REVISTIA

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Time Management Experience for 1st Year Students of the Faculty of Medicine

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Abstract

Rīga Stradiņš University (RSU) has almost 70-year-experience in implementing health care and 20-year-experience social science studies. RSU has more than 9000 students, 26% of whom are international students. Beginning of studies at Rīga Stradiņš university (RSU) Faculty of Medicine, students have to change several aspects of studies compare to high school: much deeper study content and scope of studies, type of learning, more emphasis on full-time work, practical class and lecture schedule for day, week, semester, types examinations and their regularity, new organizational culture, study year members, study course lecturers, must learn new concepts, such as matriculation, study regulations, study course, department, colloquium and others. Some students of the Faculty of Medicine do not set priorities in time and end up lacking time, do not fulfill their goals, are not satisfied with their study results, even have health problems. Therefore, time planning, selection of appropriate study strategies, setting priorities is a challenge for 1st year students and lecturers to make a pedagogical contribution to help students successfully move forward in the study process. The aim of the research is to find out the student's opinion about time management, the set goals and their implementation and implement and test a support system at the university level.

Keywords: time management, time planning strategies, self-discipline, effective support.

Introduction

Theoretical background

Time management and setting priorities are skills that each student and lecturer at the university develops on daily basis. Often, we each encounter difficulties, such as too much work to be done in one unit of time. This most often indicates errors in work planning. Another typical example of errors are delays and non-compliance with deadlines in setting priorities.

We each begin to learn time management skills firstly in the family and then continue to do it in school, and they will be needed throughout our lives. At school, you learn how to organize your time, how to set and follow your goals, how to organize your work, how to develop and improve self-discipline skills. At the same time, personal responsibility is being improved. According to the current educational standard in Latvian schools in social lessons students

learn to analyze their strengths and weaknesses, learn strategies on how to improve their weaknesses, learn basic time management skills.

It is just as important to learn to be aware of your strengths, where and how to use them. Therefore, when starting their studies at the university, students use the acquired skills, but as the data of our research show, time management skills for students are developed at a different level.

As experts from other universities admit, then a time is a finite resource. Balancing responsibilities at your job, home, and school is not easy. No matter what, you're always left with the same 24 hours in a day to check items off to-do lists, spend time with family and friends, and unwind. By planning ahead and using your time wisely, you'll be able to accomplish more and enjoy added free time (Purdue University, 2018.)

Learning and comparing how to manage your time better will help you maintain academic performance as well as a life outside of school (Brown, 2017; Garbugli, 2017; Purdue University Global. Time Management Tips for Busy College Students, 2018; Princeton University The McGraw Center for Teaching and Learning, 2016).

Not only medical studies are taught about time management, but mastering any specialty and all recommendations could be see common: setting and achieving goals, self-control and self-discipline, real time deadlines, rewarding yourself, concentration, assistance.

Dartmouth Academic Skills Center experts emphasizes that define long-term and short-term goals and build your schedule around them, examine and revise your lifetime goals on a monthly basis and be sure to include progress towards those goals on a daily basis. Experts recalls that keep paper or a calendar with you to jot down the things you have to do or notes to yourself.

Therefore, Purdue University experts also describes what is already known the Pomodoro Technique, developed in the 1990s, work in short intervals and take short, regular, timed breaks or "Pomodoros."

E. Garbugli from Duke University say that work around procrastination. Procrastinate between intense sprints of work. Always prioritize. K. Farid from Ain Shams University published in the Procrastination Research 2021 that in procrastination study, a widely used meaning is "the putting off of what is required to achieve some goal", but there is a difference as The delay of working on smaller or less important duties that interrupt Significant tasks which need to be completed is not considered procrastination but a wise and effective way controlling their time so it goes without saying that When a person chooses to postpone finishing an important task in order to achieve a more favorable as hanging out with colleagues is a typical form of procrastination.

Princeton University The McGraw Center for Teaching and Learning experts emphasizes important principles as commitment and recommends to be brutally realistic, not idealistic when making your schedule and "I'll get the most out of this time." Leave empty time slots, and schedule in recreation time. Also make time for enjoyable, rejuvenating and satisfying activities like organizations, sports, and entertainment. One thing at a time, when switching we lose the depth of our engagement, absorption. Principle First Things First means that schedule the things that are most important to you first thing in the day, or at the first available time slot. Think how do you incorporate flexibility into your schedule and be ready to reduce

the amount of time, but don't compromise on your health. Don't let "mindgames" in which you create justifications get in the way or lead you astray. Another important principle is organizing your environment—both physical and social. Choose carefully where you study and use physical reminders, for example, if you want to work out more, but are getting bogged down in email or Facebook, put your running shoes on top of your laptop.

Summing up theoretical findings here are the main components from time management tips (Figure 1) that will help you build strong time management skills in medical school, when you need them most.
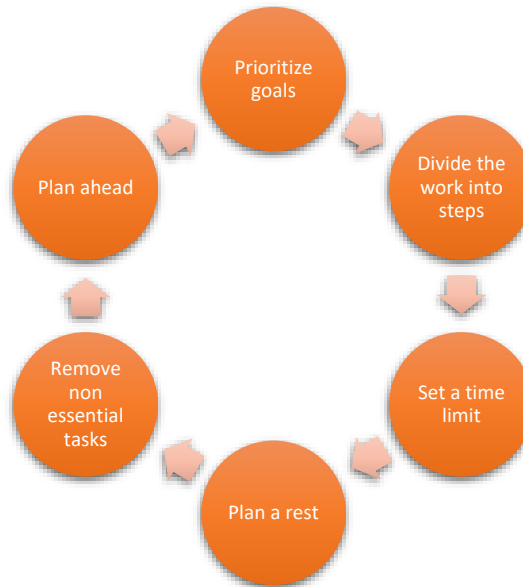
Figure 1. Time management tips

Materials and methods. Qualitative and quantitative methodology is used in the research: questionnaire for 1st year students Faculty of Medicine (N=405), focus group with field experts (N=5), student group leader (N=54) focus group twice in each academic year, up to 8-10 group leaders in each focus group.

The data obtained in the study were recorded in audio recordings, transcripts were prepared and Microsoft Excel 2016, IBM SPSS 26 program was used for the analysis. Personal data protection was ensured in data collection, processing and analysis.

In the 2014/2015 academic year, three focus group discussions were organized with the specialists of the RSU foreign department on the accumulated experience in organizing adaptation and introduction days for foreign students who come to Latvia and start their studies at our university.

The experience and documents of other universities were analyzed. The obtained data and conclusions were taken into account when creating the materials of the study course ''Time Planning and Management'' for the 1st year medical students and to start the implementation of this course in the 2016/2017 academic year.

The table shows the main content and study outcomes which we defined when creating to study course *Time Planning and Management.*

Content	Study outcomes
Study process in RSU	*Explain: differences between the study process at school and university.* *Memorize about:* *Strategy and structure of RSU, study process organization, regulatory documents, Regulation of Ethics, RSU history, values and traditions; the structure and competence of the medical faculty.* *Schedule of lectures and practical classes, agenda of study course examinations, general, special and current information.*
academic integrity	*Discuss about:* *Basic principles and concepts of academic integrity such as cheating, falsification of results, plagiarism, etc., as well as way how plagiarism is checked at RSU.* *Making references in essays, reports and scientific papers.* *What literature sources are reliable to use.* *Possible consequences if academic integrity is violated.*
study environment in RSU	*Use:* *wireless internet, photocopying services.* *RSU Student Portal, e-studies.* *RSU Library and Student Service, Career Center services.* *Services of the Open University and Medical Education Technology Center.* *calendar of the academic year.* *opportunities for after studies activities (sports, artistic activities, etc.).* *Know: how to can apply for a scholarship; involve the mentor / curator in problem solving and to establish correct communication with lecturers.* *a student emails* *Elected group leaders, course leaders, their responsibilities.*
Student government	*Memorize about:* *Structure and representation in the common RSU structure.* *Group leaders, course leaders, their responsibilities* *Solutions of the problems.* *Activities and events.*
Time management	*Discuss about:* *efficiency, strategies, effectiveness and productivity of time planning, self-discipline during the semester and the session.*
Study aim	*more successfully to the study process at the university.*

After the implementation of this study course, a student survey was conducted. The survey included a total of 17 both open-ended and closed-ended questions and was conducted for three consecutive years (2018, 2019, 2020). Student involvement were voluntary.

The data of the survey results were analyzed by considering the following parameters - year, age group, gender, time management skills and when the goal to study medicine was set. Of the total number of respondents, 78 men, 321 women, 6 do not indicate gender. In total, 211 students participated in the survey in 2018, 150 students in 2019 and 44 students during distance learning in 2020. Distribution of respondents by age groups: 106 respondents in the age group 17-18 years, 237 respondents in the age group 19, 58 - 20 and more years, 4 - no answer. They had to rate their time management skills on a scale of "0 or 1" - no skills or very poor, "2" - bad, "3" - average, "4" - good and "5" - very good. when the goal was set to study

medicine, there were categories: childhood, elementary school, high school, recently, before starting studies, another answer.

On a scale of 0-5 (0 - no need; 5 - very necessary) it was also necessary to assess the need for time management skills for medical students and whether medical students have differences in time management compared to students of other study programs or fields.

The obtained answers were grouped into categories to compare with the age at which the goal was set and the self-assessment of time management skills.

The research design consists of research methods, goals, target audience, research time distribution and the main result of each research phase (Figure 2.).
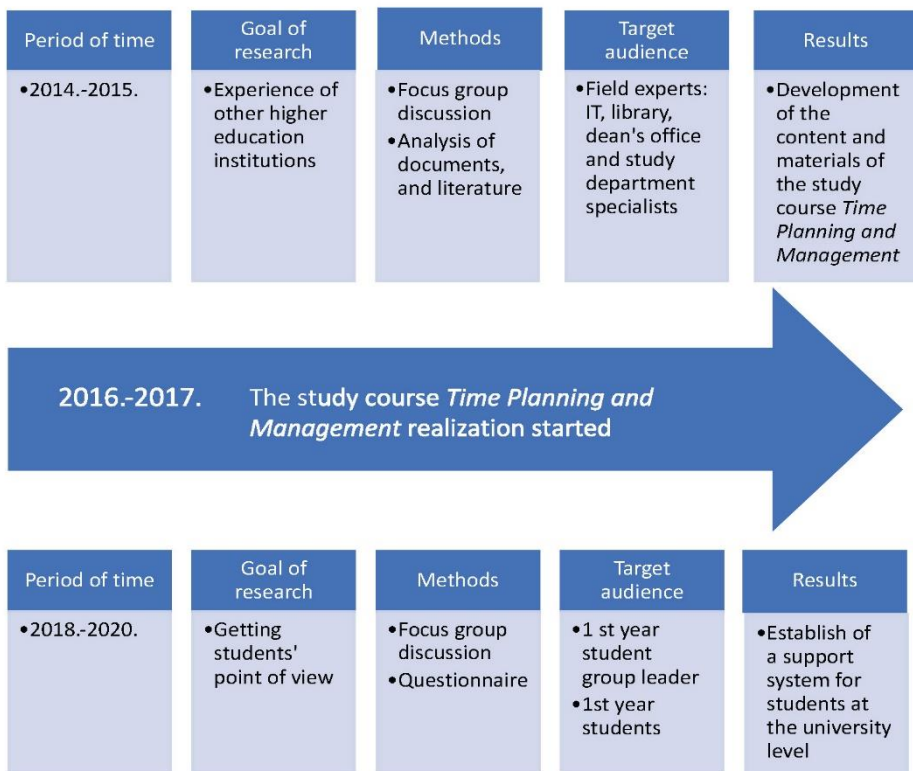
Figure 2. Research design

Results

According to research in other universities as a medical student, one of your biggest career goals is to become a doctor (Dyer, 2021). This takes years of hard work and dedication to learning medicine and the art of patient care. That means setting goals and creating plans of action to help you achieve them.

In the following, we will analyze the data in three parts. All parts combine: the goal to study medicine.

1. When was the goal of studying medicine set?

2. What could affect the change of goal?

3. What additional goals related to medical studies could be set?

Part I of the study "When was the goal of studying medicine set?"

Analysis of real-life stories - why I chose medicine, students admit that the sooner a prospective student sets a goal to study medicine, the more purposeful and successful the study. Therefore, we looked at the data in terms of when the goal to study was set. Total number of respondents n = 405. In the analysis of the results we conclude that the trend is similar in all years, basically this decision is made in secondary school n = 160, then successively in primary school n = 114, in childhood n = 80, least n = 49 recently, before starting studies, and it is taken by 18% of men and 11% women.

To clarify one of the research tasks, we used the answers of the open-ended questions and grouped them in the following categories (Figure 3.):
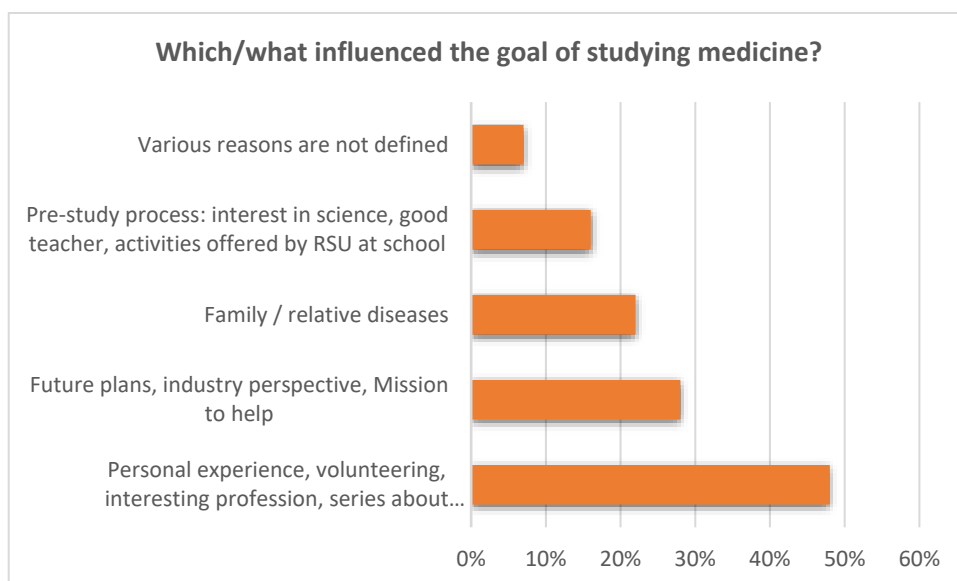
Figure 3. Which/what influenced the goal of studying medicine?

Comparing the obtained results, a logical regularity can be seen, if the choice of goal was influenced by "Personal interest and experience, volunteering, interesting profession,

doctors", then this goal was set by 53% recently, before starting studies, equal distribution in 51% , because the experience gained in practice has facilitated the choice to study medicine and 52% evaluate their time planning skills as very good, there is no significant difference in the age group and gender.

Student A. writes: *"Working in a medical institution, seeing the work of a doctor, I decided to study medicine… when I watched the surgery I realized that it really fascinates me"*

28% of students noted that their choice is related to the future prospects of their profession, mission to help, then in this case the answers obtained are equal: 27% set goals in childhood and primary school, 30% in secondary school, 26% recently, before starting studies. In the assessment of time planning skills, 35% are rated as very good and 35% as very bad.

"From childhood I was interested in medicine and there was a desire to work with people. I also like that studying medicine every day is a challenge. I was very attracted to the opportunity to help people, the doctor's daily life. "

"This profession seems prestigious and interesting (you have to study for a long time, you like to study. The field of medicine is something that is necessary for humanity, it benefits humanity and, of course, medicine is vital for the successful growth of the nation and country. That's why I chose to study medicine, to do something good and necessary for people "

For 22% of students, the goal was influenced by family experience, their own or relatives' illness, so these students have chosen their goal the earliest - in childhood - 35% and only 8% decided recently before starting their studies. There are no significant differences in the age group, by gender. 26% rate time management skills as very good and 27% as very bad. Statically different this indicator is in 2019 - 17%, compared to 2018 - 26%

"*there is a doctor in the family and the work of a doctor has always seemed very interesting and attractive to me personally." "Both parents are doctors and I had to spend a lot of time with doctors. When I spent time in an environment without medics, I realized what I was missing"*

"I was in close contact with doctors / surgeons because I had several serious surgeries. I realized that I wanted to help others just as I was helped when I had health problems."

16% of students noted that an important role in their choice has been to the study process before the university, citing a variety of learning activities, such as biology and chemistry lessons, the teacher, participation in various school and extracurricular circles, including RSU organized lectures and practical classes for students. Statically significant results show that 27% set goals in secondary school and only 4% in childhood and also 4% recently, shortly before the start of studies.

In this case, no student rated their time management skills as very poor, and 9% rated them as very good. It should be noted that a significant difference in this measurement was 20% in 2018 and only 7% in 2020. We explain this with various activities organized in person in Latvian schools, for example, RSU student-journal discussions, lectures, talks with students, which could facilitate faster decision-making in the field of medicine.

"*This goal was influenced by the fact that subjects related to anatomy and medicine seemed to be the most interesting when studying biology and chemistry in primary school."*

"In-depth interest in biology; attending various seminars related to biology and medicine; Branch of the Academy of Young Doctors in Valmiera; and other competitions and Olympiads interested in studying medicine".

"Excursion to the scientific center" Aha "in Tartu, Estonia, where it was possible to study the pig's eye."

7% of students chose the answer chosen by various reasons, for example, series about doctors, books, publications, then 14% of this decision was made recently, before the start of studies, 8% in secondary school, 4% in childhood and also in primary school. For example, "...*I didn't see myself in any other industry and saw it as my calling.*" or a student writes: ... *I liked the white robe... I was impressed by the series "Emergency room"*. Statically different results were only in this category between the genders, 13% of men and 5% of women had answered different reasons have influenced their choice to study medicine.1% of respondents had not answered this question.

Part II of the study: What could affect the change of goal?

Often students drop out of medical studies already in the first year of studies. By analyzing the answers to the open-ended question: "What could affect the change of purpose?", We could identify problems in a timely manner and provide support. 26% of students did not comment on the change of goals. All other obtained answers were grouped in the following categories (Figure 4.):
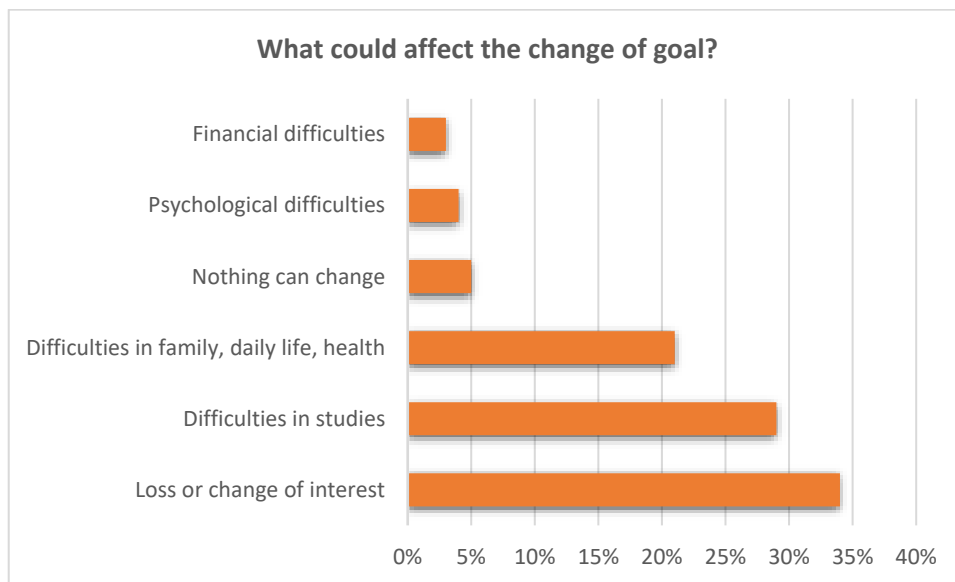
Figure 4. What could affect the change of goal?

In the analysis of the results, we conclude that the loss of interest and change of categories have been chosen differently by study years in 2018 47% and comparatively by year only 17%, while older students have chosen the least this answer 15%, while younger ones 35%, which could indicate about the search for their own path and another profession, and these students

could drop out of medical studies if they do not create fulfillment, interest, do not see themselves in this profession or do not want to devote so much time to learning the content.

"*Since only two months of study have passed, I assume that the goal of studying medicine may change. There are other areas of healthcare in which I am also interested, I have not decided anything 100%.*"

"*There will be other interests, I don't want to put too much effort into achieving the goal.*"

"*Gaining experience, getting to know the real work environment.*"

29% of students write that one of the reasons for dropping out of medical studies is that they will not be able to cope with the heavy workload, that they may not pass the tests, that they may run out of time. 41% of students rate their time management skills as poor. This category is mentioned equally often in all years of the study and is not answered differently between women and men, and there is no difference in the choice of target. Naturally, older students mentioned it less - 19% than younger students - 31%, because they are more confident in choosing their next profession. Therefore, it is important for lecturers to notice the difficulties encountered by the student in the study process as early as possible, to invite them to individual consultations, to try to find a solution together.

"*Difficulty adapting to the new, more complex way of life and study.*"

"*Very great difficulties in studies, outstanding colloquia or exams, revelations that I do not learn the content.*"

"*Excessive workload, my poor ability to plan time, set priorities.*"

21% mention various circumstances for changing their goals, and most often they are difficulties in family, everyday life or health. Students mention this reason less in 2019 - 14% compared to 2018 - 27%. The result was not measured during distance learning. Surprisingly, this category was less mentioned by older students 19%, who may have already experienced more difficulties in life compared to 26% of students who set a goal in childhood.

"*Dramatic changes in personal life, health problems, family circumstances, change of residence.*"

5% of students are absolutely convinced that nothing can change the goal. Statically, the difference is 7% in 2018 and 3% in 2019, as well as older students 9% and younger 3%. Students rate their time management skills as very good 4% and no students rate them as very bad. Data on the time when the goal was set, 2% recently and 6% in childhood, also show a targeted choice.

"*Nothing can change, because I want to improve the overall public health care system, the social guarantees of medical staff.*"

In the category of psychological difficulties, we collected answers in which students write that they may not fit into the team, that there may be disagreements with colleagues, lecturers, that they are afraid that they will not be able to look at blood and other medical manipulations. The group leaders confirm in the focus group discussion that such problems are real. In 2018 again more 6% and after a year 1%. It should be noted that older students did not give such an answer compared to younger ones. In addition, 7% of these students rate their time management skills as weak and no student rated their time planning skills as very good.

"There will be no friends" understanding that human nature is not fit for purpose. Conflicts with group members or lecturers."

"Better acquaintance with the personality, personal experiences that change specific beliefs."

"A new place to learn and young people around, which means adaptation and a possible change in habits."

Lack of funding was mentioned in 3% and there are no significant differences between the study years and the answers between women and men, naturally older students mentioned 9% more answers than younger 2%. In turn, their time management skills are assessed as weak 6% and very good 4%. This answer is mentioned by at least 1% of students who set their goal in primary school, compared to 2% of students who set a goal recently.

"Changing life situation - especially when the family / financial situation changes."

Part III of the study: What additional goals related to medical studies could be set?

In Part III of the study were asked an open-ended question "What additional goals related to medical studies could be set?" and the obtained answers were grouped into categories (Figure 5.):
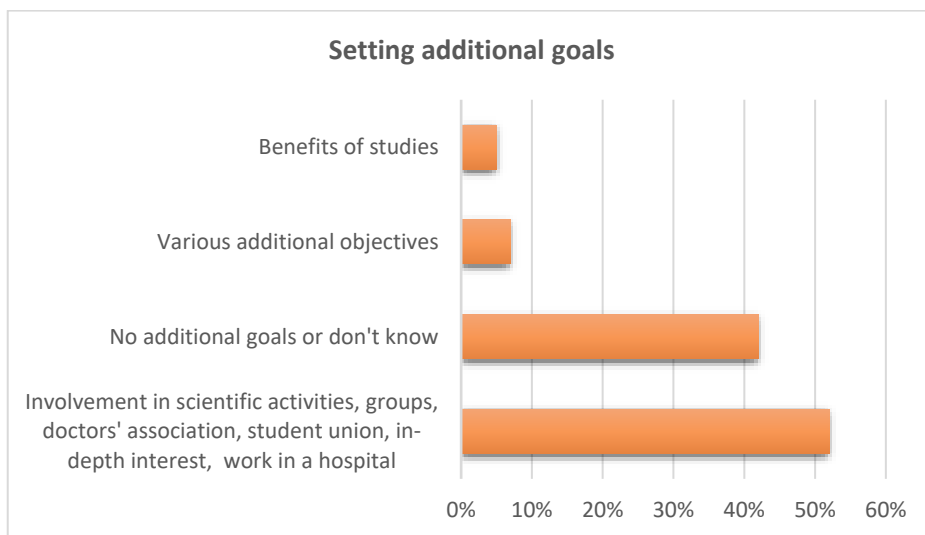
Figure 5. Setting additional goals

Involvement in scientific activities, groups, doctors' association, student union, in-depth interest, specialization in the field, work in a hospital, medical institution, such as emergency medical service, some students also plan their career as RSU lecturer, students plan to participate in ERASMUS program, study in residency, doctoral studies, plans to open their own medical practice and some students plan to continue their careers abroad, to become a doctor in more than one field. There are no significant differences in the age group, but in 2019 this additional goal is mentioned by 44% less than in 2018 by 58%.

"Desire to develop in one direction, I want to participate in student union."

"Excellent for graduating from university, studying for a residency and then a doctoral study."

"Improve the overall state health care system, social guarantees for medical staff."

There are no significant differences in the assessment of your time management skills. In turn, only women have mentioned continuing their career as an RSU lecturer, while the goal of studying medicine is set at 60% in childhood, which is the highest reading in this category.

"Participation in a student scientific conference to gain a variety of experiences. I am very interested in attending scientific groups, writing scientific papers, working in a hospital. I want to find out the mechanism of gene mutation and find a way to solve it."

"Continuing my studies to become a professor of a medical field. Also enter and graduate from the Faculty of Dentistry to practice facial / maxillofacial surgery."

"Establishment of the clinic, conducting lectures, becoming a member of the RSU team-lecturer, rector... (in the future)."

However, 42% do not know yet, they do not have an idea about additional goals yet, most often they answer that they will still arise during their studies. There is a statistically significant difference between the years in 2018 36% compared to 2019 49%

"I can't say. In my opinion, they will appear organically themselves as they acquire knowledge and expand. Maybe there will be an additional branch of medicine that will interest me. I think a specialty will be rethought many times."

7% of students' answers combined various additional goals that can be formed during their studies, for example, gaining financial independence, improving a hobby, spending meaningful free time, self-improvement, making friends, a sense of mission, being a member of a corporation. This answer was written by 6% women and 13% men, and less 3% of older students than 9% of younger students.

"Create a medical program or establish a new fund."

"Because medical studies are long, my goal during these years could be to start my own family."

"At the same time, have a good time, develop your fitness and health."

To become a doctor Clown, to get involved in the project "Big care for little ones" and make good contacts, help strangers, volunteer in a hospital."

5% of students plan to get various bonuses in the study process, for example, to improve their foreign language skills, to obtain automatic assessments in exams and to study in a state-paid study program, to obtain a scholarship. Only 3% of men write about bonuses, compared to 6% of women. This answer was given the least by students who have recently set a goal of 2%, compared to 8% when the goal was set in childhood.

"Learn another language and to work abroad."

"To enter the residency of a budget study place, because I want to become an anesthesiologist."

Conclusion and discussion Focusing on the set goal, recognizing time thieves, choosing learning and time management strategies, self-discipline, decisions and their implementation are new challenges for 1st year students. A support system for lecturers, study year members, organizations and families are recommended and desirable.

In order to organize meaningful and purposeful development of time management skills at the organizational level, we recommend:

Continue to identify the experience of senior students, the experience of other universities and classify possible problem situations in order to offer various strategies, solutions in time and students do not arrive until the end of studies.

Development of a time management study course based on RSU experience for 1st year medical program students, which could be an approbated example in other study programs, as well as in other universities.

Based on the experience of higher education institutions of other countries, to create time management recommendations and possible solutions to real problems on the RSU website, contacts of support structures.

For discussion: data from studies in other universities that the goal may differ depending on the year of study. What are the differences between general procrastination reasons and time management skills status our university students and relation between academic year, procrastination and time management skills.

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Changing of Health Anxiety in Disadvantaged Population During the Pandemic

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Extended Abstract

We have lived our lives in the spirit of the COVID-19 pandemic in the latest period, which demanded serious sacrifices in Hungary as well. By the spread of the epidemic, more and more and younger people fought with the disease, several people worried about their relatives' and friends' health. The period of the pandemic and the central provisions aiming at stopping the spread of the epidemic affected people in several different ways, but it has no doubt that confinement, restrictions and the lack of interactions had mental effects on everyone. Over the fear from becoming infected, the reorganization of the healthcare system also influenced people's mental status, and increased their anxiety and health anxiety, since the care of pre-existing chronic diseases and the diagnostics and therapy of new acute diseases were performed based on a new unknown protocol. Our research examined the population's health anxiety in a highly disadvantaged region of Hungary along more dimensions in the second and third wave of the pandemic. Our research goal was to get to know the level of health anxiety according to different settlement types, genders, ages and occupations, and to compare its change with the measured data of the option and willingness for vaccination. Our special goal was the assessment of the healthcare workers' mental status and monitoring of its changes. For the on-line survey research, we used standard questionnaires also validated in Hungarian language: the Short Health Anxiety Inventory - Hungarian version (SHAI-H) (Köteles at al, 2011), the 5-item WHO Well-being Index (Susánszky et al, 2006) and the Adult Hope Scale - Hungarian version (AHS-H) (Martos et al, 2014). During data recording, we queried labour market status, relationship status and the size of the residential settlement besides the socio-demographic data (gender, age, education). There was one question about the respondent's evaluation regarding his/her own health status and another about religiousness. There were further questions about COVID-19 infection or its suspicion in terms of the person's own and immediate environment, the severity of the perceived symptoms and the form of the necessary health care. Data recording of this current cross-sectional research was performed in the end of November 2020 and in the beginning of December 2020 at first, and then in March 2021, the questionnaire was filled by 528 persons in the second wave and 515 persons in the third wave. Although the survey, the cohort study performed by on-line sampling is not representative, due to the size of the sample, data provide an informative picture about the mental status of the population of the North-eastern region of Hungary and its changes during the second and third wave of the pandemic. Results: The average age of the 528 persons involved in the first phase of the research was 39.4±13.1 years, the willingness to respond was similar in the second phase (N=515), and there was a small decrease in the average age (x=34.7±13.05 years). At the time of the first data recording, 16.7% of the respondents had undergone the COVID-19 infection, while this number was 24.1% in the second phase. At first, most of the people having been infected (50.4%) had mild symptoms, while 47.8% survived

the disease with medium strength symptoms. When we asked about the wider environment, they reported essentially more infections: the infection could have been detected in all the respondents' households. 22.7% of those living in one household had at least one member and 77.3% had more than one infected family members. The severity of the course of the infection was different: 32% judged it very mild, 60.9% said it was medium, 3.1% of them needed hospitalization, and the course of the infection was fatal in the environment of 3.5% of the respondents. In the second phase of the research, most of the people having been infected (45.1%) had mild symptoms, while 52.6% suffered from medium strength symptoms. 37% of those living in one household had at least one member and 63% had more than one infected family members. The severity of the course of the infection was different: 26.5% judged it very mild, 58% said it was medium, 9% of them needed hospitalization, and the course of the infection was fatal in the environment of 4.5% of the respondents. Overall, the pandemic influences the population's mental status and health anxiety in an obviously negative way in the examined region, it shows correlation with subjective health status, and we do not know its long-term effects at this time.

Keywords: pandemic, health anxiety, subjective health status, mental well-being

I. Introduction

The aim of our research is the examination of the population's mental health in a highly disadvantaged region of Hungary in the different waves of the pandemic. We examined stress, mental well-being, hope and health anxiety perceived among the population in the second and third waves of the pandemic by a standard, validated questionnaire along several dimensions. (Rucska & Lakatos, 2021, Lakatos & Rucska, 2021). The goal of this current study is the exploration of the level of health anxiety according to different settlement types, genders, ages and occupations and its changes, compared with the measured data of the option and willingness for vaccination. Our special goal is the assessment of the healthcare workers' mental state and monitoring the changes. Although, our results from the time of the second and third waves of the pandemic are not representative, the examination provides an informative picture about the mental characteristics of people living in North-east Hungary, especially regarding health anxiety.

II. Literature Rewiew

In the last one and the half year, several studies and statements have dealt with the effects of COVID-19 on physical health (Cao & Li, 2020, Lvov et al., 2020) and mental well-being (Brooks et al., 2020, Csikós et al., 2020, Pfefferbaum & North, 2020, Serafini et al., 2020). The study results have continuously proved that the pandemic shows correlation with the worsening of the symptoms of depression, anxiety, health anxiety and perceived stress (Li et al., 2021, Tyrer, 2020, Xiong et al., 2020). The fear from getting ill and the stigma associated with it, social distance, isolation, existential uncertainty, the lack of information or its contradictions are associated with such negative mental symptoms as frustration and boredom, post-traumatic stress reactions, panic symptoms, anger and irritability, low self-esteem, and the feeling of loneliness and helplessness (Brooks et al., 2020). The listed negative internal conditions significantly decrease the level of mental well-being (Serafini et al., 2020).

