint workspaces with added values that are compatible with business scenarios.

5.6 Incentives for Distributed Collaboration

Here the question is how to build a dynamic and coherent incentive system, with strategic management based on collective intelligence. This dynamic system should mainly motivate activities and actions that stimulate the exploitation of collective intelligence. Therefore, it is not a system for the motivation of employees as isolated units, but of transforming the social value created by employees together into economic value (commercialization).

Although theories such as motivation and all its substitutes guide us on the right track, it is logical to think that there is no magic formula to obtain the best possible collective performance of its employees. In general, the development of an incentive scheme includes stages such as:

• Exhaustive diagnosis of the current situation and clear determination of long-term objectives, as well as those of the work teams or teams of professionals that make up the company.

• Evaluation of the company's human capital stock

• Definition of new jobs and their role in the work teams

• Establishment of a scale of non-monetary and monetary incentives (preventing the latter from becoming a "grandfathered right")

• Inclusion of an item dedicated to the incentive system in the company's budgets (the item must be flexible and the incentives must be dynamic)

• Communication of the criteria and conditions of this system to all employees in the company.

5.7 How Collective Intelligence Operates in the Business Environment

A CI-based management system is part of the corporate brain of the company and extends from collecting data from different sources to managing collective action to generate value. This management system has a double role: one is to coordinate and channel the generation of ideas, solutions and proposals from its employees; and another is similar to a search engine to answer questions or doubts from users. The aim is to overcome the deficiencies in communication and knowledge transfer, which are a constant in large corporations, where internal communication mechanisms are not always agile as might be expected from them.

The implementation of a corporate digital brain would involve the application of a management system based on question-answer rounds to the group of workers. The first round would focus on the coordinators or influencers raising the problems and mechanisms to their workers to evaluate proposals or suggestions, and for them to formulate their proposals. The second round has the task of requiring employees to order alternatives according to their reliability and feasibility. In the third round, the coordinators will order alternatives according to their frequency (frequency distribution). And so on and so forth.

The digital brain must also fulfil its role of logistical, conceptual, technological and predictive support. For example, if employees pose a question to the application, the system should understand the question and look for the answer in its database to provide it to the user. If it doesn't find it, it must be able to predict which people within the company might answer the question or doubt, and send a notification to raise the issue and encourage them to post that information in its database. Of course, the system will learn from this process and the application will be self-sufficient if someone repeats the question in the future.

Synthesizing, the application analyses the interactions between workers in real time and provides companies with this data so that they can know who is the most participatory, on what issues they need to be trained and in which areas they have the most experience. The application must report at all times the data being shared, although responsibility for its misuse will ultimately lie with the company itself. In this process, the CI will evolve with the successes, misunderstandings, problems and solutions with which it lives; and it will acquire skills, will learn to solve and evaluate the results, and to structure its way to face complex situations plagued with uncertainty.

6. Conclusions

Greater access to information and greater direct participation of workers are realities that companies must take advantage of, to transform collective knowledge into economic value, in the sense of achieving better results from the interaction between people and between people and technology, as an intangible resource for organizational and business design.

Enabling heterogeneous, active and continuous spaces for mutual communication and organized participation, allows the maturation and improvement of a group's collective intelligence. Especially if it is characterized by diversity as a source of corporate advantage and if the social elements of understanding, empathy and collaboration are enabled and mature.

It is necessary to improve the capacity of collective intelligence measurement and to study which types of intelligences and personalities best contribute to the objective of optimising collective knowledge.

For smart management and for the company or work team to be smart, it is not enough to identify the behavioural patterns that have typically been associated with "being intelligent". Other communication skills, consensus preparation and interpersonal skills are needed to form effective teams.

Knowledge transfer is the factor that determines the necessary competencies and competitive advantage for the integration of intelligence in the company or organization. This is because the richness of solving many problems can be limited or enhanced by other factors inherent in the group, such as its history, conflicts, successes, learning and capacity for cohesion and collective understanding.

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Subjects and Subjectivities on-Line. Thought Processes

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Abstract

The characterization of the symbolic cyber-cultural exchanges in the world of the cyber-society as a socio-semiotic practice is determinant in the configuration of subjects and subjectivities, which show the new forms of social relations, and interactions in the actual global society, starting from the languages of cyber-culture. It is clear that contemporary societies have experienced deep transformations in a relatively short span, in comparing it with other epochs of humanity, as an outcome of the globalization process. One of them is the incessant flow techno-mediated of the information and communication than permeates and modify all the areas and social, cultural and educational practices. The cyberspace confronts the objective, universal, and true modern world with a border world, without spaces or time, from where a new presence arises projected from the virtual world; here languages come to life in the stage of a new expressive medium, body and subjectivity are the protagonists. There is a lot to say about the cyber-culture, not only about the technological impact, but also about the modes of subjectivity created, starting from the multi-presence of bodies on line generated in this symbolic space.

Keywords: Cyber-culture. Episteme. Subject and Subjectivities.

Introduction

(Abstarct and text in Spanish)

SUJETOS Y SUBJETIVIDADES ON-LINE- PROCESOS DE PENSAMIENTO[1]

Presentación

Caracterizar los intercambios simbólicos ciberculturales en el mundo de la cibersociedad como práctica sociosemiótica, es determinante en la configuración de sujetos y subjetividades, que dan cuenta de las nuevas formas de relaciones e interacciones sociales en la sociedad global actual a partir de los lenguajes de la cibercultura, como espacio de construcción epistémica. Es claro que las sociedades contemporáneas en la múltiple expresión de la episteme, han experimentado profundas transformaciones en un lapso relativamente breve, si se compara con otras épocas de la humanidad como resultado del proceso de globalización. Uno de ellos, es el incesante flujo tecnomediado de la información y la comunicación que permea y modifica todos los ámbitos y prácticas sociales, culturales y educativas. El ciberespacio confronta el mundo moderno objetivo, universal y verdadero con un mundo fronterizo, sin espacios ni tiempo, de donde surge una nueva presencia proyectada desde la virtualidad; aquí los lenguajes toman vida en el escenario de un nuevo medio expresivo, cuerpo y subjetividad son los protagonistas. Hay mucho que decir sobre la cibercultura, no solo sobre el impacto tecnológico, sino también sobre los modos de subjetividades creados a partir de la multipresencia de cuerpos on-line generada en este espacio simbólico.

Palabras Claves: Cibercultura. Episteme. Sujeto y Subjetividades.

PRÄSENTATION

Zur Konfiguration vom Subjekt und Subjektivitäten, die neuen Formen der Beziehungen und sozialen Interaktionen in der gegenwärtigen globalen Gesellschaft von den Sprachen der Cyberkulturen und seine epistemische Konfiguration berichten, es ist entscheidend die Charakterisierung der cyber-kulturellen symbolischen Austausche in der Welt der Cybersociety als soziale Semiotik.

Als Ergebnis des Globalisierungsprozesses haben die zeitgenössischen Gesellschaften in relativ kurzer Zeit, im Vergleich mit anderen Epochen der Menschheit, tiefgreifende Veränderungen erfahren. Der unaufhörliche Fluss von Technologie

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[1] La presente ponencia hace parte de la tesis doctoral de la autora, titulada: "Configuración Sociosemiótica del chat: una visión multimodal" repositorio.uptc.edu.co/bitstream/001/1549/2/TGT-290.pdf

und Kommunikation, der alle sozialen, kulturellen und pädagogischen Bereiche und Praktiken durchdringt und modifiziert, ist einer dieser Änderungen

Die objektive, universelle und wahre moderne Welt wird* mit einer Grenzwelt, ohne Räume oder Zeit für den Cyberspace, konfrontiert. Von hier aus entsteht eine neue Präsenz, dieaus der Virtualität projiziert wird. Die Sprachen erwecken zum Leben hier auf die Bühne eines neuen Ausdrucksmediums, was zum Körper und zur Subjektivität entspricht. Es gibt viele Aspekte, die in Bezug auf die Cyberkultur berücksichtigt werden müssen, und zwar nicht nur in Bezug auf die technologischen Auswirkungen, sondern auch auf die Arten der Subjektivität, die durch die Mehrfachpräsenz von Online-Körpern entstehen, die in diesem symbolischen Raum erzeugt werden.

Cyberkultur, Episteme, Subjekt und Subjektivitäten

UNA APROXIMACIÓN A LA EPISTEME EN LA CIBERSOCIEDAD

El conocimiento se expresa a través del lenguaje, el lenguaje mismo es ya una forma del conocimiento, la forma como está estructurado esboza la estructura profunda de la episteme, esto refiere el sentido histórico que propone Foucault cuando señala el espacio social, cultural y político desde donde se construye el saber[1]. Lo que se evidencia con Foucault es que la episteme no es una constante en el tiempo, su variabilidad depende de los poderes articulados a cada época del hombre y a lo que se privilegia como conocimiento en cada tramo de la historia.

En el contrapunto de este enfoque se ubica de manera expositiva el poder tecnológico y la comunicación como espacio de construcción de sentido; más allá de un carácter meramente informativo, la comunicación en la sociedad contemporánea fundamenta la base de lo que se ha llamado recientemente *sociedad del conocimiento y de la información.* Esta realidad señala un momento crucial en la transformación misma del conocimiento y en el enfoque de los estudios epistemológicos.

Ya no hay una historia lineal de la epistemología, como tampoco existe un solo sentido de la episteme. Hay giros y saltos que contradicen el sentido homogéneo con el que Occidente ha tratado de construir su sentido de civilización. La comunicación siempre ha estado cargada de símbolos, pero cada época tiene también su ruptura del símbolo, sus contraflujos de sentido y sus contradicciones internas. El carácter social del lenguaje al trascender la comunicación nos habla de la construcción colectiva del conocimiento: no hay idiomas hablados por una sola persona, ni experiencias vividas por una sola cultura, el sentido continuo ha encontrado abismos es su trayectoria.

Con esta premisa se aborda inicialmente y antes de incursionar en un sentido epistemológico, la función del signo. En el signo encontramos originariamente la comunicación acompañada de la técnica; la voz es también una técnica de comunicación como lo son la escritura y la música.

"Dentro de la sociedad actual el estudio de este sistema de comunicación humana es un hecho relevante, producto de una cadena de importancia en los ámbitos verbal y no verbal, representados por signos (lingüísticos, icónicos, fonéticos, gustativos, expresivos, estéticos, audio-visuales, entre otros) que funcionan como una totalidad expresiva, lo que configura un sistema sociocultural con otras dinámicas de comunicación". (Ortiz, 2016, p. 30)

En esta búsqueda de las formas y las estructuras hay quienes se han remontado a través de la lingüística a los orígenes mismos del signo y han encontrado la biología como el primer escenario de presentación del signo. Incluso se ha acudido al comportamiento de los animales y las plantas, el comportamiento de las abejas y su comunicación a través de olores, aleteos, danzas, feromonas, venenos y movimientos geométricos se han convertido en lugar común para ejemplificar el uso del signo en los animales.

La búsqueda del sentido primero, del lenguaje secreto de las plantas y los pájaros, ha sido la base de donde arranca una buena parte de la indagación por el conocimiento. Algunos tratados sobre feromonas nos acercan a la comunicación desde el signo biológico. Las feromonas son sustancias de la bioquímica de los animales y las plantas que cumplen funciones comunicativas a través del olor y son parte de sus sistemas de defensa, de reproducción y de sobrevivencia, las feromonas son medios de comunicación de los estados sexuales, de guerra, o de vida del mundo vegetal, de allí que algunos encuentren en la naturaleza los primeros signos cargados de sentido comunicativo.

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[1] Foucault Michel, Las palabras y las cosas, SXXI Editores, Argentina 1968. 378 págs.

En uno de los innumerables estudios sobre el tema José Hierro S. Pescador (1980) en su ejercicio de filosofía del lenguaje[1] nos trae las mismas referencias desde el mundo natural para señalarnos, en sentido contrario, el decrecimiento y la atrofia de la actividad hormonal en la especie humana. Esta singularidad de la especie humana en el contexto de las especies en la naturaleza es para Hierro una muestra de la función comunicativa del lenguaje humano, como el primer paso de la separación del hombre del entorno natural, el lenguaje es la experiencia de la expulsión del paraíso y el comienzo del conocimiento propiamente humano a través del lenguaje. Hierro argumenta que ante la presencia de "medios de comunicación más eficaces"[2] las feromonas como recursos biológicos de comunicación son remplazadas por recursos técnicos de mayor incidencia social y mayor eficacia comunicativa en un mundo global.

Lo que Hierro toma a manera de ejemplo como una parte episódica de su ensayo, se puede asumir como un enfoque que nos sirve para apreciar los primeros cambios importantes que determinan la producción del lenguaje como elemento constitutivo de la separación del hombre y la naturaleza, aunque algunos autores no estarían de acuerdo en reconocer el signo como parte componente de la comunicación en la naturaleza. Lo que se quiere resaltar con esta referencia es la importancia que tiene la técnica en la construcción del lenguaje y en la conformación misma del sentido de la sociedad; la técnica determina en buena parte el horizonte de la civilización humana. "Desde la propuesta de Barthes (1971) de relacionar el signo con el mundo, los signos y los usuarios, es importante destacar la consideración teórica de la expansión del signo como la proyección de sus significados" (Ortiz, 2016, P. 32) y sentidos en la sociedad, donde adquiere otras configuraciones que el ser social produce a partir del conocimiento de sus realidades y la expresión de sus múltiples sentidos. Me refiero aquí a los modos comunicativos, pero se puede extender el argumento a las formas del conocimiento que están más allá de lo que se conoce como la tekné griega. El conocimiento empieza como técnica, aunque se halla interpuesto un límite entre ciencia y técnica, la primera no es posible sin la segunda, y menos si enfatizamos este punto en el contexto de la vida contemporánea.

Desde el enfoque presentado podemos apreciar cambios importantes en la sociedad actual. El hombre es siempre un ser biológico pero en la medida que la técnica avanza, se expande, o interviene en la cotidianidad, más se aleja el hombre de su primer entorno que es el mundo natural. Esta condición nos habla del proceso de mecanización de la vida, la máquina se convierte en nuestros días en receptora y emisora de signos y de lenguaje, la cultura entra cada vez con mayor fuerza en procesos que abordan el maquinismo como entorno de la cultura.

Así, el vínculo de proyección de significado y sentido, es la categoría de signo. La sociedad de la comunicación alcanza el valor del conocimiento de los objetos del mundo a partir del reconocimiento e interpretación de los signos. Esto es a lo que Verón (1993) denominó "clausura semiótica" aspecto que configura la concepción de "un sujeto atrapado en una red de signos como condición necesaria para vincularse con las cosas, con el mundo y con la sociedad en general" (Ortiz, 2016, p. 32.)

De acuerdo con lo dicho "el signo se concibe a partir de las diferentes formas semióticas —señales, símbolos, indicios, iconos, signos— en términos de una unidad que en una dinámica mediática conduce a la construcción de sentidos, lo que implica desde la perspectiva de la transducción[3] todo un proceso en que los signos no representan, sino transforman, el sujeto no enuncia construye en la acción" (Ortiz, 2016, p. 60). Lo que permite reconocer, deconstruir y transducir la acción semiótica del lenguaje, aquí la posibilidad transductora garantiza el proceso de comunicación al convertir unas señales en otras, pues los signos, algunas veces denotan, otras connotan.

Un signo 🍎 [4] a su vez puede ser un símbolo de estatus o una señal de interconexión en red. "Lo cierto es que las señales están relacionadas de manera estrecha con la acción humana, son indicadores de acción y, por supuesto, permean la conducta humana" (Cárdenas, 2015, p.13), lo que implica que el estudio del signo no este restringido exclusivamente al objeto de estudio de la semiótica (el signo como representación), sino que es visto como un proceso transductivo de interpretación, de sentido y de valor. (Ortiz, 2016, tesis doctoral).

Siempre ha existido la tensión entre naturaleza y cultura, pero frente al vertiginoso desarrollo tecnológico y de las comunicaciones, la tensión biológica sede espacios importantes a la tensión técnica; cada vez más se hace evidente la

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[1]Hierro S. Pescador José. Principios de la filosofía del lenguaje. Alianza Editorial. Madrid 1980. 190 págs.

[2] Ibid

[3] La transducción es una individuación en progreso que convierte un tipo de señal en otra distinta en lo tecnológico, económico, social, biológico, etc., cuyas transferencias transforman al sujeto en el mundo físico, psíquico, colectivo y artificial, en una relación interobjetiva e intersubjetiva, sincrónica y compleja en relación con el yo, el mundo y el otro.

[4] https://www.google.com.co/ Apple logo

atrofia del cuerpo frente al desmesurado campo de la técnica pareciera que el hombre decreciera mientras la técnica se hace monumental.

En este nuevo paso de la cultura hay un trazo hondo donde se proyecta la continuidad de la separación entre naturaleza y cultura, con todas las implicaciones y problemáticas a las que este modelo somete a la episteme en medio de la reacción cada vez más violenta de la naturaleza. Pareciera que el avance técnico tuviera como respuesta la guerra de los elementos. Las "piedras", "agua", "fuego", "tierra" y "aire" hablan con retadora contundencia: en el Popol Vuh *las piedras hablan y le dicen a los hombres de madera que van a probar de nuevo la fuerza de los elementos; como el hombre de maíz no ha sido creado todavía, el hombre imperfecto que es el hombre de madera, recibe la aniquilación necesaria por parte de los elementos.*[1]

Esta separación originaria entre naturaleza y cultura, no se resuelve mientras el hombre mantenga su relación estrecha con el mundo natural y la técnica no le garantice su libertad absoluta. No se sabe si esta plena liberación sea algún día posible, pero lo que resulta de la condición actual es una especie de limbo y de paradoja entre expansión técnica y reducción biológica, el ser humano que la historia conoció durante muchos siglos empieza a ser sustituido por el hombre de la "sociedad de la información" y "del conocimiento", esta nueva condición tiene unas severas implicaciones en la forma de abordar los problemas, en el conocimiento mismo y en la construcción de sentido que permea a la sociedad, a la cultura, a la educación y por ende a los sujetos.

Veamos: En un periodo muy corto, en unos cuantos años, del ejercicio del lenguaje a través del texto se pasó al ejercicio multimedial y multimodal[2], donde, en el paso del hipertexto a la hipermedia hay un proceso de cambio que tiene incidencia tanto en la manera de comunicar y de intercambiar como en las formas de creación, de configuración de sujetos y subjetividades y de pensamiento, lo que conlleva a referirse a los lenguajes emergentes. Las principales características de estos nuevos lenguajes o lenguajes nacientes son la multiplicidad y la pérdida del sentido lineal, exclusivamente referencial.

Así, las nuevas maneras de simbolizar y expresar los hechos y fenómenos del mundo actual, el constante empleo de signos multimodales, de imágenes y demás recursos visuales y auditivos, se separan de las formas lingüísticas establecidas o normalizadas socialmente, lo que confiere un peso determinante al hecho semiótico en los entornos comunicativos virtuales de interacción social y cultural. (Ortiz, 2016, p. 36)

Y aunque existe una tendencia a la homogenización y la estandarización del conocimiento como fenómeno del mercado, la hipermedia, por su carácter interactivo de doble vía, permite la construcción colectiva de lenguaje en todos sus ámbitos, desde el lenguaje cotidiano, hasta el lenguaje de la creación y de la política, en corto, la hipermedia abre el espectro de la significación al sentido y este ya es un hecho histórico tanto en el lenguaje como en las formas de conocimiento.

Giros Semióticos

Retomando algunos aspectos del signo vemos que algunos investigadores han clasificado los signos en signos icónicos y simbólicos, como es el caso de Peirce[3] quien además agrega el índice que es el signo modificado por el objeto, según afirma Von der Valde (1990) en el estudio de Peirce. Hierro (1980), quien también es un investigador de la obra de Peirce, enfatiza en la diferenciación entre signo y símbolo, o mejor, entre el signo simbólico y los demás signos: "Los símbolos, afirma José Hierro se distinguen claramente de los demás signos por cuanto solamente adquieren su carácter de signos en el proceso de la comunicación, y por lo tanto son signos en cuanto hay reglas que rigen su uso como tales". Hierro escribe esta aclaración para explicar otra afirmación que señala a los símbolos como "signos por convención". De esta clasificación se puede decir que el símbolo es lo propio de la cultura mientras los signos pueden estar en la naturaleza sin ser elementos de la comunicación, es decir, sin ser signos "por convención."[4]

Se toman estos referentes de la reflexión para sustentar que la deriva del símbolo son la abstracción y la cultura que tiene sus pilares en el lenguaje, considerando el lenguaje como sistema simbólico; de allí que Heidegger afirme que el lenguaje

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[1] Popol Vuh. Anónimo. Editorial Losada Buenos Aires, 1965. Pág. 9

[2] Confluencia de presencialidad, integralidad y virtualidad de lenguajes que integran en una misma plataforma los formatos: texto, audio, vídeo, gráficos, fotografías, animaciones, hipertexto etc., de realidad virtual, diferente de cualquier medio analógico y, que debe ser contemplado desde múltiples opciones comunicativas.