Health anxiety is one of the most common anxiety types. In fact, anxiety related to health is the most natural reaction, everyone experiences it at least once in a lifetime. It is natural to worry about our health, and if we perceive endangering factors, we may become anxious because of the imagined negative outcome. On an optimal level, health anxiety can be considered as an adaptive process, since it helps self-care, makes people motivated to do health-protecting steps (i.e., using screening examinations), or stop or avoid health-damaging behaviour (i.e., smoking, alcohol consumption). Health anxiety can become problematic if its level affects several areas of the individual's life, it influences negatively or seriously inhibits the person in his/her everyday activities. Based on these, health anxiety should be viewed as a continuum, from the anxiety-free state to the extreme, hypochondriac anxiety. (Kosic et al., 2020, Salkovskis, 1996)

The cognitive model of health anxiety (Salkovskis, 1996) makes difference between the factors playing role in the perception of danger and the processes playing role in the persistence of anxiety. The method of thinking, misinterpretation of the signs, previous experiences and individual, dysfunctional attitudes related to the disease (i.e., every unknown physical phenomenon means an illness), and critical causing events (a friend's death or stress) belong to the first group. Factors playing role in the maintenance of anxiety occur in the fields of thinking, emotions and behaviour. Selective attention directed to the body's functions (constant self-examination), negative mental distortions, worrying about the symptoms lead to nervousness, restlessness, distress and anxiety. These generate such stress reactions that result in newer physical symptoms, then the person can misinterpret this again and the vicious circle of health anxiety starts again. All these lead to the vision of a catastrophe, increasing anxiety and behavioural changes (avoiding the thought health-damaging factors etc.). However, behavioural change can decrease anxiety on a short-term, it strengthens false believes related to the disease on a longer term, so finally, it serves their persistence. (Abramowitz et al., 2007, Wheaton et al., 2010)

Examining health anxiety on the whole population, the results suggest that its strength can be found in the continuum mentioned above: from the worry related to trivial health to the clinical level, including hypochondriasis and pathological health anxiety. On the order of the examinations, no differences could be detected in the different groups of age, gender or socio-economic status. (Kosic et al., 2020) At the same time, it is remarkable that clinical level health anxiety can often become chronic (Olde Hartman et al., 2009), it increases the person's distress level, inhibiting performing routine activities, and it decreases subjective health state. (Hedman-Lagerlöf et al., 2017) All of this is already clearly accompanied by a deterioration of the quality of life and psychological well-being. (Köteles et al., 2011; Perge & Veresné, 2021)

The COVID-19 pandemic lasting for nearly one and a half year has caused the general increase of the level of health anxiety. Studies in this topic warn for the characteristics of health anxiety related to COVID-19 and its negative consequences expected in the near future. (Asmundson & Taylor, 2020, Saurer et al., 2020, Tyrer, 2020) Since both too high and too low health anxiety may affect harmfully the individuals' and communities' adaptive reaction for the pandemic in this situation, it has become important to explore and, by the changes of the pandemic situation, to monitor its level and understand the influencing factors. (Asmundson & Taylor, 2020)

The examination of health care workers' mental health has been the subject of several statements since the spread of the pandemic. (Papp et al., 2020, Shanafelt et al., 2020) During

the exploration of the level of health anxiety, research has found a higher anxiety level among health care workers compared to the average population. (Mokhtari et al., 2020, Mohd et al., 2021)

III. Methods

1. Participants

The first data recording of this current cross-sectional on-line research was performed in the end of November and in the beginning of December in 2020, the second was performed in March 2021. Only people over the age of 18 could be included in the on-line survey research. Educational level, relationship status or the settlement type were not criteria in the research. Before filling the questionnaire, the participants received written information about the aim of the research.

The questionnaire was filled by 528 persons at the time of the first data recording. The second data recording was performed at the time of the Hungarian occurrence of the third wave of the pandemic in March 2021, and 515 persons filled the questionnaire in this period.

2. Measures

During data recording, we queried labour market status, relationship status and the size of the residential settlement besides the socio-demographic data (gender, age, education). There was one question about the respondent's evaluation regarding his/her own health status and another about religiousness. There were further questions about COVID-19 infection or its suspicion in terms of the person's own and immediate environment, the severity of the perceived symptoms and the form of the necessary health care. As we were curious about how the nature of the pandemic (faster spread and more serious course of the disease than the previous one) and the availability of the vaccine or its absence influence mental phenomena, we complemented our questionnaire by two questions about being vaccinated and the willingness for vaccination, and additionally, two questions about the demand for mental support.

We used the Short Health Anxiety Inventory (SHAI) for the examination of health anxiety for both data recording, while the Religious Self-categorisation Scale (Tomka, 1998) was used for measuring religiousness.

The SHAI (Salkovskis et al., 2002) is an 18-item scale which measures health anxiety independently from physical health state. The items ask about worries related to health status, attention directed to physical happenings and the consequences of a potential illness. (Köteles et al., 2011) The health anxiety questionnaire is a reliable measuring tool (Crombach's alpha=0.83). The scale variables contain disease belief, tendency for a disease, fear, nervousness about a disease, physical consciousness, fears related to death and attitudes related to the others' and the own health. The questionnaire has two sub-scales: one is the perceived possibility of getting, becoming ill, the other is the perceived consequence of the disease (Perczel-Forintos, 2018).

One question measured the respondent's own religious practice: "Do you practice any religions, and if yes, how?" Answer could be given on a 6-level scale: "I am not religious", "I do not practice my religion", "I practice my religion on my own way", "Rarely, but I practice my

religion in my church", I regularly practice my religion in my church", I do not want to answer". (Tomka, 1998)

We used IBM SPSS Statistics 20.0 program for data processing and analysis, and over descriptive statistical methods, we used correlation analysis, T-probe and chi-squared test.

3. Results

Demographics

The mean age of the 528 persons participating *in the first phase of the research* (in the second wave of the pandemic) was 39.4±13.1 years. 44.7% of the respondents live in cities, 28.8% in towns and 26.1% live in villages. Most of them has higher education level (59.3%), 28.2% has high school final graduation, 7.3% has technical qualification, 20.7% are workmen and 2.5% has basic education. Most of the respondents has a regular job (62.1%), the rate of students (15.3%) and women raising infants (11.5%) is high. Pensioners (7.5%) and unemployed people (2.5%) also took part in the research. 45% of the unemployed people have lost their jobs more than a year ago, 27.3% in the last year and 27.3% has become unemployed in the last 3 months. The majority has intellectual jobs (31.9%), 23.5% has other kind of intellectual job, and 23.7% works in health care. Most of them work in a subordinate position (69%), but 12.3% is self-employed, 10.9% is a middle manager, 3.9% is the rate of group leaders and 3.9% works as a senior manager.

16.7% of the asked people have undergone the COVID-19 infection, 37.9% of them are unsure about undergoing it. Most of the people having been infected (50.4%) had mild symptoms, while 47.8% suffered from medium strength symptoms. When we asked about the wider environment, they reported essentially more infections: the infection could have been detected in all the respondents' households. 22.7% of those living in one household had at least one member and 77.3% had more than one infected family members. The severity of the course of the infection was different: 32% judged it very mild, 60.9% said it was medium, 3.1% of them needed hospitalization, and the course of the infection was fatal in the environment of 3.5% of the respondents. When examining a much wider environment, we met greater dispersion: 17.5% said that there were not infected people among his/her wider family or friends, one infected person could be detected in case of 22.4%, and more relatives or friends were COVID-19 infected in the case of 60.1% of the respondents. In this group, mild symptoms were reported only in 21.3%, medium strength symptoms could be detected in 53.5%, 9.8% received hospital treatment, 2.1% received intensive care and 13.1% of the cases were fatal.

At the second data recording (in the third wave), the number of the respondents was 515, their mean age was 34.7±13.05 years (extent: 18-75 years).

49.6% of the respondents live in cities, 24.6% in towns and 25.8% live in villages. Most of them has higher education level (53%), 37.7% has high school final graduation, 6.3% has technical qualification, 2% are workmen and 0.8% has basic education. 60.9% of the respondents have regular job, 22.5% are students, 6.4% are child-raising women. 20.2% of the sample works in an intellectual job, 17.8% has other kind of intellectual job, 28.8% is healthcare worker. Most of them work in a subordinate position (75.8%), an additional 9.3% is self-employed, 6.2% is a middle manager, 5.2% works as team leader and 1.9% works as senior manager. Pensioners (3.5%) and unemployed people (3.3%) also took part in the research. 38.9% of the

unemployed people have lost their jobs more than a year ago, 44.4% in the last year and further 16.7% has become unemployed in the last 3 months.

At the time of answering, 23.5% of the asked people have undergone the COVID-19 infection, 30.3% of them were unsure about undergoing it. Most of the people having been infected (45.1%) had mild symptoms, while 52.6% suffered from medium strength symptoms, 0.4% required hospitalization and 0.2% needed intensive care.

When we asked about the wider environment, they reported essentially more infections: the infection could have been detected in all the respondents' households. 37.1% of those living in one household had at least one member and 62.9% had more than one infected family members. The severity of the course of the infection was different: 12.4% judged it very mild, 54.5% said it was medium, 14% of them needed hospitalization, and the course of the infection was fatal in the environment of 16.6% of the respondents. Examining the wider environment: 14.1% said that there were not infected people among his/her wider family or friends, one infected person could be detected in case of the environment of 14.5%, and more relatives or friends were COVID-19 infected in the case of 71.3% of the respondents. In this group, mild symptoms were reported only in 12.4%, medium strength symptoms could be detected in 54.5%, 14% received hospital treatment, 2.5% received intensive care and 16.6% of the cases were fatal.

At the time of answering, 45.8% of the sample had received a vaccine, 54.2% had not. 61.7% of the respondents had signed up 30.1% had not signed up, and 8.2% had not signed up, but they were planning to do so.

Finally, only 5.5% of the respondents have asked for mental support from a professional in the recent period, most of them, 94.5% have not asked this kind of help. At the same time, 38.2% answered that if they had the chance, they would ask for mental help, while 61.8% of them would not live with this opportunity.

Health anxiety

In case of health anxiety, only a minimal difference could be detected between the two data recording process (Table 1). At the third wave, we experienced the decrease of the anxiety level with a minimally higher dispersion compared to the second wave, while the pandemic was more intensive in the third wave, and the restrictions were stronger than in the previous wave.

	Second wave (Mean)	*Third wave (Mean)*
Health anxiety	*33.84*	*33.43*
SD	*7.32*	*7.62*

Table 1: Health anxiety

There was not significant difference in case of the genders (p>0.15) (Table 2), but men's anxiety level was higher than in women in data measured in the second wave. This rate turns at the third wave, since at this time, the health anxiety values of women in the sample are higher than men's values.

gender	*Second wave* *Health anxiety (Mean)*	*Third wave* *Health anxiety (Mean)*

| male | Mean | 34.9583 | 32.7361 |
| female | Mean | 33.6163 | 33.5463 |

Table 2: Anxiety level by genders

If we examine the change in terms of the residence (Table 3), it can be observed that, however, the difference is not significant (p>0.217), but a tendency-like decrease can be experienced mainly in cities. The level of health anxiety is stronger in villages in the second wave, and the smallest decrease can also be seen there.

Residence	1. Health anxiety (Mean)	health anxiety (Mean)
city	33.9550	32.8500
town	33.7857	33.3254
village	34.2803	33.9848

Table 3: Anxiety level in terms of residence

In case of data measured in the third wave, health anxiety level was significantly higher in families (p<0.017) where there had been COVID-19 - infected person. This phenomenon could not be experienced in data of the second wave.

If the sub-dimensions of health anxiety are examined, the following changes can be observed (Table 4):

	Second wave (Mean)	Third wave (Mean)
Perceived possibility of becoming ill	26.1970	25.8754
Perceived consequence of becoming ill	7.6434	7.5573

Table 4: Sub-scales of health anxiety

The perceived possibility of becoming ill shows a significantly smaller decrease than in the case of perceived consequence. In both waves, the values of health anxiety are higher in people in subjectively satisfactory and bad health state.

The perceived possibility of becoming ill in case of own COVID infection occurred significantly in the second wave (p<0.007). The severity of COVID infections in the family also strongly occurs in the examined sub-dimensions, because the perceived consequence of the disease shows significant difference with the severity of the COVID infection in the family (p<0.008), so, more serious infections in the family increase the value of the sub-scale.

However, in the third wave, the subjective health status is determining at the values of both the perceived possibility of becoming ill (r= -0.436) and its consequence (r=-0,256) ((p<0.000002). So, the worse health status the person perceives, the higher the sub-scale values. The issue of religiousness is also determining, because religiousness is a determining factor (p=0.005) in case of the perceived consequences of the disease.

In terms of the residence, it can be observed that it is a tendency in both pandemic waves (p>0.18) that the values of the sub-scales are the highest in the villages (Table 5).

	Second wave		Third wave	
	Perceived possibility of becoming ill	Perceived consequence of becoming ill	Perceived possibility of becoming ill	Perceived consequence of becoming ill
city	26.2900	7.4000	25.4350	7.4050
town	26.2566	7.6711	25.8095	7.5159
village	26.6014	7.7609	26.4318	7.5530

Table 5: Values of the health anxiety sub-scale in terms of the residence

The values of the sub-scales decreased in the third wave, but it could be observed that it was the highest in people living in villages and the decrease was the smallest here.

In terms of genders, no significant deviations can be found (p>0.28), but the sub-scale values of the perceived possibility of becoming ill were stronger in women in both waves (Table 6).

	Second wave		Third wave	
	Perceived possibility of becoming ill	Perceived consequence of becoming ill	Perceived possibility of becoming ill	Perceived consequence of becoming ill
male	26.0357	7.7500	25.1528	7.5833
female	26.2161	7.6314	25.9932	7.5530

Table 6: Health anxiety sub-scale values in terms of genders

In the perceived consequence sub-scale, men's values were higher in the second wave, which correlation can be detected in the third wave as well, but less strongly.

Vaccine

At data recording of the third wave, 61.7% of the sample respondents had already registered for vaccination and 45.8% had already received vaccine. 35.8% of the registered people trust in getting the vaccine in a month, according to 22.7%, it will happen in 2-3 months, and 41.5% has no idea about the date. Although, there is not significant difference at the ages (p>0.67), but it occurs on a tendency level that the willingness for vaccination is stronger in younger, highly qualified people (p<0.042). When examining the willingness for vaccination, no correlations with health anxiety could be found (r=0.024).

Healthcare professionals

In the examined sample, the values of healthcare professionals show minimal deviation compared to the population (Table 7).

	Second wave			Third wave		
	Perceived possibility of becoming ill	Perceived consequence of the disease	Health anxiety	Perceived possibility of becoming ill	Perceived consequence of the disease	Health anxiety
Mean	26.8136	8.1780	34.9915	25.6200	7.7533	33.3733

Table 7: Health anxiety values of healthcare professionals

In the second wave, both the healthcare professionals' health anxiety values and the sub-scale values are higher compared to the population, which values show strong decrease in the third wave.

In the third wave, the healthcare professionals' health anxiety values are minimally lower than the population's values. In case of the sub-scales, the values of the sub-scale called "Perceived consequences of the disease" are high than the population's mean.

In the third wave, the values of the sub-scale of perceived possibility of the disease significantly differ in case of the educational level of healthcare professionals ($p<0.036$). The higher the professional's educational level, the higher the sub-scale values. Health anxiety was highly influenced by the occurrence of the vaccine. In case of the Perceived consequences of the disease sub-scale, a medium strength correlation ($r=0.377$) can be experienced in case of registration for vaccination. The willingness for vaccination of healthcare professionals with higher qualification occurs more strongly ($p<0.043$). 37% of the healthcare professionals would like to get mental support in the third wave of the pandemic.

IV. Discussion

Health anxiety is a quite common anxiety type, which is a natural reaction, if we perceive factors endangering our health. Everyone can experience this anxiety type during his/her lifetime, since it is natural to worry about our health. This phenomenon has got more attention nowadays in the uncertain, pandemic-affected socio-economic environment.

Based on the research, the anxiety level is not in connection with gender, age or socio-economic status, but the social and individual uncertainty caused by the pandemic has not emerged so strongly in these studies yet. During our research, we experienced that the level of anxiety in the pandemic period is clearly influenced by the information available for the population. So, the communication infrastructural channels, which function as an information resource in a certain region, have an essential role. That is why the decrease of the health anxiety level can be felt in the third wave, when the pandemic situation is less unknown for the population, and they have much more information about the virus itself, the protection possibilities, and, not negligibly, hopeful health safety related to the vaccine in this period.

It also emerges from our examination that health anxiety is a process which goes under a continuous transformation in the pandemic situation. Globally, the anxiety level, even if not significantly, but decreases by the prolongation of the pandemic. We measured higher values in people living in villages, where the presence of individual communication information channels occurs presumably more strongly, and perceptions directed to health may be distorted more often.

Infection occurring in the family also influenced positively, so increased health anxiety level.

The anxiety level of healthcare workers shows an increased value compared to the population's value. This increase can be explained clearly by the closeness of the disease and the direct experiences of the effect and outcome of the disease. These values of our research correlate with other studies.

V. Conclusion

The long-lasting CVID-19 pandemic has caused the general increase of the level of health anxiety globally, even if data measured in two waves of the pandemic in our research show

subjective decrease. Studies performed in this topic warn for the characteristics of health anxiety related to COVID-19 and its negative consequences expected in the near future. Too high health anxiety level may influence harmfully the individuals' and communities' adaptive reaction for the pandemic, that is why the exploration and monitoring of its level and understanding the influencing factors have become important.

Health anxiety or worry for our health and watching anxiously unusual physical symptoms is adaptive, it is a psychological process and not a disease. Health anxiety has no cure, since it is a natural process, it is completely normal, and everyone experiences it sometimes in a life. Individuals may suffer from its harmful effects in different amount. Some of the problems come from that people been infected earlier start to observe these symptoms increasingly, they catastrophize their physical symptoms which can lead to panic attacks and further mental symptoms. Anxious people monitor the body's signals more intensively, and they tend to enlarge them that may cause intense anxiety. The stress-vulnerability model is valid in all long-lasting stress situations, so in the COVID-19 pandemic as well: if stress increases, symptoms of mental disorders against which the individual was more vulnerable occur or worsen. In this situation, economic difficulties caused by the pandemic, losing a job or the fear from that, durable isolation and loneliness are enough for this, since these are severe stress factors in their own as well. This can increase the fear from the disease, hospitalization and finally, from death.

The coexistence of the listed factors can cause health anxiety even in people who are basically not tend for it and strengthen the symptoms in people who are tend for it. Therefore, the number of people who need mental help has increased due to the pandemic.

So, learning stress management, conscious content consumption, and more reliable information is essential for everyone to prevent more severe anxiety. Therefore, it worth to raise the attention for the importance of psychoeducation.

This study is part of a complex study that also examines changes in perceived stress, well-being, aggression, and hope during the pandemic period in the affected region. The region has also lagged behind in COVID-19 vaccination, making a further wave of the epidemic likely to induce further research.

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Impact of Middle Term Points in Total Score in the Context of Face to Face and Online Teaching

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Abstract

The study aimed to investigate the differences between face-to-face and online teaching, as well as the effect of middle term points in total score in the context of face-to-face and online teaching. Correlational research design and a database of students' attendance and results to get secondary data were used in the study. A random cluster sample of students from the bachelor's degree program was taken. The study demonstrated *that there is a mean difference in the population or, equivalently, that the two-sample means were drawn from different populations of online vs face-to-face teaching.* The study showed a high positive correlation between middle term points and total score variables, r = .846 for the experimental group and r = .731 for the control group, where increases in middle term points were associated with increases in total score values. It can also be concluded that the total variance of total score levels explained by middle term points (the model) is 53.4%, the other variance may be explained by other variables; meanwhile, Beta Standardized coefficient of middle term points explains 84.6% of the variance in the total score of their academic performance for the experimental group and 73.1% for the control group. This indicates that middle term points influence strongly the total score of students' academic performance.

Keywords: face-to-face teaching, online teaching, middle term points, the total score

Introduction

The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions, and other learning spaces have impacted more than 94% of the world's student population. Educational institutions are currently based only on face-to-face lectures in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world. Educational institutions have adopted online teaching methods in response to this crisis. Events caused by the COVID-19

pandemic have required educators to move away from face-to-face lessons and adopt online teaching. Educators have utilized a range of online synchronous meeting tools to facilitate student learning. Learning management systems have become a key component of teaching and learning in higher education.

The middle term in the context of face-to-face and online teaching is supposed to be the important variable that influences the total score of students' academic performance. The purpose of the study is to investigate the differences between face-to-face and online teaching, as well as the effect of middle term points in total score in the context of face-to-face and online teaching. The research questions include: (1) is there a difference in the total score means of face-to-face teaching compared to online teaching? (2) is there a variance in the total score explained by middle term points in the context of face-to-face and online teaching?

Literature review and hypothesis development

Conceptual framework

The theoretical framework is based on an extensive review of existing evidence about multiple intelligences and learning styles through ERIC, Sage, and EBSCO, using the keywords *middle term, total score,* as well as *face-to-face teaching and online teaching*. Figure1 summarizes the results from the review and proposes a set of relationships among two main constructs: middle term, and total score of students' performance.
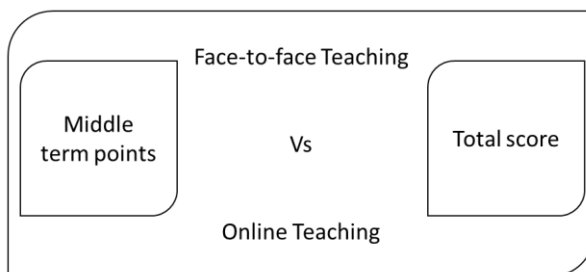
Figure: Conceptual framework

Face-to-face teaching vs online teaching

Face-to-face teaching and online teaching are considered complementary strategies, especially in the COVID 19 time. The COVID-19 pandemic has provided teachers with an opportunity to pave the way for introducing digital learning (Pokhrel, & Chhetri, 2021), and an effective tutoring system is an effective tool and significantly improves learning outcomes (Wang, & Lin, 2017). Teachers' ages, and the annotation tools, polls, breakout rooms, and video and screen sharing of various online teaching platforms, can determine which one is used by different individuals (Zhao et al., 2020; Kohnke, & Moorhouse, 2020); meanwhile, Heble (2007) indicate that while online teaching did not have a significant effect on the student's final exam results, it certainly has allowed them to engage in an active and uninhibited exchange of opinions and ideas. The length and depth of engagement as well as the interactions during the delivery of the online course differ from face-to-face teaching (Conceição, 2006; Cheung, 2021); and Senior (2010) identifies five dimensions of connectivity, ranging from the connections that effective teachers make with their students in conventional

classroom situations to the ways that effective teachers intuitively seek to meld their students into learning communities in blended and distance learning environments.

Face-to-face learning is perceived as superior to online learning and the existence of skill and capacity barriers that hinder improved online teaching and learning practice, even where professional development opportunities exist for lecturers (Kite, Schlub, Zhang, & Choi, 2020; Moorhouse, & Walsh, 2021); meanwhile, Dhawan (2020) indicate the growth of EdTech Start-ups during the time of pandemic and includes suggestions for academic institutions of how to deal with challenges associated with online learning. Arco-Tirado, Fernández-Martín, & Hervás-Torres (2020) found out the impact of a peer-tutoring program on academic performance among first-year students; meanwhile, Lessard, and Juvonen (2019) revealed that cross-class friendship decrease class-based achievement differences during a developmental phase when friends are particularly important. Bayrakdaroglu and Hekim (2020) showed a positive relationship between the stress levels towards academic expectations and goal commitment of pre-service teachers, and Scales, Van Boekel, Pekel, Syvertsen, & Roehlkepartain (2020) found that developmental relationships strongly predicted academic motivation at both the beginning and end of the school year.

Elder (2021), as well as Anderton (2017), showed that high school performance, institutional fit, and the Tertiary Admissions Rank as significant predictors of academic performance; meanwhile, Smith, Giugliano, & DeOrio, 2018) observed a positive relationship between partnering in an introductory course and higher project scores in a future course. Thus, it is evidenced that, the investigation of the relationship between face-to-face teaching and online teaching, as resulted in previous research, is important. Therefore, based on previous research it is hypothesized that:

H # 1: The total score means in face-to-face teaching is higher than the total score means in online teaching.

H0: μ face to face teaching = μ online teaching

H1: μ face to face teaching ≠ μ online teaching

Relationships between middle term points and total score

The middle term points is assumed to be one of the important variables that impact the total score of students' academic performance at the university. Guinocor, Almerino, Mamites, Lumayag, Villaganas, & Capuyan (2020) found out that there is a significant positive high correlation between the study orientations of the students considering their academic performance in terms of their Graded Point Average (GPA), and Rudd, and Honkiss (2020) revealed that higher language proficiency levels were associated with higher standards of GPA across all measures. Studying previously, attending class, studying all the topics for the exams, and first-term GPA was associated positively with the grade point average obtained (Renes et al., 2020; Nadasen, & List, 2016); meanwhile, Butler (2020) revealed that middle-level academics are described as being at a mid-point in their careers and universally appear to represent a substantial percentage of academic personnel in tertiary institutions. There is a positive relationship between high school grades, prior performance, academic engagement, psychological capital, and academic performance (Danilowicz-Gösele, Lerche, Meya, & Schwager, 2017; Kleemola, & Hyytinen, 2019; Martínez, Youssef-Morgan, Chambel, & Marques-Pinto, 2019); meanwhile, Craft (2019) demonstrates that students of low

socioeconomic status, and those of lower entry ranks, were successful in their first year. Locus of control, tutoring, gender and academic self-efficacy measure identified as self-assurance had positive and significant effects on academic performance (Drago, Rheinheimer, & Detweiler, 2018; Balkis, & Duru, 2017); meanwhile, Ferrão, & Almeida (2019) suggests that 34% of the variability in grade point average is due to differences among courses and that 80% of such variability is explained by the field of study.

Abdullah, & Mirza (2019) observed significant correlations in previous cumulative examination scores and entry qualification scores; meanwhile, Stone, Shaner, & Fendrick (2018) found out that interventional strategies targeting academically underprepared students increase their success by providing a preparatory course before the main course. There is a significant relationship between several of the career guidance variables with grade point average (Carson, & Reed, 2015; Iscan, & Balyer, 2019), and high school study results, preparative activities, expectations, capabilities, motivation, and attitude predict students' academic performance (Meijer et al., 2019; Wanzer, Postlewaite, & Zargarpour, 2019). Hence, there is evidence that the investigation of the relationship between middle term points and total score, as resulted by previous research, indicates the scientific and practical importance. Therefore, based on previous research it is hypothesized that:

H # 2: The variance in the total score is explained by middle term points in the context of face to face and online teaching

Methodology

Method

A quantitative approach was the method used in the research. The correlational research design was used. The first-year master's students of a large university were selected to be used in the study.

Sample and data collection

A database of students' attendance and results to get secondary data were used in the study. A random cluster sample of the experimental group of students (N=130) and a random cluster sample of the control group of students were used in the study. A breakdown of the experimental group of students included 74 females (57 percent) and 56 males (43 percent); meanwhile, the control group of students included 61 females (55 percent), and 50 males (45 percent). The random cluster sample of the experimental group of students was selected in the law faculty of the university; meanwhile, the random cluster sample of the control group of students was selected in the economics and information technology and innovation faculty of the university.

Analysis

An independent-samples t-test was conducted comparing the mean of online teaching students vs face-to-face teaching students of those having passed or failed the course. Levene's test for equality of variances was conducted to test the null hypothesis that the variances in each population (from which the samples were drawn) are equal. Pearson product-moment correlation coefficient was used to assess the relationship between middle term points and total score of academic performance. Linear multivariate regression was used to assess the ability of one control measure to predict the total score of academic performance by middle

term points. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity, and homoscedasticity.

Results and discussion

Descriptive statistics

Table 1: Frequencies of online teaching vs face to face teaching variable

Online Teaching Attendance				Face to face teaching attendance	
		Frequency	Percent	Frequency	Percent
Valid	Low level	23	17.7	15	13.5
	Medium level	49	37.7	49	44.1
	High level	58	44.6	47	42.3
	Total	130	100.0	111	100.0

As shown in Table 1, 17.7% of the experimental group and 13.5% of the control group is evidenced to have a low level of online teaching vs face to face teaching; 37.7% of the experimental group and 44.1% of control group medium level; and 44.6% of the experimental group and 42.3% of control group a high level of online teaching vs face to face teaching. Therefore, there are few differences between online teaching and face-to-face teaching attendance.

Table 2: Frequencies of middle term points variable

Middle Term points Experimental group				Control group	
		Frequency	Percent	Frequency	Percent
Valid	Low level	23	17.7	45	40.5
	Medium level	46	35.4	18	16.2
	High level	61	46.9	47	42.3
	Total	130	100.0	111	100.0

As shown in Table 2, 17.7% of the experimental group and 40.5% of the control group is evidenced to have a low level of middle term points; 35.4% of the experimental group and 16.2% of control group medium level; and 46.9% of the experimental group and 42.3% of control group a high level of middle term points. Therefore, there are differences between and face-to-face teaching and online teaching middle term points, especially in the low and medium levels.

Table 3: Frequencies of total score variable

Total Score Experimental group				Control group	
		Frequency	Percent	Frequency	Percent
Valid	Failed level	25	19.2	36	32.4
	Very low level	12	9.2	21	18.9

Low level	15	11.5	5	4.5
Lower medium level	40	30.8	4	3.6
Upper medium level	25	19.2	7	6.3
High level	12	9.2	17	15.3
Very high level	1	.8	21	18.9
Total	130	100.0	111	100.0

As shown in Table 3, 19.2% of the experimental group and 32.4% of the control group is evidenced to have failed; 20.7% of the experimental group and 23.4% of the control group is evidenced to have very low or low level; 50% of the experimental group and 9.9% of the control group is evidenced to have lower or upper-medium level, and 17.2% of the experimental group and 34.2% of the control group is evidenced to have a high or very high level. Therefore, there are differences between and face-to-face teaching and online teaching total scores, especially in the medium and high levels.

Inferential statistics: Test of hypothesis

H # 1

Table 4: The output of the *independent-samples* t-*test*

Group Statistics_Experimental group

	Total Score_Recoded	N	Mean	Std. Deviation	Std. Error Mean
Online Teaching Attendance	Fail	25	1.12	.332	.066
	Pass	105	2.54	.519	.051

Group Statistics_Control group

	Total Score_Recoded	N	Mean	Std. Deviation	Std. Error Mean
Face to face teaching attendance	Fail	36	1.5833	.50000	.08333
	Pass	75	2.6267	.48695	.05623

Table 4 shows that for the experimental group, the sample means of students who passed the course (105) is much higher than the sample means of students who failed the course (25); meanwhile, for the control group, the sample mean of students who passed the course (75) is higher than the sample mean of students who failed the course (36).

Table 5: The output of the *Levene's Test for Equality of Variances*

Independent Samples Test_Experimental group

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

									Lower	Upper
Online Teaching Attendance	Equal variances assumed	79.675	.000	-13.056	128	.000	-1.423	.109	-1.638	-1.207
	Equal variances not assumed			-17.044	55.820	.000	-1.423	.083	-1.590	-1.256

Independent Samples Test_Control group

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Face to face teaching attendance	Equal variances assumed	.641	.425	-10.476	109	.000	-1.04333	.09959	-1.24072	-.84595
	Equal variances not assumed			-10.378	67.505	.000	-1.04333	.10053	-1.24396	-.84270

The sample mean for the experimental group of those having passed was equal to 105, while the sample mean of those failing the course was 25; meanwhile, for the control group, the sample mean of those having passed was equal to 75, while the sample means of those failing the course was 36. The difference was found to be statistically significant (p = 0.000, equal variances assumed), for the experimental as well as for the control group. Related to the experimental group, a 95% confidence interval was also computed revealing that we could be 95% confident that the true mean difference lies between -1.638 and -1.207. Related to the control group, a 95% confidence interval was also computed revealing that we could be 95% confident that the true mean difference lies between -1.24072 and -.85595.

The obtained t for the experimental group is equal to -13.056, on 128 degrees of freedom, and -10.476, on 109 degrees of freedom for the control group, with an associated p-value of 0.000 in two cases. That is, the probability of obtaining a mean difference (of -1.423 for the experimental group; and -1.04333 for the control group) such as it is observed when sampling from this population is approximately 0.000 (about 1 in 1000). Since such a difference is so unlikely under the null hypothesis of no mean difference, the null hypothesis is rejected and infer the statistical alternative hypothesis that there is a mean difference in the population or, equivalently, that the two-sample means were drawn from different populations.

The result was consistent with previously reported works (Pokhrel, & Chhetri, 2021; Zhao et al., 2020; Kohnke, & Moorhouse, 2020; Kite, Schlub, Zhang, & Choi, 2020; Moorhouse, & Walsh, 2021; Dhawan, 2020; Bayrakdaroglu, and Hekim, 2020; Scales, Van Boekel, Pekel, Syvertsen, & Roehlkepartain, 2020; Anderton, 2017), who argued that the total score of students'

academic performance in the face to face teaching is different compared to the total score in online teaching.

 Therefore, hypothesis # 1: The total score' means in face-to-face teaching is higher than the total score mean in online teaching, is supported.

H # 2

Table 6: Pearson correlation outputs of the relationships between middle term points and total score variables

Correlations

		Experimental group		Control group	
		Total Score	Middle Term points	Total Score	Middle Term points
Pearson Correlation	Total Score	1.000	.731	1.000	.846
	Middle Term points	.731	1.000	.846	1.000
Sig. (1-tailed)	Total Score	.	.000	.	.000
	Middle Term points	.000	.	.000	.
N	Total Score	130	130	111	111
	Middle Term points	130	130	111	111

As indicated by Pearson correlation outputs, there is a high positive correlation between middle term points and total score variables, r = .846, n = 130, p <.005, where increases in middle term points were associated with increases in total score values.

Table 7: Bivariate regression outputs of the relationships between middle term points and total score variables

Model Summary_Experimental group

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.731a	.534	.530	1.11317	.534	146.731	1	128	.000

a. Predictors: (Constant), Middle Term points

Model Summary_ Control group

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.846a	.716	.714	1.30420	.716	275.242	1	109	.000

a. Predictors: (Constant), Middle Term points

As shown in Table 7, the total variance of total score levels explained by middle term points (the model) is 53.4% for the experimental group, and 71.6% for the control group, F (1, 146.731; 1, 275.242), p < .005, the other variance may be explained by other variables. This

indicates that middle term points influence strongly the total score of students' academic performance.

Table 8: Beta standardized coefficients of the relationships between middle term points and total score variables

Coefficients^a_Experimental group

		Unstandardized Coefficients		Standardized Coefficients			Correlations		
Model		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	2.903	.314		9.232	.000			
	Middle Term points	1.579	.130	.731	12.113	.000	.731	.731	.731

a. Dependent Variable: Total Score

Coefficients^a_ Control group

		Unstandardized Coefficients		Standardized Coefficients			Correlations		
Model		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	2.124	.294		7.234	.000			
	Middle term points	2.208	.133	.846	16.590	.000	.846	.846	.846

a. Dependent Variable: Total Score

As shown in Table 8, the Beta Standardized coefficient (.731) for the experimental group, and (.846) for the control group of middle term points explains respectively 73.1% and 84.6% of the variance in the total score of their academic performance. The result was consistent with previously reported works (Guinocor, Almerino, Mamites, Lumayag, Villaganas, & Capuyan, 2020; Rudd, & Honkiss, 2020; Renes et al., 2020; Nadasen, & List, 2016; Danilowicz-Gösele, Lerche, Meya, & Schwager, 2017; Kleemola, & Hyytinen, 2019; Drago, Rheinheimer, & Detweiler, 2018; Balkis, & Duru, 2017; Stone, Shaner, & Fendrick, 2018; Carson, & Reed, 2015; Iscan, & Balyer, 2019), who argued that middle term points predict the total score of academic performance. In conclusion hypothesis # 2: The variance in the total score is explained by middle term points in the context of face-to-face and online teaching, which is supported.

Conclusions and Implications

The purpose of the study is to investigate the differences between face-to-face and online teaching, as well as the effect of middle term points in total score in the context of face-to-face and online teaching. The prior assumption was that there are differences between face-to-face and online teaching and that middle term points impact the total score of students' academic performance. The study found that 17.7% of the experimental group and 13.5% of the control group achieved a low level of online teaching vs face to face teaching attendance; 37.7% of the experimental group and 44.1% of the control group achieved medium level, and 44.6% of the experimental group and 42.3% of the control group achieved a high level of online teaching vs face to face teaching attendance. It is found that 17.7% of online teaching group and 40.5% of face-to-face teaching group achieved a low level of middle term points; 35.4% of online

teaching group and 16.2% of face-to-face achieved medium level, and 46.9% of online teaching group and 42.3% of face-to-face teaching group achieved a high level of middle term points. The results showed that 19.2% of online teaching group and 32.4% of face-to-face teaching group failed; 20.7% of online teaching group and 23.4% of face-to-face group achieved very low or low level; 50% of online teaching group and 9.9% of face-to-face group achieved lower or upper-medium level, and 17.2% of an online group and 34.2% of face-to-face group achieved a high or very high level.

It is revealed that for the experimental group of those having passed was equal to 105, while the sample mean of those failing the course was 25; meanwhile, for the control group the sample mean of those having passed was equal to 75, while the sample means of those failing the course was 36. *The t value obtained for the experimental group is equal to -13.056, on 128 degrees of freedom, and -10.476, on 109 degrees of freedom for the control group, with an associated p-value of 0.000 in two cases. The study shows, that there is a mean difference in the population or, equivalently, that the two-sample means were drawn from different populations.* The study showed a high positive correlation between middle term points and total score variables, $r = .846$ for the experimental group and $r = .731$ for the control group, where increases in middle term points were associated with increases in total score values. The total variance of total score levels explained by middle term points (the model) is 53.4% for the experimental group, and 71.6% for the control group, the other variance may be explained by other variables. Beta Standardized coefficient of middle term points explains 84.6% of the variance in the total score of their academic performance for the experimental group and 73.1% for the control group. This indicates that middle term points influence strongly the total score of students' academic performance. The future researchers may investigate the impact of other variables on students' academic performance. The results of this study also have important implications for practice. The important interventions should be designed to support students because it is confirmed by this study that middle term points impact the total score of students' academic performance. Overall, the findings of this study enhanced theoretical and practical understanding as middle term points are an important variable that impacts academic performance.

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Time Management and Control: A Bibliometric Analysis

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Abstract

Time management and control are crucial for project success, and it has known an increasing interest by researchers around the world since the appearance of project management and until now. The aim of the present paper is to provide a comprehensive overview of researches in this field. A bibliometric analysis of researches in time management and control published in the Web of Science (WoS) during 2012-2021 was conducted in order to find the most influential publications in this field, as well as, the countries that contribute the most to these researches, and the most used key words. The VOS Viewer was used for mapping and visualizing bibliometric networks. The results show an increased trend of publications in this field. And that the major contributors to researches in Time Management and Control are People's Republic of China, the United States of America, and England. Moreover, Labadie (2004) was the most cited author. Also, the results show 3 main levels of keywords, the first was related to time management in general, the second was related to the models and systems using and the third concerning the tools, the methods used in time management and control. These findings could help researchers to understand more the topic of time management and control, and it opens up the scope of view to conduct studies in related fields.

Keywords: Time Management, Time Control, Bibliometric Analysis, Web of Science, VOS Viewer

Introduction

Time is probably the most valuable asset available to people and organizations (Mbachu, Jasper 2007). It is irreversible, irreplaceable and it determines the efficiency of the processes necessary for the management of companies.

Time can be managed, spent, mastered and controlled (Lakein, 1973 cited by B.A.H.Al-Nady et al. 2016), and unless it is managed, nothing else can be managed. Therefore, time management is crucial to reach the stage of project success, according to Gransberg and Ellicott, 1997 (cited by Boyd and Madzima 2017) projects that are managed well in terms of time management from inception through to practical completion have the potential to succeed.

Time management which was initiated with the famous PERT (Program Evaluation and Review Technique) planning tool and which dates back to 1958 (Dombkins 2009), was a topic of concern to researcher for more than half a century, and in the last two decades time control has known an increasing interest by researchers worldwide.

In order to provide a comprehensive overview of published articles in the field of time management and control and to understand the underlying developing models, a bibliometric analysis has been conducted.

Bibliometric analysis is the application of statistical and mathematical methods for the analysis of scientific publications in many disciplines and fields of study to find the most influential publications, journals, organisations, and countries (Yu et al. 2018). Bibliometrics can also analyse information more intuitively by mapping social networks, such as co-word, co-authorship and co-citation networks.

Several network visualisation tools can be used in bibliometric analysis methods. In our study the bibliometric analysis is done using the Visualisation Of Similarities Viewer (VOS Viewer).

VOS Viewer is a software package developed at the Center for Science and Technology Studies (CWTS) at Leiden University (Netherlands) and is very popular for constructing, mapping and visualizing bibliometric networks.

These networks include journals, researchers, or individual publications,…etc, and they can be constructed based on citation, bibliographic coupling, co-citation, or co-authorship relations.

Research objectives

This study aims to answer the following questions:

What is the publication trend of articles related to time management and control?

What are the dominant areas of research in time management and control?

Which countries have contributed the most to these researches?

What are the influential publications in this field of research?

What are the most common keywords used in research on time management and control?

Research methodology

A bibliometric analysis of research on the field of time management and control has been done using the VOS Viewer Software. The data set used in this analysis was obtained from the ISI Web of Science (WoS) database on 29 March 2021.

Our query was done using the following two terms "Time Management" and "Time Control" and only publications in English language were considered, also the scope of our search was not limited by a specific duration. The search including title, abstract and keywords gave us 983 results dated between 2012 and 2021.

The figure 1 summarizes the method used in this study and the results obtained from the analysis are presented in the followings sections.
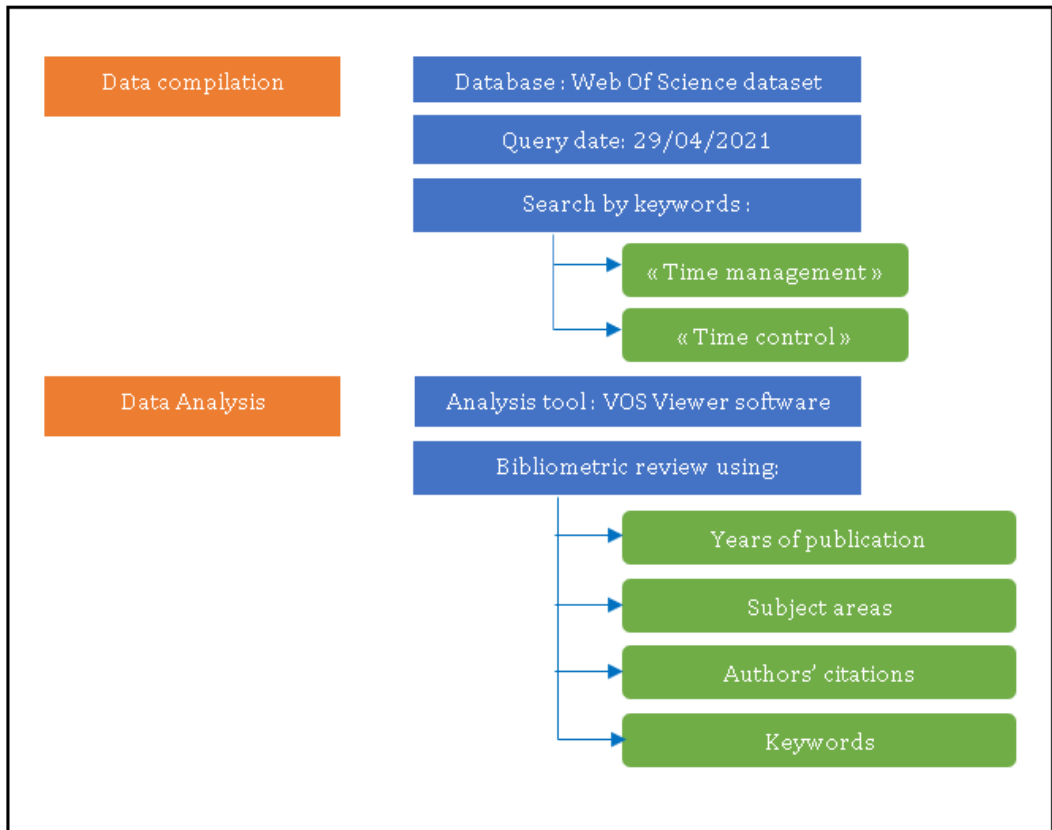
Figure 1: Research methodology

Discussion and results

4.1. Research growth: the publishing trend of "time Management and control" related publications

Using the Web of Science as a database, 983 publications in the field of time management and control were found. Figure 2 shows the frequency of publications per year and the trend in the number of publication from 2012 and 2021. The results show an increasing trend of publications ranging from 35 publications in 2012 to 95 publications in 2017.

On the other hand, the number of publications during the year 2018 decreased slightly to 85 publications, then the rhythm of evolution returns with 90 publications during the year 2019 and a peak of 100 publications during the year 2020.

However, only 15 publications were found in the year 2021. This is not surprising and quite normal as our research is done in March 2021 so it is only the result of 3 months and an expected increase for the number of publications is possible during the current year (2021).
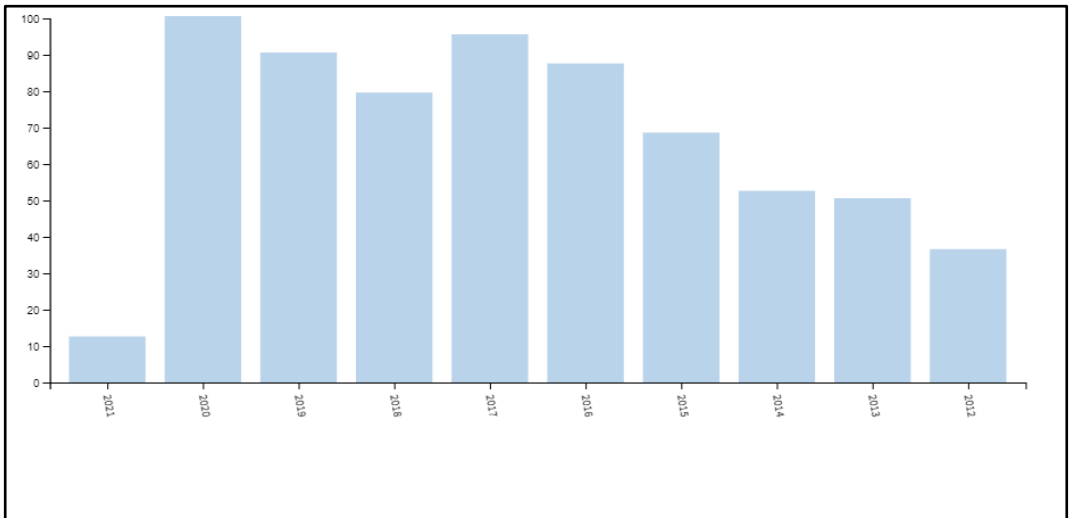
Figure2. Frequency of publications in time management and control field during 2012- 2021

4.2. Subject area of time Management and control

The distribution of the sectors in which time management and control have been addressed is shown in Figure 3. From this figure it can be seen that there is a diversity of disciplines in which time management and control has been discussed.

Overall, the distribution indicates that research on time management and control is emerging in various fields: civil engineering, construction building technology, industrial engineering, management ...etc.

As shown in figure 3, the top 3 dominant sectors in terms of publications and research in management and time control are the civil engineering sector with 29.37% followed by construction building technologies with 20.51 % and industrial engineering with 12.49%.

From these results it can be seen that the construction sector is the most dominant in terms of time management and control research, which is logical as time is an important pillar and cornerstone for the success of construction projects.

The management sector has also experienced a large interest in time management and control compared with the other sectors. This can be justified by the fact that time management is a branch of project management and follows the general rules and principles of management.
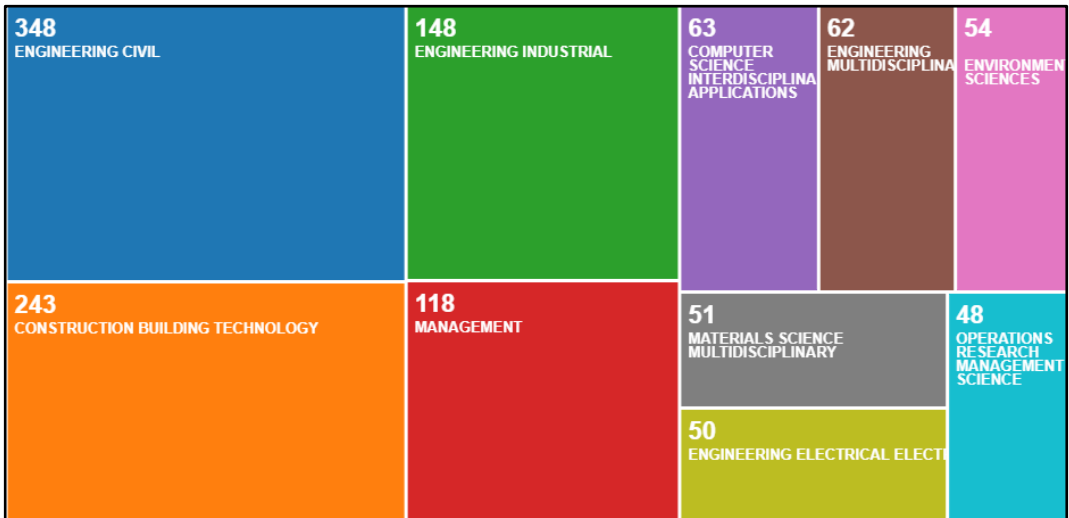
Figure3. The top 10 of most subject area used in publication.

4.3. Geographical distribution of time Management and control publications

Figures 4 and 5 show the geographical distribution of publications on time management and control. From these figures, it can be seen that publications in this area of research are unevenly distributed, and that time management and control has attracted much attention in North America, East Asia, Europe, the Middle East and Australia. However, few researches have been found in South Asia, South America, and Africa.

It can also be noted that the People's Republic of China is the major contributor in Time Management and Control research with a total number of 245 publications and 1541 citations, followed by the United States of America with 172 publications and 3337 citations, England (58 publications and 851 citations), Canada with 52 publications and 949 citations, and Australia (49 publications and 917 citations).

These results are not surprising and can be explained by the fact that the majority of these countries are pioneers in the field of management in general and project and time management in particular; and can be is demonstrated by the number of organisations created by these countries.

China has seen a growing interest in project management over the last two decades (the introduction of the PMI's "*Project Management Professionals (PMP)*" in 2000, then the IPMA's *"International Project Management Professional (IPMP)"* in 2001, and the creation of project management organisations such as *"the Construction Project Management Committee of China Construction Industry Association", "the Project Management Committee of China International Project Consultation Association", and "the Project Management Instructional Committee of China Project Consultant Association*".

Moreover, the Americans are pioneers in the field of management (Harry Igor ANSOFF the pioneer in "management and strategic planning", Edward DEMING the founder of the "quality movement" and of the famous quality circles known as "the Deming wheel", Douglas GEGOR the author of the "authoritarian and participative management theories" known as "the X and

Y theories", Abraham MAWSLOW the famous designer of the "pyramid of needs", and Frederik TAYLOR the father of the "scientific management theory" and the inventor of the "time study" and the "work methods" are all of American origin), but they are also pioneers in project management (*"the American Management Association (AMA)"* created in 1923 and *"the Project Management Institute (PMI)"* founded in 1969) and in time management in particular (the PERT, GANTT, critical path and LOB methods are designed by Americans).

In the UK, Johan ADAIR was the pioneer of British management thinking, and in terms of project management "The Association of Project Management" (APM) founded in 1972 and "The Chartered Management Institute" (CMI) founded in 2000 are based in the UK. On the other hand, Henry MINTZBZRG who defined the 10 main roles of leaders is of Canadian origin and Elton MAYO was the guru of management in Australia, and concerning project management, the Australian Institute of Project Management (AIPM) was founded in 1976.

4.4. Bibliographic network analysis

4.4.1 Citation network analysis (CAN)

A network citation analysis was made to find the most powerful articles which have the most connection with the research subject in the field of Time management and control. The results found (as presented in figure 6) show that the top 5 most influential authors are Labadie (2004) with his article entitled "Optimal operation of multireservoir systems" which has reached 1796 citations, followed by Bryde, Broquetas, and Volm (2013) with 1211 citations of their article "The Project Benefits of Building Information Modeling (BIM) ", then Lok (2010) with a number of citations 563, and Akinci et al. (2006) in the 4th place with a total of 344 citations, and Yewhalaw (2009) in the 5th place with 135 citations.
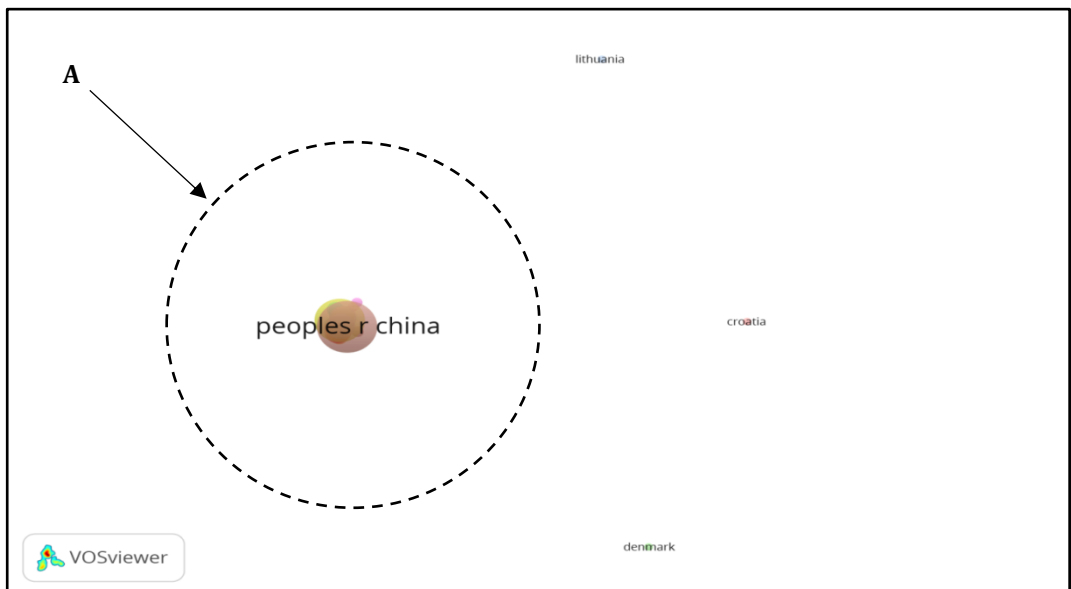
Figure4. Geographical distribution of publications
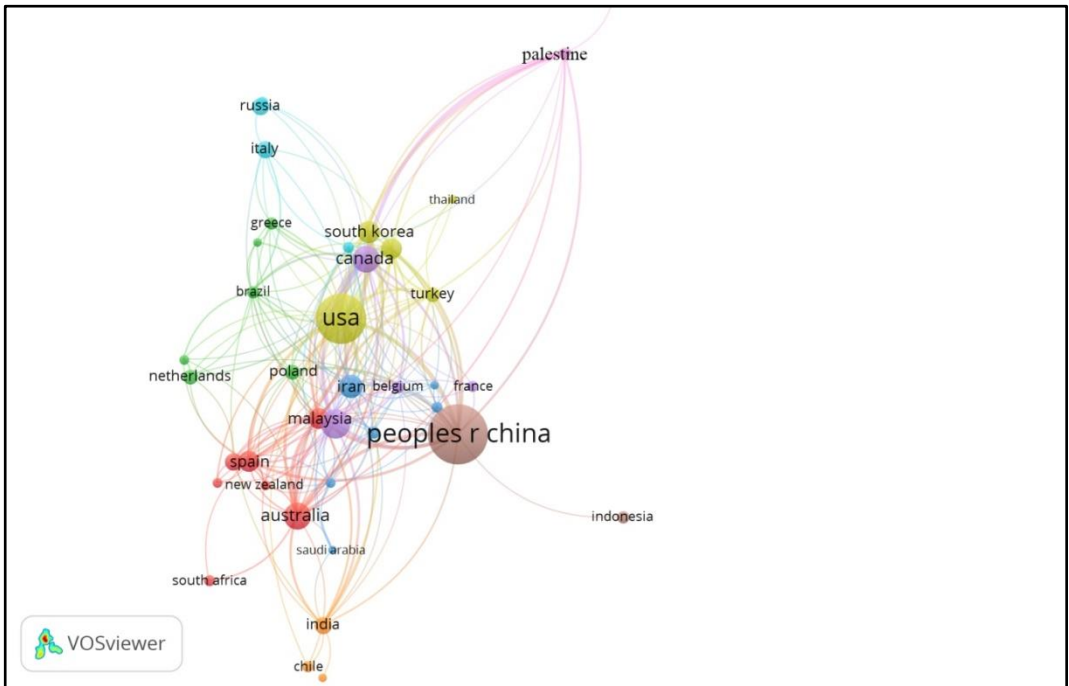
Figure5. Geographical distribution of publications (zoom in on part A)
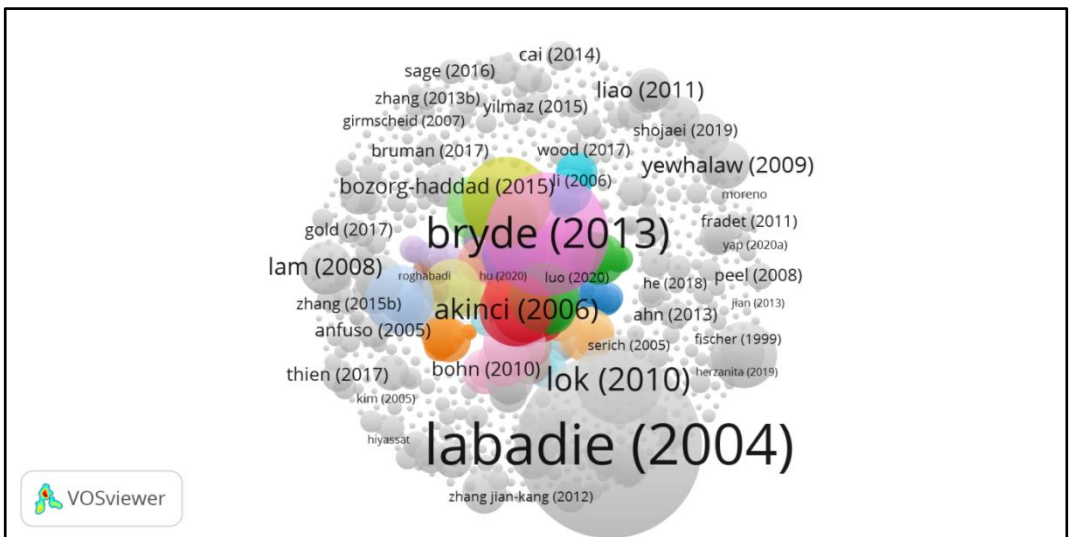
Figure6. Authors' citations

4.4.2 Keywords Analysis
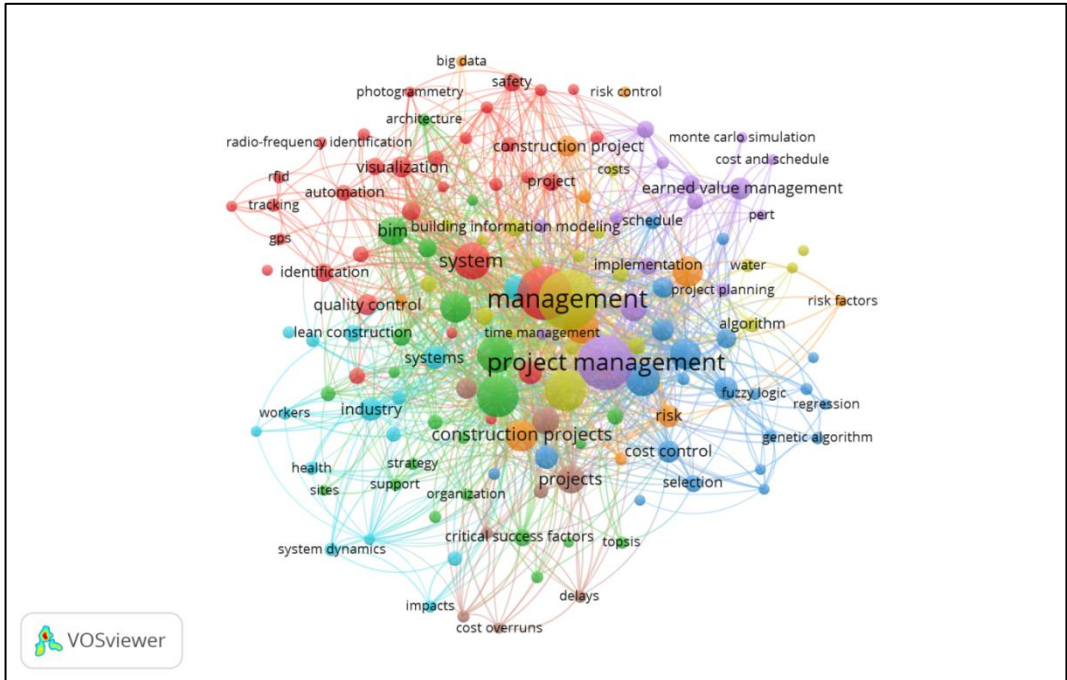
Figure7. Network visualisation map of keywords

The keywords obtained from the 983 articles studied were mapped using the VOS viewer software. The associated keywords are indicated by different colored balls and they are usually listed separately, however they are closely related to each other.

The results presented in Figure 7 show 3 main levels of ranking:

In the first ranking, the most frequently cited words (more than 100 citations) were divided into 3 major groups: "Management", "Construction", and "Project Management", with occurrence rates of 141, 116 and 118 respectively.

In the 2nd ranking the words that have a strong connection with each other and with the 1st rank keywords and that also have a strong occurrence in the field of time management and control are: "performance", "model", "design", "system", "structure", "cost", "construction projects".

The 3rd ranking includes words related to time control: "time", "construction management", "BIM", "projects", "simulation", "Lean", "visualisation", "algorithms", "fuzzy logic", "earned value management" .... etc.

Conclusion

A comprehensive overview of researches published in the Web of Science (WoS) during 2012-2021 on time management and control field has been conducted through a bibliometric analysis in order to find the publishing trend of publications, the most influential publications

in this field, as well as, the countries that contribute the most to these researches, and the most used key words.

A total number of 983 publications was analysed and the bibliometric networks of these papers was mapped using the VOS Viewer software. The results show an increased trend of publications in this field. And that the major contributors to researches in Time Management and Control are People's Republic of China, the United States of America, and England. Moreover, Labadie (2004) was the most cited author in the fieled of time management and control. Also, the results show 3 main levels of keywords, the first was related to time management in general, the second was about the models and systems using and the third concerning the tools, the methods used in time management and control.

These findings could help researchers to understand more the topic of time management and control, and it opens up the scope of view to conduct studies in related fields.

Our study undoubtedly have some limitations among which the dataset used in this study includes only papers published in the ISI WoS, also only studies in English language are considered in this research. Similar researches could be done using other databases, and including articles with other languages. Further, it is suggested to carry out a study for comparing the ISI WoS findings with the findings of others databases.

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Analysis of the Sars Covid – 19 Pandemic Impact in the Albanian Tourism Sector

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PhD

Abstract

Over the last five years, the tourism industry in Albania has received special attention from both the private and public sectors. This has resulted in numerous incentive packages being offered to both the private and public sectors. As the tourism sector in Albania has started to attract a wide range of tourists, many of whom are from Central Europe, the country has started to attract more tourists. This has been done through the participation of international fairs. The private sector is interested in investing in the accommodation infrastructure because of the government's creation of fiscal auxiliary policies, particularly in 5-star hotels. Tourism is currently not just a separate sector that generates revenue for the state budget, but if it is managed with well-defined strategies, such as sustainable development, then development will be generated in tourism areas, which can then spread to other businesses in various sectors of production and services. This is because tourism has the potential to balance and multiply income as well as jobs by doubling the indirect income generated by this sector. In recent years, there has been an increase in competition among businesses in this industry. The tour operators' offers are improving as a result of a study of Albania's status as a destination, as well as balancing them with the services provided and expanding the choice of products. We can no longer speak about tourism as a single field, but we may consider it as a whole system. All players in this industry can work together to improve service quality, including similar interests and interactions between all parties, such as local government, private accommodation companies, and appropriate government organizations. Only via such collaboration can demand for resources and raw materials be developed, not just for simple tourist attractions. This will result in the formulation of a service offer that is even more tailored to current market demands, not just in Europe, resulting in a long-term competitive advantage. The Sars Covid-19 pandemic, which has spread throughout Albania, has caused a fall in economic sectors, with a particularly significant impact on tourism. This study will attempt to examine Albania's recent progress and the implications it has brought, including the Sars Covid-19 pandemic in this industry. The study will be carried out using sectoral data for sustainable tourism, as well as a qualitative and quantitative analysis of the data to be used. The influence of the Sars Covid-19 pandemic on Albanian tourism is suggested by the results of descriptive analyses.

Keywords: Sustainable tourism, competition, pandemic, targeted marketing, Covid-19

Introduction

More and more, in Albania are seen tourists from different countries of the world. This means that the priority in recent years regarding the economic development of Albania, governments have projected in the field of tourism, thinking of it as one of the growing sectors.

Albania is still an undiscovered destination by many European tourists, and this fact is considered an advantage for advertising what tour operators can offer in Albania. As a dynamic field in relation to the contribution that tourism gives to the economy, we can identify three segments which are directly related to the contribution that tourism should give, for a sustainable development.

First - the generation of commercial enterprises, which should produce goods that support the needs related to tourism activities.

Second - job creation and increasing the professional level of human resources as a result of the development of demand for services.

Third - recognizing the trends of tourists, to promote the priorities in environmental protection and cultural tourism.

Albania offers three World Heritage sites: Butrinti Archaeological Park, UNESCO Berat and Gjirokastra areas, followed by a number of historical and cultural attractions and monuments[1]. These three countries have already created a way to attract tourists, developing culinary heritage, with traditional food, as well as providing services in various products. New trends related to the digitalization of marketing, for offers in tourism, force other regions in Albania to create unique offers, which seems to preserve the environment in order to renew the demand which will is based on greater productivity and in this way, to achieve a higher level of efficiency.

Tourism in Albania consists of three segments: Coastal tourism, cultural tourism, rural natural tourism

Sun – Sea, tourism is the most developed segment in Albania. It consists of a regular length of 316 km, which identifies several destinations with accommodation opportunities such as: Durres, Shengjini, Velipoja in the Adriatic Sea and Vlora, Saranda, Himara, Ksamili in the Ionian Sea.

Cultural tourism - A segment that still requires investments as well as auxiliary policies, considering that there are many unexplored archaeological sites, developed to have access to their use. Mainly with this tourism segment is concentrated in the cities of Berat, Gjirokaster as part of the world heritage, and in the city of Kruja where a castle is located near the museum of our national hero, Skenderbeg.

Rural - nature tourism - is the last segment that is experiencing growth, with minimal private investment in ecotourism and agritourism, but with amazing natural resources available which can bring benefits if strategies for sustainable development are used. Mountains with an altitude above the Balkan average, lakes, rivers, lagoons, are components of a rich biodiversity. Protected areas are also a reference point for the development opportunities of

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[1] https://turizmi.gov.al/turizmi-at-a-glance/

a rural tourism, nature-based ecotourism, such as hiking, trekking, mountaineering, fishing, rafting, paragliding, etc.

The World Travel and Tourism Council show an average annual increase of 6.2% in tourism revenue and 6.2% in direct contribution to gross domestic product from tourism. The next decade will be that of tourism, with the aim that in 2027 the total contribution of the sector will be 33% of GDP and every third employed will be in tourism and liaison services[1].

Sars Covid-19 Pandemic

Currently in Albania we are experiencing a sanitary emergency. Not only Albania but also many European countries and not only, are facing the continuation of the pandemic for almost a year. The primary objective of many states that embraced the idea of total closure, lock down, was to halt the spread of the virus, in order to reduce infections, not allowing the situation to get out of control. However, as it was observed in some countries such as northern Italy, Spain or England, it was noted that the effect was not what was expected from this closure.