[3] Von der Valde Lilian. Aproximación a la semiótica de Charles Peirce. Revista Acciones Textuales, revista de teoría y análisis N 2. Universidad Autónoma Metropolitana. Ciudad de México. 1990

[4] Ibid

es la casa del ser. Esa escisión entre signo y símbolo es el límite donde empieza la historia como construcción colectiva y como obra de creación. En este recorrido aparece simultáneamente la tekné como habilidad manual en un principio, luego como una habilidad más compleja que determina buena parte de la tecnología moderna. Tradicionalmente se piensa que mientras la tecnología transforma la realidad, la ciencia se ocupa del sentido, pero en los filones de la tecnología se encuentra simultáneamente el lenguaje, lo que contradice el pensamiento tradicional que escinde ciencia y tecnología; más profundas, las vetas de la ciencia moderna conforman lo que después constituye la base del estudio de una especie de "arqueología del saber", y es lo que indaga Michel Foucault (1968) en su libro *Las palabras y las cosas.*

Ante las nuevas realidades tecnológicas se vive una especie de afasia, un extrañamiento del mundo y del lenguaje, en donde el hombre ya no puede nombrar la realidad con palabras reconocidas, y el contexto se torna más complejo cuando apenas reconocemos las nuevas realidades tecnológicas en el espacio de la comunicación. Aquí ya no está el campo delimitado como territorio exclusivo del lenguaje verbal en donde la comunicación se establece a través de los sonidos en el contexto de la díada tradicional de emisor y receptor, aquí aparecen complejos procesos que requieren de simultaneidad y multiplicidad; entra en juego la semiótica como giro[1], como acción, donde es clara la posición y definición del sujeto nómada, no como simple receptor sino como quien posibilita y decide su autonomía y singularidad, para con ello dar cabida a la creación de múltiples identidades, sentidos y significados que a su vez "lo constituyen como sujeto diverso, en un entramado de relaciones transductivas (subjetivas), que reinterpretan y reinventan los universos multimodales de la cibersociedad" (Ortiz, 2016, p. 61).

Foucault lo plantea desde la epistemología a través de una reflexión sobre el orden de las cosas y sobre el espacio en que la cultura occidental ha constituido ese orden en lo que él mismo llama "arqueología" de las ciencias humanas.

A partir de ello el lenguaje se concibe como un problema de intercambio lingüístico y no solo de enunciación; por el contrario, el ser social es un ser de acción, de deseos de pasiones, quien se moviliza en un "espacio sincrónico, veloz y simultáneo", sin fronteras como lo plantea Bauman (2007) lo que favorece los múltiples sentidos y significados al "transmitir, transportar, intervenir y modificar el signo, el símbolo y el cuerpo a partir de las subjetividades" (Ortiz, 2016,p. 56) que se configuran en la virtualidad y que permiten la liberación del hombre, del espíritu y de la sociedad en la cual los internautas, construyen su proceso de transducción en el otorgamiento de otras formas de simbólicas de percepción del mundo, lo que influye en el proceso tradicional de lectura y de escritura, de interpretación, transformación y reconocimiento del "yo, del mundo y del otro" Aspecto que Simondon constituye como "un transporte donde lo transportado resulta transformado" (Simondon, 2008, p. 13). Por lo tanto, el objeto del discurso siempre es una focalización y un producto de la semiosis social (Verón, 1993).

Por ello, los lenguajes y las corporeidades, en una transformación de la episteme, nacen de la red de relaciones generadas en los ciberlenguajes: el aquí, el ahora, el afuera, el cerca, el lejos, se presenta como una ruptura dada desde el espacio que ha sido modificado por las formas multimodales y multimediales de comunicación, donde, como afirma Bauman (2010), "las distancias ya no importan y la idea del límite geofísico es cada vez más difícil de sustentar en el mundo real" (p. 20), lo que implica la velocidad que facilita el desplazamiento del cuerpo desde lo corpóreo a un espacio virtualizado donde confluyen los no lugares (Augé, 2000).

De lo anterior podríamos derivar que no hay una sola episteme, pero ese no es el tema de este ejercicio que busca más bien una aproximación a la episteme en la cibercultura. Vivimos un ethos y una episteme que se singularizan en sus propios contextos históricos, y en donde Foucault (1968) manifiesta el no-lugar del lenguaje, Carpentier encuentra lo real maravilloso[2], y allí donde Chiampi (1968) observa la afasia para metaforizar la dificultad de nombrar las cosas frente a la realidad del Nuevo Mundo, Foucault observa la atopía, que contrasta con la necesidad de un orden en la cultura "el pensamiento sin espacio". Lo que aquí se puede señalar no son solamente ángulos de visión sino actitudes mentales, es decir, formas distintas de ser y conocer, ¿y qué otra cosa es la episteme si no es una actitud mental, una forma de abordar el conocimiento?

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[1] Fabbri se refiere a la teoría de la acción o giro semiótico, desde la narratividad, donde "según esta idea el lenguaje no sirve para representar estados del mundo sino, para transformar dichos estados, modificando al mismo tiempo a quien los produce y los comprende" (p.48) desde la acción del sujeto como agente que dinamiza y transforma el mundo y a su vez es transformado de manera transductiva.

[2] Carpentier Alejo. El reino de este mundo. Centro de estudios latinoamericanos Rómulo Gallegos. Caracas 2005. 160 págs.

Esta red de sentidos ofrece un campo pluricultural abierto a múltiples representaciones y formaciones discursivas y comunicativas que favorecen un anonimato social, cuya consecuencia es la necesidad de imaginar al otro y a los otros "fabricando" y proyectando un sinnúmero de identidades como caracterizaciones existen.

Vale la pena preguntarse si esta nueva actitud de la episteme se afirma en el mundo de la cibercultura, o si al contrario la crisis de la representación se profundiza en el tiempo de las nuevas tecnologías y la sociedad del conocimiento; si éstas propician un giro transversal en la construcción de sentido, o por el contrario ayudan a profundizar la crisis de la representatividad ya que el sistema digital con su virtualidad es una de las expresiones definidas de la representatividad en donde el cuerpo, el mundo físico y el territorio dejan lugar a la imagen, a la realidad virtual y a la subjetividad.

CONCLUSIONES

Se puede pensar frente al avance tecnológico por su carácter digital, que fortalece el sentido de la representación, y la representación misma en la modernidad es indudablemente la forma del conocer y ha sido importante en el avance de las ciencias sociales, pero de lo que se trata hoy, como plantea Foucault, es que en el territorio en *"las cosas"*, se encuentra el sentido completo. La otra pregunta que nos podemos hacer es si hay cambios significativos en la episteme.

De hecho, este asunto conduce a un replanteamiento de las diversas maneras de pensar el mundo desde la sociosemiótica, valores que se proyectan a la vida económica, social, política y educativa. Así, Fabbri (2004) afirma que "al poner en evidencia la dimensión de la acción también introducimos la posibilidad de reflexionar sobre la pasión del signo (cuerpo), una cuestión que había sido eliminada del paradigma semiótico racionalista, cognitivista y representacional" (p. 62). Así que desde la acción como perspectiva multimodal se reconoce al sujeto como transformador en las dinámicas de cambio de los lenguajes y las corporeidades.

Desde la virtualidad, la acción o ser del cibernauta es un acto configurador de sentido del sujeto nómada desde el momento en que el sujeto se conecta a la red e inicia su movilidad. Con lo que asume diferentes posiciones o puntos de vista como sujeto, desde la constitución de sus identidades (creadas a partir de las interacciones multimediáticas), hasta la configuración de las relaciones sociales; la relación con los modos de trabajo y las maneras como desde la perspectiva en red, se configuran los modos de ser y hacer en el mundo.

Este acto semiótico performativo en el que se cumple la acción del sujeto en relación con el hecho social de proyectar el signo como provocador de múltiples sentidos, es una estrategia semiótica de acción pragmática donde las conexiones múltiples establecen esa performancia. Así Fabbri (2004) plantea que: "[…] Al igual que la lingüística performativa, la semiótica también debe concebir los signos como acciones, como transformaciones de situaciones, como planteamiento y modificación de actores, espacios y tiempos". (p. 62).

Ninguna sociedad se ha llamado antes *sociedad del conocimiento,* o de *la comunicación* y sin embargo en todas las sociedades ha habido comunicación y conocimiento. El énfasis puesto en el conocimiento, la tecnología y la comunicación en la sociedad actual, derivan de entender que estos son los determinantes del poder, de ese poder que no solamente constituye la economía y la política, sino que también construye su propio sentido epistemológico.

Las rupturas epistemológicas planteadas "donde se evidencia el tejido complejo en la producción de subjetividades, en relación con los sujetos nómadas y la sociedad-red, podemos identificar cómo el paso o la continuidad de la modernidad a la sociedad de la información, de alguna manera afecta e influye en los fenómenos culturales y en los proyectos de vida de los sujetos como productos de la globalización actual" (Ortiz, 2016, p.97). En términos de Lipovetsky (2006) este juego de "la hipermodernidad funciona bien, según la lógica del reciclaje permanente del pasado, pues nada parece escapar a su imperio" (p. 35). Estas mediaciones tecnológicas, científicas y epistémicas:

 cuya convergencia (comunicación-sociedad-usuarios) se anticipan de alguna manera a la construcción de un mundo sin jerarquías evidentes, permiten el uso democrático de la información y la imagen, lo que permea de manera transversal la transformación en las variables sociales, cognitivas, políticas, educativas, de producción de riqueza, etc.; desde el mercado de las TIC, la construcción del conocimiento, las subjetividades, las identidades y los cuerpos como medio de producción del sujeto autónomo, lo que pone en evidencia las necesidades de otras formas de acción y de lectura de la sociedad actual sobre las que bien vale la pena reflexionar desde la relación realidad virtual, realidad real , comunicación, sociedad y usuarios (Ortiz, 2016, p.74).

Queda entonces en este ejercicio de aproximación a la episteme contemporánea el esbozo de un enfoque que puede facilitar posteriormente un avance en la reflexión; la relación entre tecnología, ciencia y episteme, no es reciente, pero

cobra en estos tiempos un nuevo significado que ya se enuncia en las preguntas por la incidencia de la tecnología en la regulación del pensamiento mediado por el lenguaje multimodal.

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Appendix

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Information Technology and Systems in Transport Supply Chains

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Abstract

Transportation and movement of goods is one of the most important human needs, the operation of transportation determines the efficiency of moving products. The progress in techniques and information technology (IT) and management principles improves the moving load, delivery speed, service quality, operation costs, the usage of facilities and energy saving. This study deals with the logistics processes in supply chain management, information technology in management and prospects for the use of information technology in the transportation logistics segment, with particular attention paid to the key factors in information technology that affects the efficiency of transport , allows information to be collected on such as traffic volume, flow, average traffic speed, and actual journey time. Such innovative means of gathering data on automobile traffic open up new perspectives for assessing transport accessibility in terms of automobile traffic by providing high-quality data that meet the requirements for use in company. The main purpose of this study is to give a comprehensive review of information technology (IT) and relationship with transport leading to increased competition and improvement of the level of Algerian companies.

Keywords : Transportation, information technology (IT), supply chain management.

Introduction

Globalization is fundamentally changing the environment of business decisions. Corporate decisions have to be increasingly taken in the new context where business operations are subject to worldwide forces of fierce competition. Firms have to respond strategically in order to stay competitive in this arena. Firms have typically two sources for gaining a strategydriven competitive edge: a) the continuous creation of new products and incorporation of new technologies, and b) the firm's decisions on the rationalization of existing operations.(Vesna Aleksić Marić 2012).

Companies today have to deal with new economic parameters. Political and economical moves occur faster than before. Trading zones are built up all over the world. Globalization became a generalized phenomenon that has more or less abolished some borders. Thanks to technical improvements the distances have also shrunk, and the world can be seen as a village. In such an environment, logistics activities can no more be seen as traditional transportation activities. The logistics task has to support economic growth of companies as well as the marketing and manufacturing activities as a result of increased international competition and international corporate mergers (Yung-y.T. and Wen L. Y. 2005). For industries, logistics helps to optimise the existing production and distribution processes based on the same resources through management techniques for promoting the efficiency and competitiveness of enterprises. The key element in a logistics chain is transportation system, which joints the separated activities.(Krumwiede, D.W¨et al 2002).

Transportation occupies one-third of the amount in the logistics costs and transportation systems influence the performance of logistics system hugely.There are innovative ways in which firms are combining transportation and distribution systems to increase their efficiencies in the globally competitive environment. Though the transportation logistics systems vary with type of product and geographical scope of the market for raw materials, components and finished products, there is a common objective underlying the various strategies. The common objective is to get the right product to the right place at the right time so the cost of holding inventory is minimized (Santash.G.K and Shirich. P. (2014)).

Logistics continues to grow and become a strategic resource that has already requires a certain level of staff and a variety of in-depth knowledge. For the existence of a market economy, transport companies should focus on getting the single most effective economic results in the supply chain. This may contribute to a number of factors, namely formed market of transport services, competition between enterprises and various modes of transport, and others. Thus, due to

transportation, logistics of goods movement process is transformed into a single technological chain, and transportation is becoming an integral part of an integrated transport and production process.(Olga . Z. 2013).

Information technology (IT) has transformed many industries, from education to health care to government, and is now in the early stages of transforming transportation systems. While many think improving a country's transportation system solely means building new roads or repairing aging infrastructures, the future of transportation lies not only in concrete and steel, but also increasingly in using IT. IT enables elements within the transportation system—vehicles, roads, traffic lights, message signs, etc.—to become intelligent by embedding them with microchips and sensors and empowering them to communicate with each other through wireless technologies. ().IT facilitates effective communication that is critical to the maintenance of value enhancing relationships.

According to Samson. K. N 2014).and Lai et al (2010) it is difficult to have effective communication in today's business world without the use of modern IT. IT enables an organisation and its suppliers to communicate and share information openly and frequently and hence expand knowledge-sharing and understanding of complex competitive issues through greater discovery and disclosure of information (). Through the use of IT, firms can share information related to forward and reverse logistics with their suppliers (Samson. K. N.2014). Thus, high levels of IT use between a firm and its supplies are likely to lead to high levels of connectivity, which fosters the integration of logistics activities.

This study focus on the adoption and implication of information technology (IT) in the transport and logistics services. This study shows how companies in the sector use (IT) for managin their transport processes, internally and in exchange with suppliers and customers.

The objective of this study is to provide a broad view on the strategic impact of information technology (IT) usage and supply chain management amplication in the transport sector

Information technology as an enabler of supply chain management

Supply-chain management is a process responsible for development and management of the total supply system of a firm, both the internal and the external components. Prior to 1980s, the transportation and industry has witnessed the evolution of one of the most important trends in the history of logistics, the increasingly sophisticated use of computers. Although these devices and electronic commerce have found applications in transport and industry, the business sector is a major beneficiary (M. Kia, E. Shayan and F. Ghotb 2000). However. During the past two decades, the information flow between functional areas within an organization and between supply chain member partners were paper-based. The paper-based transaction and communication is slow. During this period, information was often overlooked as a critical competitiv resource because its value to supply chain members was not clearly understood. IT infrastructure capabilities provide a competitive positioning of business initiatives like cycle time reduction, implementation, implementing redesigned cross-functional processes.

Information sharing between partners in the supply chain is also crucial and these integration attempts are accompanied by IT initiatives. Such IT initiatives include:

- Use of bar-coding in logistics systems
- Use of EDI to communicate between branches
- Use of Material Requirements Planning
- Enterprise Solutions like ERP
- Internet and Web Services for communication between partners.

Given the complexity of the supply chain, with multiple participants, there is ample opportunity to increase efficiency and reduce costs by companies , which enables integration of the increasingly tighter links in the supply chain. The efficient usage of implecation (IT) in transportation and logistics distribution could provide:

- transportation management, including optimising the choice of carriers based on service requirements and freight rates;
- logistics management, including the tracking of containers from the port of origin to the port of unloading in Algeria, on the rail track and between origin and the final destination and flexible routeing, storage and distribution as necessary;
- trade and transportation documentation, including the electronic development and transfer of shipping documents, customs clearance and other regulatory requirements;

- international trade finance;
- insurance.(Nitty. H. K. . AND Nolila. M. N. (2009)).

Fedar Brookman and Jakobus Smit and A.j. Gillert Silvius.(2012) reported an extensive literature review from articles published since 2004 and proposed a classification scheme for the rol of IT in SCM. in this scheme the researcher identified six major categories that focus on developing an IT. The model consiste of the six defined categories strategic planning, Virtual Enterprise, Infrastructure, Knowledge and IT Management, Implementation of IT.

J. harharia and Shanker (2004) elaborated on this study and specified the domains into enablers. In their study they identified ten enablers and measured the what extent and enablers is a driver for IT enabled SCM.

This results in shown in table 1

Rank	Enabler	Mean	STDV
1	Supply chain wide IT strategy	3.64	1.03
2	Profit sharing due tail enablement	3.29	1.16
3	High level of supply chain integration	3.05	1.32
4	Top management commitment	2.91	1.18
5	Security of online information	2.81	1.27
6	Trust in supply chain linkages	2.73	1.19
7	Collaborative planning	2.71	1.26
8	Reliable for IT enablement	2.63	1.14
9	Funds for IT enablement	2.53	1.37
10	Awarenss about use of IT in supply chain	2.47	1.27

Table 1. identified enablers of an IT-enabled supply chain (Jharkharia and Shankar 2004)

Transportation and logistics processes in the supply chain management

Organization of transport and logistics processes within the supply chain management, based on consideration of the entire logical chain, which includes all businesses, combined with information technology tools. Advance the concept of market trends, a significant potential can be increased. The driving force is the rate of change in a certain area of the economy, including transport.Several flows should be managed to accomplish the transportation operations (Lumsden, 2007). One flow is the resource flow, including internal resources such as forklifts, pallets or other load units and external resources such as vehicles, containers, etc

The union of all businesses in the logical chain contains information on all activities that occur within this chain, from forecasting customer needs, distribution of orders and ending with shipment. This facilitates the interaction of all the major logistical problems, namely the supply-productiondistribution transportation.

The Fig. 1 below shows how the chain is using logistic information
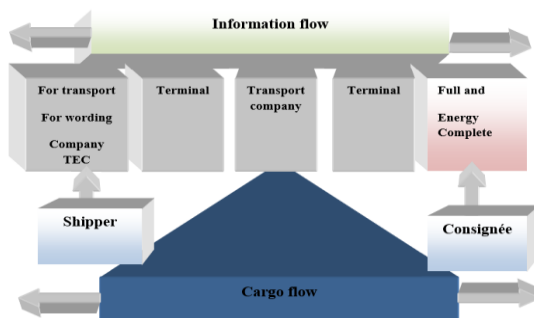
Fig. 1. Cargo and information flows in the transport chain

IT in SCM enables great opportunities, ranging from direct operational benefits to the creation of strategic advantage. It changes industry structures and even the rules of competition. IT is key in supporting companies creating strategic advantage by enabling centralized strategicplanning with day-to-day centralized operations.

The main indicator of the development of SCM is the growth of information networks. For the successful use of logistics information required to locate in the chain of communication networks, focused on logistics processes. Information and

communication networks form the basis for the integration of long freight information, commodity flows. Here, for example, the use of Internet technology has a great impact on reducing delivery times. Consider the example of some company A, DLC equipment manufacturer, which could reduce the delivery time up to several days, and the replenishment time from 60 to 8 days. The use of integrated information systems can achieve significant economic benefits:

may reduce the buffers to 20 or even 50%!

may decrease the duration of production cycles to 50%;

profit rises 30%, while costs are reduced by 20%.

And this is just one example of thousands of possible showing in practice the real possibilities of the enterprise by using the selected method. (Olga ZHURAVLEVA 2013).