At the beginning of this sanitary crisis, such a negative impact on the economies of European countries and strategies for the protection of the population as well as the economy were not thought of, leading to a stagnation of economic activities. Second, it brought a spread of mutations extending economic instability with unexpected negative effects on the economies of developed countries, especially developing countries, where Albania is expected to have the largest decline since 1990 with the beginning of the transition, until no (-10%).

The sector with direct consequences and most affected by the pandemic in Albania, but also in other countries will be that of tourism. This is an important sector which in the recent years has seen an increase in both direct and indirect income, not forgetting foreign exchange earnings. In the period 2014-2018, the specific weight of expenditures of non-resident foreign tourists in our country to the total export of goods and services is on average 47%. Activities directly related to tourism, generated about ALL 45 billion value added during 2018, contributing about 2.8% to GDP[2]. Considering the indirect effects of tourist spending on other economic activities, this contribution is even higher.

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[1] http://akt.gov.al/wp-content/uploads/2019/06/STRATEGJIA-KOMBETARE-PER-ZHVILLIMIN-E-QENDRUESHEM-TE-TURIZMIT-2018%E2%80%932022-DRAFT.pdf
[2] http://www.instat.gov.al/media/5529/turizmi-ne-shifra__.pdf

Fig.1 - Value added by tourism industries, during 2018, contributing with about 2.8% in GDP

Source: INSTAT – Turizm by numbers 2019

Tourism is also considered a rebalancing factor due to its growth and the indirect impact it has on many production sectors and thanks to the multiplier effect it generates on income and employment (Busetta and Ruozzi, 2006). Forecasts in the field of tourism in Albania as a result, of the increase in recent years, in total revenues in the country's economy, projected an increase over -15% of GDP, which was not realized due to the damage that came in the economic and tourism sectors. In the air transport sector alone, preliminary forecasts from flight delays and the movement of people are about $ 110 billion lost from sales (Riley, 2020). Directly after the tourist movement is stopped, the biggest loss will be accommodation sector.

Regarding the above listed factors in this paper, the objective will be the impact that the, Sars Covid-19 pandemic, has on the tourism sector in Albania. The tourism sector will be analyzed as well as the chain of businesses which benefit indirectly.

The methodology used is descriptive, and statistical projection. The expected result of the study is the direct dependence of the lack of foreign tourists on income generation in this sector, as well as the consequent decline of its contribution in the GDP.

Pandemic and impact on the economy

The strategic objectives of the Albanian government regarding the development of tourism are:

- Increase of direct contribution of tourism to GDP from 8.4% in 2016 to the level of 10% in 2022, maintaining an average annual growth for the period 2018-2022 at levels of 6.2% per year

- Increase of direct and indirect contribution of tourism to GDP from 26% in 2016, to the level of 29% in 2022, maintaining an average annual growth for the period 2018-2022 at levels of 6.1% per year.

- The increase of employment from the level of 85,000 directly employed in the tourism sector or 7.7% of the total number of employees in 2016, aims to reach 100,000 new jobs or 8.5% of the total number of employees by 2022; - Increase by 21% in 2022 the number of qualified and certified employees[1].

Starting with the blockade in Italy from the pandemic situation, a negative chain started to develop with an impact on the European economy.

However, at the beginning of pandemic, related to Italy and other European countries, Albania had only a few isolated cases, but the measures for a blockade of the population movement were taken in the same way as in Europe. Cities where closed, military vehicles where patrolling the roads, and businesses where forced to close at the beginning.

Fig.2-- Coronavirus (COVID-19) deaths worldwide per one million population as of April 2021, by country[2]

Coronavirus (COVID-19) deaths worldwide per one million population as of April 9, 2021, by country	Confirmed cases (absolute)	Confirmed deaths (absolute)	Daily increase (deaths)	Population (millions)	Deaths per million (total)
Czechia	1.567.848	27.466	137	10,67	2.574,2
Hungary	698.490	22.681	272	9,77	2.321,51
Bosnia and Herzegovina	180.831	7.216	84	3,3	2.186
Belgium	913.057	23.348	47	11,48	2.033,08
Bulgaria	367.376	14.170	136	6,98	2.031,32
Moldova	239.146	5.307	1.672	2,66	1.996,89
North Macedonia	138.891	4.108	35	2,08	1.971,72
Slovenia	223.416	4.097	5	2,09	1.962,22
Slovakia	368.470	10.322	79	5,45	1.892,53
Italy	3.717.602	112.861	487	60,3	1.871,74
Croatia	285.765	6.185	36	4,07	1.520,59
Poland	2.499.507	56.659	956	37,97	1.492,17
France[1]	4.821.401	96.648	748	67,06	1.441,22
Sweden	849.629	13.595	17	10,29	1.321,77
Lithuania	223.127	3.647	12	2,79	1.308,65
Romania	993.613	24.733	172	19,36	1.277,76
Switzerland	615.024	10.445	13	8,57	1.218,1
Kosovo	95.886	1.968	12	1,79	1.096,84

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[1] http://akt.gov.al/wp-content/uploads/2019/06/STRATEGJIA-KOMBETARE-PER-ZHVILLIMIN-E-QENDRUESHEM-TE-TURIZMIT-2018%E2%80%932022-DRAFT.pdf
https://www.imf.org/external/pubs/ft/scr/2016/cr16142.pdf
http:// www.wttc.org/-/media/files/reports/economic-impact-research/countries-2016/albania2016.pdf
 http:// www.instat.gov.al/media/306839/pbb_prodhim_16.xls
http://www.financa.gov.al/files/userfiles/Programimi_EkonomikoFiskal/Kuadri_Makroekonomik_dhe_Fiskal/Kuadri_Makroeko nomik_e_Fiskal_per_Periudhen_2017-2019_(VKM_Nr_80_dt_3_2_2016).pdf
[2]https://www.statista.com/statistics/1104709/coronavirus-deaths-worldwide-per-million-inhabitants/

Austria	568.914	9.586	40	8,88	1.079,86
Netherlands[1]	1.304.238	16.509	15	17,33	952,47
Germany	2.966.789	78.049	294	83,13	938,85
Greece	288.230	8.680	73	10,72	809,98
Serbia	633.013	5.620	41	6,94	809,22
Albania	127.509	2.297	6	2,85	804,78

Fig. 3 - COVID-19 health situation – December 2020/January 2021, Evolution of active cases in Albania[1]
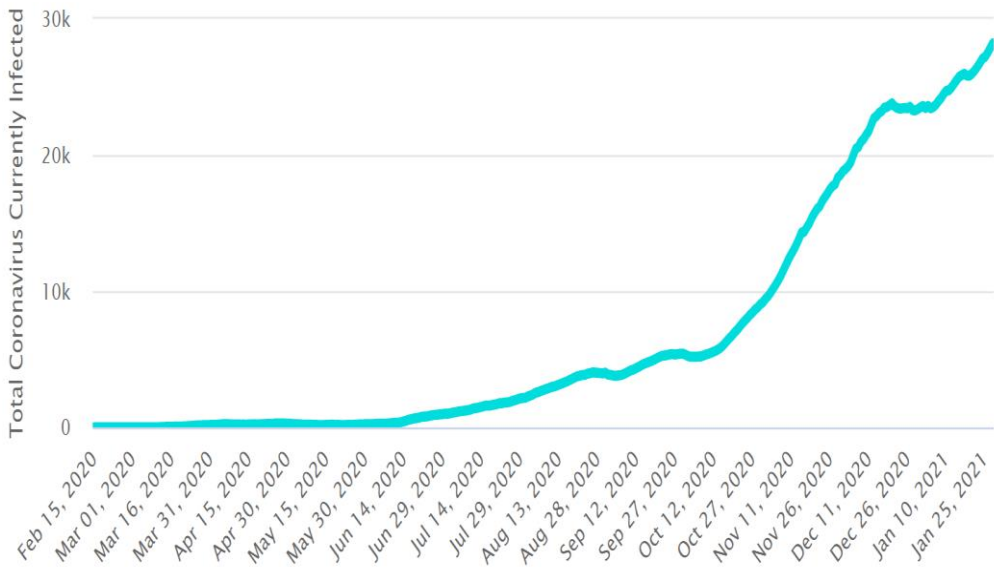
Source: OECD - Worldometers.info

According to the International Labor Organization, the outlook for the second quarter of 2020 was dire, with recent ILO estimates revealing a drop in working hours of around 10.7 percent compared to the last quarter of 2019, which is equivalent with 305 million full-time employees[2]. This will translate into a higher level of unemployment than that of the financial crisis of 2009. During this period no preventive measures were taken in Albania.

The Albanian government was still aiming for economic growth announced in the 2020 budget, which was projected at 7.5%, reflecting the expectation from the development of tourism and remittances. Another negative impact this year was the consequences of the earthquake, which brought consequences to the draft state budget, allocating funds for reconstruction.

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[1] https://www.oecd.org/south-east-europe/COVID-19-Crisis-in-Albania.pdf
[2] https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/briefingnote/wcms_745963.pdf

While over 60,000 employees left the system and will probably reach 200,000 by September according to the ILO, 50% of the economy closed, generating a monthly cost of $ 650 million and the first prediction was that the economy would collapse at least $ 1.5 billion if measures were not taken to curb this economic crisis.[1]

During this Covid-19 pandemic, in addition to the direct costs to the economies of the countries, some indirect costs were identified which were not present at such levels, in previous economic crises such as: consumption reduction, panic and mental problems, depression and pessimism. Developed countries began to take measures to curb this behavior, as well as to alleviate, albeit slightly, the crisis experienced by job losses and closed businesses.

Albania, being a developing country, experiences this problem also from remittances sent by refugees, who in the countries where they live and work were immediately found unemployed and waiting for the social bonuses of the pandemic.

Trade, transport and hospitality services, important branches of Albania's economy, largely contributed to the recession with a 27% decline. Tourism, which accounts for more than 20% of Albania's GDP, was one of the sectors most affected by the pandemic.

 In July 2020, the number of foreign tourists was found to have decreased by 61.5% compared to last year.[2]

Fig. 4 – Private consumption (percentage change)[3]
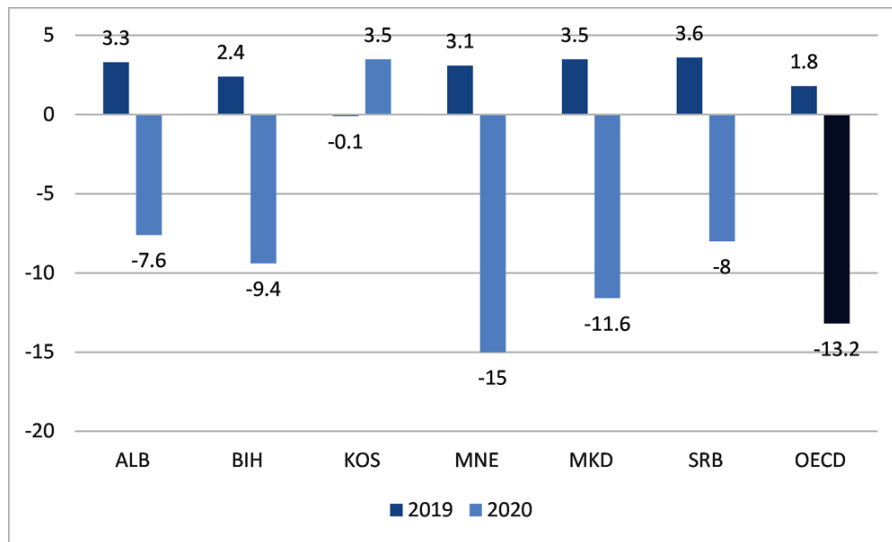
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[1] Muco , K., Kostot ekonomike të koronavirus dhe disa masa që mund të merren, 16/03/2020 http://www.Pano rama.com.al/848667-2/; Muço, K., Koronavirusi gjunjezon ekonomine , mijera vende pune do te mbyllen ne qershor, 14/04/2020, http://gazetashqiptare.al/2020/04/14/koronavirusi-gjunjezon-ekonomine-eksperti-klodian -muco-skenari-mundshem-mijera-te-papune-ne-qershor/
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Source: (European Commission, 2020[5]), EU Candidate Countries' & Potential Candidates'
Economic Quarterly (CCEQ), 3rd Quarter

Fig. 5 - Contributions of the tourism sector in the Western Balkans, 2019 (or last year
available) (in%)
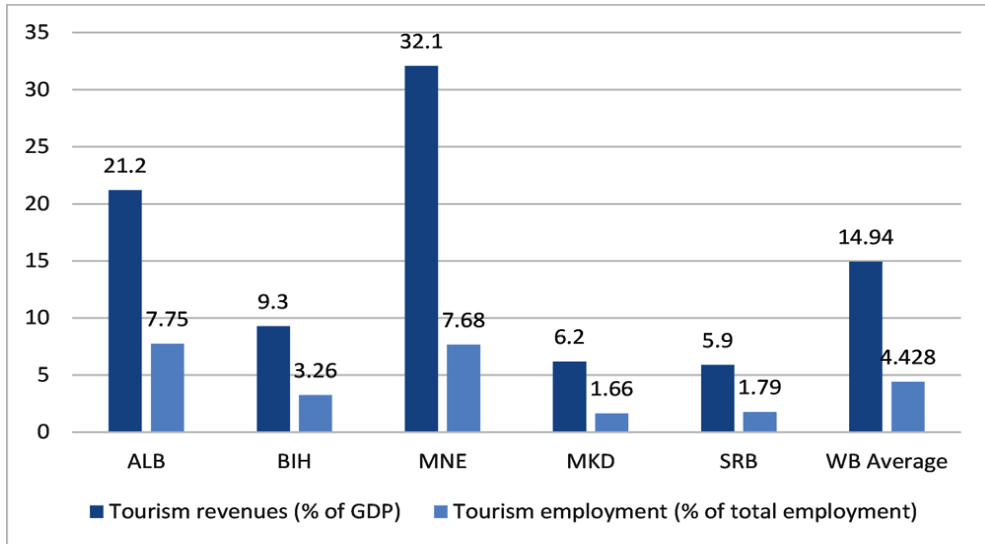
Souce: World Travel and Tourism Council, World Bank (https://data.worldbank.org/)

Impact of the pandemic on Albanian Tourism

As above mentioned, Tourism is one of the main branches of economic growth in Albania with
almost 20% contribution in GDP. According to forecast data, the increase should have been
27.3% in 2019, forecasts made by the Albanian Tourism Association.

Not only in Albania but in all EBRD countries, tourism turnover fell by 65% seems to have
started from the first half of 2020, compared to the same period of 2019. Obviously the most
negative impact is observed in the region's which have a greater dependence on Tourism, such
as Croatia and Montenegro.

Fig. 6 - The decline of tourism in the first half of 2020[1]

Chart 8. International tourism collapsed in the first half of 2020
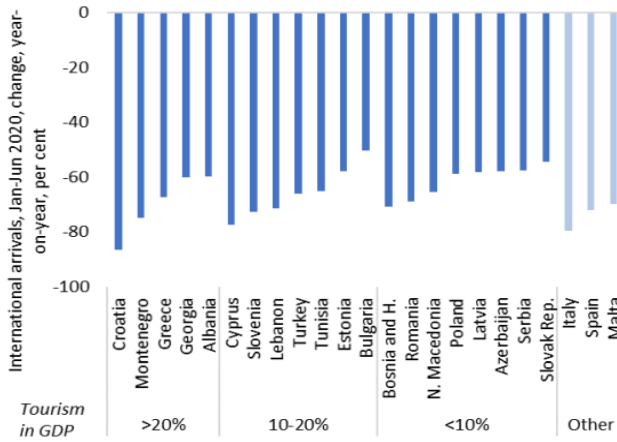
Chart 9. Domestic tourism was also weaker in the first half of 2020
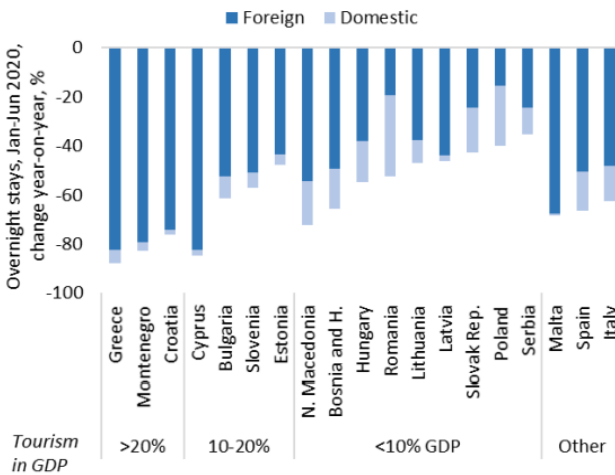
Source: Eurostat, national statistical offices, UNWTO, World Travel and Tourism Council

Citizens around the world were asked to stay locked up in order to limit the spread of the virus, and to protect themselves, and that freedom granted in the summer of 2020 was limited, closing airports and directing them inside while canceling all bookings made for the summer

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[1] Covid-19 Early estimates of the damage, uncertain prospects Output contracted sharply as the effects of social distancing measures aimed at containing the spread of Covid-19 were compounded by weaker demand for exports, a collapse in tourism, a drop in remittances and low commodity pricesfile

season. Another phenomenon was the refusal of many citizens to visit tourist sites within their countries, amid widespread panic about possible infections.

Tourism in Albania so far has seen an increased influx of foreign tourists in the summer period, based on the months of July and August, but that in 2018 and 2019. Expectations and bookings were made beyond this period, with a time extension, from May to September. The arrivals of foreign citizens for 2018 were 5.9236.803 tourists, of which the largest part, almost 85% with origin from European countries. The number of foreign nationals entering our country during the first five months of 2020 is 602 thousand 300, decreasing by 60.0%, compared to the same period of 2019

Fig.6- According to INSTAT, in May 2020, the inflows of foreign nationals were almost 98.8% less than in the same period a year ago

Periudha	Maj 2019	Maj 2020	Ndryshimi vjetor (%)	Janar-Maj 2019	Janar-Maj 2020	Ndryshimi vjetor (%)
Hyrje Shtetas të Huaj	401.531	16.389	-95,9	1.506.618	602.300	-60,0
I. Personale	392.098	5.498	-98,6	1.468.275	560.312	-61,8
1. Pushime, vizitë tek të afërm, qëllime fetare etj.	376.320	4.652	-98,8	1.401.113	534.032	-61,9
2.Trajtim shëndetësor	127	50	-60,6	346	230	-33,5
3.Udhëtarë transit	15.651	796	-94,9	66.816	26.050	-61,0
II. Biznes dhe profesionale	9.433	10.891	15,5	38.343	41.988	9,5

Source : INSTAT , Citizens' movements in Albania . May 2020[1]

Whereas the entries of foreign citizens in the country are 16 thousand 389. Compared to May 2019, this number has decreased by 95.9%.

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[1] http://www.instat.gov.al/al/temat/industria-tregtia-dhe-sh%C3%ABrbimet/turizmi/publikimet/2020/l%C3%ABvizjet-e-shtetasve-maj-2020/

Fig.7 - Movements of Albanian and foreign citizens in Albania

Source: http://www.instat.gov.al/media/7211/levizjet-e-shtetasve-maj-2020.pdf
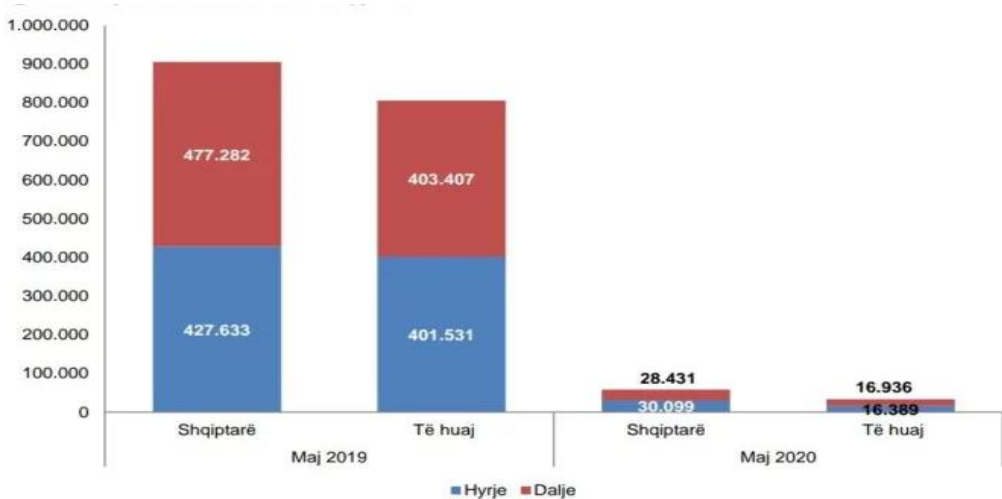
Albania is estimated to be one of the countries with great dependence on the tourism sector and as a result, a significant decline in the impact of the economy is expected in the period of the pandemic.

According to the IMF and the World Bank, it will range from -5%, and according to the EBRD to -9%. The data processed by the World Tourism Organization, ranks Albania next to countries such as Croatia and Montenegro, for the dependence of the economies of these countries on tourism.

Regarding employment in this sector, Albania ranks 30th, in terms of the share of employment in this sector with total employment in the economy, with 22%, while countries like Montenegro have a share of 35%, and in Croatia 25%.

Conclusions

In this paper, the situation of tourism in the Albanian economy and the impact that the pandemic has on tourism was analyzed. It was noticed that the most damaged part of the services were accommodation facilities, restaurants, and services which are closely related to the summer tourist season.

The borders closure , gave a very negative consequence, regarding the arrival of foreigners for holidays in Albania, observed with the difference from 6 million foreigners, being reduced to almost 600 thousand foreign persons for 2019, and 16 thousand for 2020.

National tourism also suffered a decline, as many people lost their jobs, following a difficult socio-economic situation. Also problematic is the protection of non-attendance of restaurants and closed facilities, as a result of the pandemic, and regulations for maintaining healthy distances.

The Union of Tour Operators in Albania predicts that with the continuation of the bans on tourist transfers to our country, regarding the rules of cross-border transport, many jobs will be lost, as a result of reduced demand for services and lack of liquidity until mass 70%.

The loss of revenue generated by the host tourism industry is thought to be around 15 billion euros, but that the collapse is even greater at a time when tourism consists of a chain of businesses not only accommodating, such as tourist restaurants, tour guides, transport tours, tour operators and accommodation structures.

The growing investments in this sector, based on the auxiliary fiscal policies by the Government, will see a reallocation of funds from the private sector, rethinking the business in the field of tourism at the moment.

In conclusion, we can say that the Covid-19 pandemic, in the first place will change the behavior of people regarding consumption, in the near future. Also the chain effect in the tourism sector had negative consequences, which will last several years until it recovers, in the parameters before the pandemic.

Priority should be given to the opportunity to develop an independent tourism throughout the year, as well as specialized tourism packages, expanding the range of offers to other sectors of tourism, not only in the coastal zone.

Investments should also be directed to mountain tourism, which does not recognize a holiday season and can be predicted in all four seasons of the year.

Tour operators need to work more intelligently by narrowly defining the market segment to which potential offers and services need to be adapted.

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[15] Covid-19 Early etimates of the damage, uncertain prospects Output contracted sharply as the effects of social distancing measures aimed at containing the spread of Covid-19 were compounded by weaker demand for exports, a collapse in tourism, a drop in remittances and low commodity prices file

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Albanian Technical Terminologies as a Special Vocabulary and Its Challenges in the XXI Century

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Abstract

In the conditions of the rapid development of technics and technology in recent years, the cooperation of the scientific-technical language with the standard Albanian language is continuing with a higher intensity than before. We notice a vigor of enrichment in the vocabulary of technical terminology, due to the creation and formation of new fields and subfields of technics, technology, also computing, mechatronics, telemetry, a multitude of concepts many of which, on one hand, are marked with names of the languages they come from, mainly from English, but on the other hand, they meet their needs with the lexical mother tongue composition (by common words being raised to terms) and with the activation of other layers, such as word-combination (word-group) terms. In this paper, in a more pronounced way, we are exploring with priority the formation process of terms from common words in technical terminologies. The influence of the scientific-technical language on the general one will be further strengthened in future, because science and its language are beginning to play an increasingly more important role on the development of culture in general.

Keywords: Terms, Albanian technical terminology, problems, tasks, XXI century

1. Introduction

Given the fact that within a paper it is relatively difficult to include and evaluate all the achievements and problems of Albanian terminology from its beginnings until today, so it remains to present here in general only some of the basic achievements and then also some problems that stand today in front of the Albanian terminology, waiting to be discussed and solved according to national and international norms and standards.

Unfortunately, Albanian terminology as a separate field of study has started to be cultured and crystallized relatively late, from the period of Albanian Renaissance, especially by the continuous work of the great renaissance representatives, such as: Naim Frashëri, Sami Frashëri, Jani Vreto, etc.

The *mechanical industry*, in the Albanian area, until 1945 was represented by some workshops with small production or in general with repair character, which were in the hands of foreign and domestic capital, where the technical literature published in this period was very small. With the wide and in-depth development of science and technology at the international and national levels, the fields of knowledge increased and differentiated so much that their filling with terms could be done primarily through *foreign terms*, which flooded into to a large extent, especially in high school and high school textbooks, as well as in scientific and technical documents, in manuals of all kinds, or simply used in teaching.

From the beginning of the 20th century, the process of entering into Albanian mainly words from Italian, French, Russian, German and English language, which have functioned as terms, has almost completely included the school lexicon and in particular that part which is related to terminologies of various fields of knowledge, starting from the formation of these terminologies (in their basic fields, such as mathematics, physics, geometry, etc.), when they appear crystallized and finally formed as sustainable and homogeneous systems.

However, the reliance on a fair language policy in the field of terminology, implementing the basic orientation of this policy, that the intervention of society in terminology is necessary and possible, and which led to the establishment of committees and relevant bodies that worked in this issue. This made it possible to put a part of foreign terms through Albanian terms as their substitutes, which were reflected in many dictionaries of different types, such as explanatory -linguistic, terminological (Fjalor, 1970:5-8), teaching and translation.

2. Characteristics of Term

Based on linguistic studies of terminology problems, there are different definitions for the term. The term is defined, as:

words or word-combinations, linguistic sign which refer to the responsible notion in the system of notions of a field of science or technology,

words or word-combinations of a special sphere of use which is the name of a scientific notion and has a definition,

words or word-combinations that serve to the communication of people united by a common profession or specialist.

Some authors define the term as:

unit of the terminological system that names a notion and its place in the system, among other notions,

part of a certain system which names a notion in the system of notions of a certain science or field of production.

As for the characteristics of the term, from the definitions given by the dictionaries, it follows that:

the term is a special word or expression for a certain branch (Fjalor, 1954:561);

well-defined and punctual denomination; words or phrases that express a certain notion and are used by a certain group of people (Fjalor, 1980:1987).

2.1. The difference between the term and the word

Each term has its own scope within the boundaries of a terminology and from a semantic point of view, is unambiguous as opposed to the word being ambiguous. The term differs from the word in general lexicon by the specialization of meaning and the accuracy of semantic boundaries. Thus, the difference lays not so much in the plane of expression, since the formation of terms is done according to the same rules, but in the plane of content.

Another difference between the term and the word is also noticed in that the term does not depend on the context, it is not related to the context, but to the terminological field, which replaces the context; so its meaning is clear only by knowing what terminological field it belongs to, without having to be in context.

Given the peculiarities of the term and its differences from the word of the general language, from the nomenclature designation and from the professionalisms it emerges that the *term is a lexical-grammatical unit with special use that functions in a certain terminological system, within the terminology of a certain field.*

The terminology of a language as a special lexicon is studied in the form of terminologies of specific fields of knowledge, where each field constitutes a system of terms that corresponds to a system of concepts of that field of knowledge. Thus, the identity of any terminology thus constitutes the field of knowledge. Work with terminology begins with the *concept*, which constitutes the *content of the term*. Within the system is placed the equation *a concept/a term*. This is also the basis of standardization, which is solved through the avoidance of *synonymy* and *homonymy*. The term by the form is *national*, by the content is *international*; in meantime the nationality of the term (by the form) from the internationality (by the content, the concept) takes on special value for the national, nationwide and international standardization of any terminology (Wüster, 1968:2).

3. Theoretical Studies of Terminology Undertaken by Local and Foreign Linguists

As a basis for continuing the development and amendment of dictionaries with new terms, we should also use the theoretical studies undertaken by local and foreign linguists, where in the first place are used works related to problems of technical fields both for genuine theoretical issues, as well as for aspects related to implementation issues of terminological principles in the practice of processing terms and their reflection in relevant dictionaries; *of Albanian terminologists* (from Albania and Kosovo), as: Lirak Dodbiba, Ferdinand Leka, Hëna Pasho, Agron Duro, Vladimir Dervishi, Hasan Çipuri, Esat Stavileci, Nebi Caka, Vilma Proko-Jazexhiu, Latif Susuri, Flutura Çitaku, Gani Pllana, Sadete Pllana, Hajrullah Gorani, Pajazit Nushi, as well as *in the works of foreign terminologists*, like: Eugen Wüster, Juan C. Sager, H. Piht, Helmut Felber, V. Lotte etc. In particular, the main place in terminology is occupied by the works of Eugen Wüster, Austria and V. Lotte, since these two authors have made the object of their study most of the two important fields of knowledge, identified at that time (in the 30s of the 20th century), such as today, mechanics and electricity, to which are challenges for Albanian technical terminology in the 21st century. It should be noted that by Eugen Wüster, who has also been described as the father of terminology at the international level, I have relied on the general principles of terminology and the methods of its elaboration, addressed in his terminological work *"The machine tool"*. In addition to the works of terminologists as a point of reference have served the genuine theoretical works and special scientific articles of Albanian linguists, who have also dealt with problems of terminology, as can be mentioned:

Alekasndër Xhuvani, Androklli Kostallari, Jani Thomai, Miqo Samara, Emil Lafe, Xhevat Lloshi, Sadete Pllana, Flutura Çitaku, etc. (Pllana, 2014:22-23)

4. Organization of Albanian Technical Terminologies

The most basic activity in the field of terminological lexicon is related to the *collection* of terminological material, its *processing* and *reflection* in the relevant dictionaries. This belongs to the third phase, after the `50s of the 20th century, in which this whole process took place in two directions: *firstly,* work on an institutionalized basis, with a clear strategy, which became predominant with the establishment of the Institute of Standard Language in 1948 and especially the Terminology Sector in 1955, aiming at systematizing, unifying and Albanianizing the terminologies of different fields of knowledge. As a result of that, a series of terminological dictionaries came to light, such as the dictionary of botany, mathematics, chemistry, etc. (since 1963); each field of terminology was built on the basis of the fundamentals of the Albanian language and its word-forming models; *secondly*, it was done on individual basis, or in cooperation with specialized centers in this field. This activity initially was rarer, but later was intensified, especially with bilingual dictionaries (foreign language - Albanian).

Nowadays the department builds its work in three main directions: in lexicology, *terminology* and applied linguistics. The department consistently has had a qualified and specialized scientific body and for about 50 years has designed and released dozens of works, which have been evaluated and have taken place in the fund of our national culture (Thomai, 2017:12-121).

The work in *terminology* is organized in studies on *term* and *terminology* as well as in the compilation of terminological works (compilation of terminological dictionaries of Albanian).

In Prishtina, Albanian Language Institute organized the scientific session "*The state of Albanian terminology in Yugoslavia"*, on 28 and 29 January 1988, where in addition to the works of linguists related to terminology were presented works by researchers in other fields (various specialists).

In Tirana, by the Albanian Academy of Sciences and Arts, and the Kosovo Academy of Sciences and Arts was organized the scientific conference *"State and development of Albanian terminology problems and tasks"*, June 2009 (Pasha & Duro, 2009:21), with the participation of prominent terminologists from Albanian territories.

5. Albanian Terms Based on Common Words that Mark Parts of the Human Body

A separate problem is the standardization of terminology and in particular the introduction in the process of standardization of Albanian terms based on common words, which serve as key elements in solving the problems of systematization and Albanianization of terminology (Kostallari, 2017:288).

Words that mark parts of the human body are widely used in the process of transition from word to word meaning with specialized use in various fields of science and technology. The concepts that mark these words are introduced into the system of concepts of the given field, further expanding and enriching the connections between them. The ability of these common words to create terms is related to the approximate aspect that the word has with its form and function with the concept that is required to be marked. Thus the meaning of the word *arm$_1$*

(of person) from the form of the function it performs resembles the *arm (of a crane)*, as a new concept, therefore the name *arm$_2$ (of a person)* is given to the concept that is required to be marked (Pllana, 2017: 112).

These word-terms, with the concepts they mark, are inserted into the conceptual system of the given field by expressing other concepts within the field.

In the following examples we will present the cases of common words, the parts of the human body, which through the process of terminology are raised into words with specialized meaning, in terms, reflected in Dictionary 1980 and concretized as markers of meanings in the terminology of technical fields, giving in a coded way the source where the word was used for the first time (Fjalor, 2002):

ballë/fore: *fore$_1$ (of gallery)* (min), *fore$_2$ (of piston)* (mech.), *fore$_3$ (of cartridges)* (mil.),

brinjë/rib: *rib$_1$ (of boat)* (sea)*; rib$_2$ (of radiator)* (mech.);

buzë/edge: *edge$_1$ (of dish)* (mech.)*, edge$_2$ (of road)* (cons.)*, edge$_3$ (of vice)* (mech.)*,*

dhëmbë/tooth: *tooth$_1$ (of wheel)* (mech.)*; tooth$_2$ (of rake)* (agriculture)*; tooth$_3$ (of drag)* (agriculture);

dorë/hand: *hand$_1$ (of fastener)* (mech.)*; hand$_2$ (of manipulator)* (rob.);

flegër/ fold: *fold$_1$ (of window)* (cons.)*; fold$_2$ (of valve)* (mech.);

gisht/finger: *finger$_1$ (of valve combine harvester)* (agriculture.)*; finger$_2$ (of piston)* (mech.);

gju/knee: *knee (axel)* (mech.);

gojë/mouth: *mouth$_1$ (of pipe) (mech.); mouth$_2$ (of volcano) (min.); gojë/mouth$_3$ (of plank) (cons.);*

grusht/fist: *fist$_1$ (hydraulic)* (mech.)*;*

grykë/throat: *throat$_1$ (of well)* (min.)*; throat$_2$ (of volcano)* (geol.);

hundë/nose: *nose$_1$ (of hammer)* (mech.)*, nose$_2$ (of ship)* (sea),

këmbë/feet: *foot$_1$ (of motorbike)* (mech.)*; foot$_2$ (of bridge)* (cons.)*; këmbë/foot$_3$ (of mineral)* (min.);

kokë/head: *head$_1$ (of bolt)* (mech.)*, head$_2$ (of nail)* (mech.)*, head$_3$ (of milling)* (mech.),

krah/arm: *karm$_1$(of excavator)* (const., mech.)*; arm$_2$(of crane)* (const., mech.)*; arm$_3$(of jack)* (mech.);

kryq/cross: *cross$_1$ (of mechanism)* (mech., cosn.)*; cross$_2$ (of road)* (cons.);

kyç/joint: *joint$_1$ (of closing)* (construction); *joint$_2$ (of link)* (mech., elec.);

nyjë/not: *not$_1$ (of rope)* (mech. cons.)*; not$_2$ (of string)* (teks/textile.)*; nyjë/not$_3$ (of railway)* (comm.);

qafë/neck: */neck$_1$ (of bolt)* (mech.)*; neck$_2$ (of axel)* (mech.)*; neck$_3$ (of pipe)* (mech.);

shputë/foot: *foot (of pillar)* (cons.);

sup/ shoulder: s*houlder(of lifter)* (mech.);

sy/eye*: eye₁ (of loop)* (mch.); *eye₂ (of piston)* (mech.);

trup/body: *body₁ (of screw)* (mech.), *body₂ (of ship)* (sea.), *body₃ (of engine)* (mechanism), *body₄ (of bolt)* (mech.)

vesh/ear: *ear₁ (of nut) (mech.), ear₂ (of fork) (agric.)* etc.

zemër/heart: *heart₁ (of wood) (forestry); heart₂ (of form) (met.); zemër/heart₃ (of cable)* (el.);

Conclusion

On this situation in which is today, the Albanian technical terminology I can give recommendations regarding the necessity of compiling dictionaries of special technical subfields, mechanics, electricity, informatics, mechatronics and construction, which will be realized in cooperation with *specialists* and *linguists*. Also of particular interest would be the compilation of a basic technical vocabulary, of a basic systemic dictionary with definitions for technical terminologies, built according to computer methods.

The meanings of the terms based on the meanings of ordinary words are reflected in the explanatory dictionaries of Albanian in the semantic structures of their words. The study of these meanings of words, when they appear as terms like *foot (word*) and *foot (term*) and which are distinguished as such during use in the respective field of knowledge, gives the opportunity to examine this lexical intermediate layer in relation to the general lexicon, with other groups of terminological lexicon, as well as with cases of functioning in the teaching practice of each field.

The problems of standardization should be considered closely related to the solution of general problems of dual problems in terminology and *synonymy and polysemy* as harmful phenomena for terminology and in particular for technical terminology.

The solution of the problems of standardization, setting standard and normative terms should be carried out on the basis of strict scientific principles and criteria of terminology as a science and as a practical activity, such as in the first place the requirements of accuracy and clarity of terms, setting of term-concept equivalents and vice versa to create for each field of knowledge a terminological system, to respond adequately to the respective conceptual system. On this basis, the problems of absolute synonymy (doublet), which overload the terminology, of relative synonymy (quasi-synonyms and pseudo-synonyms), which create confusion in scientific-technical communication and reduce its quality, must be solved.

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Influence of Nano Phase Change Materials on the Desalination Performance of Double Slope Solar Still

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Abstract

Solar still is the ancient low cost device to distillate the saline water. Paraffin is a kind of phase change material which has a thermal storage characteristic and it can absorb and release a large amount of latent heat during the phase transition process. Ethylene Glycol was used as a PCM to study the thermal characteristics of water and absorption rate. A Nano phase change material plays a vital role in solar energy conversion and is used to enhance the thermal conductivity behavior on thermal energy storage systems. Materials at the nanoscale have a larger surface area and it has higher thermal properties than the macro particles. Incorporating NPCM into basin material helps to improve the productivity and the evaporation rate. The performance of the single basin double slope solar still was higher than the single slope solar still. Despite significant efforts, there are some challenges, such as the thermo physical properties of basin material, flow rate, insulation material and thickness that must be overcome in order for this technique to be useful in practice. In this paper, a detailed comparison of the various solar stills, designs, fabrications and water production analyses are discussed. Hence it is confirmed that NPCM has a higher potential than PCM for saline water desalination processes. This study confirmed that the Paraffin composites are stable up to 160°C and it increases the efficiency due to increased thermal properties of NPCM.

Keywords: Solar Energy, Phase-change materials; Nano materials, Double slope Solar still, Desalination

1. Introduction

Saline water desalination is one of the major requirement tools for society and the environment. There are many desalination techniques available for purifying brackish water, but they are economically high and not portable for all the climatic conditions.The majority of

seawater desalination systems rely on thermal energy storage technologies and solar energy. It was widely used because of its high profitability. Desalination is a popular method in nations with limited freshwater resources. Many researches state that pure water imbalance is a unique problem to human life. To overcome scarcity of pure water, various desalination technologies are used. Solar stills stand out among the various water desalination technologies because of their simplicity, convenience and climatic conditions. The key attribute of PCM, its latent heat storage made it useful in heating and cooling a number of applications, including solar stills, heat pump systems, and solar power plant applications. Many factors are affecting the water purification; energy and cost are the important factors for all the process. Solar distillation is a cost-effective method for producing pure water by consuming the solar energy [1]. This necessitates an energy input, which can be from heat, electricity or solar radiation. To meet this demand, desalination technology is more widely used. This energy is directly employed to evaporate water inside a device; for example, several types of stills are used to desalinate saltwater and there are many different types of desalination processes accessible in water purification.

One of the inventions in the Thermal energy storage systems (TES) in phase change material, which has demonstrated thermal physical qualities in a variety of climatic settings. The phase change materials are used to store heat during the day and can be utilized at night. Thermal conductivity of phase change material helps to increase the production rate. Paraffin wax and fatty acids are the higher thermal conductive PCMs.Solar energy promotes freshwater evaporation in solar distillation systems;it gives a high percentage of pure water with a large concentration than the initial brine water.The evaporated brine is cooled to produce distilled water. The solar water desalination system is functioned by simple concept of evaporation and condensation through the transmission of sunlight via the transparent cover of the Solar still. For solar desalination applications, PCM and nanocomposites are attractive materials [2-4]. The energy is stored through phase shift of the storage medium, such as solid to solid, liquid to solid, or gas to liquid, in phase change energy materials. It has a sensible heat property that displays the temperature difference between the charging and discharging steps. Many studies [2-4] have shown that adding nanoparticles with PCM improves the still's productivity and efficiency. It shows better performance in the Thermal energy storage systems. Many researchers pointed out that phase change materials of Paraffin could play a vital role in heat storage capacity and thermal conductivity of solar still applications. [8]. They claimed that these materials suspended in the Water basin could improve the thermal conductivity. The average amount of these suspended materials is less than 40%. Since then, a variety of PCM materials have been tested in numerous applications, including the solar still. Such PCMs are designed to improve heat transfer conditions. Such compounds are intended to improve heat transfer conditions. As a result, PCM should have greater thermal conductivity, better stability, and superior rheological qualities. Thermal characteristics of the Paraffin can be tailored to improve the SS's efficiency by altering the thermal characteristic of heat transfer co efficient and thermal conductivity.

In this paper we discuss the solar still mechanism and techniques to improve the solar still productivity. In this paper, we mentioned the advantages of using paraffin material as a NPCM. Adding a NPCM is a novel way for improving the material's thermal properties. It demonstrates a higher level of performance in thermal energy storage systems. Phase change materials have been discussed in a number of articles as having the potential to improve heat transfer and thermal storage systems in solar still applications.

2. Solar Energy and its Applications in Solar Still

Since many energy storage systems are available based on solar energy, energy storage serves a crucial role in preserving available energy and enhancing its utilization. Because the world's population and industry are rapidly expanding, the need for energy is a concern for future generations. To replace conventional energy systems, there is an alternate option of using solar energy systems, which are readily available and cost-*free.* However, considering solar energy is only available during the day, research has concentrated on phase change materials that store heat during the day and then release it at night. *Water* purification process can be possible by the solar distillation method. There are many different types of solar systems mostly used based on the simplicity and efficiency of water production. Mainly solar stills are classified by active type and passive. The qualities and functionalities of these solar stills are used to classify them. Recent studies have discovered that the inclination angles of the slope, the depth of the basin, materials, and solar radiation are some of the primary influencing elements of solar water productivity [10]. The key factor is the temperature difference between the water in the solar still basin and the temperature of the inner side of the glass. The temperature difference between the water in the solar still basin and the temperature of the inner side of the glass is the most important component in increasing the efficiency of water production. Solar stills that are active produce more energy than those that are inactive. The internal air circulation has been slightly increased to increase the temperature difference between the glass and basin water. It improves heat transfer between the basin medium and the water cover. The rate of condensation increases as the inner glass surface cools. There are also a number of minor tweaks that help to improve their output in terms of meteorological parameters and design, such as the usage of some tweaks on the interior and external sides of the solar water basin. The better alternative for improving solar desalination is to use nano phase change materials. The primary goal of Paraffin phase change material is to establish a well-defined PCM fusion for enhanced thermos-physical properties. The paraffin can be dispersed in the saline water or the synthesized PCM can be suspended in the water basin to create effective solar still. Thus, in PCM, the unique physicochemical properties of paraffin provide greater heat conductivity and rheological properties.
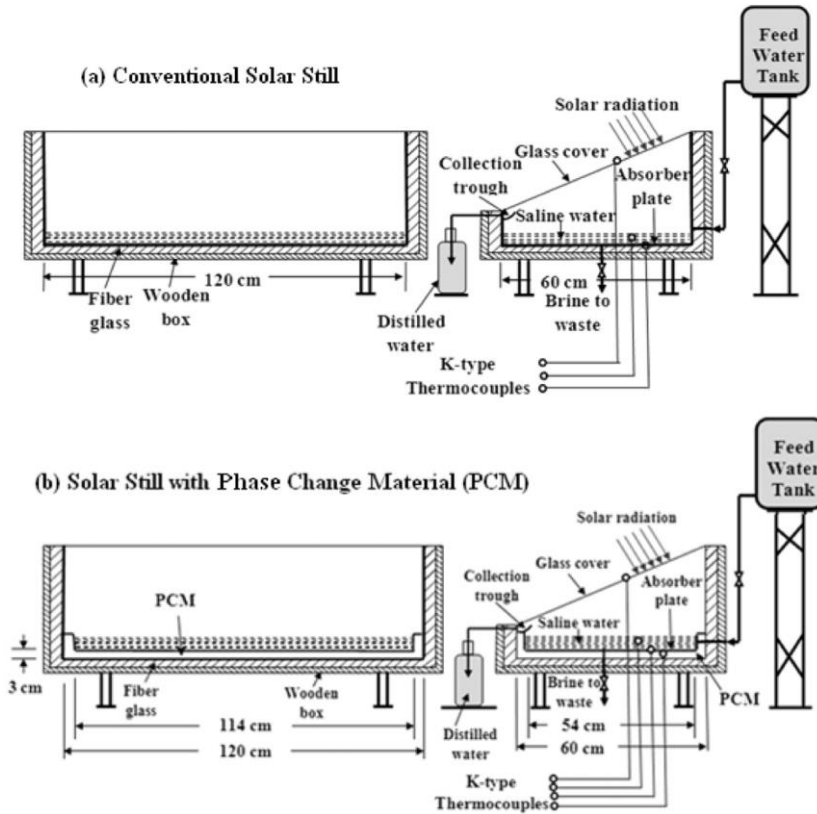
Figure 1. Different types of Solar still

2.1 Working Mechanism of Solar Still
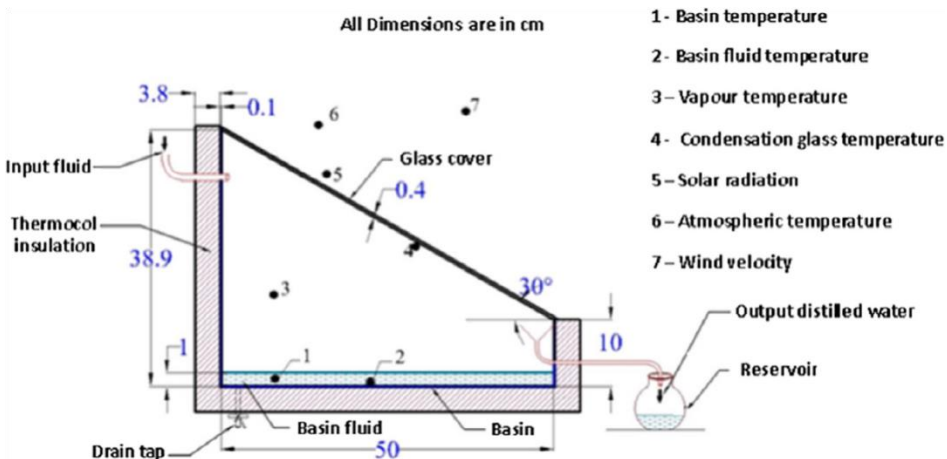
Figure.2 Mechanism of Solar still

The fresh water is distilled using a simple heat transfer mechanism in the solar still, which works on the principle of evaporation and condensation. Figure 1 depicts a schematic design of the solar still's concept and operation. The two forms of solar stills are active and passive and both rely on the evaporation and condensation processes.The basin, slope with glass cover and storage tank make up the majority of the solar still. The basin's surface is filled with saline water, which is heated by solar radiation and evaporates. The evaporating water condenses through the glass cover and the distillate collector subsequently collects the flow of condensed water.There are various sorts of ways that help to boost the productivity of water, such as using active components, external motors, pumps, fans, and absorption materials. Basin temperature and condensation temperature are the most important factors for solar water desalination [12].Many studies have already been conducted on the use of sponge cubes, absorption materials, wick, black paints, fins, insulation, condenser and evacuation tubes in the modification of solar stills.

2.2 *Improvement techniques of solar still by usingPhase Change Materials:*

The still output is inversely proportional to the depth of the water. Many studies have already concluded that the solar still basin's enormous surface area leads to high-efficiency water production. This method aids in increasing the rate of evaporation and lowering the volume ratio of the basin's surface.Organic PCM such as paraffin and fatty acids are well known, but inorganic phase change materials such as hydrated salts are the most common. The melting temperature of all phase change materials varies depending on the application. PCM are frequently employed in the energy sector. The melting temperature of all phase change materials varies depending on the application. The phase change material is an unavoidable enhancing medium for solar still applications and organic PCM is the most widely used PCM in recent publications [14].
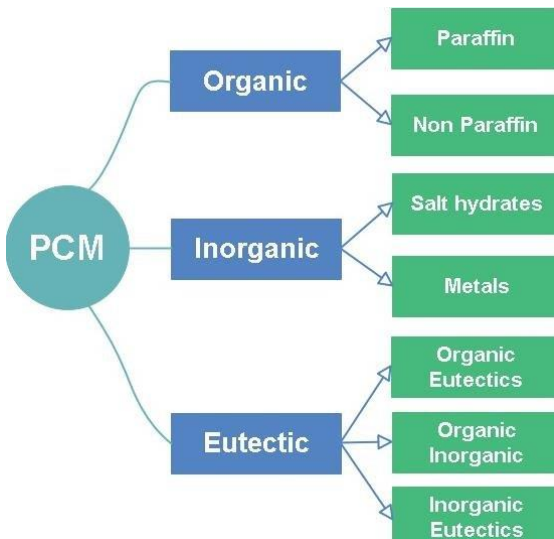
Figure 3. Classifications of Phase Change Materials
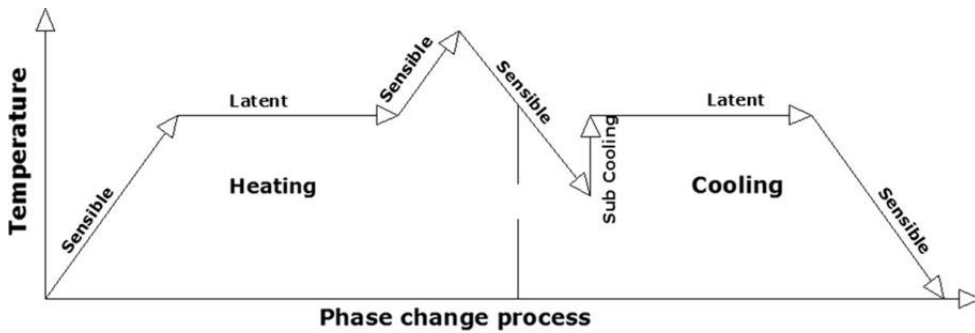
Figure 4.Schematic diagram of Phase change Process

PCM has a greater thermal conductivity property, allowing it to absorb and release heat during the phase shift process. During the transition, the temperature of these materials remains constant. During the transition of the heating process, the temperature of these materials remains constant.The melting point of PCM should be above 90°C in refrigeration applications and below 15°C in an air conditioning applications. In comparison to sensible heat storage systems, latent heat thermal storage provides better charging and discharging qualities. It has a higher energy storage capacity and fusion heat. The most commonly used materials are organic and inorganic PCMs. For their properties of latent heat and high thermal conductivity, phase transition materials are commonly used in thermal storage applications. This type of material is referred to as latent heat storage material because of its consistent thermal conductivity.In the PCM, latent heat storage is essential; latent heat is the heat absorbed or released by the thermodynamic system. Latent heat of fusion is the latent heat associated with phase shifts in a thermodynamic system. Natural PCM (paraffin, unsaturated fats) and inorganic PCM (metallic salts) are the two types of PCM.

Table 1: Performance of Solar stills with Nano PCM

Author	Type of PCM	Type of Nanoparticles(NPs)	Size of NPs	Productivity
Kumeresan et al,	Paraffin	MWCNT	30-50 nm	3.56
yuvari et al,	1-Octadecanol	Graphene	NA	4.04
Teng and Yu	Paraffin	Al_2O_3 and sio_2	20-40 nm	3.76
Ji et al,	Palmitic acid	MWCNT	25-50 nm	5.2
Li	Paraffin	Nano-graphite (NG)	35 nm	6.6

3. Paraffin and its Characteristics

Paraffin wax has high melting point in the desired operating temperature range. It melts constantly and freezes without much super-cooling. These features enable paraffin wax to find application in thermal energy storage systems. Natural PCMs are more artificially stable than inorganic Phase Change Materials, which soften uniformly without the need for super cooling. However, when compared to inorganic PCM, it has higher thermal conductivity. Most of the studies focused on improving PCM thermal characteristics like paraffin and fatty acids. In comparison to other PCM, paraffin is the most highly recommended material for latent heat thermal energy systems due to its poor thermal conductivity.

It was frequently utilized in TES applications because of its excellent properties, such as high sensible and latent heat, freezing and melting with low super cooling. They are also inexpensive; they are safe and paraffin is locally available different with a melting temperatures.

Latent heat

Thermal conductivity

Melting point

Specific heat

Density
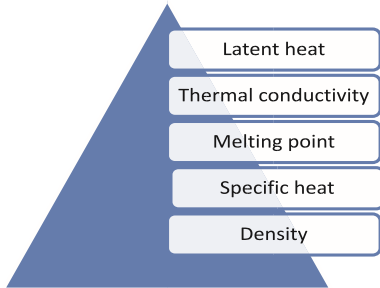
Figure 5(a). Important Properties of Phase Change Materials
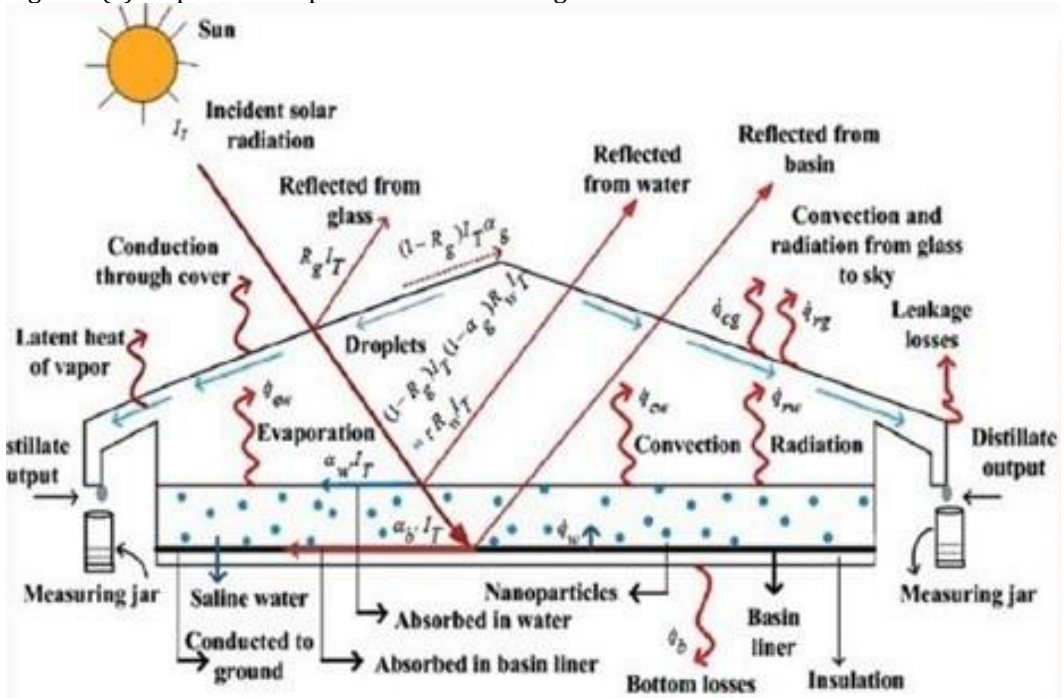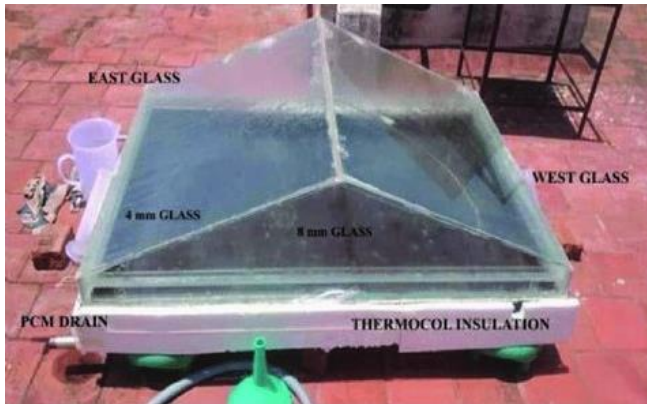
Figure 5(b).Mechanism of Double slope solar still

Table 2: Thermal Characteristics of paraffin

	Melting Temperature, °C	latent heat temperature, J/g	Freezing temperature °C	Freezing point of latent heat, J/g
Paraffin	51.6	181.11	52.4	-175.11
20 wt % paraffin with composite PCM	53.4	95.82	51.4	-92.15
40 wt % paraffin with composite PCM	52.8	105.73	52.17	-98.55
20wt % paraffin with composite PCM After preheating and cooling	52.8	91.65	51.23	-91.32
40 wt % paraffin with composite PCM After preheating and cooling	54.3	115.57	52.43	-97.90

Rayleigh and the Stefan numbers can be defined based on the temperature difference of PCM and the length of the solar still. The formulas are given below, [6]

$$Ra_f = \frac{g\rho_f^2 c_{\rho.f}\beta_f(T_h - T_c)H^3}{k_f\mu_f}$$

$$Ra_m = \frac{g\rho_f^2 c_{\rho.f}\beta_f(T_h - T_c)H^3}{k_m\mu_m}$$

$$Ste_f = \frac{c_{\rho.f}(T_h - T_c)}{h_{ls.f}}$$

$$Ste_m = \frac{c_{\rho.m}(T_h - T_c)}{h_{ls.m}}$$

The ρ and T are respectively thermal conductivity and temperature parameters,

Table 3.List of different passive solar stills with paraffin wax.

S. No	Authors	Types of Solar still	% of increase in productivity
1	Ravishankar et al.,	Single basin and double slope	23.95%
2	Sathyamurthyet al.,	Single basin and triangular	99%
3	Sonawanet al.,	Single basin with single slope	61%
4	Yadav et al.,	Stepped with weir type	36.32%
5	Shalabyet al.,	Single basin and v-corrugated absorber plate	13%
6	Subramanian	Single basin with single slope	188%
7	Ashis Kumar et al.,	Single basin with dual slope solar still	64%
8	Avesahmadet al.,	Dual slope with singlebasin	26%

3.1 Mechanism of heat transfer in PCM:

The Phase Change Material is a latent heat energy storage material. While heating the PCM, the heat is initially stored as a sensible heat within the PCM until it reaches into melting point temperature. The form of sensible heat stores the heat when the PCM in melting point. During the daytime the solar radiation is high, so the PCM absorbs the thermal energy in the PCM and it releases at the night time when the solar radiation is entirely low. The amount of solar energy is stored in the basins absorber plate is determines the performance of solar still.The temperature difference is drawn in the below diagram. It shows the PCM temperature and thermal conductivity, melting point, specific heat and density. The solar still performance is relying on the basin water temperature and the glass temperature in the solar still over the time. The water basin temperature for the solar still PCM is around 81°C and glass temperature in the range of 21°C to 80°C.

Effects on latent heat capacity:

The phenomenon of how paraffinalters the latent heat capacity of thermal storage is difficult to attribute. In this section, we will look at how the physical and surface features of PCM can affect the storage of latent heatstorage capacity.Several researchers have undertaken numerous studies on solar stills, as well as paraffin and PCM, with a variety of favourable outcomes that have been used to improve their production. Incorporating heat conductive paraffin's into the solar still produces effective results, and adding the paraffin is being considered as a key element in solar still efficient improvement applications.
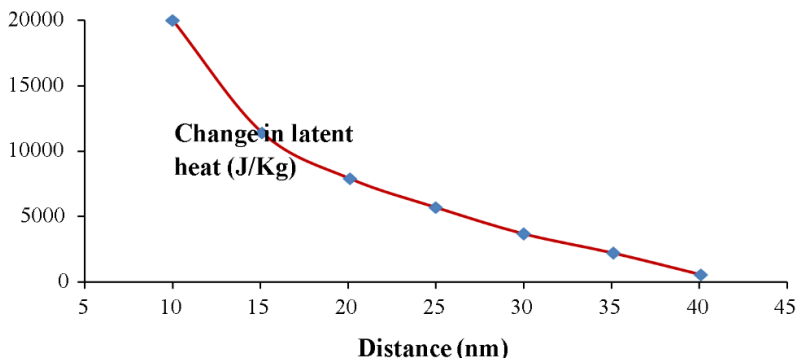
*Figure 6.*Change in Latent heat Capacity

3.2 Applications of Nano Enhanced Change Materials

The thermal conductivity of nano composite Phase Change Materials was shown to enhance when nano materials were dispersed in Phase change materials. Various nanoparticles, as shown in the diagram, contribute to improve the properties of TES.They demonstrated that the heat transfer effect in the surface medium has increased, as well as examining paraffin melting ability with nanoparticles. At the pipeline'sentrance, a check valve is installed.To control the saline water flow rate, a check valve is installed at the pipeline's entry. It is positioned within the basin still, which is built of a 1.5 mm thick galvanized iron sheet measuring 0.5 m x 1.4 m. To maximize solar radiation absorption, the absorber surface is painted black. Nanocomposites phase change materials were prepared using various copper nanoparticles and carbon nanotubes, and experimental results showed that Nano PCM composites had better thermos-physical properties than those without Nano PCM. Previously, many studies on nano particle mixed organic materials were conducted instead of inorganic nanoparticles.

Preparation of nano Phase change material using paraffin and ZnO Nanoparticles

Figure 7. Preparation of Nano PCM.
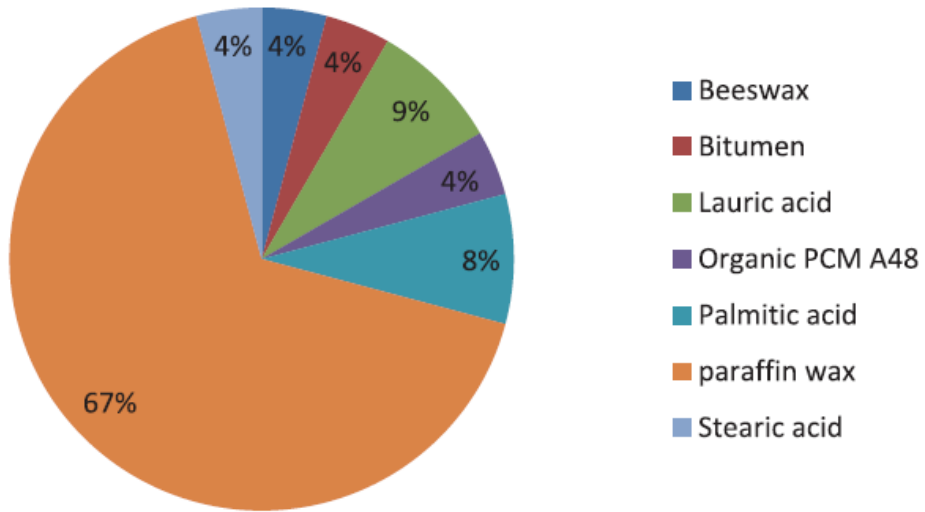
Figure 8. Different types of PCM used for solar still Applications

4. Effects of using the Nano PCM in Solar still

The performance of the desalination unit is depending on the solar radiation and water temperature, glass cover temperature and the Phase change material. Performance of the desalination unit for different composite materials were shown in Figure.9. the time-to-time production was measured with and with PCM. As mentioned in the earlier day time production is higher than the nighttime production. The results are shown that the maximum of temperatures and productivity occur later than the peak of solar radiation. This is because some of the heat from the sun is still stored as sensible and latent heat within the PCM, which requires large time and energy to raise the temperatures.
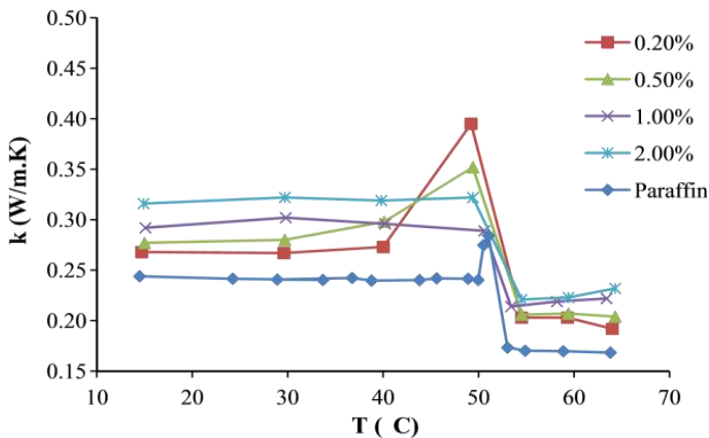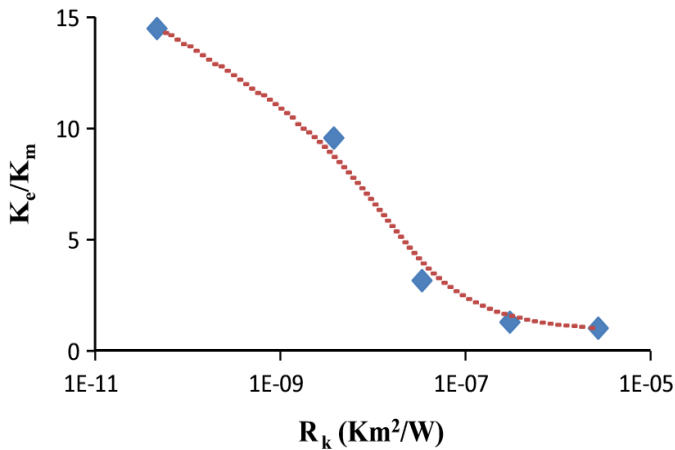
Figure 9.Paraffin enhanced solar systems

Conclusion

The thermal conductivity has played a major role in the thermal property of the PCM; paraffin has a comparatively low thermal conductivity then other PCM. The dispersion of the nano composite materials increased the thermal conductivity. The influence of PCM on the behavior of the solar still with PCM was explored theoretically by the nearest meteorological circumstances. The paraffin PCM has a large latent heat capacity than other materials, and it is proven that paraffin materials can be used in the solar still for the better performance of solar still water purification. Moreover, from the studies we are confirmed that the Paraffin composites are stable up to 160°C. These materials being used for double slope solar still and it will increase the efficiency due to the increased thermal properties of Nano PCM.

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Vocabulary Control in Nautical Information Resources

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Abstract

Nautical charts are an essential information resource for safe navigation. However, they are not only a useful resource for navigators; According to the International Hydrological Organization (IHO), they essentially fulfill two functions: 1) Maritime navigation, since most hydrographic services have the obligation to provide coverage of the nautical charts of their national waters, in all coastal waters, including major ports and smaller marinas of purely local interest. and 2) as a source of information, since national nautical charts present a detailed configuration of the seabed. Information on the shape of the seabed is required by a diversity of users in addition to navigators; for example, engineers interested in onshore construction, dredging contractors, oceanographers, defense agencies, coastal zone managers, etc. Traditionally, there are three essential elements that play an important role in information retrieval: title, author, and subject access point. Among the latter, one can distinguish indexing by natural language and by controlled vocabularies. The thematic access points, makes it easier for the user to search and retrieve all types of resources that satisfy their information needs. Traditionally in the processing of nautical charts the natural language is used predominantly, motivated by a lack of availability of a controlled vocabulary specific to the área in Spanish. The objective of this work is aimed at establishing the criteria for the construction of a controlled vocabulary in Spanish in the field of nautical charts.