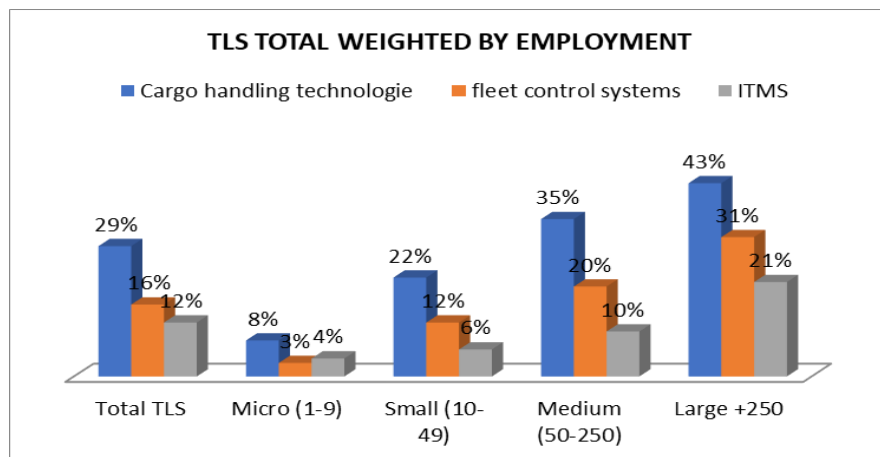**Use of specific software systems for transport and logistics management**

ICT are considered as a primary enabling tool for having safe and efficient operations of the transportation (Giannopoulos, 2004).

Different information and communication applications in the field of transportation have focused on applications and services designed to support the integration of the transportation and to support intermodal transportation through the transportation network. Function is a specific process, action or task that a system is able to perform (Giannopoulos G. A. (2004).

specifie software solutions for the tls sector, such as production, cargo handling technology, fleet control system and ITMS (intermodel transportation management systems) are also mostly used by large transport and logistics companies.

For example only about 20/° of the small firms reported that they used fleet control systems, but diffusion increases to about 35/ of medium-sized entreproses and 43/ of large firms.

the patternis similar for cargo handling technology and ITMS (intermodel transportation management systems).

Figures for TLS total weighted by employment.

Development and Application of information technology (IT) in different aspects of logistics.

The rapid development of modern logistics used platform based on the information technology is the results from few things. Information technology is a simple, cheap and secure solution. Internet of Things can go beyond it because can provide accurate flow of information of products in market to provide a reliable basis for logistics market analysis, forecasting and decisionmaking.

Table1.1Application of IT in different aspects of logistics

Activities/aspects	IT application Areas	Benefits
Transportation	Fleet management-car tracking, maintenance, driver management,speed management,fuel management and health& safety management, route management.	Recovery of stolen vehicles Increase in personal safety and security Reduction in insurance costs Decrease in unnecessary over time Increased customer satisfaction
Warehousing	Warehouse management- Receive goods Identify the goods Dispatch goods to storage Pick goods Dispatch shipment	Reduction in paper work Real time dispatch Time saving in locating of inventory Increase of safety and security of goods Cargo consolidation
Custom clearance	Documentatio, duty payment, inspection,	Increased customer satisfaction Reduced paperwork in clearance Reduced administrative costs Enhancing compliance with KRA
Cargo management	Container leasing, cargo security, loading and offloading,	Improved security and safety Real time cargo tracking Cargo documentation

(Source: Macharia N. W. et al 2015)

The table above highlights activities that logistics firms engage in, the areas that IT is applied and the benefit of using IT in respective areas. Under the IT application areas in logistics, it has provided the following systems: fleet management systems such as GSM/GPRS network, GPS satellites and real time fuel management system, warehouse management systems, cargo management systems such as handling systems and GPS, GSM/GPRS cargo tracking systems and communication and information systems such as EDI (Macharia N W et al (2015).

Due to technological advancement, the logistics firms have been provided with the opportunity to embrace the above systems in the management of their aspects (Sullivan, 2005). The increasing emphasis of logistics is creating focus on the use of information technology by the firms. Cost reduction focus can become intense as companies continue to adopt use of information technology to leverage competitive advantages and increase efficiency and effectiveness to enhance their profitability, market share and customer satisfaction . Logistics managers therefore need to understand the benefit of technology to enable them align information technology with business strategies to be able to make informed business decision.

Research Design

The study used descriptive survey method is appropriate. Research design is defined as a plan, structure and strategy of investigation conceived to obtain answers to research questions and control variance According to Orodho (2008), research design refers to all the procedures selected by a researcher for studying a particular set of questions or hypotheses. He summarizes it as a programme to guide the researcher in collecting, analyzing and interpreting observed facts. A descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2009).

states that descriptive studies are not only restricted to facts finding, but might often results in the formulation of important principles of knowledge and solution to significant problems. This design was therefore, adopted for this study as it enabled the researcher to obtain a cross-referencing data and some independent confirmation of data, as well as arrange of options.

The main respondents were the Procurement and Transportation participants who were mainly involved in the company activities such as the vehicle Transport service, The Equipment Department ,The Inventory Management service , and Service Materiel and most of these respondents have Internet connections. The participants were regarded as a representative sample of the MPOI participants being involved in Internet-based activities. Only a few repair workshops that have an Internet access were included in this study to represent participants from the upstream activities. A small number of participants who were thought to be non-Internet users were also included. After making a careful selection of these the vehicle Transport service participants whose addresses were gathered from several regional directorate and

departement of transportation ; Table 2 shows the number of the target respondents based on their usage of the Internet and information technology (IT).

Table 3 No of target respondents by internet and information technology (IT) usage

Target Respondent	Number in Sample
The vehicle Transport departement	15
The Equipment Department	10
The Inventory Management department	9
The Procurement department	6
Non Internet and information technology users	
The vehicle Transport departement	2
The Equipment Department	2
The Inventory Management department	1
The Procurement department	0

To achieve the validity of this study , a pilot survey was carried out where answers to research questions were sent to different laborers of company before the actual survey was carried out. The purpose of conducting the pilot survey is to ascertain feedback and information from the respondents and to scrutinize the weakness of the questions so as to increase the validity of the study. In the actual survey, interview questions were we have been interviewed 45 workers . A total of 45 (%) completed interview question were eventually and used for the analyses. The data were analysed using descriptive statistics including frequencies, mean, and standard.

Analysis and Discussion

The result from the questionnaire survey reveals that 40 (89 %) of the respondents have used the Internet whereas 9 (11 %) of the respondents have not (Figure 2).
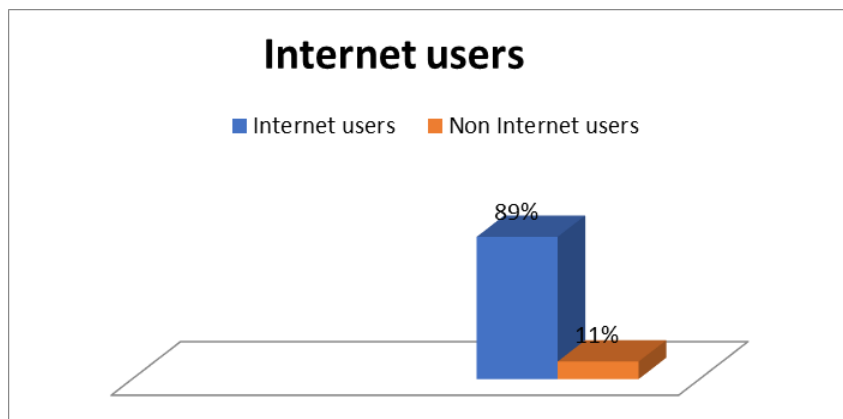

Figure 2 Internet Users

All the Internet users (40 Employees) utilized e-mail to communicate with their clients and counterpart (Table 3). From the same table, The result also indicates that only 30 employees of this companies have intranet facilities however none of them were connected to an extranet.

According to Lockett and Brown (2001) classified the complexity of Internet applications into five categories namely very low, low, medium, high and very high complexity. The classification explains a low level of complexity corresponds to basic Internet users whereas a high level of complexity requires advanced Internet users. This study uses only three categories namely low, medium, and high complexity as shown in Table 3.   Most of the MPOI participants (40 employees) in this study were low-level users who used basic Internet applications such as e-mails, web sites and Intranet for their business activities. 7 employees were categorised as medium-level Internet users while 3 employees were high-level users who used more complex applications such as online order monitoring systems, and e-procurement.

Table 3 Types and level of internet application complexity.

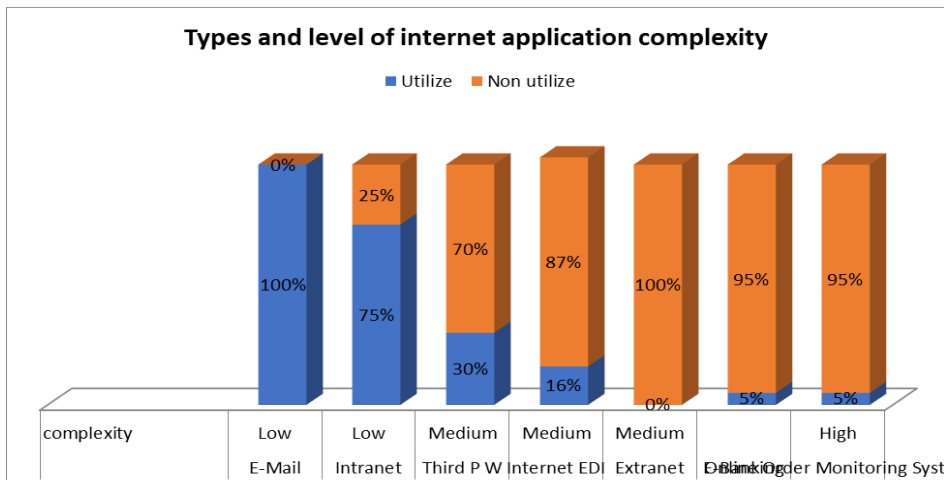| Types of Application	Level of Application complexity	Utilize	Non utilize
E-Mail	Low	40	
Intranet	Low	30	10
Third Party Website	Medium	12	28
Internet EDI	Medium	5	35
Extranet	Medium	0	40
E-Banking		2	38
Online Order Monitoring System	High	2	38
E-Procurement	High	1	39

Figure 3. Types and level of internet application complexity.

Conclusion

Logistics is inconceivable without the active use of information technology. It is impossible to imagine the formation and organization of the chain of delivery of goods without intensive rapid exchange of information between participants in the transport process, without the capacity for rapid response to market demand for transport services.

Large enterprises, especially those related to international companies , among the first to feel the need to introduce information technology in management of production processes. Competition in the market of production and transport services in connection with the emergence of many small private companies.

this study concludes that to achieve the efficiency and effectiveness in logistics activities, the employees would need to adopt and implement advanced Internet technologies and encourage other departement of company to make the same effort. With the support by all participants, the employees of company would increase its competitiveness and be at par with other company of petrol and pape industries. Intensive support from the Government of Algerie to promote and encourage companies to adopt Internet technologies would help the petrol oil industry participants to achieve a better level of adoption. This is a key way to maintain long-term survival of the business operations.

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Important Roles of Local Potency Based Science Learning to Support the 21st Century Learning

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Abstract

The development of scientific knowledge and technology, including education have reached the 21st century. In this century, education is not only functioned to develop technology-based learning but also environment-based learning. To meet the challenge, some researchers concentrating on scientific education have developed and implemented local potency based science learning. The researchers systematically reviewed several literatures of relevant research and concluded that local potency based science learning has important roles in the 21st century learning. The learning is able to improve students' abilities obligated by the 21st century learning that are: learning and innovation skills, digital literacy skills, and career and life skills.

Keywords: science learning, local potency, 21st century learning, 21st century skills

Introduction

The 21st Century Learning

Education is widely perceived as a solution to solve social problems. Education cannot be separated from learning systems given by schools. A correct learning is a strong base to create qualified human resources. Education is one aspect influenced by the era development. The influence gives direct impacts on the society. In this era, learning has reached the 21st century learning. It is notified that there are important roles of education in the 21st century. Trilling & Fadel (2009) argue that the roles are to give contribution in both working world and society, to facilitate students to enhance their skills, to fulfill societal responsibility, and to preserve social cultures and values.

Picture 1 The framework of 21st Learning

The 21st century learning is not merely about teachers transforming knowledge to students but also guiding them to optimize their knowledge and skills. This optimization is expected to make them become globally competitive and able to solve any social problems. In his book titled 21st Century Skills, Kay (2010) conveys the framework of 21st century learning that is:

Based on the framework, there are main subjects and themes of 21st century learning that are art, economics, science, geography, history, government and civics, mathematics, art, world language, English, reading and language arts. There

are three skills becoming the focus of 21st century learning: information, media, and technology skills, learning and innovation skills, and life and career skills (Alismail & Mcguire, 2015) Furthermore, Saavedra & Opfer (2015) explain that students have to master seven skills in order to be able to survive and compete with others in the 21st century. Those seven skills are:

- Critical thinking and problem solving
- Collaboration and leadership
- Flexibility and adaptability
- Entrepreneur and initiation
- Written or oral communication
- Information accessibility
- High curiosity and imagination

Science Learning

Learning is an interaction process between students and teachers as well as an interaction process between students and all supportive learning sources to achieve desirable results (Abdullah, 2012). A scientific investigation occurs during a learning process. Hempel (2004) divides the branches of this scientific investigation into two big groups: empirical and non-empirical science. One of key learning or theme of 21st century learning is science, a branch of scientific knowledge whose role is to advance both scientific knowledge itself and technology.

Mohan (2007) explains that there are three essences of science learning: a body of knowledge, a way of investigation, and a way of thinking in pursuit of an understanding of nature. Yager & McCormack (1992) regard five domains of science as an expansion, development, and deepening of three domains of Bloom's taxonomy. Those five domains are knowledge/concept domain, process of science domain, creativity domain, attitude domain, and application and connection domain.

Local Potency Based Science Learning

To improve the qualities of education and human resources, education in Indonesia should maintain social contacts and kinship and encourage cooperation and awareness of social, cultural, ethic, and moral values. Hence, employing technology in education has to be in accordance with educational necessities of Indonesia. One learning method suitable to be implemented in scientific learning is local-potency-based science learning.

Parmin, Sajidan, Ashadi, & Sutikno (2015) argue that local potencies are uniqueness owned by a certain area. Physical environment such as variations of floras and faunas as well as sociocultural aspects such as utilization of simple technology are two examples of local potencies. National Education Standardization Energy (2006) defines local-and-global-potency-based education as an education utilizing local potencies and demands of global competitiveness in aspects of economy, culture, language, information-technology, communication, ecology, etc.

(Alismail & Mcguire, 2015) explain that local-potency-based learning is one approach of science learning. Science enables students to study natural phenomena without losing any faith to God so that students are aware of obligation to maintain a good relationship with God, human, and environment (Dewi, Kristiantari, Negara, & Oka, 2014). local potency based science learning can improve students' scientific skills because the learning is implemented through processes of observation, discussion, presentation, and practices (Atmojo, 2015).

Important Roles of Local Potency Based Science Learning

To observe significant roles of local potency based science learning to support the 21st century learning, the researchers systematically reviewed literatures of various journals related to local potency based or local wisdom based science learning. The results are presented in Table 1.

No	Researcher and Research Title	Research Purposes	Research Variable		Research Method	Result of Research
			Dependent	Independent		
1.	Suastra (2010) "Local Wisdom Based	The aim of this research is doing need assesment	science basic competence Local wisdom	local wisdom based science learning model	Research and Development (R&D)	In the class VII and VIII there are 11 standard competence can

No	Researcher and Research Title	Research Purposes	Research Variable		Research Method	Result of Research
			Dependent	Independent		
	Science Learning Model to Develop Science Basic Competence and Local Wisdom Value in Junior High School"	or student in the science learning at junior high school student and will be reference to design local wisdom based science learning model to develop science basic competence and local wisdom value in junior high school.	value in junior high school			develop in the local wisdom based science learning model The suitable method is used for local culture-based science learning is an investigation / experiment, field observation, and discussion. A suitable learning resource to support science learning is the natural environment and socio-cultural, textbooks, audio-visual, and internet Design Appropriate learning developed includes steps: initial activity, investigation from various perspectives (exploration), elaboration, confirmation, end activities.
2.	Mungmachon (2012) "Knowledge and Local Wisdom: Community Treasure"	The aim of this research is identification environmental problem and social community and to known the role of knowledge and local wisdom to overcome this problem	Knowledge Local wisdom	Social and environmental problems	Study case	Globalization era gives negative effect in community. The findings show many environmental and social problems. In an effort to overcome this problem, various communities began to restore local wisdom and traditional knowledge remaining, and integrate it with new knowledge

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No	Researcher and Research Title	Research Purposes	Research Variable		Research Method	Result of Research
			Dependent	Independent		
3.	Santoso, Sajidan & Sudarisman, (2013) "Implementa-tion Science Technology Society Model Through Field Experiments and Laboratories Methods Reviewed By Attitude of Environmental Care and Student's Verbal Creativity"	The aim of this research is determining the effect of Science Technology Society learning model through field experiments and laboratories methods, between students who have an attitude of environmental care and verbal creativity in high and low categories of students' biology learning achievements, and their interactions	Environmen-tal care attitude Student's verbal creativity	Science technology society models	True experiment	There are influence field experiments and laboratories methods toward cognitive learning achievement, affective and psychomotor student There are influence attitude of environmental care toward cognitive learning achievement, affective and psychomotor student There are influence verbal creativity toward cognitive learning achievement, affective and psychomotor student There are interaction between method and attitude of environmental care toward cognitive learning achievement, affective and psychomotor student There is no interaction between method and creativity toward cognitive learning achievement, affective and psychomotor student There are interaction between attitude of enviroenmetal care and verbal creativity toward cognitive learning achievement, affective and psychomotor There is no interaction between method, attitude of enviroenmetal care and verbal creativity toward cognitive learning achievement, affective and psychomotor student
4.	Khusniati, (2014) "Science Learning Model Based on Local	The aim of this research is identification role of science learning model	conservation character of student	science learning model based on local wisdom	Literature Review	science-based learning model local wisdom can be utilized to deepen the concept of science so as to foster the

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No	Researcher and Research Title	Research Purposes	Research Variable		Research Method	Result of Research
			Dependent	Independent		
	Wisdom In Growing Character of Conservation"	based on local wisdom in growing conservation character of student				conservation character of student
5.	Atmojo (2015) "Learning Which Oriented On Local Wisdom To Grow a Positive Appreciation of Batik Jumputan (Ikat Celup Method)"	The aim of this research is to identify science materials in the batik jumputan process as a local culture. With knowing By knowing the existence of element of science in batik jumputan, expected to grow positive appreciation to batik jumputan as local cultural heritage	Science process skills Appreciation	Learning which oriented on local wisdom of batik jumputan (ikat celup method)	Experiment	There are enhancement appreciation after and before learning of making batik jumputan process with the criteria 0,70 g (High criterion) Average score of science process skills in the making batik jumputan process is 60% KPS 80% (High category).
6.	Setiawan & Wilujeng (2016) "The Development of Scientific-Approach-Based Learning Instruments Integrated With Red Onion Farming Potency In Brebes Indonesia"	The aim of this research is develoment of scientific-approach-based learning tool integrated with red onion farming potency feasible to improve science process skills and cognitive learning outcomes students	Science process skills Cognitive learning outcomes	Scientific-approach-based learning tool integrated with red onion farming potency	Research and Development (R&D)	Realization of scientific-approach-based learning tool integrated with red onion farming potency feasible to improve science process skills and cognitive learning outcomes students This learning tool effective to improve science process skills with gained scores is 0,54 (medium category) This learning tool effective to improve cognitive learning outcomes students with gained scores is 0,50 (medium category)
7.	Sya'ban & Wilujeng (2016) "Developing of Essence and Energy SSP Based on Local Wisdom to Improve Literacy Science and Environmental Care Of	The aim of this research is developing of SSP based on local wisdom to improve literacy science and environmental care of students of MTs"	Science literacy Environmental care	Science spesific pedagogy (SSP) based on local wisdom	Research and Development (R&D)	Realization of SSP based on local wisdom to Improve literacy science and environmental care Of students of MTs" with category "very good" Based on Hotelling's T2 test concluded SSP based on local wisdom effective to improve