Keywords: nautical charts, controlled vocabullary, subject cataloguing, information needs, information retrieval, thesauri construction

Introduction

Nautical charts are a sort of cartographic information resources, which involve a graphical representation that provides highly significant information to ensure safe navigation. It indicates the depths of the sea, the nature of the seabed and the detailed maritime configuration. However, it is not only users of nautical charts who need to orient themselves to make a journey through navigable waters. The information provided by nautical charts exceeds the purpose for which they were originally created. According to the Hydrographic and Oceanographic Service of the Chilean Navy (2003), a nautical chart is a graphic representation of the navigable waters and the adjacent coast drawn by means of an adequate projection system according to its purpose. It indicates the depth of the sea, the nature of the seabed and the detailed maritime configuration. It must also show the natural and artificial objects that exist fixed on land, the dangers to navigation, location of lights and other aids that

are visible from the sea that can serve as a reference to the navigator to obtain their situation and draw directions.

Nautical charts in their evolution have been gaining importance over time not only as a support for navigation and maritime transport. They have also acquired importance for the determination of maritime safety processes in coastal procedures and in the prevention and monitoring of crisis situations created by ship accidents, in many cases with polluting or dangerous loads.

Nautical charts are also a tool to carry out environmental studies, studies related to natural resources, urban planning, tourism, etc.

In this sense, according to the Naval hydrography manual, the use of nautical charts is related to the following activities, namely

Maritime transport

More than 80% of the international trade in the world is transported by sea. Maritime trade is a basic element for the economy of a nation. Many areas and ports in the world do not have accurate or adequate coverage of their nautical charts. Modern nautical charts are necessary for safe navigation through the waters of a country and nearby coasts and for entry into its ports. The lack of adequate nautical charts prevents the development of maritime trade in the waters and ports of the nations in question. The shipping industry needs efficiency and safety. Poorly mapped areas and a lack of information can make trips longer than necessary, and can even prevent optimal loading of ships, thus increasing costs. The savings in time and money that result from the use of shorter and deeper routes and the use of larger ships or deep-draft freighters can represent important economic income for the industry and national commerce. It is also very important to note that Chapter V of the SOLAS (Save Our Life At See) convention considers a ship worthless if it does not carry the updated charts necessary for the intended voyage.

Coastal zone administration

Proper management of the coastal zone includes points such as the construction of new ports, and the maintenance and development of existing ones; dredging operations for the maintenance of charted depths and for the establishment, monitoring and improvement of channels; control of coastal erosion; land reclamation from the sea; for the establishment and monitoring of the guidelines that regulate the discharge of industrial waste; extraction of mineral deposits; aquaculture activities; transportation and public works projects including construction of near-shore infrastructure.

The first essential data for the aforementioned projects are obtained from the coastal surveys carried out by the national Hydrographic services, the information of which is included in the corresponding nautical charts. Users of hydrographic information go beyond the traditional user group, mariners, including government agencies, coastal authorities, engineers and scientists.

Exploration and exploitation of maritime Resources

Although the information contained in the nautical charts, prepared by the national hydrographic offices, have been designed mainly to support the safety of navigation, such information also constitutes a considerable economic value for the administration and

exploitation of the natural resources of the sea. For example the identification of minerals in marine sedimentary areas. The fishing industry also needs the information contained in the nautical charts, not only for the safety in the navigation of its vessels but also for the identification of the fishing areas.

The trend in modern fisheries science is toward habitat management, bathymetry, and other oceanographic data that will provide input of important data for proper species management and development.

Environmental protection and management

An essential factor for the protection of the environment is safe and accurate navigation. Waste and oil spills are a major destructive factor for pollution, the economic consequences are more devastating than imagined, in some cases, they have been estimated at 3,000 million dollars for a single incident. The value of shipping services for the protection of the marine environment has been recognized internationally. In this regard, it should be noted that Chapter XII of Agenda 21 of the United Nations Conference on Environment and Development (UNCED), held in 1992, recognized that "Nautical mapping is of vital importance for the navigation safety".

Methodology

The research methodology followed to address the issue raised has been based on a qualitative research process evaluating previous works of the author that allowed to establish the starting point of the present work

Subject cataloguing and information retrieval

Considering the cataloging principles of 2009 and its modification of 2016 (IFLA, 2016), the catalog should be an efficient and effective instrument to find information resources that allow the user to identify a particular resource, a set of resources that belong to to the same work, expression, manifestation; those associated with the person in charge of the information resource (s) or all the resources of a given subject, the latter subject of interest in this writing. From this possibility, the user will be able to identify, select and retrieve the resource and / or related resources that he has been able to identify as a previous step to accessing the primary information. It is vitally important that the catalog, as far as the thematic description is concerned, enables the user to move (navigate) linking concepts, objects, events and places, constituting an element of selection, identification and information on the potentialities that the collection can provide. to satisfy your needs.

The cataloging principles establish that among the essential access points, controlled subject terms must be included as one of the necessary elements to enhance the identification and selection possibilities that the user has before going in search of the primary information resource.

A thesaurus according to ISO 2788-1986 defines a thesaurus as:"a controlled and dynamic vocabulary, composed of terms that have semantic and generic relationships between them and that is applied to a particular domain of knowledge".For his part, van Slype (1991) defines a thesaurus as: "a structured list of concepts intended to uniquely represent the content of documents and queries within a given document system and to help the user in the indexing of documents and queries."

Most authors agree that the first function of a thesaurus or any controlled language is to support the information retrieval process by constituting a guide that allows choosing terms for indexing and retrieving information.

According to ISO 25964-1 standard, The traditional aim of a thesaurus is to guide the indexer and the searcher to choose the same term for the same concept [...] a thesaurus should first list all the concepts that might be useful for retrieval purposes in a given domain. The concepts are represented by terms, and for each concept, one of the possible representations is selected as the preferred term [...] Secondly, a thesaurus should present the preferred terms in such a way that people will easily identify the one(s) they need. This is achieved by establishing relationships between terms — and/or between concepts — and using the relationships to present the terms in a structured display

In the information retrieval process prior to the development of thesauri, the use of character strings was common. With the advent of the thesaurus, the choice of preferred terms improved the information retrieval process

On the other hand, according to ISKO in the language of normal discourse one concept can be expressed in many different ways, and conversely one term can have many different meanings. To achieve the aim of always choosing the same term for the same concept an artificial indexing language has to be established, in which synonyms are controlled, homographs are disentangled, and each preferred term is allowed only one meaning (although some may have very broad meanings). The thesaurus conveys that artificial language. Thus the essential core of a thesaurus is a collection of concepts represented by terms and interlinked by relationships, of which the three main types are equivalence (between terms), hierarchical (between concepts) and associative (also between concepts). By long established convention, the tags USE and UF (Use For) precede preferred and non-preferred terms respectively, and the equally characteristic tags BT, NT and RT indicate broader, narrower and associatively related concepts respectively.

The thesaurus can also be viewed as a complex network of interrelated concepts, in which each concept is labeled by one or more terms, in one or more languages, depending on whether it is a monolingual or multilingual thesaurus. These are some of the main characteristics

The semantic scope of a concept is indicated partly by the totality of terms labelling it, partly by the hierarchical relationships linking it to broader and/or narrower concepts, and where this is not enough, by a scope note and sometimes term definitions

Admissible hierarchical relationships are of three types: generic, instantial or partitive (subject to some restrictions on the eligible types of partitive link). It is optionally possible to distinguish these types, using the tags BTG/NTG, BTI/NTI, BTP/NTP respectively

dmissible associative relationships apply to non-hierarchical situations wherever two concepts are so associated that an indexer or a searcher should consider using one of them as well as, or instead of, the other

Concepts may be presented and ordered in arrays with node labels, following the principles of facet analysis

Concepts may also be grouped in loose structures to suit particular domains or applications

Concepts not explicitly included in the thesaurus may be represented by combinations of preferred terms (in situations known as "compound equivalence"

It is also possible to add metadata to terms, to concepts, to relationships and to the thesaurus as a whole, such as dates of introduction or change, version history, housekeeping data, copyright information, etc.

According the ISO 25964-1 international standard ISO 25964-1 a tersaurus can be defined as a controlled and structured vocabulary in which concepts are represented by terms, organized so that relationships between concepts are made explicit, and preferred terms are accompanied by lead-in entries for synonyms or quasi-synonyms.
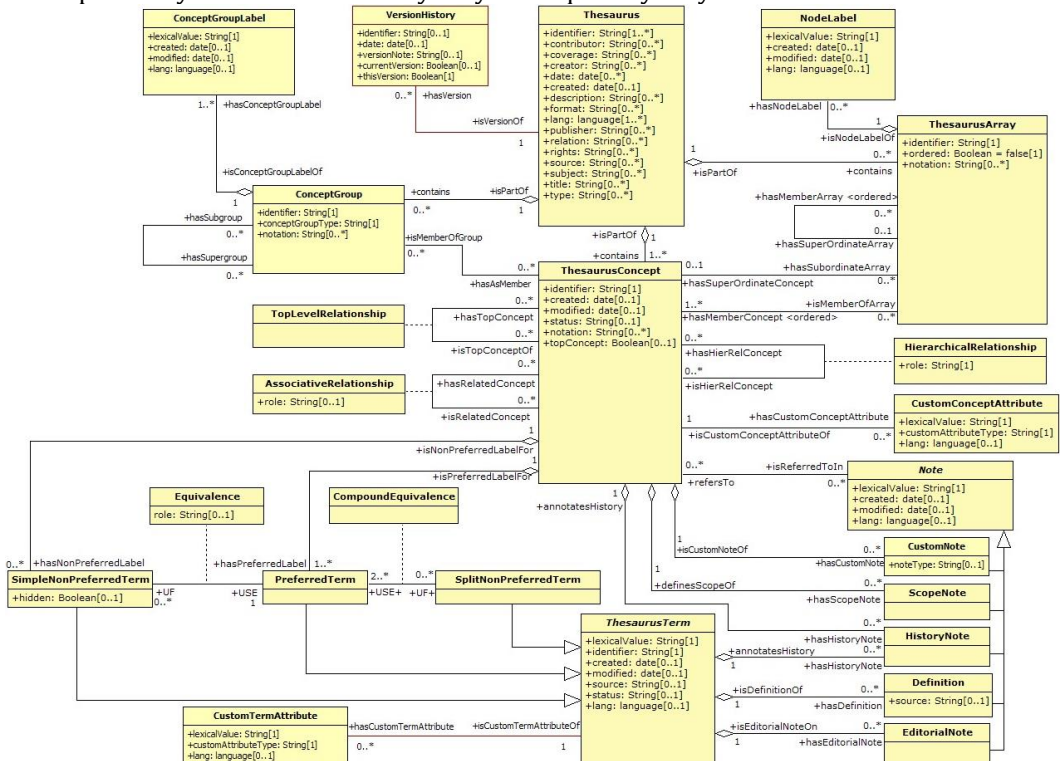
A data model provided by ISO 25964-1 is shown

Subject Cataloguing and nautical charts

Subject description, through the thematic access points, makes it easier for the user to search and retrieve all kinds of documents that satisfy their information needs. According to (Stubbs et al., 2016) in the processing of nautical charts, the natural language is used predominantly, motivated by a lack of availability of a controlled vocabulary in Spanish specific to the area. The closest are vocabularies of general cartography that do not reach the specificity required for the description of the content of this class of resources. The general controlled vocabularies used in various information units and Libraries to process nautical charts, such as those with a certain degree of specificity, present important limitations for the description of content, making it necessary to include summaries or notes in bibliographic records. In four document

languages used for the processing of nautical charts, it was observed that no selected vocabulary could represent at least 50% of the keywords selected for the content description in this class of information resources. (Stubbs, et. Al .; 2019)

It is important to note that many information agencies such as libraries and documentation centers have nautical charts given the interest and needs of the users that they must satisfy.

The control of vocabulary at the time of subject cataloging is essential for the retrieval of information in aspects such as the identification and link between related resources. Control of vocabulary in these sort of resource is related to general aspects of description, issues related to topography, underwater hazards, hydrographic data, and geographic location.

Given the particular characteristic of the cartographic resource and especially the nautical charts, one of the important aspects to take into account is the place or geographic location as terms to control for an optimization of the information retrieval.

Although in many cases the geographical location with which the user would go to look for the information is found or is part of the title, this is not always the case. And even in this case, the record would cease to fulfill one of the essential functions of the catalog, which is the link with other related documents, a situation that would not be exposed when describing only the document with the natural language, omitting the relationships and links that a cartographic resource may have with the rest. On the other hand, other nautical charts that are not linked to a specific locality or population are named by the geographical coordinates and since a geographical coordinate as a keyword is no longer very friendly. From this situation it is necessary to have a controlled vocabulary that in addition to univocally identify the terms and concepts that the resource identifies thematically (type of nautical chart, navigational warnings, natural or artificial underwater risks, aspect of the topography, etc.) It is important that the controlled vocabulary incorporates the standard terms of the location and its hierarchical relationships. This last aspect is what would allow the links to be established within the catalog between the different records that have some kind of hierarchical or associative relationship linked to geographic location.

Discussion

The lack of a controlled vocabulary in Spanish for the processing of nautical charts deprives the cataloger of a tool to incorporate one more element in information retrieval. Some studies suggest that the majority of searches were subject searches (Gross and Taylor, 2005),. Gross and Taylor found that more than a third of records retrieved by keyword searches would be lost without subject headings. Which would indicate that not only is access by subject another element but a very important one that numerous studies, in various disciplines, have found that a quarter to a third of records returned in a keyword search would be lost without controlled vocabulary. So the lack of some kind of controlled vocabulary to retrieve information in relation to nautical charts directly affects the satisfaction of the user's needs in this area of knowledge.

Most of the studies carried out on information retrieval by subject have concluded that the greatest success in retrieving information is obtained with hybrid systems (systems that combine natural language with vocabulary control). According to Lancaster (1991), systems that do not control vocabulary present problems when performing conceptual searches, so a combination of natural language and controlled language improves information retrieval.

Conclusion

Based on the foregoing, the processing of the information contained in nautical information resources (nautical charts) in Spanish presents weaknesses related to the lack of languages that allow controlling the vocabulary used when indexing an information resource.

As explained above, an attempt has been made to correct this deficiency from the use of natural language, which presents drawbacks related to the specificity of the terms with which the resource is described.

On the other hand, the lack of a controlled vocabulary makes the description present polysemics, ambiguities and inaccuracy in the results of an information search and at the same time it deprives one of the most important functionalities that controlled languages have is the link that allows establishing with similar resources by establishing hierarchical, associative and equivalence relationships between the terms

Finally, the development of a controlled vocabulary for the processing of nautical charts makes it possible to comply with one of the cataloging principles established in 2009, which implies the possibility that the user can navigate through the catalog.

The development of a controlled vocabulary in Spanish for the description of nautical charts constitutes an essential tool in improving information retrieval.

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A Demographic Study of the Multidimensional Poverty of Women in India

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Abstract

Foremost in the Sustainable Development Goals (SGDs) of the 2030 Agenda, is the goal of achieving "No Poverty". With nearly a decade yet to go, it is imperative to know the true nature and extent of poverty so that steps can be taken to eradicate poverty in all its forms. Multidimensional Poverty is a problem that persists on a larger extent in a developing country such as India, particularly among its women. The study uses the Demographic Health Survey data – India's National Family Health Survey (NFHS), a nationwide survey conducted with a representative sample of women aged 15 to 49 throughout the country, to shed light on the nature and extent of deprivations faced by them. The deprivations faced by the women are measured along the dimensions of education, health and standard of living as per the global Multidimensional Poverty Index (MPI) jointly developed by UNDP (United Nations Development Program) and Oxford Poverty and Human Development Initiative (OPHI). Findings reveal that one-fifth of women in India are multidimensionally poor. Further subgroup decomposition reveals that higher levels of deprivations are found in women living alone, with higher age, having more number of children, widowed or divorced, husbands having multiple wives, those having more than one union and married before the legal age of marriage. The Government needs to focus its attention on the most deprived groups of women. Based on the nature and the extent of deprivations that they face, appropriate measures must be taken to bring them out of their destitution.

Keywords: Multidimensional Poverty, Deprivations, Sub-group Decomposition, Indian Women

Introduction

A life without dearth of wants and needs is the ultimate goal of every individual. Still, millions of people struggle for a life without deprivation of basic needs. The first goal of the 2030 Agenda of the Sustainable Development Goals is to achieve "No Poverty". With a decade yet to go, it is imperative to know whether nations are equipped with the right tools to eradicate poverty from its roots. It is necessary for Governments to realise the true nature of poverty, its incidence and intensity by measuring poverty in a way which can reflect the plight of people. Policy responses to eradicate the problem should take a multidisciplinary approach addressing the basic necessities of humans such as education, health care and access to proper living conditions. It shifts the focus of analysing poverty from a monetary perspective to reflect the livelihood of the poor based on their education, health and standard of living. According to estimates of the 2018 global Multidimensional Poverty Index released by the United Nations

Development Program (UNDP) and the Oxford Poverty and Human Development Initiative (OPHI), in 2015-16, within a decade, India halved its poverty rate. But it still houses the second largest amount of the world's poor. (UNDP, 2018)

Women in developing countries are more likely to be poor than men (OXFAM), particularly in a patriarchal society. In a country with more than three-fourth of its women being economically dependent on men, (Dixon, 2018) there arises a need to view poverty through a gendered lens. The household level approach to studying poverty assumes that all family members' incomes and resources contribute to the well-being of every individual in the household (World Bank Institute, 2005). It seldom projects the gender inequality in allocation of economic resources, particularly in access to education and proper health care. The deprivations that women in the working-age face must be brought into light as they have children to support, particularly when their access to economic resources are limited. Therefore, the study seeks to understand the nature of poverty of women aged between 15 to 49 from a demographic perspective.

Background

Eradicating poverty has been the focus of many policies taken by the Government but its successful accomplishment has been uncertain. The World Bank defines Poverty as "low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. Poverty also encompasses low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice, and insufficient capacity and opportunity to better one's life." Basically, poverty is the deprivation of many imminent needs.

As the approach to poverty has become multifaceted, its measurement has, in many dimensions, gathered momentum. Studies on multidimensional poverty show that the income poverty misses out on the deprivations that the poor face. A study by Wang, Fang, Xia and Alkire on the rural households in China (Xiaolin Wang, 2016) shows that, according to the national poverty line, 67.79 per cent of poor households are lifted out of income poverty but they are in vulnerable (28 per cent) or ordinary (38 per cent) or extreme (1.69 per cent) multidimensional poverty. Therefore, in poverty identification, income can hardly capture the comprehensiveness and complexity of poverty. Hence, multidimensional measurement is vital not only to know the level of poverty, but also to understand its nature.

The dimensions of poverty to be studied must be declared clearly. Studies on multidimensional poverty have focussed on the level of education attained by the women as a measure of poverty. A substantial poverty reduction can be made when the household members are educated. A study on education and poverty has found that as the level of education lowers, the poverty level becomes higher (Bici, 2017). The health of women also is a significant concern, the deprivation of which would lead to a detrimental condition of life. Studies show that the health of the women have been declining over the years. Women need to have good health so that they can support their families better. Studies also show a high correlation between the health and the level of poverty of women (Ngoma, 2017). Standard of living also is a good indicator of poverty. A household earning enough to feed a family but living under a leaking roof would mean that the household is under poverty.

Since the basic needs for survival are multiple in numbers, it is an outright necessity to check if the number of people who face that deprivation is worrisome. Therefore, it is important to study the dimensions of education, health and standard of living with respect to demographic

factors to measure the poverty of women and identify the ones in imminent need of policy action. The present study focuses on studying the deprivations faced by women on these aspects. Past studies' focus on demographic variables as factors of multidimensional poverty is very limited. The study therefore overcomes this research gap and analyses the multidimensional poverty among various demographic sub-groups.

The objectives of the study are to

know the deprivations faced by the women aged between 15 and 49 in India

find the incidence and intensity of multidimensional poverty among the women

analyse the multidimensional poverty of the women in India among various demographic sub-groups

identify critical sub-groups of women that face high level of multidimensional poverty

Methodology

The study uses the Demographic Health Survey data – India's National Family Health Survey (NFHS), a nationwide survey conducted with a representative sample of households throughout the country. A total of 628,900 households were selected for the sample, out of which, interviews were completed with 699,686 women aged 15-49. The global Multidimensional Poverty Index (MPI) jointly developed by UNDP (United Nations Development Program) and Oxford Poverty and Human development Initiative (OPHI) has been used to measure multidimensional poverty of these women. STATA /IC 16 was used to analyse the data from the survey. The deprivations faced by the women are measure along the dimensions of education, health and standard of living. The indicators selected under each dimension have been outlined in figure 1. Equal weights are given for each dimension. The indicators under each dimension were also given equal weights. Weighted deprivation scores will be calculated for the women. If the deprivation score is one-third or above, the women are under multidimensional poverty.

Figure 1: Composition of MPI – Dimensions and Indicators
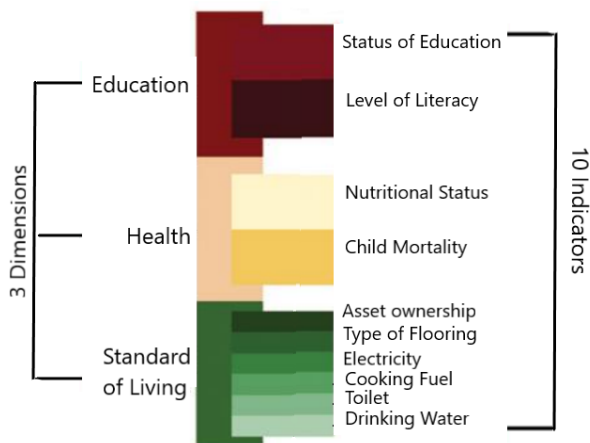
Source: Global MPI of UNDP and OPHI - modified for study

The global MPI has been used to measure poverty with few changes. The dimension of education in the global MPI entails their educational attainment and literacy, where the woman is deprived if she has no education and cannot read or write respectively. Studies show that these two do not go hand in hand and that a considerable number of women who were educated could not read or write. They are equally important to assess the level of education of women. In the dimension of health, the indicators of women's deprivation include nutritional status, i.e., Body Mass Index is less than 18.5 kg/m^2 and Child mortality i.e., they have lost sons or daughters. The dimension of Standard of living includes Asset Ownership i.e. women's household has less than 2 small assets - TV, radio, fridge, bike, motor, telephone and no car/truck, Type of Flooring i.e. household has a dirt, sand or dung floor, availability of electricity, Cooking fuel i.e. dung, wood, charcoal or coal is used as cooking fuel, availability of improved toilets and availability of improved drinking water i.e. no access to improved drinking water or if water is at more than 30 minutes' walk.

Alkire Foster method has been used to measure the incidence and intensity of Multidimensional Poverty. (Alkire, 2011) The women are classified as multidimensionally poor and non-poor on the basis of their weighted deprivation scores. The incidence is expressed as the multidimensional headcount ratio (H):

$$H = \frac{q}{n}$$

Here q is the number of people who are multidimensionally poor and n is the total population. It is the proportion of women under multidimensional poverty.

The intensity of poverty (A) is the average deprivation score of the multidimensionally poor people and can be expressed as:

$$A = \frac{\sum_{i=1}^{n} c_i\,(k)}{q}$$

Here, $c_i(k)$ is the censored deprivation score of individual i and q is the number of people who are multidimensionally poor. The MPI is the product of both: MPI = H × A.

After the MPI is calculated, the deprivations of the non-poor will be censored as the focus is on the women who are multidimensionally poor i.e., the sum of weighted deprivation score of each indicator is one-third or more of total possible deprivations. On this ground, the incidence of poverty can be explained by the **Censored Headcount Ratio**, which is the proportion of women who are **poor and deprived** in each of the indicators. It also shows an accurate magnitude of deprivation of the poor in each indicator.

The contribution of each indicator to the MPI has also been calculated to identify the area of deprivation that needs immediate policy attention. The percentage contribution of each indicator to MPI is calculated as:

$$Contribution\ of\ indicator\ i\ to\ MPI = \frac{w_i CH_i}{MPI} * 100$$

Here w_i is the weight of indicator i and CH_i is the censored headcount ratio of indicator i. Whenever the contribution of an indicator is higher than its weight, this suggests that there is

a relative high deprivation of this indicator. The poor are more deprived in this indicator than the others.

MPI then is decomposed by population sub-groups of age, religion, marital status, and family size and the number of children, to find out the level of incidence and intensity of poverty among the sub-groups.

Furthermore, the incidence of multidimensional poverty has been analysed for specific critical demographic sub-groups of women to understand the development issues faced by these women. Critical sub-groups have more than 50 per cent of the population under multidimensional poverty. The factors considered for critical sub-group analysis include demographic factors such as age, family structure and role, marital status and fertility preferences.

Findings and Discussions

Deprivations Faced by Women

Women experience adverse livelihood conditions in developing countries. The amount of deprivations they face often goes unnoticed or ignored. The study has found the level of deprivation faced by the women in India in each indicator.

Deprivations in the Dimension of Education

Status of Educational Attainment

The study finds that in India, 27.59 per cent of the women aged 15 to 49 are deprived of any education at all. Women are burdened in a society that does not recognise their need for basic education on the assumption that their role resides inside the walls of the house and that they will be economically dependent on their partners. In a country where such a notion is widespread, women tend to have lesser access to the means to get a life-sustaining employment when the economic need arises. Women's education is not given its due importance in such a condition and these families do not educate girls if they cannot afford it or just because the educational institution is too far away. They would rather vouch for her a better living if they can marry her off to a family by paying a sufficient dowry.

Level of Literacy

It is also a matter of concern that 31.62 per cent of the women do not know how to read or write. Women are trained from a young age to assist their family with the household chores but not in learning or doing well in schools. There is an urgent need to improve the literacy of women so that they are neither deprived nor cheated of anything and so that they are empowered to participate in the decision making for the household.

Figure 2: Deprivations faced by women aged 15 to 49 in India

EDUCATION	HEALTH	STANDARD OF LIVING
EDUCATION 27.59%	NUTRITION 22.42%	ASSET OWNERSHIP 52.08%	ELECTRICITY 10.67%	TOILET 41.69%
LITERACY 31.62%	CHILD MORTALITY 8.49%	FLOOR 34.67%	COOKING FUEL 56.84%	WATER 13.99%
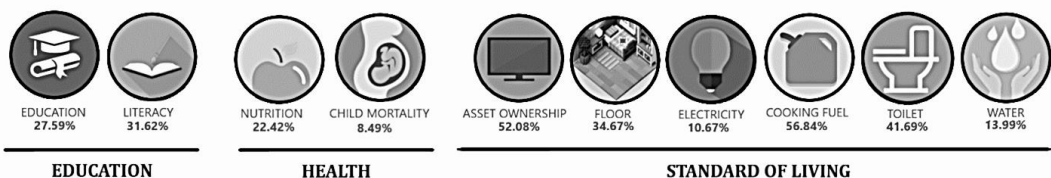
Source: NFHS 2015-16

Deprivations in the Dimension of Health

Level of Nutrition

The health conditions of the women also need to be taken into account. Women with poor health conditions will not be able to perform their day-to-day duties with ease. Finding shows that 22.42 per cent of the women have a Body Mass Index of less than 18.5 kg/m^3. According to the World Health Organisation, these women are malnourished. Poor physical health among adults leads to adverse health outcomes in future which translates into a poor standard of living. Working aged women need better nutrition in order to function at their homes, workplaces and in the society. Malnutrition hampers the efforts of women at various aspects of their lives.

Child Mortality

Child mortality is a major problem faced but the level of deprivation is relatively low compared to other indicators. About 10 per cent of women have lost sons or daughters. Studies have shown higher levels of child mortality among poor women (WHO, 2019). This has been attributed towards unaffordability and inaccessibility to proper health care facilities and also due to the inattention to health care and unconcerned health seeking behaviour of the women.

Deprivations in the Dimensions of Standard of Living

Standard of Living

Many women do not have a proper standard of living. Women in poverty are subject to a lower standard of living. Many women live in unsuitable housing conditions and do not have any access or ownership to assets. Policy decisions must ensure decent living conditions of women as a right to have adequate standard of living including access to nutritious food, clean water, proper cooking fuel, electricity and toilets.

Asset Ownership: 52 per cent of women do not have access to basic consumer durables such as TV, radio, fridge, bike, motor, telephone and no car/truck. Moreover, an additional finding reveals that a staggering sixty per cent of households of the women do not have ownership to neither a house nor land. Among the households that own house(s) or land, only 27.9 per cent of women do not have joint ownership and own house(s) or land alone.

Flooring: The type of flooring is an indicator of poverty as dirt floors reflects the inability and unaffordability of household to get a proper cemented flooring. Findings reveal that 34.67 per cent of women still live in houses that have dirt floors.

Electricity: Poor households do not have proper access to electricity and electrification does not necessarily ensure that there are no frequent blackouts and maintenance problems. Despite the Government's measures to bring affordable electricity to low economic households, study finds that ten per cent of the households do not have access to electricity.

Cooking Fuel: It is appalling to find that still more than half of women cook with dung, wood, charcoal or coal. They cannot afford an LPG cylinder.

Availability of Toilet: There are no improved toilets of nearly 40 per cent of the women's households. Improper sanitation facilities need to be checked to ensure health and hygiene amongst the members of the family.

Availability of drinking water: Deprivation of water resources is also a major problem faced in developing countries. Many households do not have access to clean and safe drinking water, leading to constraints on a healthy lifestyle. Study finds that 14 per cent of Indian women face a dearth of drinking water. Even if drinking water is available, these women need to travel for more than 30 minutes to get the water.

On the whole, the study finds that women face high levels of deprivation of basic necessities. The deprivations the women face have been outlined in figure 2. The women face the highest levels of deprivation in cooking fuel and in the ownership of assets like TV and radio.

Incidence and Intensity of Multidimensional Poverty

How many are poor?

Using Alkire-Foster Methodology, the Headcount Ratio (H) has been calculated. The percentage of women aged 15 to 49 under Multidimensional Poverty has been found to be 38.44. These women have deprivations in one-third or more of the indicators. More than one-third of the total women aged 15 to 24 in India are multidimensionally poor.

Figure 3: Incidence of Multidimensional Poverty among Women in India aged 15-49

Source: NFHS 2015-16

How poor are they?

It is important to understand the amount of deprivation the poor women face. The intensity of deprivations faced by women paints a clear picture on this aspect. The intensity of multidimensional poverty has been found by the average deprivations that the MPI poor women face. On an average, the multidimensionally poor women are deprived in 52.53 per cent of the weighted indicators.

Level of Multidimensional Poverty

Therefore, taking into account the depth of poverty, the MPI (M_0) has been estimated to be 20.19 per cent which shows that the multidimensionally poor women face 20 per cent of all deprivations if all women aged 15 to 49 were poor and deprived in all dimensions and indicators. The proportion of weighted deprivations the poor women experience in society out of all the total potential deprivations that the society could experience.

4.3. *Sub-Group Decomposition of the Multidimensional Poverty of Women*

Who is poor?

In order to identify who the poor are, the poverty of the women in the study has been decomposed into various demographic sub-groups. The classifications are based on age, religion, marital status, and family structure. The incidence and intensity of Multidimensional Poverty among the women aged 15 to 49 have been calculated and shown in Table 2. This shows the level and depth of poverty among each group of the population.

Table 2: Incidence and Intensity of Multidimensional Poverty among Women

BASIS	CLASSIFICATION	INCIDENCE: Headcount	INTENSITY: Average Deprivation	MPI: Adjusted Headcount
Age	15 to 24	27.35	46.89	12.82
	25 to 40	40.38	54.4	21.97
	41 to 49	54.16	54.28	29.4
Religion	Hindu	39.16	52.88	20.71
	Muslim	40.26	51.36	20.68
	Christian	22.9	50.11	11.47
	Other religions	20	45.38	9.08
	No religion	46.74	55.54	25.96
Marital Status	never in union	22.85	43.75	9.99
	married	42.37	53.91	22.84
	widowed	58.93	54.34	32.03
	divorced	38.11	52.75	20.1
	no longer living together	50.04	52.89	26.47
Size of the Family	1	56.09	55.42	31.09
	2	43.6	53.37	23.27
	3	35.02	52.09	18.24
	4 to 5	35.59	52.19	18.57
	6 to 10	42.16	53.02	22.35
	>10	38.17	51.31	19.59
Number of children	0	24.92	46.1	11.49
	1	28.32	51.63	14.62
	2	33.03	51.5	17
	3	54.29	53.98	29.3
	4	69.84	56.57	39.51
	5	81.07	59.04	47.86
	> 5	89.45	60.11	53.77

Source: NFHS 2015-16

Decomposition based on Age

Women aged 15 to 49 have been classified as young adults (15 to 24), adults (25 to 40) and middle aged (41 to 49). The findings indicate that the incidence of poverty is higher among the ages 41 to 49. The poverty seems to be higher among women of higher age groups and they face higher levels of deprivation. 27 per cent of young women are under poverty. But the rates are much higher for the women above the age of 25. The intensity of poverty also seems to increase by age. Adjusted Headcount Ratio (M_0) has been found to be highest among the middle aged at 29.4 per cent, 22 per cent among adults and relatively low among young women at 12.83 per cent. There is an inverse relationship between age of the women and the level of multidimensional poverty.

Decomposition based on Religion

Religious beliefs, culture and customs also play a wide role when it comes to poverty. Women have different gender roles dictated by their religion whose effects on women can be seen in the form of poverty. The incidence of poverty is highest among women who do not belong to any religion. The women who belong to the religions of Hinduism and Islam face the highest amount and depth of poverty. Only 23 per cent of Christians are subject to multidimensional poverty. Women who belong to other religions like the Sikhs, Zoroastrians, Buddhists, Jain and Jews also face relatively lower incidence of poverty.

A closer look at the indicators that women were deprived of, revealed that the percentage of Hindu and Muslim women who were deprived of education was around 30 per cent in both status of education and literacy level. However, it was 16 per cent for Christian women and nearly 15 per cent for women of other religions.