No	Researcher and Research Title	Research Purposes	Research Variable		Research Method	Result of Research
			Dependent	Independent		
	Students of MTs"					literacy science and environmental care of students of MTs" with the significance value is 0,000 < 0,05..
8.	Setiawan, Innatesari, Sabtiawan & Sudarmin (2017) "The Development of Local Wisdom-Based Natural Science Module To Improve Science Literation of Students"	The aim of this research is development natural science module based local wisdom with the theme is "kelud eruption" to improve science literacy student	Science literacy	Local wisdom-based natural science module	Research and Development (R&D)	Natural science module based local wisdom effective to improve science literacy student with the validation result are: components of material feasibility is 87, 5% (very good) components of presentation feasibility is 91,7% (very good) components of language is 88, 9% (very good) components of local wisdom is 87, 5% (very good) components of science literacy feasibility is 88,9% (very good)
9.	Dwiyanto, Wilujeng, Prasetyo & Suryadarma (2017) Development of Science Domain Based Learning Tool Which is Integrated with Local Wisdom to Improve Science Process Skill and Scientific Attitude	The aim of this research is: Developing of Learning tool based science domain integrated with local wisdom especially for science learning material "Object Change Around Us" for students grade VII of Junior High School Measuring the effectiveness learning tool based science domain integrated with local wisdom to improve science process skill and scientific attitude of students grade VII of Junior High School.	Science process skill Scientific attitude	Learning tool based science domain integrated with local wisdom	Research and Development (R&D)	Realization of learning tool based science domain integrated with local wisdom feasible for science learning material "Object Change Around Us" for students grade VII of Junior High School Learning tool based science domain integrated with local wisdom effective to improve science process skill and scientific attitude of students grade VII of Junior High School.
10.	Kurniati,	The aim of this	Science process	science	Quasi	Science domain-based

No	Researcher and Research Title	Research Purposes	Research Variable		Research Method	Result of Research
			Dependent	Independent		
	Wilujeng, Prasetyo & Suryadarma (2017) "The Effectivenes of Science Domain-Based Science Learning Integrated With Local Potency"	research is to know the influence science domain-based science learning integrated with local potency to improve science process skills student	skills	domain-based science learning integrated with local potential	Experiment	science learning integrated with local potency effective to improve science process skills student with the gain score is 0,67 (medium category)
11.	Dewi, Suryadarma, Wilujeng & Wahyuningsih (2017) "The Effect of Science Learning Integrated With Local Potential of Wood Carving and Pottery Towards The Junior High School Students' Critical Thinking Skills"	The aim of this research is to known effectiveness science learning integrated with local potential of wood carving and pottery to improve the junior high school students' critical thinking skills"	Critical thinking skills	Science learning integrated with local potential of wood carving and pottery	Quasi Experiment	Science learning integrated with local potential of wood carving and pottery effective to improve critical thinking skills of junior high school students with the significance value is 0.008 (significance <0.05)
12.	Rahardini, Suryadarma, Wilujeng (2017) The Effect of Science Learning Integrated With Local Potential To Improve Science Process Skills	The aim of this research is knowing the effectiveness of science learning integrated with local potential to improve science process skills	Science process skills	Science learning integrated with local potential	Quasi Experiment	Science learning integrated with local potential effective to improve science process skills with the gain score is 0,63 (medium catogory).
13.	Cahyaningtyas, Wilujeng & Suryadarma (2017) "The Effect of Science Learning Based On An Integrated Scientific Approach To Local Potential On The Science Process Skill Of The Student"	The aim of this research is knowing the effectiveness of science learning based scientific approach integrated local potential to improve science process skill of the student"	Science process skill	Science learning based on scientific approach integrated to local potential	Quasi experiment	Science learning based scientific approach integrated local potential effective to improve science process skill with the significance value 0,001 (significance < 0,05)

No	Researcher and Research Title	Research Purposes	Research Variable		Research Method	Result of Research
			Dependent	Independent		
14.	Susanti, Prasetyo & Wilujeng (2017) "Comparative Effectiveness of Science Integrated Learning Local Potential of Essential Oil Clove Leaves in Improving Science Generic Skills"	The aim of this research is measuring effectiveness of science integrated learning local potential of essential oil clove leaves in improving science generic skills	Science generic skills	science integrated learning local potential of essential oil clove leaves	Quasi experiment	Science integrated learning local potential of essential oil clove leaves effective to improve science generic skills with the significant value is 0,000 Science integrated learning local potential of essential oil clove leaves more effective to improve science generic skills students of junior high school 3 ngaglik than students of junior high school piri ngaglik with the significant value is 0,000
15.	Wilujeng, Prasetyo & Suryadarma (2017) "Science Learning Based on Local Potential: Overview of The Nature of Science (NoS) Achieved"	The aim of this research is to know effectivenes of science learning based on local potential: overview of the nature of science (NoS) achieved"	Nature of science (NOS) achievement	Science learning based on local potential	Experiment	Science learning based on local potential effective to improve Nature of Science (NOS) viewed by science process skill and scientific attitude junior high school student especially class of VII and VIII

Learning based on local potential is one of approach that utilizes various potentials that exist in certain areas as a source of science learning. These local potentials include: economics, culture, language, information and communication technology, ecology, diversity of flora and fauna, products with the use of simple technology and others.

Based on the findings of several studies, it appears that this learning can improve the various abilities of student. Not only improve knowledge but be able to improve skills even give effect to the attitude of student. Increasing knowledge related to the concept of science is the obligation of a teacher to the students. This is because identical knowledge with the teacher managed to direct students to think and understand the concept. Based on the results of the literature review indicates that local potential based science learning is effective for improving students' knowledge.

In addition to knowledge, one of the other aspects that can be improved from this learning is students' science process skills. The enhanced skills of the science process include: observing, classifying, interpreting data, communicating, measuring, describing, conducting the experiment correctly, controlling variables, defining, formulating hypotheses, interpreting data, conducting investigations, selecting experiments, formulating models and the others.

Through learning based on local potential of course to train students to observe directly, make observations, find various problems and finally through communication students can give each other solutions related problems that exist. This step then gives a positive aspect to the changing attitude of students because students are invited to be logical, critical and reasonable to the various problems that exist.

One of the students' attitudes that have been improved from local potential-based science learning is environmental care. This attitude is certainly required by all students so that students better understand the various local potentials in their area

and jointly maintain, preserve and appreciate various local potential as a natural heritage. Because this learning can increase knowledge, attitude, and skill it can be said that this learning can increase science literacy and the achievement of nature of science (NOS).

Kay (2010) describe skills involved in those big three skills focused in the 21st learning that are: *Learning and innovation skills; Information, media, and technology skills; and Life and career skills.* Components from this skills, namely:

Learning and innovation skills
Critical thinking and problem solving
Communications and collaboration
Creativity and innovation
Information, media, and technology skills
Information literacy
Life and career skills
Initiative and self-direction
Social and cross-cultural interaction

Leadership and responsibility

Observed from the perspective of those focused skills and compared to achievements of local-potency-based science learning including scientific processing skills, scientific generic skill, scientific literacy, knowledge, scientific attitude, cognitive learning outcomes, and creativity skill; it can be concluded that science learning integrated by local potencies holds important roles in the 21st century learning.

Beside to teach skills obliged by the 21st century learning, local-potency-based science learning is also expected to solve problems of science learning itself. Recent realities related to science learning can be observed on the report of OECD (2017) reporting that the study result of Program International for Student Assessment (PISA) in 2015 displayed Indonesian students' mastery in science reached the score of 403 only. It indicates that the mastery of science of junior high school students in Indonesia is still categorized as low. Such category illustrates the reality that students' scientific knowledge is still basic; whereas the expectation demands students to be able to reach the high order thinking ability.

Beside PISA, similar results are also shown by the result of survey conducted by Trends in Mathematics and Science Study (TIMSS) in 2015 that measured both scientific and mathematical skills of fourth and eighth graders. Indonesia was able to reach the average score of 397 and ranked as the 45th of 48 countries participating in TIMSS with the category of Low International Benchmark (IEA, 2017).

Based on the result of the report, it is expected that local-potency-based science learning can improve students' international achievements. Observed from the perspective of research result, local-potency-based science learning is effective to improve various skills obliged by the 21st century learning.

Conclusion

Based on studies on relevant research discussing local-potency-based science learning, it can be concluded this approach can approve scientific processing skills, scientific generic skill, scientific literacy, knowledge, scientific attitude, cognitive learning outcomes, and creativity skill. From this data show that this learning is effective and able to meet the 21st century skills demands that have to be fulfilled by the students in the 21st century learning.

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Identification of Factors Causing Delays in Construction Projects in Algeria

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Abstract

Time is an indicator of project performance, and along with cost and quality factors, it is the project roadmap, as it determines its success. In Algeria, among the problems often encountered in the construction of projects are timeouts. A questionnaire survey was conducted with experts in the field of construction, in order to know the factors causing delays in projects. The results show that the managerial factors (relating to planning, organization and management) are the most important in Algeria. Therefore, the use of Project Management is essential, given the need to promote this area in terms of processes and tools used, to allow the various project stakeholders to optimize the planning of activities and resources, to complete the project. project in a timely manner and reach the stage of project success. Recommendations were proposed and managerial solutions were suggested using the guide of PMBOK version 5.

Keywords: Construction project, deadlines, delay, project sucess, delay factors, project management, Algeria.

Introduction

Succeeding a project has never been a simple act because it is conditioned by specific constraints of cost, time and quality.

Among the problems often encountered in project construction are time-outs; a lot of research has been done to identify the factors of delay: Assaf and al-Hejji (in 2006) in Saudi Arabia, made a field survey on the delay in construction projects. 73 causes of delay were identified and categorized into 9 groups and classified according to: their severity, frequency and importance. The most common identified cause is "change of the project order by the project owner during construction". Time-out average was also discussed and it is found between 10% and 30% of the initial duration; they concluded that 70% of the projects experienced time overruns. Similarly, Long, Young and Jun (in 2008) conducted a survey in Vietnam to find out the causes of delays and cost overruns. 21 causes of delay were inferred and evaluated in relation to frequency, severity and importance; the factor analysis technique was also applied to sort out the main causes of time overruns and costs. A comparison between Asia and Africa ranked 5 important factors: poor site management and supervision; poor project management assistance; financial difficulties of owner; financial difficulty of contractor; design changes. Also, Mohan, Kumaraswamy, Daniel and Chan (in 2010), studied the causes of delays in construction projects in Hong Kong. They analyzed 83 delay factors, then categorized them into 8 groups of factors, and ranked them according to their importance from a common point of view among the different project participants as follows: poor site management and supervision ; unforeseen ground conditions ;delays in design information ; lack of communication between consultant and contractor ; inadequate contract experience ; low speed of decision making. While, M. Gündüz, Y. Nielsen and M.Özdemir (in 2013), identified 83 causes of delay, then they grouped and visualized them using "Ishikawa diagram" to show the relationships between the different causes and groups and their consequences. Interviews and questionnaires were established to assess the perception of these causes in Turkish construction. The analysis of the data is done using the index of relative importance, to quantify and classify these causes according to their degree of importance, in order to minimize or avoid delays in future projects. However, O.Bayana and J.Song (in 2016) conducted a questionnaire survey of 140 experts to identify the most frequent, serious and significant causes of delay in projects in Burkina Faso. The 5 main factors are: financial capability of the contractor; financial difficulties of the owner; equipment availability of the contractor; slow payment

for completed work; poor subcontractor performance by the contractor. A comparison of the causes of delay in 11 other countries shows that the financial capability of the contractor was the factor most met in Burkina Faso, but also in many other Asian and African countries.

The effects of delay have also been discussed in several studies, and suggestions have been made to alleviate these effects:

In their study of 61 construction projects in Nigeria, Aibinu and Jagboro (in 2002) identified the effects of delays on project cost and completion date. The 6 main effects are: timeoverrun, cost overrun, dispute, arbitration, total abandonment and litigation. They also found that to reduce the negative effect of the delays it is necessary: the acceleration of subsequent site activities to reduce or if possible eliminate time overrun; and the inclusion of contingency allowance in precontract estimate to buffer cost overrun. Thus, Yakubu and Ming (in 2010) conducted a survey on 250 construction project organizations in the UK, followed by interviews with experienced practitioners from 15 of these organizations, and identified factors inhibiting time control. The five most important factors are: design change; risks and uncertainties; inaccurate evaluation of project time; complexities and non-performance of subcontractors. Subsequently, 90 mitigation measures for these factors were developed and classified as: preventive; predictive; corrective and organizational measures. Moreover, A. H. Alavifar, S.Q. Resalat, S. Motamedi (in 2014), in their study on time delay risks of construction projects in Iran have shown that the delay has a negative effect on the different aspects of project, among these effects: the legal problems between employer, consultant and contractor, decreased productivity and revenue, unfinished large project. Thus, they identified 26 delay factors and then ranked them according to their frequency of occurrence, degree of severity and importance based on the views of the 3 project parts. Then, they categorized these factors into three level of problems: strategic problems, systematic problems and managerial problems. In the end, they proposed solutions for managerial problems.

In Algeria, even if the programming of infrastructures and buildings is important and despite the availability of means; projects continue to be delayed. An important question emerges: what can be the real causes behind this problem and how can it be overcome?

Research methodology

A questionnaire survey was conducted among 175 specialists in the construction field, 118 responses were returned. The questionnaire consists of 3 parts; the first concerning the general information of the respondents; the second part contains questions about the projects, the third part is designed for the evaluation of 84 delay factors according to their frequencies, severities and importances, using statistical indices (frequency index, severity index and the index of importance).

Frequency index: (F.I.) = $\frac{\sum a\,n}{N}$ ....(1)

Where: **a**: is a constant that expresses the weight given to each factor, varies from 1 to 5 (1 = Never, 2 = rarely, 3 = sometimes, 4 = frequently, 5 = always), **n**: the response frequency, **N**: the total number of respondents or answers

Severity index : (S.I.) = $\frac{\sum a\,n}{N}$ ....(2)

Where: **a:** is a constant that expresses the weight given to each factor, varies from 1 to 5 (1 = low, 2 = medium, 3 = serious, 4 = very serious, 5 = extremely serious), **n:** the response frequency, **N:** the total number of respondents or answers

Importance index: (IMP.I.)= IF*SI..............(3)

Discussion and results

The results show that 62% of the projects in Algeria experienced timeouts. Thus, the majority of respondents (57%) indicate that delays are found in all types of projects regardless of whether the project is large or smaller. On the other hand, 53% of respondents say that the delays are not related to the length of the contractual period. In contrast, 17% of respondents indicate that delays are more frequent in medium-term projects, so an equal share of respondents (15%) find that delays are more frequent in short-term and long-term project.
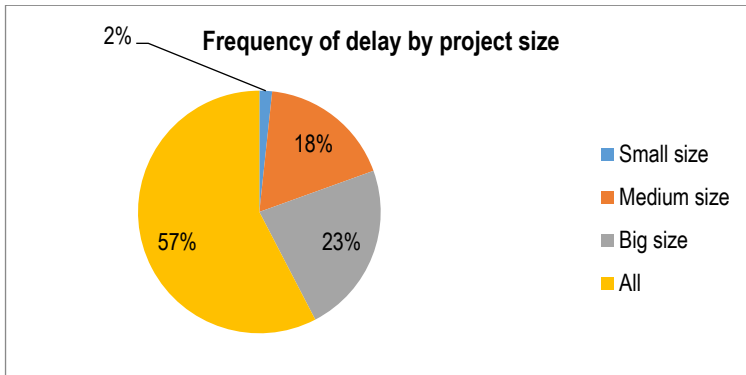
Figure 1 : Frequency of delay by project size
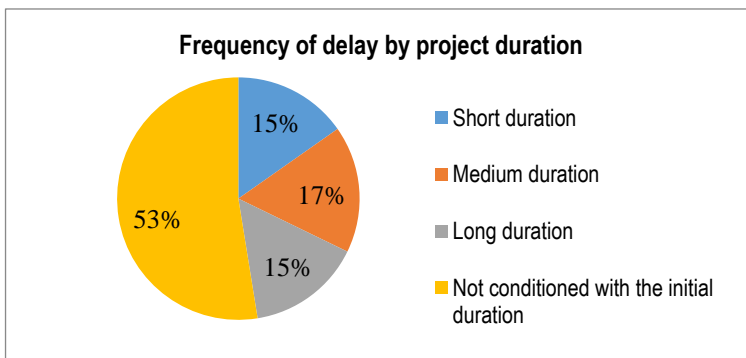
Figure 2 : Frequency of delay by project duration

Assessment of delay factors

For each delay factor, the indices of frequencies, gravities and importances were calculated. The results show that the five most common factors (see Table 1) are:

Table 1: The 5 most common factors behind delay

Rank	Delay factors	Frequency of response					FI
		1	2	3	4	5	
1	Insufficient prior studies	6	16	27	35	34	3,64
2	Administrative difficulties(slow folders preparation procedure)	2	17	34	44	21	3,55
3	Lack of coordination between the various stakeholders	2	25	36	31	24	3,42
4	Additional works	2	20	41	36	19	3,42
5	Poor quantitative estimate	7	23	25	41	22	3,41

* 1: Never, 2: rarely, 3: sometimes, 4: frequently, 5: always

Thus, the five most serious factors (see Table 2) are:

Table 2: The 5 most serious factors behind delay

Rank	Delay factors	Frequency of response					SI
		1	2	3	4	5	
1	Project mismanagement	6	26	41	33	12	3,16
2	Mismanagement of human resources	9	23	39	37	10	3,14
3	The lack of a planned schedule with spot phasing	11	40	34	22	11	3,10
4	Lack of expertise in project management (planning, risk management)	7	34	33	29	15	3,09
5	Poor supervision	11	22	46	26	13	3,07

* 1: Low, 2: Medium, 3: serious, 4: Very serious, 5: Extremely serious

The product of frequency and gravity is used to assess the importance of each factor, and the results show that the five most important factors are as follows (see Table 3):

• **Insufficient prior studies** is the most important but also the most frequent factor with an importance index of 11,7 and a frequency index of 3,64. Preliminary studies are critical for the project success because, at the level of this latter, the owner must examine the feasibility and the expediency of the operation, analyze the needs deeply to come to a precise definition objectives and a clear formulation of the request.

• **The lack of a planned schedule with spot phasing** is ranked the second with IMPI= 10,84; "Planning is the activity of determining and scheduling the tasks of the project, estimating their costs and determining the profiles necessary to achieve them"[1]. In the majority of projects planning is done in an arbitrary manner without taking into consideration the availability of resources and without a precise definition of the tasks ; this is due to the absence of specialists and planners in companies, and also due to the software used in planning.

• **Lack of expertise in project management (planning, risk management**) is the 3rd important factor with IMPI= 10,80; " Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements"[2]. The absence of managers and the lack of expertise in project management will lead to the failure in achievement of project objectives.

• **Organizational and decisional causes**, the fourth factor with IMPI =10,59; the organization of communication, the definition of roles and responsibilities are necessary to create lucid working conditions, improve performance and facilitate decision-making. Thus, decision-making must be done according to a structured process based on consultation, analysis and evaluation of alternatives to choose the best scenario that respects the planned cost, the expected time and the quality envisaged.

• **Mismanagement of human resources** is the 5th important factor with IMPI= 10,45; human resource management includes the process of organizing, directing and planning the resources required for proper execution of project, poor human resource management will lead to unavailability of resources, low productivity, lack of performance, and the delay in execution.

Table 3: The 5 most important factors behind delay

Rank	Delay factors	FI	SI	IMPI
1	Insufficient prior studies	3,64	2,94	11,17
2	The lack of a planned schedule with spot phasing	3,35	3,10	10,84
3	Lack of expertise in project management (planning, risk management)	3,36	3,09	10,80
4	Organizational and decisional causes	3,36	3,02	10,59
5	Mismanagement of human resources	3,24	1,14	10,45

[1] *http://www.gestiondeprojet.net/articles/planification_projet.html*
[2] *A guide to the Project Management body of knowledge PMBOK® guide 5th Edition", P.5, Ed.2013PMI, 14 Campus Boulevard, Newtown Square, Pennsylvania 19073-3299 USA)*

From these results, it is clear that the main causes of delays in Algeria are related to planning, organization, management. Therefore the recourse to project management is essential, firstly to predict, to anticipate, to act and to control ; Secondly to correct and to make the necessary decisions.

Conclusion

The success of projects depends on their accomplishment in the expected time, with the least cost and the best quality. In Algeria, despite the efforts made by the State in the field of construction; delays continue to be recorded.

The results of this study show that delays are not conditioned by contract duration or project size, and that 62% of projects have experienced timeotus. Furthermore, the factors causing delays in Algerian construction projects, were evaluated according to their frequencies, gravities and importance and the investigation reveals that the tops five important factors are: Insufficient prior studies ; the lack of a planned schedule with spot phasing; lack of expertise in project management (planning, risk management) ; organizational and decisional causes ; mismanagement of human resources.

The use of project and time management are essential to complete the project in a timely manner and to reach the stage of project success. Since, it optimizes the planning of activities and resources, ensures good communication, and manages all types of changes and difficulties through prevention, anticipation, organization, control, and taking the necessary corrective decisions.

Recommendation

The top 5 factors behind delay in Algeria are due to the lack of expertise and knowledge in project management. In order to solve this problem, we have proposed some managerial suggestions using the guide PMBOOK.

Table 4: Recommendation for management of the top 5 factors of delay

Delay factors	Process groups	knowledge Areas	Solution
Insufficient prior studies	Planning Monitoring and controlling	Project integration management	Develop project management plan
		Project scope management	Collect requirements Define scope Control scope
The lack of a provisional schedule with phasage of tasks	Planning	Project time management	Plan schedule management Define activities Sequence activities Estimate activity resources Estimate activity durations Develop schedule
Lack of expertise in project management (planning, risk management)	Monitoring and controlling Planning	Project integration management	Develop project management plan Direct and manage project work
		Project humain ressources management	Develop project team
		Project stakeholder management	Project stakeholder management Manage stakeholder engagement
Organizational and decisional causes	Planning Executing	Project integration management	Direct and manage project work
		Project scope management	Create WBS(work breakdown structure)
		Project humain ressources management	Plan human resource management

		Project stakeholder management	Plan stakeholder management
Mismanagement of human resources	Monitoring and controlling Planning	Project humain ressources management	Plan humain ressource management Manage project team

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Representation of Male Dominance on Some Works of Katherine Mansfield's Victimized Women Characters

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Abstract

Katherine Mansfield's short stories mainly underlie the victimization of women under male-dominated ideology. She was not a feminist theorist, but she was a supporter of women's ignored rights that rebels against their repression with a feminist sentiment and accomplished her feminist ideal of making the public aware of women's problems and drawing attention towards issues related to women's concerns in a male-centred world. In order to present her feminist attitudes, she penetrates the consciousness of her female characters through modern narrative techniques and reflects their psychology controlled by the ideology of society. She attempts to show her own approach towards freedom, independency, and liberation. In many of her short stories, the middle class women are merely treated as servants, sexual tools, and child breeding machines. This is most clear in her portrayal of wives. The wife is the woman who accepts her domestic enslavement by the husband. She is doomed to bear the indignities of her husband and must only have a role to become a good mother, a good wife to her husband, and indeed the angel in the house. The obvious discourse of Mansfield's stories is that, whether women are married or spinsters, or whether they are submissive housewives or try to liberate themselves, they are the victims and the men around them play the main roles. So this paper is a feminist reading of Mansfield's short stories depicting the victimization and exploitation of women in patriarchal society.

Keywords: Victimized and Submissive Women, Male Dominance.

Introduction

Mansfield is a central figure in the development of the modern short story and an early practitioner of stream-of-consciousness narration. She used this method to create stories based on the light of character rather than the development of plot. Her works, which delight such universal concerns as family and love relationships and the everyday experiences of childhood, are noted for their distinctive wit, psychological acuity, and perceptive characterization. Her stories mainly underlie the victimization of women under male dominated ideology. Her male characters are usually senseless, selfish, self-centred, indifferent materialistic beings. She usually focuses on the tender and gentle feelings of a woman. Although her female characters are repressed by the male ideological apparatuses, they still continue to dream of living in romances. She tries to focus on male dominance and victimization of women and her stories reflect the otherness of women in the patriarchal society and how women were the slaves at indoors and victims of the male dominated society.

Her male characters are usually senseless, selfish, self-centred, indifferent, and materialistic. She usually focuses on femininity and the tender and gentle feelings of her female characters. Although her female characters are repressed by the male ideological apparatuses, they still continue to dream of living in romances. She tries to focus on the otherness of women in the patriarchal society and depicts how women have been made domestic slaves and, thus, victimized in male-dominated society. The stereotyping of women and their being forced to live a life of commitment by male-dominated society is what Mansfield usually protests. In many of her short stories, the middle class women are merely treated as servants, sexual tools, and child breeding machines. This is most clear in her portrayal of wives. The wife is the woman who accepts her domestic enslavement by the husband. She is doomed to bear the indignities of her husband and must only have a role to become a good mother, a good wife to her husband, and indeed the angel in the house. The obvious discourse of Mansfield's stories is that, whether women are married or spinsters, or whether they are submissive housewives or try to liberate themselves, they are the victims and the men around them play the main roles. So this paper is a feminist reading of Mansfield's short stories depicting the victimization and exploitation of women in patriarchal society.

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Male Dominated Female Characters in A Married Man's Story, The Woman at the Store and The Stranger

A Married Man's Story is significant examples of male dominance on victimized women. The story opens with "Supper is over...I'm sitting at my writing table...My wife with her little boy on her lap before the fire."[1] It portrays a happy family with a father a mother and a son in a calm environment. But as the story goes on the opposite side is revealed. The couple is nameless, with no clear identities; man is all the time at his writing table that is a symbol of his power and has a commanding tone. Whatever he imagines to write shapes their life, he is the one that commands. The woman is referred to as the wife and the baby is always *"her* baby" that shows how he treats his wife as a breeding machine. He shows lack of communication and unwilling attitude to her. The only time his wife is appreciated is "But the warmth, the quiet, and the sleepy baby, have made her dreamy."[2] As his ancestors did, he belittles the role of women and wife; it is as if women were physically and psychologically considered as foothold. A woman must be loved by a man in order to have an identity so developing her other talents is futile. Although he is not working and says "She knows—how long has she known?—that I am not ' working.' It is strange that with her full, open gaze, she should smile so timidly"[3] a conventional wife's vision is limited to accepting her husband with a smile due to economic insecurity. The prevalent belief in the patriarchal culture confines women to domestic roles. In the wife is a representative of stereotyped submissive women that is described as "Her head is bent, with one finger she is tracing something— nothing—on the table. It is cold in the kitchen; the gas jumps; the tap drips; it's a forlorn picture."[4] It signifies the loneliness of a married woman that hopelessly tries to find a way to survive her family.

This short story also shows the passing of patriarchal values from generation to generation. The way his father treated his wife and him is actually the one the man is following. He says "it was to dream that we were living inside one of my father's big colored bottles. For he was a chemist… She never left her room again. Bed, sofa, window, she moved between the three."[5]

Repressing his wife is a metaphor of repressing the women his father used to have affair with. His damaging childhood experiences obsessed about his father's cheatings, disloyalty and the probable killing of his mother reveal why he treats women this way. All his past experiences keep him away from moving forward. As a representative of the patriarchal society he has inherited the role of his father and tries to suffocate his wife and their marriage through silence, ignorance, indifference. He like his father, who left his mother in a room after giving birth to his son to breed him, has killed his wife emotionally. It is as if he takes pleasure in irritating and ignoring her. In the story the long confessional monologues offer his approach to the concept of family, and marriage. He is against the family as a unit. Not only he claims women must do the chores and every day home tasks, he is bored with his wife. For him a woman is to be a mindless object babysitting, doing the dishes, and cleaning and above all be a believer of her husband's "every day little lies" with a nice smile. There are long monologues on the right of separation and criticizing marriage and questioning the defined family bounds.

In **A Married Man's Story** the long confessional monologues offer his approach to the concept of family, and marriage. He is against the family as a unit. Not only he claims women must do the chores and every day home tasks, he is bored with his wife. For him a woman is to be a mindless object babysitting, doing the dishes, and cleaning and above all be a believer of her husband's "every day little lies" with a nice smile. There are long monologues on the right of separation and criticizing marriage and questioning the defined family bounds.

Mansfield successfully establishes a balance between psychological realism and socio-cultural satire. The middle class women were merely treated as servants, sexual tools, and child breeding machines; the one that is very well signified in the wife character. The wife represents the women who accept their fate of being domestic slaves; she is an interpretation

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[1] Katherine Mansfield, **The Collected stories of Mansfield**, Great Britain Penguin Books, 1981,p.422.

[2] Ibid.,p.422.

[3] Ibid.,p.425.

[4] Ibid.,p.425.

[5] Ibid.,p.430.

of women in married life structure; she is doomed to bear the indignities of her husband, he does not even answer her questions and prefers to offer short lies instead of a reasonable reply.

The wife's traumatic repression is obvious in her behavior and the man knows that his past is a dominant force in her life too. The story ends by these words "But now I was taken, I was accepted, claimed. I did not consciously turn away from the world of human beings; I had never known it; but I from that night did beyond words consciously turn towards my silent brothers..."[1] He lives in his imagination and past memories. He turns to his never possessed brothers that may represent his male ancestors not even his devoted mother.

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The Woman at the Store describes the hidden psychological drives of a woman who lived a distressful life with her indifferent husband who applied a great violence on her and the story is mainly focused on the psychological mood of a woman's desire to escape from her husband's drives, mainly sexual ones. In Mansfield's many short stories, many female characters are submissive to the male characters, mostly their husbands. They are unable to solve their own problems and do not leave their unsatisfactory spouses. But in this story, we see a different type of woman who challenges to the patriarchy.

The story is a brilliant account of the effects of the loneliness on a woman left by her in a remote New Zealand store. The story is set in the bitter heat of the desert where the narrator describes how "the sky was of slate colour, and the sound of the larks reminded me of slate pencils scraping over its surface. There was nothing to be seen but wave after wave of tussock grass, patched with purple orchids and manuka bushes covered with thick spider webs."[3] It seems that the setting predicts some disaster. As far as setting and situation goes, the life and work are closely tied. In keeping with Mansfield's style of writing, the plot evolves through the dialogue. She uses several ways to show the loneliness of the woman at the same time it seems that she tries to make the reader sympathies with her. As the woman gets drunk, she reveals that her husband often beats her. We learn that she works as a store-keeper and has suffered severe physical degradation through the trials of her isolated existence. After the first child was born, her husband has started beating her, as implied by the loss of her two front teeth and her accusation that he has caused her four miscarriages. In the story the readers' chance to learn more about the protagonist's motive, similarly restricted when her husband's abuse of her is not given. But at the same time this restriction of husband's abuse and using a dialogue by woman directly makes the reader immerse more in the text and consequently feel more about the woman's loneliness.

The story presents what the woman suffers, not only loneliness, but also his abuses which causes her miscarriages-hinting at his inhumanity which motivates the murder. To be alone and neglected is not related to the woman. The woman's young girl is also alone. She has no friends and so she has to draw pictures both to entertain and express her. She has been neglected by her mother, and is disliked by the other three characters, who are strangers and come there to stay overnight. The little girl likes drawing, and plays in the dirt. She is also distressed at having to live with her insane mother who killed her father. Loneliness pushed her over the edge. The theme of death runs alongside the idea of loneliness. Mansfield uses loneliness and death to create a gloomy atmosphere in the story.

The Stranger is also a story based on Katherine's own experience. There are two main characters; Hammond and Janey. Selecting names is also meaningful. Hammond is very vital and self centered like her father while Janey is too calm and indifferent resembling her mother. The story displays the reunion of a couple after a ten month separation with the wife being in England to visit her daughter for her wedding in this period. The title of the story is ironic; 'The Stranger' recalls the feeling of alienation. Like Mansfield's other stories, the narrator is a male protagonist representing his attitudes and perspectives.

Mr. Hammond is described as "a strong-looking, middle-aged man, dressed very well, very snugly in a grey overcoat, grey silk scarf, thick gloves and dark felt hat, marched up and down, twirling his folded umbrella. He seemed to be the leader of

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[1] Ibid.,p.429.

[2] Ibid.,p.429.

[3] Ibid., p.550.

the little crowd on the wharf and at the same time to keep them together. He was something between the sheep-dog and the shepherd."[1] He is a real agent of middle class English man full of discipline waiting eagerly to see his wife. The metaphor of sheep dog clearly focuses on the ruling tendencies he has in a patriarchal community. He seems to be a real gentle man who has generously allowed his wife travel to Europe for ten months and his overstressing on the time of reunion is significant. In order to make time pass he walks up and down many times. It appears that one of the luckiest couples of the world is getting united. When the ship arrives, Janey is the last passenger to come in. The first thing we see from Janey is her white glove and handkerchief that is a symbol of her pure white soul. It is revealed that she was very popular on the board. Mr. Hammond's extreme emotion and excitement is very significant but Janey is very calm, indifferent, and peaceful in their reunion. As the story goes on it is revealed that she cares more about their children rather than the excited husband. Gradually Mr. Hammond's attitudes to her are revealed by saying "And again, as always, he had the feeling that he was holding something that never was quite his - his. Something too delicate, too precious, that would fly away once he let go."[2]

At the hotel, Janey is asked about her delay but her reply turns the happy reunion to a disaster. When Hammond hears that a young man died of heart attack in Janey's arms, he falls on the big dark chair that is a metaphor of dark notions that penetrate his mind. Although Janey says he was too weak to move a finger but Mr. Hammond is a conventional male eager to label a woman for betraying. Then the fire goes red that signifies the hurricane in his mind. When the coldness is presented by the narrator, the turn of emotions is felt obviously. What Janey has done is not accepted in the patriarchal society norms. She had to be submissive, and like any stereotyped woman let her husband start the affair not to interrupt him or reveal such a story.

A man in patriarchal community is able to cheat, betray or have mistresses but a woman is to confine her life to be sex tool and be a child breeding machine. The story closes by these sentences "Spoilt their evening! Spoilt their being alone together! They would never be alone together again."[3] Any woman committing an offense is condemned to be abandoned by her husband. Janey is a new woman traveling alone and innocently tells whatever seems to be just usual but the male dominated ideology gets it as a rebelling action with heavy consequences.

Conclusion

Stereotyping of women and their being forced to live a life of commitment by male dominated society is what Mansfield usually protests. Both these stories hammer male views on women to become domestic and slaves. Whether women follow the ideological conventions or not, the men are free to choose them. The main shared point in both stories is that women must be taught to be docile and submissive. The obvious fact of Mansfield's stories is that whether women are married or spinsters, whether they are submissive housewives or try to liberate, nevertheless, they are the victims and the men around them play the main roles. The women are marginalized. Mansfield portrays that whether men are rich, high ranking like Hammond or are jobless, isolated, mentally ill ones like the man in **The stranger** they are male and are allowed to rule the doomed-to be-silent women. Female characters experience the same disappointments and psychological problems. It is also story of women's problems in a traditional family life giving a message that in a patriarchal life, women's freedom is taken away from their hands. She must only have a role of being a good mother, a good wife to her husband, and in a way a very good angel at the house. It is a perfect modern beginning both to Mansfield's stories and in a feminist reading, to women's hard situation in a patriarchal world. In short, stereotyping of women and their being forced to live a life of commitment by male dominated society is what Mansfield usually protests. Although love and marriage are sweet parts of life, she tries to show their beauty before touching them. If love, even a platonic love leads to marriage or sexual fulfilment, women are the ones that suffer more in form of victims of male dominated society.

Reference

[1]   Katherine Mansfield, The Collected stories of Mansfield, Great Britain Penguin Books, 1981.

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[1] Ibid.,p.350.

[2] Ibid.,p.358.

[3] Ibid.,p.364.

Communication and Policy Dialogue - What Role for Development Partners: Learning from Swiss Support to Local Government Reforms in Albania

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Abstract

Since the fall of the communism in early '90s, Albania became a recipient of the foreign aid, mobilized firstly as humanitarian support. Later in years 2000s, the partnership was framed towards development and cooperation agenda. Negotiation between Albanian government and development partners emerged towards policy dialogue. This process is shaped by a number of other actors and the role of development partners and their programs is critical. There are several axes along which communication among the above takes place, is materialized and impacts the agenda. It provides for a diplomatic communication at first until the agreements are reached. It turns into more organizational communication on practical modalities for implementation. Later on, the communication takes a more political and intercultural profile since the expertise and knowledge is transferred through individuals in a contextualized way. The most critical point remains, however, the assurance of a participative approach where local communities are informed, their views are heard and their concerns are communicated. This paper analyses, based on the above, the approach that Switzerland has followed for influencing policy dialogue targeting local government reforms in Albania by promoting a culture of dialogue, community participation and lobbying for solutions based on evidence. It captures results and concludes that the long-term, bottom up support, where inclusive participation is nurtured from the beginning, could influence decisions and potentially contributes to behavior change.

Keywords: policy dialogue, development cooperation, local government, community participation, evidence based decision making.

Introduction

With the demise of the communist regime in early '90s Albania become a foreign aid recipient country. Official Development Aid was initially of humanitarian nature in response to urgent needs. Only later, at the turn of the century, the serious efforts were put towards aid harmonization and alignment with county agenda for development and European integration. Negotiation between Albanian government and development partners emerged towards policy dialogue based on country strategies for development from the year 2000 with the establishment of the Donor Coordination Architecture. The endorsement of such a structure has pushed for the closer partnership between a lead donor and government counterparts, in charge of a policy sector or reform. Under the new aid approach, capacity building and technical assistance with budget support, are the required modalities. In order to have the leverage on the development processes, policy dialogue, where donors can advise but at the same time can exert power to recipients' government (Molenaers, N. et al. 2008) is promoted. In defining technical assistance programs, the evidence that feeds into formulation of training programs and advice, bring forward the needed elements. As such, policy dialogue is a way to influence policy making through evidence based on informed analysis which are communicable and early consulted with the groups of interest, local community, civil society, private sector and academia. Therefore, policy dialogue can be seen as a set of formal and informal exchanges, including political, diplomatic, technical and organizational communication, aimed at facilitating policy change, influencing policy design and fostering further processes for decision making and implementation where stakeholders at different points in the system, participate and contribute. Development partners, including Swiss Development Cooperation, have played an important role in this regard and the implication of this support for local government reforms of Albania, especially from 2014/15, has been substantial.

Development Cooperation with Albania

It is argued that Albania has been relying on the foreign aid even during communist time with the exception of the total isolations period (between 1970 to late 80s) (Zickel, Raymond, Iwaskiw W. R 1994). During the period of years from 1955

to 1960, the foreign aid counted 233% of the state budget whereas in the period from 1960 to 1965 the financial aid counted at 130%. The modalities, how this aid has been negotiatied and transferred in the country, have been different however. The financial aid transferred in Albania after '90s, can be referred in two blocks, based on financial commitment, typology and modalities of this allocation. The first one dates from first decade post 90s (1991 -2004), where ODA committed for Albania counted at about 4,86 billion USD and the type of assistance was dominated by food aid and humanitarian support to the balance of payments. Considerable part of these financial flows came off system and was channelled through non-governmental organisations. A comprehensive figure on the total financial contribution is missing as well as overall lack of data on the external assistance and its impact in the development of the country

The second wave of foreign aid is deployed in the country starting from the following decade. Over the years, mainly from 2000, the nature of the assistance has changed, being dominated by technical assistance, development aid and goods in nature. In this period Albania is considered as a more traditional DAC recipient, and in this perspective it started to prepare the poverty reduction strategy paper process in 2000 as a strategic means to access IDA credits. Total foreign aid during 2000-2010 was about 3,71 billion Euro, of which about 58% were grants and about 42% in loans. Since 2000, aid levels have stayed within the limits of 240 to 405 million Euro per year. Though Albania graduated as upper middle income country in 2009, it ranks still low in terms of poverty rate in Europe and is currently receiving aid: Net official Development assistance averages at 2.2% of GDP, based on Albanian reporting to Global Partnership (October 2016). The volume of commercial loans recognized an increase whereas the grants noted a sharp decline with bilateral donors exiting country programs but channelling their funding through multilaterals, mainly EU related programs.

Donor government dialogue in policy for development has been a complex process in Albania. At the turn of the century, with the new approach to the development cooperation, it is emphasized that the developing countries should determine their own strategies for poverty reduction, and that donors should align their assistance with these strategies. The efforts to have a structured dialogue on the issues of development and integration program for Albania have been backed up by the establishment of the institutional structures and mechanisms that could facilitate such a process. With the support of external assistance, the Albanian government has been supported to establish rules of procedures and structures to facilitate such a process – upon defining the country's vision for development and European integration. The donors, on the other hand, have claimed to align with country's priorities and support on system transfer. This process is still far from complete, however.