Decomposition based on Marital Status

Marital Status has much to do on poverty. Women who are married face higher levels of poverty. Marital Status speaks a lot on the dependence of women as well. Among the unmarried women, 23 per cent identify as under multidimensional poverty. It is the least among women who were widowed. The intensity of poverty of women who are unmarried is the least while that of the women at married, widowed or separated is around 50 per cent.

A closer look at the poverty level by marital status reveals that 38 per cent of women who are widows face severe poverty with deprivations more than 50 per cent and 20 per cent of widows face deprivation of 33 to 50 per cent.

Decomposition based on Family Structure and Roles

There is a high incidence of poverty on women living alone. More than half of the women living alone are under poverty with the highest intensity. As the family size gets bigger, the intensity reduces as there are more members in the family to support the family. However, this applies only if there are a greater number of adults.

Figure 4: Multidimensional Poverty by Number of Children in the Household
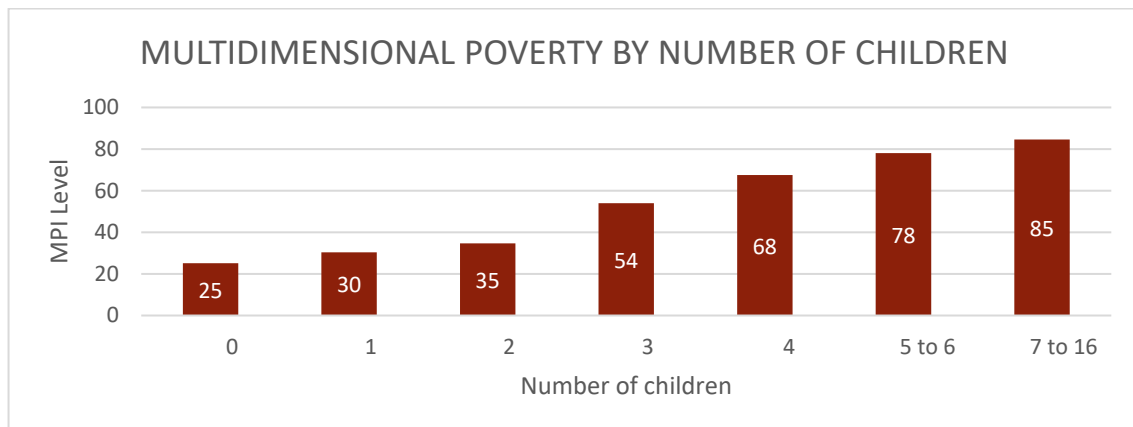
Source: NFHS 2015-16

As the number of children in the family increases, their incidence as well as the intensity of poverty has increased perpetually. When there are no children in the family, women are deprived by less than 25 per cent. Among women living with one or two children, incidence of poverty is around 30 per cent. For each child above two, the incidence of poverty amongst the households increases by more than 10 per cent. Among the households more than ten children, nearly 90 per cent live in poverty with 70 per cent under severe multidimensional poverty. These women are deprived in more than 50 per cent of total deprivations.

4.4 Critical Sub-Groups

The study further analysed the incidence of multidimensional poverty for specific critical demographic sub-groups of women to understand the nature of issues that hinders women's development. Critical sub-groups have more than 50 per cent of the population under multidimensional poverty. The factors considered for critical sub-group analysis include demographic factors such as age, family structure and role, marital status and fertility preferences.

Table 3: Multidimensional Poverty among Critical Sub-groups

Sub-group		Number of Women	Women under Multidimensional Poverty
	Age > 41	118,897 (17.9)	66,732 (54.16)
	Husband has additional wives	7431 (1.58)	4,739 (63.77)
	More than one union	9425 (1.89)	4912 (58.55)

	Marriage before the legal age	268,652 (56.9)	139,489 (51.92)
	Household Heads	37,034 (5.60)	22,283 (60.17)
	Living Alone	2227 (0.34)	1,249 (56.09)
	Living alone with children under five years age	1647 (0.25)	984 (59.57)
	Early pregnancy	146,418 (32.43)	80,529 (55)
	Unwanted Pregnancy	1,539 (5.23)	885 (57.47)

Note: Figures in brackets represent percentages

Source: NFHS 2015-16

The study has identified the above categories have more than 50 per cent of women under multidimensional poverty. The highest sub-group were the women whose husbands have multiple wives with 63.8 per cent of them under poverty. The income in such a household would be diverted amongst the family and a higher proportion of these women are prone to experiencing multidimensional poverty.

Among women who had more than one union, 59 per cent were under poverty. Women in India are given in married early. They do not therefore complete their education and women who complete professional education stay at home if their families demand it or because they do not need it. Women who marry early before the legal age of 18 years tend to be deprived of education and also employment, making them less empowered, not only to contribute to the economic situations of the family, but also to major decisions taken in the family. More than half of married women were married before the legal age and more than half of them were under poverty.

Further analysis reveals the incidence of poverty among family structure and roles played by women bring into light certain critical sub-groups like female household heads, women who are living alone and women living with children under five years old. These women have high incidence of poverty as shown in table 6. Women living alone have no one to depend on financially and tend to fend for themselves. These women account for 0.34 per cent of women. More than half of the women living alone face deprivations of more than one-third of the indicators. Women with infants have more mouths to feed with the meagre amount of income they get. Sixty per cent of women who are living alone, with children under five years of age, have prevalence of multidimensional poverty. Such high levels of poverty need to be checked.

Women with less education and low employment opportunities experience lesser quality of life as they are pushed into becoming the primary breadwinners without the resources and training needed to join the workforce. Therefore, these women who assume family roles such as the Female headed households are necessarily poorer and suffer from vulnerabilities when compared with those of male headed households (Gangopadhyay and Wadhwa, 2003). The study finds that female household heads who are these women are only 5.6 per cent of the women population, among whom sixty per cent are under poverty. Among these, only 44 per cent own houses and only 25 per cent owns land.

Fertility preference also is an important factor to identify critical sub-groups. Women with early or unwanted pregnancy are found to have a sizeable share of women under multidimensional poverty. These women at their early stages of life need to have proper livelihood and could be stuck in a poverty trap by having children early in life. Women with unintended pregnancy also tend to have higher poverty levels, with additional unplanned expenditure to meet their financial and economic needs of taking care of children.

The above identified sub-groups have higher proportion of women under multidimensional poverty and require Governmental policy action on their part to safeguard their rights to lead a decent livelihood and to ensure that they are not trapped in a never-ending cycle of poverty.

4.5 Target Dimensions - Dimensional Breakdown of the MPI of Women Aged 15 to 49

The women under multidimensional poverty are those whose deprivations exceed one-third of total deprivations. However, to make policy decisions, it is vital to note where the deprivations are the highest and which indicators constitute the most to poverty of the women. The percentage contribution of each indicator to MPI shows the perpetuation of particular indicator on the level of poverty among the women.

The study finds that literacy level is the highest contributor to the Multidimensional Poverty of women aged 15 to 49, followed by the attainment of education. The Government must focus on providing proper education to the women. Figure 2 shows the contributions of each indicator.

Figure 5: Percentage Contribution of Indicator to the MPI of women

Percentage contribution of Indicators to MPI

7,32%   1,98%
8,85%
2,29%
6,38%
8,38%
5,62%
12,07%
22,42%
24,66%

- Education
- Literacy level
- Nutrition level
- Child Mortality
- Asset Ownership
- Type of Flooring
- Availability of electricity
- Cooking Fuel
- Availability of toilet
- Source of drinking water
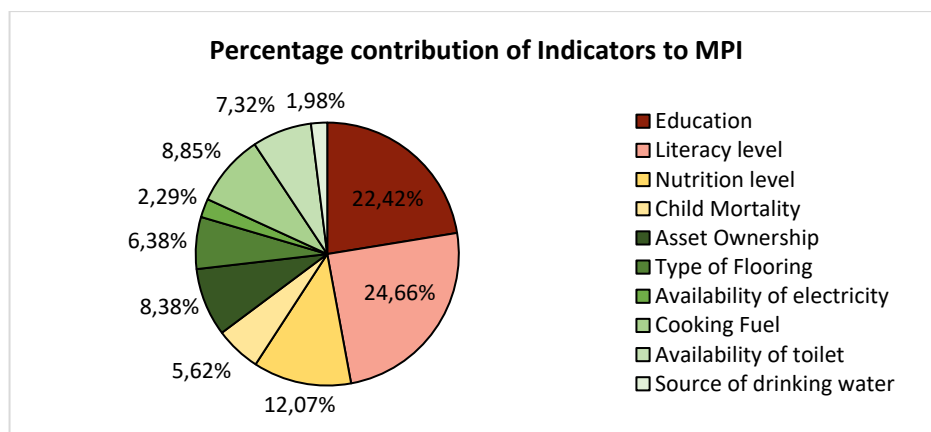
Source: NFHS 2015-16

Literacy and Education are the major indicators contributing to MPI followed by nutrition level. All these indicators are interrelated and have a negative impact on MPI. Higher the level of literacy and Education, higher will be the level of awareness of nutrition leading to better health conditions, thus leading to higher earning capacity, which in turn reduces the level of MPI.

The study also points out that the poor standard of living of women highly contribute to the overall MPI and is responsible for nearly 35 per cent of poverty of these women, exceeding the level of deprivations from the dimension of health i.e., the indicators of nutrition level and child mortality. This necessitates a higher and more immediate policy action on educating women and improving their living standards by a considerable amount in order to remove them from experiencing poverty in multiple dimensions.

Conclusion

Findings reveal that women in India still face high levels of deprivations in various dimensions. Shockingly, 27.59 per cent of women lack basic primary education, 31.62 per cent do not know how to read or write, 22.42 per cent are subject to malnutrition and 8.49 per cent have sons or daughters who died. The standard of living of these women is also poor with 52.08 per cent deprived of ownership of assets, 34.67 per cent have mud or dirt floors, 10.67 per cent have no access to electricity, 56.8 per cent still cook with firewood, 41.69 per cent do not have proper sanitation facilities and 14 per cent lack proper sources of clean drinking water. Much is needed to be done by the Government and policy makers in these areas. They need to focus on empowering women by providing them access to proper education. Focus needs to be on the quality of education that they provide as the study has found that women who attend schools still do not know how to read or write basic sentences.

The level of nutrition, particularly among young women, has reached low points. Malnutrition of women has many ill-effects that manifests on the lives of the future generations. If the workforce of tomorrow is not healthy, the economic position is doomed to fail. Finally, care must be given to the standard of living of the women, especially the ones living in rural areas of the country. The development of the nation rests in the hands of its women. The Government needs to revitalise the female labour force, training them in suitable fields so that they can contribute to the household and to the society at large.

The Government needs to micromanage the bottom one per cent of the women who are under extreme poverty in order to bring them out of their destitution of all the indicators. Basic Needs analysis must be done to identify their needs and provide them the proper incentives like education and training to bring them out of poverty.

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Students' Impressions of Online Learning in Albania

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Abstract

The consequences of epidemic Covid-19 forced the education sector around the world to face online learning among these two last years. Many countries in the world had to face this new and very difficult challenge. Unfortunately, the education system of Albania was one of those that had to overcome the difficulties and continue the academic year for all its levels. The main purpose of our study was to analyze the impression of Sports University of Tirana's students about some aspects of online learning. In this study, we used a closed questionnaire, distributed through the Microsoft Teams application and the descriptive analysis to interpret the collected data.Participants in this study belong to the"Sports University of Tirana", Professional Master in Pre-University Education Teacher. Results were collected by 218 students (N = 218) of which 61% of them were male and 39% female. According to the age of the student, there was a frequency of 29% of 21-22 years old, 50% of 23-24 years old, and 21% of over 25 years old. The results showed that only 18% of participants disagreed with online learning reinforcing the absence of practices. Unfortunately, these absences rose in them insecurity to fulfill their future mission as Physical Education Teacher. In conclusion, student's impressions about online learning showed the irreplaceable importance of practical classes for them. Despite the aggravated situation created by Covid-19, online learning for all universities with specific curricula due to practical classes should be combined with auditor classes to improve academic performance.

Keywords: online teaching, face-to-face class, academic performance, student's online impression.

1. Introduction

The evolutionary daily life of human beings unfortunately in 2019 was threatened by radical changes in various sectors around the world including Albania. A year that marked the beginning of this treacherous pandemic called Covid 19 (UNESCO, 2020). To prevent the prevalence of Covid 19 the Albanian government was forced to take extreme measures affecting the normality of education facing all its levels with the online version, a new and very difficult experience. The decision to replace classroom teaching with online learning perhaps was not desirable but appropriate for the aggravated situation.Implementing online learning at the national level was completely new and not easy for Albania, unlike developed countries where online learning was already a familiar experience.

The implementation of online learning was violated by some important criteria such as digital knowledge, technical and communication aspects. Internet network, which turned out to be unstable, is the most demand acquisition to make the online platform work. Its absence affects the teaching, learning process affecting the evaluation as one of the most important parts for both of them (Adedoyin & Soykan, 2020). Digital competencies that resulted influenced by socio-economical aspects reducing so the flexibility to access the online platform and to be part of online classes (Alsoud & Harasis, 2021). These criteria were underlined as barriers in other studies that pointed them out as the biggest challenge in the online learning process (Adedoyin & Soykan, 2020; Heng & Sol, 2020). Furthermore they resulted to become the cause for the disagreement of 43% of English language students of Taibah University in Saudi Arabia to continue with online learning (Mahyoob, 2020). These impressions are results of social interaction and face-to-face contact absence that makes the learning and perception process difficult in many ways (Williams, 2013). The period of the Covid 19 pandemic in Indonesia was described as one of the biggest teaching challenges to ensure the continuity of academic activity. Regarding the appropriate learning method for their Physical Education students in this situation, foreign studies focused more on discovering the appropriate forms of teaching due to the needs and interests of student'saccomplishments (Jumareng, 2021). The variety of online learning impressions are the result of many factors where for some students online learning at the study of Apriyanto and his colleague was perceived as effective (8.3% -very effective; 36.9% effective) while for others as ineffective (11.6% ineffective and 2.9 very ineffective). Nevertheless, they expressed that online learning is the best solution to the situation; it was not the mostproductive form of learning especially in physical education (Apriyanto & Adi, 2021). Despite every difficulty of online learning but influenced by the aggravated situation of the pandemic, 44.2% of Indonesia Dental University students preferred online learning compare to auditorium class (Amir et al., 2020). Hence the students of Deakin University in 2005 expressed their satisfaction with online learning emphasizing the flexibility that it provides and the ability to study everywhere they are (Goldwell, Craig, & Gold, 2006). Also the current studies highlight the positive value of online learning particularly for the created health situation, underlining the most frequent problems facing during its implementation for both teachers and learners (Williams, 2013; UNESCO, 2020). Therefore, our study aimed to investigate quantitatively the impression of students about online learning focusing on overcoming the detected barriers.The perceptions of the key users, students in our case, are important measures especially their satisfaction with the online learning classes.

2. Methodology

This study was a descriptive analysis of a closed questionnaire data collected from 218 students (N=218) of the Sports University of Tirana, Albania. The participants were

undergraduate students' of Professional Master's study cycle, who as Physical Education future Teachers realized their studies almost online. To evaluate their impression about online learning we used a closed questionnaire designed by a group of students who were not involved in the study. Initially it was piloted with 20 of them, and then distributed to all students of the Professional Master cycle (N = 300). Only 73% could submit the completed questionnaire through the same platform "Microsoft TEAMS" we used for the online learning process. For the literature review, we focused our investigation more on those articles that online learning among students was the keyword for them, fund in PubMed and Research Gate.

3. Results

In this study participated 218 students of Physical Education with the exact age, gender and course frequency such as 38% were from course I, 62% from Course II, 39% female, 61% male, 29% of them were 21-22 years old, 50% were 23-24 years old and 21% the participants were over 25 years old. These results showed dominated participants of males, aged 23-24 years old from the second course of Professional Master. Only 27% of students couldn't complete the questionnaire because of the technical difficulties to receive it via Microsoft Teams. (Graphic.1, 2, 3).

Graphic 1:
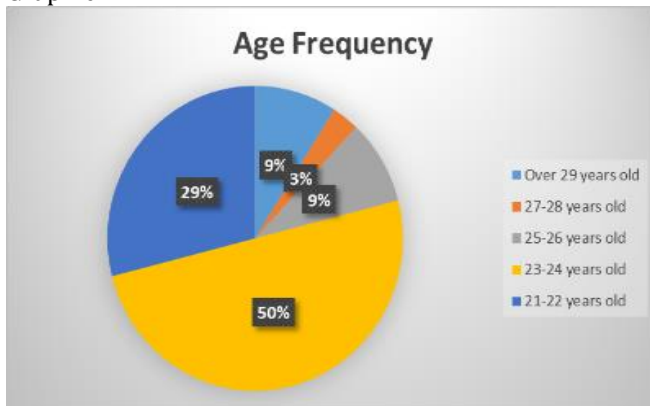
Graphic 2:
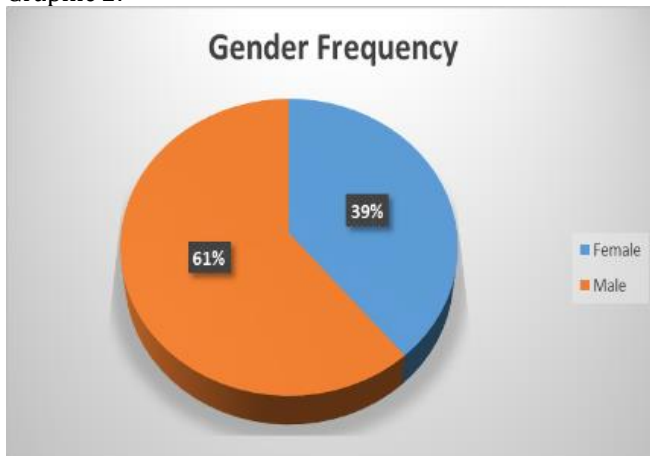
Graphic 3:

The first question comes out because of two reasons, from a semi-semester online learning experience and from the online learning decision taken by the Albanian government a few days before university started. The consequences of this quick decision were reflected in the results where 51% of students expressed partial agreement, 31% full agreement and only 18% of them did not agree at all to continue their education online. (Graphic.4) Because of several factors such as "lack of internet" (49%), lack of technological knowledge (19%), and the socio-economic level (60%), that prevent 15% of the student to have and apply the correct electronic equipment during online learning, affected their participation, getting information, delivering their assignments. (Graphic.6) Only 54% of participants showed no difficulties accessing online classes. (Graphic.5) Regarding the Impressions of our students about online learning, influenced by the above-mentioned barriers, resulted that 16% of students perceived it 100% effective, 30% of students perceived it 75% effective, while 16% of them perceived it 25% effective. (Graphic. 7)

Graphic.4: Did you agree with the decision of the government to continue online learning?
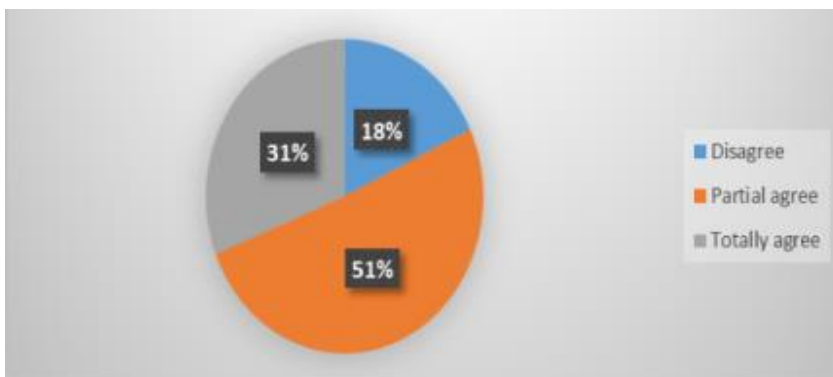
Graphic.5: Have you encountered difficulty accessing the online platform?
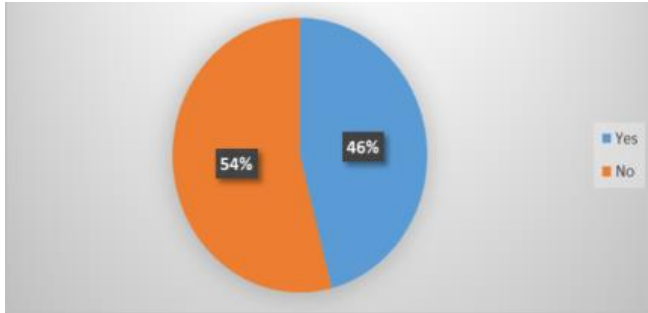
Graphic.6: Problems during online learning were because of?   Graphic.7: How much effective online learning has been?
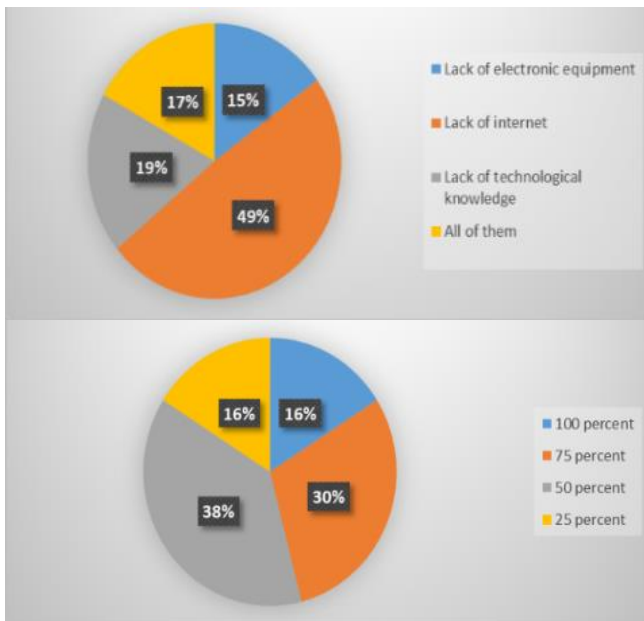
Despite all difficulties that our students faced during online learning showed their supportive impression for online classes by 25% of them, while the rest (75%) underlined the irreplaceable importance ofauditor practices. (Graphic.8) Results have shown also that Microsoft Teams has been the easiest online platform touse (49%) and the most productive (59%) compare to Google classroom and Zoom Meet. (Graphic.9)

Graphic.8: Do you miss auditorium?
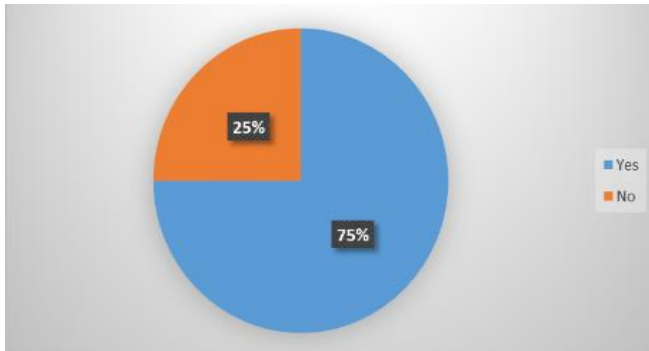
Graphic.9: Most productive and easiest online platform.
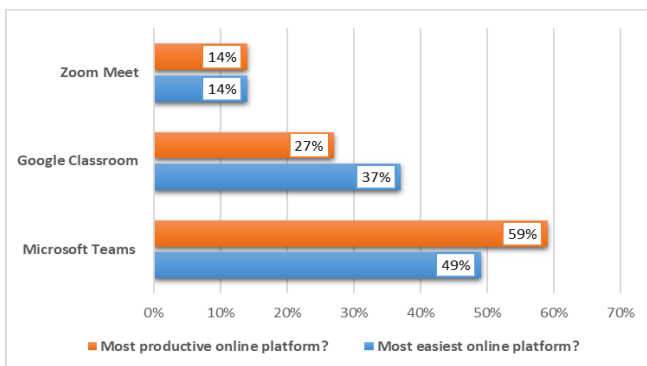
Our results showed a variety of impressions about online learning because of many factors underlining that this new experience found us unprepared in many aspects affecting the teaching and learning process. The negative impressions about online learning are results of the specificity of our university where practical classes dominate and play an important role in the curriculum of our study programs.

4. Discussion

Online learning became an inevitable challenge for the education system all around the world, even more for Universities with practical specifics like Tirana Sports University (UST), where online learning did not favor practice at all. Other studies emphasized the important role of practical classes and the big gap that only auditorium class can improve it (Heng & Sol, 2020).

The sudden decision was taken by the Albanian Government very close to the beginning of the academic year 2020-2021 and because of many other barriers, it was not well received by our students influencing their impression regarding the agreement to start their studies online. This expression class was supported also by other authors who had done similar studies respectively in Indonesia, Cambodia, and Saudi Arabia Universities (Heng & Sol, 2020; Adedoyin & Soykan, 2020; Mahyoob, 2020).

Our study identified the lack of internet (49%) as one of the most barriers that influenced the online learning process, supported by other authors who have respectively reported this

absence of internet respectively by 48.6% and 48% of their participants (Adedoyin & Soykan, 2020; Apriyanto & Adi, 2021).

About the impressions of online learning efficacy, our results showed 75-100% effectiveness by 46% of the students and 25-50% effectiveness by 54% of them. These frequencies of online learning efficacy were detected even by Apriyanto and his colleague who reported the same tendency (Apriyanto & Adi, 2021).

Despite these impressions, students reported that online learning was the only adequate method during this unstable situation created by Covid-19 underlining also the necessity to be improved in the future. According to our study, the absence of an auditorium, because of many issues that online classes do not enable the learning process can not offer, was perceived by 75% of our students adding the necessity of practical classes in their education. Following the same line, Amir and his colleagues supported our results detecting that 44.2% of Indonesia Dental University students preferred more online learning compare to auditorium class (Amir et al., 2020).

It is well shown from our results and other authors that online learning was the best solution to prevent the prevalence of Covid-19 and to continue the education process for all. In our study, we discovered that Microsoft Temas was the easiest (49%) and productive (59%) online platform compare to Google Classroom and Zoom Meet. Another study showed the same tendency about the Microsoft Teams (49%) as the most used application during online learning (Alsoud & Harasis, 2021).

We can't say the same for other authors who noted "WhatsApp" as the most used online platform respectively 72.2% and 43.2% (Mahyoob, 2020; Apriyanto & Adi, 2021). Online learning has been the only method that the education system all around the world was forced to apply. For many of us, this unexpected situation was a challenge that had to do with some barriers that exceeded our professional competencies to adapt in terms of improving teaching.

Conclusion

Inthis investigation impression of our Physical Education students about online learning showed that online learning can be effective particularly for theoretical subjects. We cannot say the same for the practice class where the auditorium is irreplaceable. Online learning was negatively affected by some barriers that in the future the educational policy must pay attention providing workshops improving the technical knowledge of teachers and students, including the necessary of the internet network facilitating the online access, and considering the combination between online and auditorium classes for a more effective learning process. In the end, we underline the need for future studies to gather as many impressions about online learning as we can to improve all advantages of online learning detected via other studies.

As conlusion we emphasize that the direction of the following studies shoud be the improvement of online teaching methds by increasing its efficiency and its benefits due to better academic performance of students. To achieve this improvement our study demonstrates that the focus should be on increasing the attention of students during online lessons and to create more attractive online classes. Also it is very important to think about the way how to skip the difficulties that students got from the practical classes' absence. It is imediatory to think about new ideas how to create adoptive online practical classes, even the

benefits can not be the same as the auditorium. In order to minimize the advantages of online learning and to maximize the benefits of it, we should go through more detailed and specific studies.

Recommendations

These data can provide the basis for planning preventive strategies to enhance the efficacy of online learning. Many impressions showed us that online learning can be as effective as auditorium class can for the theoretical subjects but teaching methods needs some adaptation due to motivation and organizing active lectures including students into a group discussion. Improvement of online teaching method should be focused on us much as interesting ways to draw the students' attention that unfortunately, as a result of not being confronted, it decreases more and more by making the communication further difficult. Online learning has been the most important and difficult mission of the Albanian education system since March 2019. We tried to get the best from this new experience but impressions told us that many improvements are necessary to be done due to online learning starting from better communication and being a better listener related to students who had to face this difficulty at the most important time of their life such as their education. For a better learning performance online method need improvements due to an easy learning process by increasing the benefits of online learning stimulating a better relationship between students and lecturer. Both of educative actors, students and lecturer, needs new instructions and help to easily implement this new learning method in order to benefit both of them from this process, as much as it provides.

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Identity Formation and Dilemma of Two Cultures – The Case of Albanian Circular Migrants Living Between Albania and Greece

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Abstract

The study of migration and cultural change has occupied an important place in contemporary research as part of social change. There is a number of studies concerning migrants integration and identity formation of migrants in host society. In context of Albanian migration this situation is particularly evident in case of families or individuals who are located sometimes in the country of destination and sometimes in the country of origin (case of seasonal Albanian migrants in Greece), who are characterized by frequent goings and comings. Albanian society has experienced mass migration since 1990. The main destination of migrants from southeast of Albania remains Greece. This paper introduces circular migration between Albania and Greece; the impact of migration in identity formation; social and cultural integration to host society and dilemma of living between two cultures. Localisation of migrants and their families in some cases here and there sometimes makes migrants identity formation even more difficult and at the same time embodies complex and multi- dimensional meanings of 'home'. Data for this study is provided through in-depth interviews. 30 in-depth interviews were conducted with Albanian migrants working seasonally in Greece legally and illegally. In-depth interviews and individual life stories concerning circular migration allowed to point out social interaction patterns of migrants, dilemma of living between two cultures; the construction of collective and individual identity to the new social and cultural environment. The paper is based on migration statistics, patterns, typologies, migrants' profiles and experiences as well as on their life stories concerning social and cultural interaction to Greece.

Keywords: circular migration, culture, social and cultural integration, identity, cultural values,

Introduction

There is a number of studies concerning migrants intergration and identity formation of migrants in the host society. The increasing globalization process, large-scale migration and free movement of population are accompanied by an increasing number of individuals or families living between two countries, who speak more than one language, individuals who live with the dilemma of being between two cultures. In context of Albanian migration this situation is particularly evident in case of families or individuals who are located sometimes

in the country of destination and sometimes in the country of origin (case of seasonal Albanian migrants in Greece), who are characterized by frequent comings and goings.

Albanian society has experienced mass migration since the 90s. The main destination for Albanian migrants is Greece and Italy due to geographical proximity. People from the southeast of Albania migrate mainly to Greece. Since 1820, Greece had been the main source of labor migrants and only in 1990 it became the host country of immigrants. The vast majority of migrants working and living in Greece legally and illegally were Albanians. Hatziprokopiu (2004) states that Greece has been transformed to a host country for migrants (mainly Albanians).

Albanian migration to Greece is characterisated by phenomenon of legal and illegal seasonal migration, related mainly to employment in agricultural sector or tourism services. These frequent movements between different social spaces are also facilitated by different factors such as geographical proximity, improved infrastructure and transport opportunities. This results in what Vullnetari (2007) calls the creation of fluid identities. Localisation of migrants and their families in some cases here and there sometimes makes migrants identity formation even more difficult and at the same time embodies complex and multi- dimensional meanings of 'home'. Home signifies not only territorial attachment to a specific place, but its symbolic conceptualization also evokes adherence to transportable cultural ideas, values and traditions (Vomvyla, 2012, p. 2).

The academic debate regarding Albanian migration (internal and international) has focused mainly on economic and social impact of migration; migration as a source of development and emancipation, the role of financial remittances from migrants in improving the livelihood of their families left behind, also economic development of the country, the concentration of new labor force, problems of ruralization of urban spaces, the effort to control migration, the link between internal and international migration, etc. (King R 2004; King R & Vullnetari J 2003; Vullnetari J, 2012). There is an immediate need for scientific studies on the cultural impact of migration, problems of cultural integration of migrants, the coexistence between subcultural groups, living between home and host culture and identity formation issues, etc.

The aim of this paper is to point out the impact of circular migration in identity formation of Albanian migrants to Greece; the degree of migrants integration to host society regarding challenges and difficulties of living between two cultures. This paper also aims to expand opportunities and co-studies regarding analyzes and comparative transnational study approaches (including parallel studies in the Albanian and Greek environment). Comparative studies reflects the interest of sending and receiving society as well, in context of improving and strengthening migration policies for better integration of migrants to the host society.

Identity formation, social and cultural integration to host society and dilemma of living between two cultures remain the main challenges faced by migrants. Living between two cultures and identifying oneself with each of them to a different degree emphasizes what Anim Maalouf (2006) describes as the requirement for reciprocity: "The more you get from the culture of host society the more you can give from yours; the more respect an migrant feels for the culture of his origin, the more open he will be to the culture of the host country" (Maalouf, A. 2006, p. 42). Maalouf (2006) emphasizes that it is dangerous to reduce identity to only one affiliation, which puts people in a partial, intolerant, possessive relationship. Cultural identity is by no means a given fact once and for all; cultural identity is a changing continuum.

Culture carries the past, but it is also the indicator of the transformation and manipulation of acquired features. Enis Sulstarova (2012) shares the same opinion when he argues that identities are not given conclusively by biology and history, but they are constructed by the actors themselves depending on the social circumstances they are located.

Research methodology

Data for this study is provided through in-depth interviews. 30 in-depth interviews were conducted with Albanian migrants working seasonally in Greece legally and illegally. Determining the number of interviews was conducted in accordance with the principle of sufficiency, the principle that characterizes qualitative studies, which implies the inclusion in the survey of interviewers, as far as the 'filling' of data is reached. This paper is part of a wider study on integration patterns of migrants to the new social and cultural environment, as well as the impact of migratory experience in creating sub-cultural diversity in a society. Selection of the interviewees was done through the 'snowball' method and reasonable sampling. Special care was taken to interviewees selection in order to present a variety of migratory experiences and a diversity of their representation in terms of gender, age.

In-depth interviews at individual and family level enabled better understanding of the complexity and dynamics of the migratory experiences of migrants as well as challenges that accompanied their social and cultural integration. Also in-depth interviews and individual life stories concerning circular migration allowed to point out social interaction patterns of migrants, dilemma of living between two cultures; the construction of collective and individual identity to the host society etc.