The efforts of coordination have started with the development of the National Strategy for Socio-Economic Development in January 2001. On the basis of this programmatic document, which had a broad base acceptance from key stakeholders, including civil society, was established the "Donor Architecture" approved by the December 2003 Roundtable. Based on the "Donor Architecture" the four lead multilaterals are able to represent their members, the bilateral donors and most of the International Government Organizations and International Financial Institutions, directly or indirectly. The four multilaterals have as well four distinct mandates that complement each other, allowing for a thematic division of sector responsibility. Sector Working Groups begin to function designed along the sectors of priorities for Albania. 17 Sector Working Groups, facilitated by the lead multilateral within its thematic responsibility were established. (Terms of Refences for Donor Technical Secretariat).   A functional review of the working groups has not been carried forward. It is noted, also that, when there has been pronounced leadership from the government counterpart and active invovlment of the donor, the working grup has functioned with concrete results. This is the case of sector working group in decentralization which has been lead by Ministry of Interior, later Minister of State for Local Issues and Switzerland as lead donor. The extensive and regular exchange of the group has materialized in the mobilization of the pool fund to which initially five donors and Albanian Govenremnt contributed as a means to support preparation and implementation of Territorial Administrative Reform in Albania in 2014. In the second fund EU contributed funds also.

Technical Secretariat created in 2004 have allowed the work to progress resulting in the Integrated Planning System (IPS) proposal launched by the Government in May 2005. The IPS proposal in itself has been a catalyst for renewed donor and government interest in improved coordination. Howver, the functional implementation of this mechanisms, has been longer than anticipated with delays and restructuring along time. On the other hand, the interest of the donors to organize collective actions towards an regular and informed exchange among themselves and government, has been present and it materialized in the establishment of the the Donor Technical Secretariat (DTS) as a way to improve aid effectiveness and to assist the Government in assuming greater national ownership for the donor co-ordination process. Since 2009, the DTS is composed of four multilaterals: EUD, OSCE, WB, and UNDP who are permanent members (from DTS Briefing Note). Switzerland had co-chaired DTS in 2010.

The second important milestone in the process of policy dialogue towards establishing a strategic vision for the country and harmonizing external assistance with domestic resources, has been the finalization of the National Strategy for Development and Integration (NSDI) 2015-2020. It has been approved by Albanian government and it's the basis to which the development assistance is aligned with. De jure, it ensures the linkage between the medium- to long-term national strategic priorities and the budgeting and resources allocation process, and that external assistance is targeted towards Government priorities.   The monitoring process for the effectiveness of development cooperation, launched by the OECD/DAC and Global Partnership for Effective Development Co-operation is part of the responsibility of the government for monitoring the implementations strategy and compliance with the international reporting mechanisms. The most recent report is from 2016.
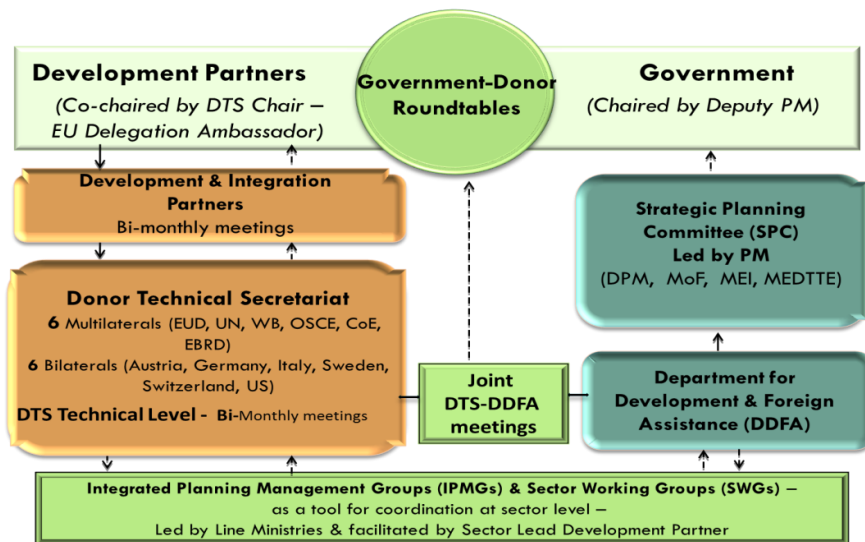

Figure 1.From Donor Technical Secretariat Scope of Work

At bilateral donors' level, the development cooperation is negotiated mutually with the government of Albania based on donor country's priorities for Albania and Western Balkans and grounded on legal frame and parliamentary bills of respective countries. In general terms, bilateral agreements are negotiated based on frame agreements between Albania and respective country, as ratified by the Albanian Parliament. On concrete projects, the negotiations are concluded at a technical level with the ministries of lines, which are primary partner for the implemention of the coopeation project. Technical discussions and negotiations are then handeled at lower level until they reach final beneficiaries. The mechanism of accountability and increased transparencies as well as and results orientation policy that donor countries promote for aid effectiveness are mainstreamed as comittments towards global agenda of aid effectiveness.

As of 2018 the responsibility for development assistance and foreign investments coordination is delegated to the Ministry of Finance and Economy. A revisiting of the mechanisms of cooperation and coordination is announced in this regard, building upon the learnings and experiences developed through sector working group and Integrated Planning and Management Groups (IPMG) at the benefit of country system use and sector support. Moreover, the emphasis is put in the effective policy dialogue with development partners for making use of development cooperation along sectors with priority in those sectors where budget support is implemented and which have a significant impact in the state budget like Good governance and Public Administration Reform, Justice reform, Vocational Education and Skills, Water reform, Competitiveness and innovation, transport, agriculture and rural Development, etc. Development Partners support in the sectors they are lead donors is welcomed.

Policy Dialogue For Development Cooperation

This new era of development assistance in Albania is aligned with the global agenda of new aid modalities which has emerged as result of aid effectiveness agenda and it is reinforced by Millennium Development Goals. It recognizes that

country ownership takes higher importance. As Dornan (2017) states, 'the agenda to improve aid effectiveness has influenced the development assistance landscape. The move toward programmatic approaches, already underway with the structural adjustment lending of the 1990s, has continued, although with recipient governments accorded a more prominent role in their direction.'

Aid narrative and its objectives are mostly liked with the Western model of market economy and democracy. Some key features of this aid are linked with the focus on peculiarities of the recipient country and often are planned as a long term commitment with exit thinking, targeting important development objectives for the recipient country. Moreover, aid has committed to the principles of good governance emphasizing effectiveness. Here some concern is raised, whether the 'governance as it is promoted now will make states more responsible for broad base development or it will be another instance of donor rhetoric promoting approaches that fail to root in local realities'. (Van Arkadie, 2012:69). Development assistance is in any case, often seen as leverage to the policy change and implementation through policy dialogue with the countries and it has aim at promoting a results culture.

Policy change, additionally, according to Bennet and Howlett (1992) refers to the incremental shift in existing structures or new and innovative policies. New aid approach pays attention to politico-institutional dimensions of development. As noted by Molenaers and Renard (2008) its modalities are centered around a reform-driven governance agenda. While harmonised modalities of technical assistance and use of country system are put at the forefront of these negotiations, the policy dialogue is promoted as a mechanism of advice to the government and at the same time through it a certain pressure can be exerted with it. (idem).

The use of different mechanisms of exchange and communication remain important for the structured dialogue among stakeholders. The leading role is expected to be on the side of the government. Since the state building procesing for new democracies in transitions is linked with technical assistance coming from the external assisntance, it is important to recognize also the time span needed for nurturing a coordinated and coherent approach that engages communities. Participation of communities is also linked with the priority setting for development agenda. At the same time, this is a complex undertaking since it requires that this participation turns meaningful. A behavior change is incentivized if actions are constant and people feel they concerns are heard and they are involved from the beginning. Here the programs of assistance from development partners, though which, with the funding also, knowledge and skills are transferred, has a particular role to play. Often, this transfer is conditional to the policy formation through policy dialogue which takes different shapes and is exercised in different formats. Engaging with media at local and central level to inform, communicate and seek community involvement should be thought through.

There are a number of approaches for policy dialogue, such as advising, advocacy, interest/value-based lobbying or activism (Jones, 2011). The application of the approach is conditioned by the profile and typology of the organization that is enageged in policy dialogue, its mandate and its responsibility. Development cooperation is not limited only at technical level intervention. It supports development policies and social reform agenda of the developing countries and thus transformation of systems. Therefore, it is ultimately of political nature. A policy dialogue for development partners in this perspective ensures sustainability of the investments, increase influence in national and global arenas. Switzerland focuses on evidence-based advice and advocacy for policy reforms.

On the Swiss Approach For Policy Dialogue In Bilateral Cooperation With Albania

Switzerland support transition in the Western Balkans towards democracy and market economies. In Albania, it is currently third biggest bilateral donor with a yearly contribution average of 22 Mio CHF as grant financing. Departing from 1992 back then as a humanitarian assistance, Swiss support within a period of five years, was transformed into a form of development cooperation with Albania. This assistance is based on Swiss foreign and security policy. A dedicated document called Cooperation Strategy of Switzerland with Albania, was developed based participation and consultative with stakeholders in Albania for a period from 2014-2017 in support to transition process of the country towards a consolidated democracy and market economy (CS 2014-2017). Key sectors, like democratization, decentralization and local governance; economic development; urban infrastructure and energy; and health received around CHF 83.7 million. Overall, the Swiss portfolio proved to be relevant with long term commitments, producing tangible results based on demonstrated evidence and changes in the system and for individuals. Switzerland's persistent approach and complementarity to EU modalities were considered very valuable. (Swiss Cooperation Strategy Albania, 2018-2021). The new Cooperation Strategy between countries 2018-2012 is based on agreement of cooperation between the two countries and is well aligned with the Albanian development goals. The strategy aims at contributing to a functioning democracy, to improved public services and to an inclusive, competitive market economy in support of Albania's European integration.

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Switzerland has a particular focus of support for local government in Albania, being one of the four sectors of country support. It is currently the Lead donor in the decentralization subsector (since 2008) which falls under the big group of Good Governance and Public Administration reform and in Albania. With a bottom up support, Switzerland has funded a number of initiatives in regard to strengthening capacities and administrative structures of municipalities since 2006 with its first program in support to decentralization and local government targeting service improvement at local level. Even though has a sector specific focus by improving overall governance, all the programs of cooperation have a component of reaching out national level aiming at influencing policy change with involvement of those who are first and foremost impacted by this change and ensuring that technical expertise and consultation is contributing towards contextualized solutions.

Decentralization of power at lower level of state is rather new process in Albania from 1900 when the new era of democratization started and the local government units were constituted following new constitution and legal frame bsed on which power was decentralized a lower level. A territorial and administrative reform became a strategic priority after Albania ratified the European Charter of Local Self Government in 1999 and was brough in the public discussion several times, even thought is was not pushed through systematically by any of the political actors. It turned into a political reality only in 2014/15 with a clear political will for reforming subnational government with a vision that would have restructured territories and subsequently redistributing power and resources at the benefits of local level. The ambitious Territorial Administrative Reform (TAR) merged the former 373 local government units (LGUs) into 61 new municipalities. The objective of the reform was the revision of the territory of local governments in order to improve service delivery for citizens, maximize efficiency and good governance and empower local governments and citizens through a functional decentralization and a strengthening of the fiscal and financial authority of the local level. The much larger municipalities comprise of an urban center and several rural former communes, now administrative units. The TAR was accompanied by decentralization efforts of the Government of Albania with the approval of the 'National Crosscutting Strategy for Decentralization and Local Governance 2015-2020', the Law on the Organization and Functioning of Local Government and new Law on Local Finances which tackles for first time ever and in comprehensive way, local revenues and public finance management issues.

There has been a momentum for reformation of the local government in Albania in 2014 and Swiss support has been geared towards the expressed political will of the government. There are a number of factors that are considered important for a development partner to embark on a successful policy dialogue process. The preconditions for a policy change are linked with a relevance of a topic and willingness of the government to embark on a reform. A common interest to bring about change remains important in enabling shared actions and coherence. Moreover, a relation of trust that is fostered by the reputation of work and long term commitment, alongside a recognized the profile of the development partner, known not to have hidden agenda, is counted towards key features of a meaningful policy dialogue process. In the OSCE/DAC peer report of 2009, when Switzerland program in Albania was reviewed in the frame of overall assessment, it is noted that:

The Swiss Co-operation Strategy for Albania is in line with the National Strategy for Development and Integration, sector strategies, the Millennium Development Goals (MDGs), and the Stabilization and Association Process (SAP). Switzerland's development program is delivered in the form of technical and financial co-operation, as well as humanitarian assistance upon request of the Government of Albania. The program focuses on three areas: democratization and decentralization; development of the private sector; and basic infrastructure and social services. Switzerland defined these areas on the basis of its areas of expertise — including health, energy, and water — with a particular focus on combining a bottom-up, decentralized approach with policy dialogue at the central level fostering inclusion and participation in development. (Switzerland, DAC Peer Review, OECD 2009:116)

In the process of reformation of local government and the policy formulation along this, Switzerland has taken an active role engaging at several levels including: participating in formal exchange bilaterally with the government of Albania and contributing financially to the donors trust fund mobilized for Support to Territorial Administrative Reform that laid basis for the formulation of the Law on Territorial Reform. Provision of advisory support was ensured through Swiss expertise which has fed the process of projects implementation at local level and through peer exchange and study visit of the Albanian delegation with political members form the Albanian parliament as well as technical staff from local and central administration. The awareness gained from the exposure in real context as well as opportunity to have technical discussions among peers, empowered members for informed decision when the law was passed in the parliament. Giving chance to the voice of civil society by funding a local initiative aiming at opening debate on the reformation of the municipal borders with the arguments of the efficiency for better and inclusive services incentivized the opening of spaces and places for communicating views of interested actors. The use of diplomatic interventions by the Swiss Representative has been another mechanism that has been used in the implementation aspects of policy dialogue implementation for the local level

in Albania. Diversification the communication channels with local media and activities promoting discussions on forums with multi-stakeholders reached out every municipality. SDC applies a Radar for Policy Dialogue, as a tool for steering and implementing a results-oriented policy dialogue for change.

The contribution of Switzerland to the policy dialogue is linked closely with the technical expertise and knowledge that the Swiss funded projects have facilitated and generated through advocacy with community participation, alliance building with likeminded actors and researched based evidence for decision making. There have been three important projects which have combined approaches in terms of modalities of implementation, so a diversified approach has been used in the country. One of them is purely Swiss funded and it is implemented by a Swiss nongovernmental organization in partnership with Albanian local and central government. The other one is a contribution to a multinational organization and the third one is a contribution to the trust fund implemented by UN organization. The diversification of the support has enabled involvement of all the elements that constitute policy influence based on Start and Hovland definition on Policy Influencing Approaches (2004) which includes evidence and advise, Public Campaigning and Advocacy, lobbing and negotiations though diversified channels (national and international debates, formal and informal meetings, media presence, semi-formal or informal channels) with different means (research and analysis, developing and testing new policy approach, public communication and advocacy, face to face meetings and direct incentives and diplomacy.

A policy impact analysis conducted for the policy influence processes based on policy dialogue for local government reforms (Steimann, 2018) concludes that there are a number of factors that have counted for success in a policy dialogue for local government reform in Albania which start with a clear political will from the government to push through a reform agenda. The knowledge that has been generated in country based on a long term commitment and with bottom up approach that is nurtured by local governance program in Albania, has enabled key thematic knowledge to feed Law on Territorial Administrative reform through Functional Area concept[1]. This concept got acceptance across political spectrum. Neutrality and reputation of the Swiss intervention is recognized as a key factor when it comes to credibility of the solutions which are developed based on evidence, analysis and validated at local level (the case of public finance management practice and examples that made the basis of the Law on Local Finances or the learnings at the development of local plans and cost and tariffing of waste services laid the basis for recommendations to legal changes). Additionally, Swiss representation has played a role in leading sector working group for decentralization and regional development and keeping open channels of communication and discussions with strategic actors at central level.

Monitoring process of the policy influence through policy dialogue remains to be completed and is integral part of the policy implementation process. Engaging actors who contributed in the formulation is a moment of accountability as well as ensures sustainability of the investment.

Conclusions

Policy change through policy dialogue is a process that is complex and it has a long time spam to be embedded into sustainable structures, implemented and monitored for impact and with results. The analysis of it could be done ex post, ex ante, at in. However, the monitoring process of dialogue shaping and its implication in the policy frame and behaviour change is important to capture results and moreover, to ensure sustainability.

A multi-stakeholders' approach is important in defining rules of the games in order all involved and impacted by these processes, could have a say at the early stage. Moreover, it takes higher relevance since that are expected to play a role in the implementation of the policy frame. This is even more important when proposals for issues at state are disputed based on politically nurtured stances. A development partner recognised for reputable approaches and neutrality is positioned well in enabling credible policy dialogue processes.

Using of media for development policy formulation should be carefully considered. Local and central media not only informs communities but can serve as spaces for communities to bring about their issues at the public space for being debated and inputted at the policy formulation processes. In this regard, it is important to think innovatively and raise genuine interest of the actors.

Development partners could play an important role in the processes of formulation of policies by encouraging an open dialogue with stakeholders and ensuring that the voice of the different groups of interest and actors, particularly those who

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[1] Functional area concept was developed and tested though Decentralisation and Local Development Programme based on Swiss expertise and validated in the Albanian context

feel voiceless in the formulation space of policy dialogue, is heard. In this light, it is legitimate to use formal and informal channels of policy dialogue and to nurture an inclusive process.

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The Historical Aspects of Albania's Constitution of 1950

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Abstract

With this paper we have to analyze all the legal stages of the constitutional law's in their historical evolution in order to understand better and in a comprehensively mode the actual institutional juridical system, of the Albanian state. Albania was obliged to establish a strict state organization when gained its independence. The First Constitution of '50, proposed only one model of governance system that was of a transitive character in order to free Albania from any foreign pressure. For this reason, the First Constitution forced to form a transitive governance system with the purpose to free Albania from every outside invasion. The purpose of this research concludes that even if this type of governance was dangerous regarding the nowadays principles of governance, it had its own precise historical meaning based on the main historical moments.

Keywords: Constitution, State, Governance, Law.

Introduction

The Historical and Legal Development of the Albania's Fundamental Charters

To understand better the moments of developements in legal-historical aspects of the constitutional there will be made an analysis between the differences of the Constitutions of 1950 and 1976 regarding the manner they have treated the fundamental rights.

Starting, after the Independence, in 10 April 1914 by the International Supervisory Commission, as a representative of the Great Powers was approved the statute of the First Monarchy, was also in this period but six years later, approved the second 'Statute of Lushnje' (21 January 1920), and this time not any more by the International Supervisory Commission but by the National Assambly. Its importance was vital as it was a direct contribution of their desire and at the same time brought the possibility of a new democratic state[1]. In fact, in 1922 this was object of the change by the National Council which re-gave the new name 'Extended Statute of Lushnje'.[2] In 1925, the Republic of Zog (First Republic), three years later favored the compilation of the Fundamental Statute and then, in 1 September 1928 being President of the Republic, Zog decided to change the governance form of the state to Monarchy (Second Monarchy), and gave the title of sovereign to himself.

The Statute of the Kingdom of Albania was composed of an entrance and ten titles. This statute was made in accordance with the models of the Europe Constitutional Monarchies[3]. From the second title 'The Sovereignty of State' it was clear

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[1] The International Commission had to control the finance and the civil administration of the state. The Commission was tasked to compile a project about the organization of the public administration till the appointment of the prince.

[2] It was only the establishment of the parliamentary regime and the declaration of the fundamental rights of people for the first time in history of the country.

[3] The organization of the state, regarding the state institutions in the Republic of Albania in 1925-1928 years was composed of:
Parliament, which was composed of the Deputy Room (57 members) and the Senate (18 members);
President of the Republic, who was the Supreme Commander of the Armed Troops; declared war after the approval of the two rooms; ratified the treaties after the control by the rooms and accredited all the diplomatic representatives; had the right of veto; appointed and dismissed the ministers; appointed and dismissed the prosecutors.

how the king took all the state powers, from the right to veto in comparison to parliament till the exercise of the all competences in the exercise of the executive functions which was exercised by the ministers. Among others the sovereign was unaccountable and untouchable for every action he could act in breach of laws or statute.

We can argue, after this short entrance of the fundamental charters of the state in their juridical and also historical evolution, that the estabilishment of the dictatorship has given the answer that how was possible, and which were the motives that in such a short historical time (1912-1939) with the emancipation of the five statutes and the modification of the forms of state, there was not a legal stability of the country, and me most important, there was not a democracy. So, in this historical moment, we can make an analysis of the two Constitutional Charters: the first promulgated in 1950 during the People's Republic and the second promulgated in 1976 during the Socialist People's Republic of Albania.[1]

The First Constitution had put in power a temporary governance form, to be finalized with the Second Constitution which ruled the typical totalitarian form of governance. With the approval of the Second Constitution, the country got more isolated and was before a very static legal constitutional order.

1950 and 1975; the First and the Second Albanian Constitution's During the Socialist Period

Albania is the only state where it is ruled in law the atheism of the state. The biggest difference between the First and Second Constitution is clear at the freedom of religion[2]. There was a lot of difference between these two constitutions because with the second one the fact of being an atheist state, declared in law, became an ideology for the society. The former constitution did not declare the religion of the state, but accepted the existence of many religions in state. Only the Second Constitution declared that did not know any religion and forbade any religious practice or propaganda by the people.

The second constitution did not reach to stop the private practice of the religious cults, but only the public expression by not allowing the spread of the literature and not allowing giving religious names to the new born children.

If in the First Constitution the personal freedom expressed in the religious feeling was not forbidden, in the second one it was completely forbidden and criminally condemnable.[3]

Any country, which doesn't allow the freedom of religion for its citizens, is only trying to convey the anti-democratic values and not respecting the fundamental rights of citizens.

The Second Constitution in comparison with the First one is more *closed* and anti-democratic. Even if in the second one the term democratic is used massively, it is clear that the ideology conveyed is socialist one where the volition of the people is not respected.

Conclusions

Having one central position has obliged Albania to protect itself from outside conquests. Albania was obliged to establish a strict state organization when gained its independence. For this reason the First Constitution forced to form a transitive governance system with the purpose to free Albania from every outside invasion.

This type of governance system had its own precise historical meaning based on the main historical moments even if was dangerous regarding the nowadays principles of governance.

Article 8 of the Fundamental Statute of the Republic of Albania decided that the executive powers belonged to the Head of the Republic who exercised it via its ministers.

The Ministers, ten days after the appointment, had to be presented before the Room to take the trust. They had the right to be heard in every Room or Senate meetings when they asked the right of word, but could vote the only who were deputies or senators.

[1] L Gambino, *Brani di classici del pensiero politico* (Publishing Giappichelli, Torino 2007) 2nd edition, 466-468

[2] A Anastasi, *Historia e institucioneve* (Publishing House Libri Universitar, Tirana 2002) 49-53

[3] Article 55 Criminal Code 1977 sanctioned with imprisonment from three years to ten for the breach of the article 55 of the Constitution. Article 55 of the Second Constitution: 'It is forbidden the creation of any organization with fascist, anti-democratic, anti-socialist or religious character'.

The First Constitution proposed only one model of governance system which was of a transitive character in order to free Albania from any foreign pressure.

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Overview of Epidemiological Data of Mental Health Disorders in Shkodër City, During the Year 2005-2015 in Albania

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Abstract

Objective: To evaluate the incidence, the lifetime prevalence rates and risk factors of mental disorder in population of Shkodra city, in Albania. **Method:** This is a retrospective epidemiological study in the Shkodra, Albania with a population of 166.050 hundred. The study population comprised all hospitalized patients with mental problems from 5 until to 65+ years old (n=6,287) from January 2005- December 2015. The clinical records from psychiatric hospital of Shkodra city were used for the detection of common mental disorders. **Results:** Out of the 6,287 patients records 3,766 (59.9%) were female and 2,521 (40.1%) were male. The average age was 43•]4.Incidence (per 100.000 residents) of mental disorder resulted 3786.2. The most prevalent mental disorder in this study was Schizophrenia with 2,884 (45.87%) patients. More than 765 (12.16%) patients reported a lifetime history of depressive disorders, 739 (9.17) affective disorders and 477 (7.6%) mental retardation. Personality disorders and any alcohol or drugs disorders were 3.56% and 2.67% respectively. The others reported anxiety disorder 1.14%; mood disorder 3.56%; bipolar disorder 1.81%; epilepsy, dementia and Alzheimer 0.63%, 0.68% and 01.17% respectively. Major depression was the most common single mental disorders. Women were more likely to suffer from mood, anxiety and depressive disorders than men, while men were more likely to suffer alcohol and drugs abuse disorders. **Conclusion:** Mental disorders were more frequent in this study with predominance of Schizophrenia. Those problems were more common in female, in patients that live in rural area and unemployed persons.

Keywords: Epidemiological Data, Mental Health Disorders, Shkodër City, Albania

Introduction

General population data analyzed

Problems with mental health are many. In the district of Shkodra, all cases are handled at the Mental Health Service (SHSHMSH) and at the Community Center for Mental Health (QKSHM). In this study, a total of 7620 data were analyzed for individuals who were treated with these two centers of mental health care during the years 2005-2015. As stated in Figure 2.4 (see materials and methods), CMDC patients include patients who receive treatment at this facility as well as those who are treated with Supported Houses and Daycare Centers.

The table below shows the number of cases dealt with in the AAFSH and QKSHM. The analysis of data related to the incidence of PES in Shkodra is based on the number of population according to CENSUS of 2011. The incidence over these years resulted in 3378.42 persons with PSHM per 100,000 inhabitants.

Number of cases and incidence of persons examined with PSHM over the years

in SHSHMSH and QKSHM

Nr	YEAR	SHSHMSH (nr patient)	QKSHM (nr patient)	Total	Incidenc (for 100.000 resident)
1	2005	553	0	553	245.1
2	2006	748	0	748	331.6
3	2007	770	0	770	341.4
4	2008	657	0	657	291.3

5	2009	647	0	647	286.5
6	2010	515	35	550	243.8
7	2011	565	94	659	292
8	2012	544	173	717	317
9	2013	420	252	672	297
10	2014	446	348	794	352
11	2015	422	431	853	378
TOTAL		6,287	1,333	7,620	3378.42

In many studies, there is a change in the cases handled for urban and rural areas (1). In our study, 53.44% of cases belonged to rural individuals and 46.56% to urban areas. The number of cases between urban / rural areas undergoes varying fluctuations year after year, but again there is a noticeable prevalence of the many problems that rural individuals show. This is because the living conditions themselves are most disadvantageous for the majority of the population living in rural areas. Road infrastructure as well as economic conditions and sanitation are still at unsatisfactory levels. This causes these people to live in ever-growing strains and under unfavorable mental health conditions. For this reason, we also have a higher incidence among individuals living in rural areas (1918.43 / 100,000 inhabitants compared to those living in urban areas (1460 / 100,000 inhabitants).

The population of the Shkodra district is composed of three ethnicities, which are: Ethnic Albanians, Egyptians and Black Mountains. In Shkodra, the Albanian population occupies the overwhelming majority 83.1%, Egyptian 0.33% and Montenegro 0.133%. Approximately 6.45% of the population does not declare their ethnicity.

Based on this ethnic division, the prevalence of PSHM in the Albanian population has resulted in 97.3% and incidence 3497.6 individuals per 100,000 inhabitants, for Egyptian ethnicity 0.73% of cases and cases resulted in 25.9 individuals per 100,000 inhabitants, for ethnicity from Montenegro to 0.35 % of cases with an incidence of 12.2 per 100,000 inhabitants. The prevalence of PSHMs in individuals who did not declare any ethnicity belong to you resulted 1.63% and the incidence 58.49 per 100,000 inhabitants.

Results

Being a large region with a variety of ethnicities, the religious beliefs of the population are also quite diverse. The population which declared the Catholic faith and Myslyman (together with the Bektashis) constitute the largest population of 47% and 45% respectively. Christian non Catholics are 1.5%, atheists have referred to 0.14% and approximately 0.31% of them do not refer to any of the aforementioned beliefs.

The prevalence and incidence of these diseases for the population belonging to these beliefs resulted:

Catholic population: Prevalence 53.42% and Incidence 1804.48 individuals per 100,000 inhabitants.

Myslyman and Bektashin population: 44.54% prevalence and incidence 1504.77 individuals per 100,000 inhabitants.

Non-Catholic Christian Population: 0.45% Prevalence and Incidence 15.07 individuals per 100,000 inhabitants.

Atheist population: Prevalence 0.20% and Incidence 6.65 individuals per 100,000 inhabitants.

Population which believes but without a proper belief: Prevalence 0.50% and Incidence 16.84 individuals per 100,000 inhabitants.

And for approximately 6.05% of the cases taken in this study, there are no data on their religious beliefs. Prevalence for this contingent case resulted 0.91% and incidence 30.6 per 100,000 inhabitants.

Conclusion

This report is the first epidemiological study providing population-based information on several disorders in Shkodra city, Albania. The prevalence of mental disorders was high in elderly people. The results told that mental disorders are important determinants in quality of life. So we suggest the necessity for the further development and improvement of harmonized instruments for the assessment of mental disorders to older adults.

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A Critical Approach to Chicago School' Representation of Urban Sociology : Views from Turkey

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Abstract

Studies on urban sociology have been incremental since the end of 19th century since urban involves various cultural aspects. Urbans have been depicted and criticized in different ways. This study aims to focus on only two districts of Adana, Sarıçam and Yüreğir located in the east of Adana. These two districts have negative connotations and associations in the minds of Adana inhabitants since they represent crimes, low class and other negative related-associations. However, in recent years, these two districts have expanded from agricultural venue to construction-based area. Albeit this expansion, the image of these two districts still remains a controversial issue. A semi-structure interview was conducted to collect data from those responsible for the planning of these two districts. In addition, field trips were arranged to collect field notes from the inhabitans. The results show that Chicago school's understanding of urban needs to be questioned and criticized because lack of direct democracy in these two districts led to the negative associations in the minds of people. In addition, the disorganized and aporic expansion of these districts caused more deep-rooted problems such as class discrimination, crimes and transportation. Therefore, modern critical approaches claim that it is the governments and capitalists that determine how a district could be represented and associated with. Active participation of individuals in decisions and planning of these districts needs to be endorsed if democratic district culture wants to be created.

Keywords: Chicago School, urbanization, Critical Theory, Adana City

Introduction

Modern cities have begun to emerge with industrialization, and their first work on cities has been developed by Marx and Engel (Marx and Engels, 1976). According to Marx and Engels, city and capitalism are intertwined because capitalism lives in cities. They have studied the relationship between city and capitalism by considering the living spaces and situations of the workers in the cities as a problematic. Engels (1987) has shown the relation between city and capitalism within certain cities, thus establishing a close connection between the problems of economy, politics and urbanism, since capitalism has also found its place in the city. He stated that capitalism causes cities and poverty in cities. The buildings in the city are made according to a certain class order. Because those who hold the capital and the proletariat have settled in the cities in such a way that they were not in any way in any way interacting. In spite of everything, Marx saw the city more positive because Marx generally saw the countryside as unfavorable and uneducated and at a level of consciousness that could bring about the revolution, because the city's proletariat and the class had a positive relationship with the consciousness. However, when compared to Marx, Engels examined the problems in the city more closely and tried to reveal the class differences in cities and the problems of the proletariat class with a more objective study. Weber (2000) developed the ideal city concept and considered the urban phenomenon as rationality. For Weber, the city needed rational decisions and rational life. They also argued that there might be a consciousness about the rights of the people living in the city. In this sense citizenship rights have emerged in the city. For every Marx and Weber, the views of the city are positive for the individual because of the historically negative connotations of feudalitene. Kent forms a consciousness for Marx in the proletariat and forms the basis for rational life style and behavior for Weber. In this sense, Weber (2000) sees cities emerging in the West as a positive development because it sees trade as the center of rights, law, and social movements, and that it does not develop in Eastern societies. Therefore, urbanization, urbanization and urban life are also important for Western history for Weber (2000) because the rational and bureaucratic lifestyle emerges in the city at economic, political and legal level.

Simmel (1996) suggests that weber's thinking is that people living in the city have to act rationally and make an objective time adjustment. The city makes people plan and order. People will have to constantly calculate the money and time in the

city. But despite all these rational behaviors, the city creates pressure on the individuals and leads to alienation. The traditional values emerging in the countryside place their place entirely on economic calculations, which affects the individual in social psychological terms. The city is in constant conflict with the emotions of the individual as it takes on the frontal mind. Individuals therefore have to live in the city with a very computational mind than their emotions. Although Marx, Engels, Weber and Simmel's ideas developed with the city are not within the framework of a certain theory, they have been important contributions to urban sociology. The first detailed theory of urban sociology was developed by the Chicago School.

The Chicago School (sometimes called the Ecological School) interprets urban sociology in two categories as an environmental (ecological) approach and a lifestyle. The environmental approach, rather than adopting the Darwinian view, has seen the city as an ecological area. Just as the strong in the nature are living, the cities are saying that the strong have survived. Therefore, they compare the formations and structures in the city to nature. Therefore, all kinds of buildings and all kinds of problems in the city are natural. That is why they have not developed a critical view developed by Marx and Engels of the Chicago School. Ketler'da every event and event is the event. Those who are poor and those who are in poverty are interpreted as groups that are almost eliminated by natural selection. They have interpreted all kinds of places and areas emerging in cities as natural areas. According to this, while the people living in difficult areas of the cities are interpreted as the eliminated groups of the city, they have shown that those who live in richer and safer places are the survivors. The Chicago School, which analyzed immigrants and immigrants' living spaces in the cities very closely, tried to explain how these individuals fit into towns. This adaptation is made up of complex structures because those who want to have economic power in the city have used the city in a different way and the city has shaped accordingly. Those who survive in the city live in the best regions of the city, and the separation of regions is based on these strengths. There are several important regions in cities and cities are interpreted through these regions. The formation of these regions depends on competition, strength and struggle. The strongest entities dominate the territory, and the region is established according to that judge. Thus, the cities in the cities are established according to the actions of the strong, just as they are in the natural arena. According to Wirth (2002), an important representative of the Chicago School, the city is a way of life. Emphasizes that heterogeneous structures come together and show a continuum. He emphasizes that social ties are weak despite this physical continuity. It emphasizes that as the population increases, as you get more heterogeneous, as you get more and more diversified, your superficiality can dominate and the vineyards will weaken in the bigger way.

These buildings in the Chicago Schools were criticized for seeing constant, constant and static. In addition, this school has studied only the cities of America, especially the city of Chicago, but they have tried to reach universal principles only through certain American cities. He did not attach importance to the process of the formation of the Chicago Schools. It is also suggested by Giddens (2000, 2005) that in some cities these ties may be strong in certain cities, whereas social ties in cities are not as weak as suggested. In addition, Lebevre criticizes the representatives of the Chicago School for seeing cities as static, ecological, structural and objective because, according to Lebevfre (1991), cities are actually constructed politically and ideologically. In accordance with Marx's thought, it suggests that space is now a commodity in cities, and the commodity is created by capital. Lebevfre (1991) states that spaces are now directly produced and used by taking Marx's interpretation of capitalism a step further, and interpret these spaces as abstract spaces. They call concrete spaces for the places where individuals in the city produce social value and value. But since the capital does not value the space as a commodity, it is an abstract space, because such spaces are the sole purpose of producing capital or interests. Lebevfre (1991) suggests that if capital owners establish their own spaces, socialists will also be able to establish their own spaces. In accordance with this idea, he was interested in the rights of the people living in the city and the social movement. Castells (1977, 1997) states that the main determinants of how cities are shaped and how cities are like Lebevfre's thought are both capital owners and the state. In particular, the intervention of the state finds it dangerous and dangerous because the intervention of the state only serves the owners of the capital and deepens class conflicts. The city constantly reinforces collective consumption and in this respect it serves the capital constantly. While establishing transportation, housing and social facilities for the citizens, the state actually causes the collective consumption and the collective consumption of the individuals to produce as workers again in the places. Therefore, any kind of capital and state intervention in the city actually creates problems. Harvey (1985, 2001) argues that the city is completely ideological, taking both Lebevreffe and Castells' thought further because the city itself is now an industrial area. Even if there is no direct production in factories, buying and selling of places has been transformed into a kind of production logic. According to Harvey (2002), capital owners are more likely to be stronger in cities in any case, economically, in the form of positive, negative, or crisis, because the city is always the capital owners who design and shape consumption, production, exchange and abstract space. The cities were only controlled by the capital from the first foundation. When Castells (2005) is combined with the state understanding of cities, the city becomes a full-fledged ideological and economic center and causes problems to deepen.

Cities are highly complex, unpredictable, syndromic, and hostile spaces, because cities can be approached at very different scales. All history and theories of sociology can be seen clearly in urban sociology. Many concepts and phenomena such as urban history, migration phenomena, local governments, gecekondular, social networking, industrialization, poverty can be studied within urban sociology. This work has taken a critical approach to the Chicago school, addressing the city of Adana on the basis of Lebevre, Castells and Harvey's critique of urban sociology.

Method

The method of work is an autoethnographic method which is a qualitative research type. The ethnographic method, which is often used in social sciences, especially in sociology and cultural anthropology, focuses directly on observable material events, behaviors and actions of individuals. Problems such as prejudice, limited observations, individual attitudes of the researcher and ethical situations stemming from the theories in which the researcher is connected in ethnographic studies are striking. Otoethnography refers to the personal experiences that have been systematically analyzed about the culture in which they live. The researcher tries to make sense of the society and culture he lives with his personal experiences. The most important feature of authethnographic studies is that the interpretation focuses on the multidimensionality of the positivism by separating it from the causal paradigm and criticizing positivism and attaches importance to the position of the subject. This study is aimed at a general perspective on Adana city. Working in the framework of Chicago schools and critical theories, the study is based on methodological authethnographic bases. According to Maréchal (2010), "it is a research method or method that includes self-observation and reflection studies in the context of authethnography, ethnographic field work and writing" (p. Ethnographic studies differ from autotennographic studies While ethnographic studies minimize the individual attitudes and interpretations of the subject, the position of the authethnographic methodologist as a subject is expanded and individual experiences are foregrounded. Ellingson and Ellis (2008) see it as a social constructivist project rejecting deep-rooted dual opposition between self-ethnography, researcher, object, objectivity and subjectivity, process and product, myself and others, art and science, and personal and political -459). The researcher reflects the individual observations and ideas on the results of the research based on the data as much as possible.

Results

Adana city center is divided into four sections as north, south, east and west. The southern part is called Old Adana, while Northern Adana is called new. South Adana Yüreğir and Seyhan districts. Cukurova county is located in Northern Adana. In Eastern Adana, while Sarıçam is located, the western region intersects Seyhan and Çukurova districts.

Yüreğir and Sarıçam Districts

This region, formerly known as Yüreğir, was divided into two in 2008 and part of the region was designated as Sarıçam. This district is made up of centers of production sites. With recent studies, the establishment of the city hospital, the construction of the Justice palace, the establishment of a new university, the existence of other important hospitals, the establishment of the TOKIs built by the state, the establishment of cultural centers have brought significant changes in these two districts. All these, as well as the places that were opened, quickly began to be built. Apart from these, Yüreğir and Sarıçam districts are small tradesmen. The fact that the state and its capitalists once and for all have led to a serious class difference because capital owners soon turn places into black. The lives of low and middle income people in these cities have attracted the attention of the capital. Compared to other districts, the state is directly involved in the service of the people of the city to some extent. But the structures established without being asked directly to the people of the city and carrying the features of direct democracy disturb the people of the city. Because there is still insufficient access to certain regions of these counties.

Seyhan District

The Seyhan district, where small tradesmen are located, is the district where the trade is made the most. It is a district with a lot of problems in terms of being too much gecekondun and being the district that gets the most migrations. It is a place where different ethnic groups live. Similar to Yüreğir and Sarıçam districts, Seyhan district is the socio-economically lower and relatively middle-class districts. The crime rates are the highest. Since the city of Seyhan is historically the first province of Adana, the financial center is also located in this district. All major state and private institutions continue to exist in this county. Despite being central in financial and institutional sense, the city can be seen as a paradoxical district in terms of sociology. Although it is the center of the whole city, international and global centers do not take much place. In addition, small-scale industrial and production centers are connected to the Seyhan district. Adana's most popular place for local culture is Yüreğir and Sarıçam, especially in Seyhan. Despite all the projects and struggles, the Seyhan district continues

to have multi-component problems. The fact that the city center is dense, unplanned and irregular makes the living spaces of the citizens very limited.

Cukurova District

The city of Adana is generally the district of Cukurova where the living area is relatively more. Although there are socio-economically middle and upper-class areas, it does not have an important function as a financial center. The Çukurova county is named as northern Adana, and northern Adana has a global cultural impact. Particularly in recent years, private libraries have been seen as activities of study, socialization and leisure for students. In addition to these special libraries, growing cafes, restaurants, appetizer houses, fish restaurants, small bowls are among the most visited places. Especially the increase of hookah cafés attract attention. It is possible to see at least a few water pipe cafes in every central street, boulevard and street. It has also made these cafes popular because of the popularity of football matches in Adana. The number of places selling books is rather limited and does not go beyond a few bookstores. Especially in northern Adana, the most intense activities of the students and young people to develop café culture are among the most spectacular activities. In addition to all these leisure activities, there are serious problems in Northern Adana. Despite the fact that children are trying to earn money in almost all traffic lights, although they are named as developed in Northern Adana, there are serious stray dogs and pussy problems. In addition, there are illegal productions under the sites and some luxury buildings, and inspection is not done at all. Most of the villa-type houses built for the life of the families are now used as study centers. The fact that the education system is connected to the classroom has also affected the operation of the city. The emergence of private libraries and cafés as workshops is directly related to the education system. Also in northern Adana, reconstruction reveals the problems of social stratification because the luxury residences reveal class differences in the fact that there are shanty houses in the surroundings.

The recent increase in national and international festivals and the opening of cafes and stores at global level have enabled the city of Adana to live in a global and local culture. In addition, the opening of the three major shopping centers has been integrated into the city of Adana in the global level. These shopping malls can be seen as places where leisure centers are evaluated as well as large consumption centers. While Yüreğir, Sarıçam and Seyhan districts reflect more local culture, the northern Adana Çukurova county can be seen as a place where the global and local cultures live together. Yüreğir and Sarıçam districts have recently begun to revive with state support. But with the unaesthetic and distorted urbanization, infrastructure problems also emerged.

Discussion and Conclusion

The Chicago school examines this kind of urbanization in an ecological framework and recognizes that this is natural. It also sees the city as a way of life. But the critical approach reinterprets this situation and argues that the urban structures are not questioned and natural. Adana towns and districts have an urban sociology in which direct democracy is not applied in this sense because direct thinking of space is seen as Harvey (1985) says, since neither the district level nor the neighborhood level have been asked about their opinions. In general, while Adana might be a better city, the lack of direct democracy has transformed the city into an area of rent. Under the urban transformation project, the historical and traditional texture of the city is distorted. In particular, the towns of Seyhan seem to have been commoditized with urban transformation projects. Although a few small museums have been recently acquired, the sites have become more and more a meta with urban transformation projects. The cities of the Chicago School, which are ecologically natural, can also be considered for the city of Adana because their urban habitats are limited. Especially in northern Adana, there has been a cultural change. The café culture has dominated in northern Adana and partly in the town of Seyhan, allowing the new generation of cafés to live and interpret as a living space. But this cultural change is not seen in the Sarıçam and Yüreğir districts. In particular, the inadequacy of transportation between Sarıçam and Yüreğir districts and Çukurova district seems to have prevented the spread of this cultural change. Sarıçam and Yüreğir districts have to be protected as natural habitats, the inaugural opening has caused these natural habitats to become commoditized and become a capital opportunity.

Cultural habitats have not been created, although natural areas are rapidly in the process of urbanization. Despite the fact that the state and private companies have opened certain institutions together, they seem not to be designed as living spaces of the urban people. Çukurova has become the county where the leisure time is most appreciated. Especially the new generation has more leisure time and academic life in the cafes. In this sense, cafes serve many jobs. They use cafes as areas of study, leisure and socialization. It is seen that the Seyhan district also provides this opportunity to young people and adults with certain cafes. The Seyhan district can be interpreted as the most obvious lie of the socio-economic divide because one district is the district where the lowest class lives, while the other has two centers where the middle and upper classes spend quality time. When traveling by car from north to south at Seyhan town, very different lifestyles can be seen.

The probable cause of this gulf can be interpreted as being the oldest settlement of the Seyhan district. In particular, migration after 1980 and migration from Syria after 2013 caused problems in this district. The lack of a regular urban plan for this province in the 1980s after the 1980s period and the increase of suburbs caused these problems to occur. Sarıçam and Yüreğir districts have been in slums since the beginning and they have disappeared in these disadvantaged provinces which have emerged historically in the last period. Despite all these negativities, progress has been made with the support of the state in these two districts. However, the rapid opening of places and natural habitats has prompted urban residents to question their living spaces again. Despite the opening of the Yüreğir Cultural Center, the presence of two universities, the construction of hospitals, the opening of the shopping center, the establishment of the name of the city and the construction of sports facilities in these two districts, and contributing to the city's identity and serving the cities, they have not yet contributed to the cultural life spaces of the urban people. In addition, the question of the opinions of urban people, which is a feature of direct democracy, can be interpreted as an important obstacle.

In general, considering the four provinces of Adana, the limited cultural and habitat is seen as the most important problem. One of the biggest problems is the use of abstract spaces as objects of capitalism because the spaces are completely commodified (Aslanoğlu, 1998, Çadırcı, 2006, Duru and Alkan, 2002, Gottdiener, 2001). Historical and cultural textures were not completely preserved along with urban transformation projects, and four districts were actually surrounded by industrial and production centers. Therefore, it can be said that capital has dominated the city of Adana. As Harvey argues, the economic process is going to be dominant in the cities, with those who have the capital and capital going forward because the city is the permanent capital owners that make up consumption, production, exchange and abstract space. In this sense, it can be said that cities are under the control of the capital. According to Castells' view of the city, the city becomes an ideological and economic center and causes more problems because, according to Castells (2005), the city becomes an area that is shaped in the hands of the state and the capital. If the cultural and habitats in the city are left to one side, it actually functions as an abstract area where the capital is located (Ercan, 1996; Es, 2007; Friedmann, 1986; Gottdiener, 1985; It can be argued that the city of Adana was also shaped in a large frame of capital.

It is necessary to apply direct democracy in order to solve the problems of each area of Adana city. In developed countries, it is very important to include individuals in shaping the city. In order to overcome the socio-economic divide, it is necessary for individuals to have a say about the city within the scope of citizenship rights. The formation of institutions and habitats that urban people can express themselves is very important for the individual. If urbanists are required to position themselves in the city about the value of their individuality, then it is very important that their individual values are brought to the forefront. Whenever an individual realizes that his or her discourse is a value, it can be considered that the value of life in the city will be perceived more positively. Therefore, it can be said that an individual has an interest in expressing himself / herself in the city and the city life. If a positive step is to be taken in the city of Adana in the future, direct democracy, in which individuals can be directly and actively involved, must be applied beyond capital and state decisions.

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The City's Regulatory Plans in the First Half of the 20th Century

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Abstract

The aim of this work is to throw light on the regulatory plans of the city of Korça. Based on the researches done in the press of time and in the relevant institutions as well, it comes out that the city had a regulatory plan for its development. It is documented in the press of time since 1875 making it an early document for both the city and Albania in general. These data derive mainly from the press of time published in Korças they have had a great impact on the social and economic life of the city. The ever documented regulatory plan is that of 1931 in co-operation with two foreign engineers and approved by the Albanian Ministry of Infrastructure. Based not only on the press publications, but also on what we have inherited up to nowadays, we conclude that this plan has never been implemented. The only " new thing " this plan brought is the " Pirro Boulevard " or the today known " Skenderbe " , (Scanderbeg) which joins the Shen Gjergj Blvd with that of " Republikës " (Republic) . In the end, based on archive researches we can deduce that the city of Korça has been among the first cities of Albania having a regulatory plan. A concise and definite fact is the article of 1910 which speaks of " the City Card " (Chart).

Keywords: Korça, Regulatory plan, First haf of the twentieth century, Road, Engineer Kohler &Bertold, Engineer Nostos, D.Pilika, Engineer Armenante

Introduction

From what we have presented so far in this paper is undeniable the general development of the city of Korça and without neglecting its architectural and urban development. The development of the city in this respect is normally done on the basis of a regulatory plan for the city. There is a lot of documentary evidence for this fact, but unfortunately not so numerous in terms of mapping materials and detailed plans. Evidence provided by the press of the time gives us an idea of the concept of regulatory plans of that period. (figure 1)

But there is no doubt that the construction of new quarters under the well-known orthogonal scheme has been a pre-established criterion and the absences of a binding official act or a regulatory plan would have led to deviations from this scheme and the construction would be subject to spontaneity if we refer to the long time of its implementation since '50 of 19th until the beginning of the 20th century. The rigorous pursuit of this scheme for such a long period of the time allows us to assume the existence of an act or plan that has disciplined city constructions during this period (Thomo, 2012).

" but when we look at it we have noticed that it is just a plan that show that

the city was divided forty and a half years ago. Many places where today are set up

big years on the plaque are marked for

…crops and diara lands "

(" Korça without Plan" , 1929*).*

This earliest data tells us of a plan dating from 1875!!! I say maybe because the article of the 14th of September 1929 " *Korça without Plan* " is about bringing into light the old city plan to make new constructions. Based on the order issued by Mr. H. Mosi, perferct of Korça, at that time, the old city plan come into use. In the late '20-s, as the article itself describes, areas of the city were filled with dwellings, which at the time were considered just " *… crops and diara lands!!!*" I would consider this as the first testimony to a regulatory plan or just the city's " *map* " as was it stretched out. This marks an important point for our city and especially for its urban development, which according to the article leads to the existence

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of a " *plan* " for the city in the middle of the second half of the 19th century. This is simply a datum derived from my research in the press of the time issued in Korça city.

Evidence for the progress and evolution of the city plan is especially impressive in the 20-30s of the last century. In the 1910 (1326), the famous article *" Map of our city "*, mentions that the city plan was compiled whereby the opening and arrangement of old roads with width of 8-12 m was foreseen. The article writer criticizes the plan, especially when it comes to settling old quarters, according to which many homes had to be broken, or to extend the roads from the hills and the river, from the first were steep, where cars could not pass, while the latter would be short and serve a limited number of families. (figure 2)

Apparently, from the beginning of the 20th century, there would be a need to draft a new city plan to meet its growth needs. But we do not know if the plan has been implemented since, as it emerges from the article, it was a mechanical application of the orthogonal system, intervening even in the old neighborhoods with a structure already formed and in inappropriate terrain (Thomo, 2012).

Later due to the growing pressure of social opinion, the need for drafting city' s regulatory plan become urgent. In the article " *Korça, a new town* ", the drafting of the plan is strongly established. Apparently these demands were related to the rapid expansion of the city at that time, which the old plan would not have foreseen *(" Korça, a new town ", 1920)*

The next testimony comes to us in the distant year 1928. In the article in question we distinguish the initiative of the Municipality to prepare a new city plan that would solve many problems compared to the old plans that were used till then. This article tells us about blocking some areas where it will not be built because constructions should be made according to the new future plan. While *" … in the other parts of the city it was decided that the construction would be free with the condition to be noted by the Municipal Technical Office in the country and to enjoy the plan of the building. This decision was approved by the Administrative Advisory "* (" City plan", 1928).

The above mentioned article recalls the speech verbatim:

"… The most important point for decorating a city is the plan. Almost all the cities of Albania have made modern plans and the Municipality of Korça decided to make the city plan and since 1923 has appointed from time to time tree engineers and until now there is no plan. It's been two years now, since a foreign engineer was appointed to compile a plan and he has opened two roads only. Whatever you say seems to us to be superfluous. Time is up, we need the plan asap. The municipality needs within this year to have the city plan in every way " (" Korça without Plan, 1929*).*

These discussions in the press of the time are due to the fact the City Hall in 1928 brought an engineer from Vienna to draft the plan. The design of the plan lasted three years and ended in 1930. He holds the signature of eng. Kohler and Bertoldi (Thomo, 2012). But even though we have this information on the time and progress of our city plan, in a latter month's article we find the " *Korça Plan* ", " *… we are notified that the Prefecture has appointed a commission of engineers to investigate the case of the plan of the city, ie what has been done so far, why the plan is not over yet, what is the job done by the appointed engineer till now, how long does it take for Korça to have a plan and at what costs "* (" Korça Plan ", 1929).

From this second article it follows that after " the little stinging article " made by Korça citizens against the Municipality and its measures for this plan, even though the author says that they had " hired " two engineers from Vienna for this plan, it shows that there engineers had taken the job not seriously, as it turns out that the engineers in question, had finished only two streets of the city!!! What makes the situation worse is that the engineers in question started working from 1928 till the end of 1929 with only two roads finished in return. Some may view it as criticism of the leaders of the time but there are merely the ideas of Korça citizenship who were only interested in " the prosperity of the city " and were not worried about anything else and also wanted the Municipality to do its job and not take jobs so " slowly " as the city really needed a plan, as most of the work and constructions were forbidden until the formulation of the new city development and construction plan.

We can even say that an article of October 1929 " *City Plan* " shows us a fact that we had not read before " *… to finish the city plan as soon as possible, the Municipality also agrees to hire " The Maliqi Company ", to work with the municipality' s helper and finish until the end of March 1930 "* (Ibid. 2). So in this article, as I said above, it comes out that for the drafting of the city plan there are no foreign engineers who started to deal with its design, but the engineers of the Municipality and the engineer of " Maliqi Company ". The fact that the article writer does not mention the two Viennese engineers may be considered as a lapse. But it seems to be inconceivable not to mention them or even the lapse itself. Considering that the

city' s own engineers had taken care of the 1930' s city plan, we can say this is an urban achievement of the city marking also a point in the city development in this respect as well.

The 1930 Plan found Korça formed as a territory, as a structure and in the path of further development of urban concepts. This plan fixed the existing situation, making adjustments, adjustments to shafts and road extensions in the existing structure, and foresaw the expansion of the city by defining new construction plots. The expansion of the city was based on the same criteria of the orthogonal system, so it was a mechanical continuation of the existing structure. Regarding the arrangement of the existing structure, the plan was extended to the old neighborhoods of the city, in Varosh and Kasaba. But these proposals were difficult to implement, as they related to numerous breakdowns and high costs, and all these did not favor any significant functional or urban improvement (Thomo, 2012).

But what happens during the 1930' s in the city of Korça and how is this plan expected not only by the ordinary citizens, but also the engineers of that time and the workers of the city. Thus, from the data we always get from the press, we see the fiery discussion of the plan and the general concerns about the urban development of the time in our country. Thus, the article " City Plan " dated 1 April 1930 states that the name of the roads is over, and the road regulation plan will be completed " by Saturday ", upon completion will be sent to a special man in Tirana, so that it can be approached as soon as possible by the Ministry and return to implement. So, it turns out that the city plan was over in the early days of April and was sent to the capital for approval. But a few days later we come across another article that speaks of a telegraph sent by the workers of the city of Korça who ask the competent ministry to approve this plan as soon as this would lead to the unlocking of works and creating jobs for them. Because this state of affairs in the city has led this part of the population into drastic measures as they are the only ones who get work and keep their families. In another article, " *The Workers Advocate for Delaying the Plan* " (1930) emphasize that " *… because of the design of the new plan, the construction of the new buildings within the city is banned …* ", " *… this morning all city workers gathered in front of the City Hall demanding that construction permits be issued in confrontation with the new plan before being approached by the ministry. Workers gathered today are in a bad financial crisis and their prayers have been presented to the ministry telegraphically* " .

While at this stage when the city plan was sent to Tirana we also have such cases where engineers of the time gave an idea how to act and how should our state legislate to determine how maps should be drawn up, " *casting measurements on paper*" " *… it will be necessary for our parliament to draft such a law for the cities of Albania, so that they may walk modernly even in this branch on the road towards civilization* " ("On city plans", 1930,) and all this article " on the city plans " is all formulated by Nastas D. Pilika. (figure 3)

By comparing the 1930 plan with the present state of the city, we see that only a small part of it was implemented in later years. This has to do with some extensions and routes and with the addition of the some plots. Proposals for regulating the urban structure of old Korça, Varosh and Kasaba ensembles, as well as the addition of the new parcels in the some parts of the city, such as the slopes of the hills, etc., did not find any application (Thomo, 2012).

But after a year we come up with this article " *City Plan With Errors* " (1931) which points out that " *implementing the new city plan that was drafted a year ago, we noticed some important mistakes, which in order to decorate the city make it to look shaken. In order to make the necessary repairs, the Municipality invites Mr. Eshraf Frasheri to make proper observations and corrections* ". So the plan was again with errors and this is not only distinguished in articles published in the press of time but also in a review of the city plan " *Correction and modification of errors appearing in the regulatory plan of the city of Korça* " Tiranë, 3. VII. 1931, " *… on June 17, 1931, I flied to Korça by airplane to make action on the order received from it P. T. Minister as well as for checking the parts. The regulatory plan that is being implemented, as well as the part of the Commission, appointed by the Concil of Ministers for the assignment of Maliqi Lake Conservation Limits. According to verbal agreements with the Mayor, I was assigned from the Municipality (Letter No. 999 dated 30/ 6/ 931) to be interested in the case, regarding some points of the regulatory plan*

<div align="center">*Eng. Armenante*".</div>

In this correction we see the changes that take place on different streets in the inner quarters of the city and especially those located in the old part of the city as well as some streets in the " New Neighborhood ", these roads have simply and only changes and zoom roads by taking territories from the outskirts of the apartment and extending it and being fairer and more open to the free movement of cars and people, as the roads in the part of the city are known to be a little tight. There are also seen in the notes made by the engineer assigned to arrange the plan where the changes made in certain roads and on the walls of the dwellings are made in red and green. They are marked in order to be changed and make the streets as good as possible.

But again in 1934 we have a mistake highlighted by the constructions that were happening in that area we see that " … *the Municipality noticed that the city's plan had big mistake because the newly built dwellings did not come into a straight line. Then, Mr. F. Koller, who designed this plan, was contacted. He found that the first measurements had not exactly been marked on the plan. So the old lines of this path on the plan are incorrectly marked. After this finding was corrected and the plan was sent to the Prefecture, whose administrative Council had proven it to be true, was sent to the Ministry of Infrastructure to give the definitive approval. But, the council of the prefecture, in the country, formed the idea that this correction will again have the error and therefore asked engineers from the Ministry of Infrastructure to come here and investigate the case* (" *An error in the city plan" , 1934*). But even this brought problems about the implementation of the 1930 plan.

Another evidence that has come in hand as a map is the existence of a " *Plan* " in 1937.This information is from a former employee of the City Hall before the 1990s, who has this material. From the conversation I realized that this map dated this year. Talking to me about a plan for the city this year, as well as from the good research at the AQTN in Tirana, I found a plan that the employees there told me that it is in 1937. The city of Korça in the late 1930' s also has a new plan that can possibly elevate the city to an even higher stage due to the fact that the existence of this plan has been made for improvement and development even more of the city.

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Figures

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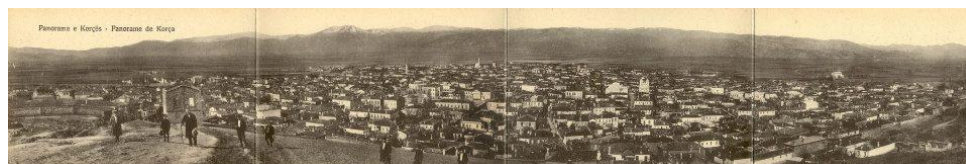
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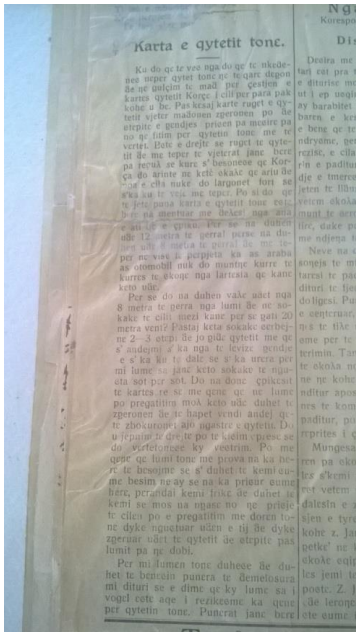
Figure 1. Panorama of Korça

Figure 2. The first article about regulation plan in our city

Figure 3. Article of Eng. N. Pilika in the press of time