Identity formation: theoretical approaches

To understand the challenges of identity formation in context of transnationalism it is better needed to refer to 'identity meaning'. Identity is defined as the meaning individuals create for themselves based on social categories given and expectations associated with these categories (Algan, Bisin, Manning & Verdier, 2012, p. 9). Expectations determine which behavior is considered appropriate for individuals from different social categories and in different social situations. In context of migrants facing a new social and cultural environment which differs from that of the country of origin, identity formation is closely related to the degree of their cultural integration in the host society. Akerlof & Kranton (2000) emphasize two dimensions of identity formation process and cultural integration of migrants:

- Social categories and expectations are acquired and learned through identifying the individual with another who share the same categories, belong to the same cultural group

- Cultural identity is not given, so individuals choose tasks towards social categories through actions belonging to these categorizations.

An important indicator in identity formation of migrants is the degree of their social interaction with host society. Social interaction itself is related to factors such as group size, economic benefits that come from these interactions, and so on. Often, migrants face large cultural differences to host society and they have to choose between two alternatives: to identify with the host society and culture or to identify with their own culture. Each identity represents a set of expectations or actions associated with it. An important issue is what Algan et al (2012) call 'the creation of oppositional cultures', when migrants share categories and expectations that conflict with those of the dominant culture. If opposition cultures are created

there are two consequences; social exclusion and lack of economic opportunities, which in turn lead to the creation of oppositional cultures (2012, p. 10). So there is a two-way relationship between the degree of migrant identification with one's own culture / new culture and social inclusion or exclusion.

 Identification is a process of naming, of placing ourselves in socially constructed categories (Oxford Dictionary of Sociology, 2005, p. 288) and it depends on factors related to individual expectations, opportunities offered by social environment, the extent of social interaction, etc.

Migrants identity formation dilemma to the new social and cultural environment is not the same for all migrants, but it differs in terms of religious or ethnocentric affiliation as well. Gilles de Rapper (2005) in his study "*Better than muslims, not as good as greeks- Emigration as experienced and imagined by the Albanian Chrisitians of Lunxhëri*" highlights the migration strategies of people from the southeastern part of Albania to Greece, focusing on sense of belonging and identity of migrants and their families both in Albania and in Greece. According to this study, Albanian migration to Greece affects, not only identity formation of the migrants to host society, but also affects the construction of collective (and individual) identity in the society of origin: that is to say are also affected by migration in the way they perceive themselves.

Based on De Rapper's study local society, especially in the southern and southeastern part of Albania, is visibly organized in terms of religious affiliations (De Rapper, 2005, p. 178). These categories related to religious and ethno-national identity, such as 'Orthodox' , 'Northern Epirotes' –become central in the way migrants themselves perceive their migratory experience, and which influence some of their decisions, mainly during pre-migratory phase (decision making to emigrate). In other words, every migrant, before leaving Albania, is confronted by these oppositions and categories, when he or she has to think about the means of departure: legally, if documents can be easily obtained; or illegally, if the individual believes on the contrary that his/her religious affiliation, first name, or place of origin, will make it difficult to obtain the documents.

Other factors that influence identity formation and sense of belonging of migrants to the new social and cultural environment are related to the ongoing ties that migrants maintain with the community of origin through frequent visits, contacts with family members/ relatives, exchange of gifts/ photos, preservation of elements of material culture, etc. Migratory experiences of Albanians in Greece are so complex and represent such a wide variety of life and family histories that stand between efforts and strategies to identify with the host society and culture on one side and efforts to preserve one's own cultural identity on the other side .

Eleni Vomvyla (2012) in her study "*Constructing Identity and Heritage at the Crossroads: Albanian Families' Cross-Border Connections and Homemaking Projects in Athens"* captures Albanian families' identity building and heritage encounters at the meeting points of new and old homelands, Greece and Albania respectively. The article treats the processes involved in the families' literal and metaphorical connections with the 'old country', manifested in cross-border links, everyday routines and material cultures, are integral to their homebuilding projects in their new locale. In the context of Albanian families' here and there trajectories, the old homeland is memorialized and re-enacted in demonstrating ethnic identity through displaying material culture and practices of (i) naming children after heroes of Albanian mythology; (ii) claiming Albanian origins in performances and discourses of the everyday; and

methods and ways of communication in Albanian. In migration literature ethnic language is considered among the key cultural tools employed in displacement to remember 'home' away from home.

In constructing identity and preserving heritage, parents and grandparents became mediators to introduce young people to aspects of ethnic culture. Older family members in Greece and Albania communicate the Greek-born offsprings meanings attached to values, objects, habits and rituals (Vomvyla, 2012, p. 15).

Albanian circular migration

Albanian migration has been of high intensity, especially in the south and southeast part of the country. Greece remains the main destination for albanian migrants from the southern and southeastern Albania (IOM, 2007; King R, & Skeldon R, 2010; Vullnetari J, 2012). Albanian migration is largely irregular, especially in its first and second phase. Due to irregular nature of mass Albanian migration to Greece (mainly during 1990-1997) there is a lack of accurate data on the number of Albanian migrants. Different sources provide different quantitative data. In 1997 Greece counted 40 irregular Albanian migrants for every one legal migrant (Volunteer J, 2007,p. 40). Data from the International Organization of Migration (IOM, 2007) show that in 2003 in Greece there were 34,882 illegal migrants, while this number is thought to be larger.

The back and forth movements which characterize Albanian migration are closely related to irregular migration. A large number of Albanian migrants to Greece have been repatriated by Greek authorities due to lack of legal documents. Some of them have had such an experience several times (this is facilitated by the geographical proximity to Greece). This fact points out a typical feature of Albanian migration; circular migration. This includes temporary or seasonal migration, mainly in context of Albanians migrating to Greece, which is mainly related to work in agriculture and seasonal tourist industry. Data from the Greek Ministry of Interior show that more than 40,000 permits for seasonal and temporary employment were granted to Albanians during 2007- 2009, namely 13,416 in 2007; 13,732 in 2008 and 13,697 in 2009. These represented more than 90 % of all such permits granted by Greece in these years (Vullnetari J, 2012, p.85).

A more detailed information about number of seasonal work visas issued by the respective prefectures by year of presentation is provided in Table 2.

Table 2- Number of applications for seasonal work visas of Albanians in the Prefecture of Imathia and Pella in Greece

Year	2004	2005	2006	2007	2008	2009	2010
Number of applications for seasonal work visas	19374	34975	20894	15364	14930	15010	13683

Source: Thanos Maroukis & Eda Gemi, Circular migration between Albania and Greece- A case study, 2011, page 5

Marouki, Th & Gemi, E (2013) introduces several types of circular migration between Albania and Greece:

– *Legal seasonal migration* which includes Albanian migrants working seasonally in Greece under the system of foreign worker invitation, returning to Greece every year

usually at the beginning of May, and stay until October/November (12 of the interviewees belong to this type)

–   *Irregular seasonal migration* which involves young Albanians arriving irregularly in Greece for seasonal work in the fields (there is no long-term plan behind their irregular movements between Albania and Greece)

(4 of the interviewees belong to this type)

–   Legal circular migration of low- to semi-skilled workers which involves migrants working in the construction sector usually stay in Albania from December to February/March, working until July in Greece, possibly with a break during Easter, then return to Albania in August, and finally come to work in Greece between September and November (14 of the interviewees belong to this type)

These back-and-forth movements of Albanians to Greece involving semi-skilled, low-skilled, or unskilled migrants have allowed them to earn a living for many years and sustain their family back home; to work on the family farm or run a business of their own in Albania; to adapt their work around the demands of family life, and possible periods of unemployment in either country.

Living between two cultures- challenges of integration

The interviewees shared their experience of integrating to Greek society, noting a number of factors and influences, which have served as integration or exclusion mechanisms. Based on the type of migration (legal / illegal), their life stories present two typologies of migratory experience in terms of the difficulties and challenges they have faced:

-   Migrants who migrated illegally emphasize the problems that accompanied their arrival in Greece and difficulties to get employed and make the life until receiving proper documents.
-   Legal migrants emphasize the difficulties in getting a residence permit, orientation in the new social environment, difficulties in communication, cultural differences between home and host society etc.

The interviewees point out some characteristics of Greek culture and society related to different aspects of their lifestyle.

E. L 35 years old, seasonal migrant in Athens (works as an electrician) who goes and comes several times a year to Greece depending on the job offer, while his family wife and daughter live in Korça city says:

"*Migration has taught me what is best for the family, in terms of communication and relationship within family. I have seen that children in Greek families have the freedom to tell their parents everything, to inform them, and in this way, parents also have the opportunity to help, advise, be close to them in case of a problem. Communication between partners also affects a lot. Spouses make decisions together, communicate and discuss everything. This affects children as well, because they see how parents communicate about everything and learn to do the same thing as they do*".

Language practice is another indicator of migrants' integration to host society. Migrants' language skills have improved over time facilitating their social and cultural integration.

Among the most important factors that affect this are; time of stay in Greece, type of work performed by migrants, the degree of social interaction with host society etc.

Social interaction between individuals with different cultural backgrounds, significantly affects the modification or change of behaviors, attitudes, practices, certain aspects of lifestyle in general. Cultural change can be very rapid when it comes to superficial components of the cultural system such as symbols, consumption, practices, but when it comes to cultural values change is very slow. The cultural components gained later in life are more variable, while system of national cultural values changes very little or not at all and this change takes a long time (Hofstede G, Hofstede J.G & Minkov, M .2010, p. 20). Based on the interviews it is evident that Albanian migrants are integrated to Greek society. They communicate easily in Greek language, interact with host society, enjoy listening to Greek music, have acquired practices and habits which make them similar to the social environment they live. These are more evident when they return homeland and bring these new practices gained from coexistence with Greek society. Among different habits and skills Albanian migrants have gained to host society and apply after returning homeland is the use of new techniques for cultivating agricultural products; building houses; decorating houses; hygiene; communication and relationship within family. But when it comes to mentality and cultural values the change is less significant. Cultural values related to marital and family relations, intergenerational relations, attitudes toward sexuality etc., which reflect Albanian cultural identity are preserved among Albanian migrants in Greece and also are reinforced after their return homeland. This is mostly evident among migrants from rural part of Albania. Migration to Greece and interacting with host society affects migrants' integration to dominant culture but returning homeland on the other hand confronts them with local mentality.

"*When we are in Greece we try to behave like Greeks, to adapt to their lifestyle; when we return from migration we behave and think like Albanians. I live in the village with my family and my parents. Although I try to learn a little from living in Greece, the rural mentality of mine and my family still remains strong*" [K. T, 47 years, circular migrant to Katerini working in agricultural sector].

Despite that, long stay in the Greece and efforts to social and cultural integration have affected modification of many cultural values among Albanian migrants. These are more evident among young Albanian migrants in terms of improving the family and social status of women and gender relations.

Conclusion

Based on interviews and life stories it is important to highlight that despite facing a number of difficulties and challenges Albanians migrants in Greece have achieved a dynamic economic and social integration to host society. The temporal and spatial dimension plays a significant role in their integration to the host society. After a long experience of staying and working in Greece they have managed to organize successfully their living, adap to the local society in terms of employment, housing, interpersonal relations, social exchanges, etc.

Migration trajectories and migratory experiences of the interviewees show that migrants' social networks have been very useful and have served as a very strong support for Albanian migrants in Greece, especially at the beginning of migration project. Albanian migrants have managed to improve their living conditions and status during their stay in Greece. Labor market trajectories for many migrants prove to be relatively successful. Legal migrants also

enjoy almost equal access to benefits and services. Legal status and migration policies play an important role in terms of opportunities for inclusion in the labor market, gaining rights related to access to health care, etc.

Summarizing the above it is worth noting that:

First, there are no uniform patterns of 'migrants' integration'.

Second, migrants' background and characteristics are very different and this is reflected in a variety of integration forms and degrees at the individual or family level.

Third, migration patterns and dynamics are also important and relate mainly to migration project, type of migration, the exclusionary or integration mechanisms conditioned by host society.

Fourth, time remains particularly an important factor in this context. Duration of stay in Greece affects the degree of economic, social and cultural integration of migrants; the gradual improvement of their language skills; sense of identifying with the host society; consolidation of social networks; gradual modification of cultural values and features coming near to dominant culture etc.

Migration has led to an increase in cultural diversity and complexity of many societies. Migration is not something new, but it is now happening in a new context. Large-scale movement and migratory experiences allow migrants to bring with them their own culture, creating societies of cultural and subcultural diversity. In this context it is needed to understand identity as a multiple affilation. The increase of individuality and the possibility to choose between a wide range of identities has given more opportunities to the individual to realize himself and to discover a self that is not artificially imposed by tradition, culture, etc.

Integration is not just a matter of time or function of material and social capital, but also a matter of personal resources and individual characteristics: readiness, feelings, mutual perceptions, etc. The way individuals or groups perceive each other affects the extent to which they interact.

The impact of migration experience to Greece in home society is mainly evident in terms of financial and social remmitances which have served as source of livelihood and survival for their family during their stay in country of destination, as well as creating a social group which is characterized by cultural features gained by coexistence with the host society. The study showed that cultural influences from the migration experience are mainly related to aspects such as: language influences, communication and behavior patterns, influences on family relationships, etc. Besides that circular migrants' frequent round-trip movements often confront them with different cultural patterns which complicates the process of cultural identity formation. Based on these findings it is important for further researches concerning migration studies to focus on identifying cultural values of home society which hinder better cultural integration of migrants to host society.

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Democracy and Popular Protest in Europe: The Iberian Case (2011)

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Abstract

In recent years, Europe has witnessed social movements that break away from the conventional patterns typical of 19th and 20th century movements. The party-or trade union-organised social movements, very much centred on 19th century political and economic issues, or the New Social Movements centred on more universal values such as peace, environment, gender, ethnicity, of the 20th century seem to be changing their 'repertoire'. At the beginning of the 21st century, parties and trade unions have been losing their leading role in the organisation of demonstrations and strikes and collective actions prepared and led by specific actors have given way to new forms of social action, without leaders, without organisation, without headquarters, and which use social networks as a form of mobilisation. These are social movements that contest not to have more rights but to exercise those that exist, a full citizenship that offers the freedom to express one's opinion and the regalia of participation in political, economic, social, educational areas. In Europe, there are various types of such movements, but we will highlight the "Geração à Rasca (Scratch Generation)" movement in Portugal and that of the "Indignados (Outraged)" or 15 M in Spain, both started in 2011, and which had repercussions in the main European capitals. Using a qualitative methodology, through these protest movements we seek to understand how the complexity of today's social movements and their non-institutionalisation represent a challenge to European democracy.

Keywords: Democracy, protest, Iberian, challenge, Europe

Introduction

The post-war democracy made possible an opening for economic and social development and the industrialisation process led society to a profound transformation: the industrial society gave way to the information society and today we speak of a network society (Castells, 1999). Democracy, as a historical process, was the result of many popular protests over time and one of the consequences of the democratic process is the existence of social movements, which may or may not be democratic (Tilly, 2004, p.56). However, the relationship between democracy and social movements is not consensual, since these are sometimes considered a threat to democracy, and at other times a symbol of its vitality, of the dynamism of civil society. Digital technologies have reinforced the way in which social movements are viewed. It can be said that social organisation in digital technology networks is a new form of social organisation that transcends the physical territorial spaces of each state and becomes global. This technology has created a generation of internet users who favour this medium to communicate among themselves, thus escaping the channels created by the institutions of society, namely the traditional media, giving rise to "self-commanded mass communication"

(Castells, 2007, p.248). Now, from network communication to the mobilisation of network movements was such a rapid step that European democratic institutional bodies, imbued with the full weight of their tradition of representation and bureaucracy, have difficulty in seeing and understanding the real significance of these movements.

The concept of social movement has evolved as society has been and in the last three decades of the 20th century, authors such as Touraine (1969, 1973, 1978) and Melucci (1996) understood social movements as a form of sustained collective action, whereby actors sharing identities or solidarities confront dominant social structures or cultural practices. In this way, current social movements (post 2000) have become more complex and analysis little consensual, mobilise in networks and on the margins of institutional mechanisms, question institutional political and party structures, acting on their margins, as happened in Iberian, with the Scratch Generation and 15 M or "Indignados" but assert themselves as a social actor to the extent that they put democratic governments in dialogue with social movements.

Thus, through a qualitative methodology, using information conveyed in Portuguese and Spanish newspapers about the movements " Scratch Generation " and "Indignados", we seek to understand how the complexity of today's social movements and their non-institutionalization represent a challenge to European democracy.

1. Analysis: The Iberian Movements

1.1. The 'Scratch Generation' movement in Portugal

It was in the context of economic insecurity and political mistrust in Portugal that the so-called 'Scratch Generation' movement, which campaigned against unemployment and precariousness, was born (Baumgarten, 2013). The movement grew from the challenge launched by young people via social networks and it essentially targeted young people. The promoters of the 'Scratch Generation' were themselves young people, graduates and symbols of the generation, given their status as trainees, fellows or unemployed. They felt angry that their generation was experiencing difficulties becoming economically independent of their parents despite their academic training, and they shared their anxieties with other young people via the internet. They decided to send an open letter to civil society explaining the need to address the precarious working conditions in Portugal, where qualifications, skills and experience were not mirrored by salaries and decent contracts, and where they were pejoratively referred to as 'the generation of five hundred euros'. In fact, in their Facebook appeal, they stated, 'We, the unemployed, "five-sevens" and other poorly paid, disguised slaves, subcontractors, contractors, false self-employed, intermittent workers, interns, trainees, student workers, students, mothers, parents and children of Portugal, let us express our discontent' (Scratch Generation Protest Blog, 2011). The protest stemmed from the right of all citizens to demand education and employment, an expression of citizenship that was not subsumed by the right to vote, as one young person commented. It was also an affirmation of the young people's distrust in the political system; therefore, they affirmed that the movement was to be 'a nonpartisan, secular and peaceful protest, that tries to reinforce participatory democracy in the country' (Scratch Generation Protest Blog, 2011). Comments and behaviour such as this corroborate the opinion of researchers that 'the most educated young people are more active, have more civic awareness and make more use of citizenship rights' (Ferreira & Silva, 2005, p. 146).

The aim of the 'Scratch Generation' movement was, according to the promoters, to contribute to 'triggering a qualitative change in the country' (Scratch Generation Protest Blog, 2011. They wanted to find solutions to Portugal's problems and to then be part of those solutions. Lacking prospects for the future and in a profound state of frustration, they felt the need to unite and to manifest in the public sphere their claims to rights that were being withheld.

The lack of employment experienced by this generation of qualified young people was not merely a conjunctural problem, since, due to the massification of higher education, there had been an exponential increase in the number of students during the 1990s (Abrantes, 2003). In fact, the number of students in higher education in Portugal rose from around 11,000 to 60,500 during that decade (Abrantes, 2003), making it increasingly difficult for graduates to enter the labour market. Of course, at the time the movement was launched, this structural issue was the least of the young people's worries.

Thus, on 12th March 2011, at 3 pm, the squares in the main cities of Portugal were filled with 'Scratch Generation' protesters. Demonstrations were held in several centres of portuguese cities, squares and streets that were historically emblematic.

In the capital, Lisbon, the largest demonstration took place on Avenida da Liberdade. Approximately 200,000–500,000 participants (the number varies according to the information source, that is, the police or the organisation itself) protested against the precarious situation in which they lived. Crowds came from all sectors of society, with the number of demonstrators far exceeding the expectations of both the young promoters and the general participants. The demonstration was surprising not just due to the number of participants, but also due to the different age groups that took part (Jornal de Notícias, 2011). A few years earlier, this kind of intergenerational union was almost unthinkable in the context of a single protest. Secondary school students took part in several demonstrations against the global tests that had to be passed in order to enrol in university. As a result, the older generations labelled them the 'scratchy generation'. This pejorative labelling was generalised in the society of the time, which created a generational gap that would eventually undo itself, at least momentarily, during the demonstration of 12th March 2011. On that day, acting together and taking part in the same march, were not only those directly affected by the economic crisis (i.e. young people), but also the parents and grandparents of those who were 'unemployed and precarious', who had to continue to financially support children who should have been able to self-sustain. The complaints of the young were also the complaints of their older relatives, since the professional instability experienced by the young resulted in the economic degradation of previous generations. As mentioned in an article in Visão (2011, p. 70), one in five young people aged 25–35 was at that time economically dependent on family. In some cases, even at the age of 40, people reported having no stable salary and so no ability to fund their own house or family (Diário de Notícias, 2011), although many of these people held higher education qualifications. During the last quarter of 2010, the number of unemployed graduates rose to 68,500, which was equivalent to 11.2% of all unemployed people (Loureiro, 2012, p. 337). With so many living in such precarious economic circumstances, reports of individual injustices quickly circulated via social media, eventually being transformed into a collective injustice. This was reflected in the posters people held during the demonstration, which featured slogans such as 'Living Communism - Spreading Anarchism', 'Capitalism is Abominable', 'The Country is Scratchy' and 'Scratchiness is Precariousness'. Several politicians also joined the Lisbon march despite it being a non-

partisan movement, as did members of right-wing extremist groups, anarchists and members of the LGBT community (Jornal de Notícias, 2011).

The solemn parades of yesteryear, which progressed at a slow and almost reverent pace, have now given way to demonstrations in which music and dance add a certain colour to the event. Although these manifestations of protest in Portugal had a playful component, the spectacularity they exhibited was only modest when compared to the performances seen during other European anti-globalisation mobilisations, in which masks and disguises alluded to a certain subversion of the carnival theme, which gave the events a high level of visibility in traditional media outlets.

As an article in Visão (2011) said of the demonstration seen in Lisbon and which also applied to those in other cities:

It is not only a manifestation, but several: the manifestation of precarious workers, the manifestation of university students with no future, the manifestation of the unemployed, the manifestation of pensioners by anticipation, the manifestation of pensioners of 200 euros, the manifestation of the unschooled workers ... (p. 66).

The movement was a collective action driven by individual interests. Each individual spontaneously joined in after reviewing the situation, as, just like the organisers, they felt themselves to be without future prospects. Effectively, they lacked a group goal that would keep them together beyond the circumstances of the moment. As Pinto (2011) notes, they took part in the demonstration: for a future, for a job, for the end of green receipts, out of curiosity or just to see what it was like, for raising the minimum wage, for the father, for the daughter, dancing, singing, applauding, shouting, or even in silence, no one dared to imagine that the voices and words would merge into one message (p. 34).

In recent years, a number of studies have pointed to the distancing of young people from 'traditional' or 'conventional' politics, such as participation in party voting or a party affiliation, and the growing interest among this population in 'unconventional' politics, such as collaboration in organisations or associations and protest actions (Magalhães & Sanz Moral, 2008, p. 27). The popularity of the 'Scratch Generation' movement with young people may be a sign of the divergence of the institutional politics of the democratic state from popular politics, that is, a demonstration that young people have both civic and political awareness, although they distrust the methods of representative democratic politics.

1.2. The 15M Movement or "Indignados".

Two months after the Portuguese movement, in Madrid, the May 15 2011 demonstration was an example of the challenge that leaderless mobilisations organised through the internet represent for Democracy. Here, as in other European demonstrations, it was through social networks, especially Facebook and Twitter, that there was a mobilisation for the May 15 protest. This year, Spain was immersed in the crisis affecting the Eurozone, unemployment reached 22% (47% were young people), and the government, to contain the deficit, promoted cuts in health, education, social service. To make matters worse, the socialist executive approved the Sinde law (control and censorship of information on the Internet), which mobilised some activists to create a digital platform, which they called "Democracía Real Ya" (Real Democracy Now), and to make their discontent known. On the aforementioned networks, Democracía Real Ya called a demonstration for 15 May 2011, a Sunday, exactly

seven days before the municipal elections. Through a manifesto they explained the reasons why they were calling on citizens to take to the streets on 15 May. With the emblematic phrase ""we are not merchandise in the hands of politicians and bankers" they tried to attract the attention of internet users to their manifesto.

Then, through a simple and direct text, they touched on the crucial points of collective dissatisfaction. It began like this: "We are ordinary people. We are like you: people who get up in the morning to study, work or look for work, people with families and friends. People who work hard every day to live and give a better future to those around them...". They then explained in several items the reasons for their indignation and apprehension, among which they highlighted corruption among politicians, businessmen and bankers, and the absence of a true Democracy, since the political class did not even listen to the people. And they ended: "We are people, not merchandise. I am not only what I buy, why I buy and for whom I buy. For all these reasons I am outraged. I believe I can change. I believe I can help. I know that united we can do it. Come with us. It's your right" (Manifesto Facebook).

This call and the reasons that were given for the demonstration went against the disharmony that hovered in society, especially among the youth, highly qualified, unemployed and without a glimpse of a better future. The same disenchantment popularised Stephane Hessel's book "Indignant", which referred to social inertia in the face of the "international dictatorship of financial markets" and called for a "peaceful insurrection" (Hessel, 2011). This hero of the French resistance to Nazism considered that the worst attitude of citizens was indifference, since it led to inaction and consequently could lead to the loss of acquired rights. Hessel's little book had many readers in Spain, and was perhaps inspirational for the mentors of "Democracia Real Ya" and those who took to the streets on 15 May. On that Sunday, around 130,000 people, according to the organisers, gathered in Madrid at Puerta del Sol, the city's central square to protest. The newspaper El País reported that many of the demonstrators were unemployed poorly paid, subcontracted, mortgaged, outraged by the economic crisis and the resulting social problems (El País, 15 May 2011). Among the most underprivileged were young people, who being supporters of netactivism "new type of action in connected digital networks", (Di Felice, 2012), contributed to the rapid dissemination of the message and the turnout of so many people at the demonstration. The participants, armed with slogans such as "this crisis we are not paying for it", "it is not illegal the voice of the people", or "politicians do not represent us" (El País, 15 May) walked through the main streets and squares in the centre of the capital (Gran Vía, Paseo del Prado, Atocha) and demonstrated their feelings towards governments, banking, the political class, and above all the mismanagement of the crisis by a "dysfunctional and irresponsible political system" (Castells, 2013a, p.90). Through this non-partisan form of organisation they showed their lack of confidence in leaderships, parties and trade unions to represent them, similarly to other European citizens and others. They therefore introduced an innovative form of mobilisation into social movements, although in the street they used the old methods: marches, lectures, posters, to make the reasons for the demonstration visible to the community and the traditional media. In the Spanish capital the demonstration did not end without clashes with the police (El País, 15 May).

The "Indignados" of Madrid were joined by other malcontents who at the same time protested in around 50 cities in Spain, as well as in Portugal, Ireland, Holland, France and the United Kingdom. In all countries, historically symbolic places were chosen for the space of representation, sharing and discussion, in a search for community solidarity lost in the

anonymity of mobilisation. Once the demonstration was over, a group of indignados from Madrid decided to stay in Puerta Del Sol to reinforce the dimension of their displeasure and discuss the meaning of real Democracy. In the early hours of the 16th, the camp was violently broken up by the police. The repression acted as a rallying factor to call a new camp for that night and for the whole week, until the Sunday of the municipal elections. The Electoral Commission considered the encampments illegal because they did not allow the calm required for democratic reflection (El País, 17 May 2011).

Suddenly, this social movement took on a life of its own and surpassed the aim of the "Democracía Real Ya" platform. From then on, the "encampments", as they became known, either in Puerta del Sol or in other squares, were no longer organised by "Democracía Real Ya". This platform participated in the encampments but together with other collectives, including Attack, Anonymous, No Les Votes, Juventud Sin Futuro. The 15M or, as it was popularised by the media, "Indignados", ended up becoming another movement from the "encampments" (Elecciones 24, 20 May 2011), with the implementation of a kind of "micropolis" where a micro model of real democracy was experienced.

The exercise of real democracy was carried out during the Spanish "encamped" and in all the encampments that were spread across the main European squares. In these encampments, as in the demonstration, mainly young people participated, although middle-aged and senior people could be

found in them, who shared the concern about the economic, political and social situation, who did not see themselves in political parties or trade unions, and who came together to seek change (Elecciones 24, 20 May 2011). The capitalist economic system had generated the crisis but the politicians defended the financial interests of the banking and bankers more than the interests of those who elected them, the citizens.

These, in turn, found it legitimate to claim their right to be indignant and fight for "a new society that prioritises life rather than protecting economic and political interests" (Elecciones 24, 20 May 2011). In a peaceful and orderly way they tried to implement in the squares where they camped a new social and political organisation, based on community fraternity and a participatory politics.

In a true practice of direct democracy all decisions concerning the camp and its messages outside it were decided in a general assembly.

These assemblies met, as a rule, daily, with around two thousand people. Similar to what happened in the Athenian public square (agora) each citizen standing in the Puerta del Sol, arm in arm, voted on each measure to be taken for the benefit of the community. To implement the measures decided in the Assembly they created working committees, autonomous from each other, which dealt with basic issues such as hygiene, safety, communication, to the elaboration of proposals to be submitted to the Assembly, there were also committees for concrete and specific actions: agroecological initiatives, reform of the electoral law, preventing evictions.

There were no leaders, it was a collective but in which each participant was there in an individual capacity, only representing himself. Each person was free to say what they thought or felt, without needing intermediaries, which for Javier Toret (a member of Democracia Real Ya) is a "paradigm shift between citizen and governments, unions and media" (quoted by

Castells, 2013a, p.99). We are facing an empowerment of citizens, collective unity concentrates popular strength and gives them power, if only that of visibility, that of spreading their thoughts.

The citizens camped in Madrid's Puerta del Sol drew up a series of proposals that were approved in a general assembly, regarding the change of the electoral law, respect for the basic rights enshrined in the constitution, reform of the working conditions of the political class, tax reform, education, regulation of the markets, participatory and direct democracy, true separation between State and Church, promotion of renewable energies, effective separation of powers, recovery of privatised public companies, reduction of military spending, recovery of historical memory, total transparency in the financing of political parties and their accounts as a means of curbing corruption.

In this movement there was never a formal organisation, with a defined programme; there were proposals, many of them, not only from the Madrid campers but also from those of other cities and countries, although their aim was not to fulfil them immediately. The participants of the "encampments" knew that positioning themselves outside the established institutional system would not make any proposal viable (Castells, 2013b, p.103), but in the long term it could present an alternative, as eventually happened when citizens who participated in the movement formed a new party.

These camps, where they implemented a new democratic model, as they existed in default of the established power could not last long. This exercise in real democracy implied the occupation of public space, and even assuming that it belongs to everyone, it was still seen as an "affront" to the holders of political power, a kind of counterpower. Consequently, the response to this action, on the part of the Spanish government and other European governments where there were encampments, was a ban on staying in the squares, often accompanied by police repression (El País, 3 August 2011). In addition, this occupation brought problems of maintenance of the area itself.

It was not possible to stay indefinitely in the camp because life deteriorated and it began to be the home of the homeless. This circumstance, together with the fact that with the passing of time only young people without family responsibilities could take part full-time in the assemblies, began to empty the movement, inside and out, in the eyes of public opinion. Standing meant shrinking crowds and they couldn't risk being reduced to half a dozen camped activists if they wanted to give a voice to the whole population. So at the end of June they lifted the Madrid camp and the others came after. The movement was continued in the neighbourhoods through residents' assemblies, which functioned along the same lines. The assembly was sovereign, leaderless and with independent committees. Its decisions were disseminated over the internet so that they could be debated by everyone. The activists built an "organisational culture" based on values such as diversity, subjectivity, transparency, open confrontation aimed at building consensus and "ideological contamination" in the face of dogmatism (Della Porta, 2005).

Castells considers this movement "essentially political". The sociologist says that "it was a movement for the transformation of a pseudo-democracy into an authentic democracy" (2013a, p.102) and, despite only having assumed this character in the second phase, the truth is that it was the original manifesto which triggered the movement, therefore, which originated its existence.

The novelty of this movement and of the later European movements was, according to Camargo, "the appearance of "tides" in which various sectors joined in protest, claiming their own issues but merging them into a common protest"(Camargo, 2013, p.136). And in this novelty lies a great challenge of the social movements, in that they reached a human and geographical dimension not imaginable in previous movements and put institutional powers into dialogue and attempts to negotiate with non-institutional actors.

2. Discussion: the challenge of social movements for European democracy

The movements of 12 March and 15 May 2011 in the Iberian Peninsula were not isolated cases, they are part of a line of contestation that crossed Europe in crisis. Movements arise for diverse reasons, as we have seen, but the current ones, for Castells, result from the "contradiction and conflicts of specific societies, and express people's revolts and projects resulting from their multidimensional experience" (Castells, 2013a, p.170). For Romanos (2011) in Spain, the 15M movement inaugurated a cycle of protest whose extent and intensity, capacity of convocation and transversality are unprecedented in the recent history of this country.

These Iberian mobilisations follow the wave of transnational mobilisations of indignation that started in North Africa and the Middle East and that network communication has facilitated, making these global movements a challenge for European leaders.

For Bela Irina Castro they represent a "countercultural social contestation movement that seeks to rescue the debate and the political decision into everyday life through the occupation of public spaces" (2012, p.124).

Social movements have demonstrated citizens' divergence from the liberal political model and capitalist economy governing European states, demanding a less elitist and more participatory politics. The movements that have occupied the squares and streets of Europe appeared spontaneously through mobilisation in social networks, without party or trade union organisation, even rejecting established leaderships. This new form of mobilisation and action seems to refer to the citizens' disagreement with the systems of representation, whether parties or unions, and to the emergence of a global citizenship that shares the desire for a renewed Democracy, and becomes a challenge insofar as the connection in networks leads to an alteration of the social. As Di Felice points out, "net-activism marked the first forms of social conflictualities that through the internet displace social action to a planetary computer spatiality" (2013, p.55). This spatial displacement of action, ease of appearance and expansion in space, makes institutional control difficult and enables the survival of movements such as the "Indignados", as well as the appearance of more demonstrations in the European public space. On the other hand, the internet functions as a protective factor against repression and as a facilitator of widespread communication, not only with the participants/sympathisers of the movement but with the whole of society, and, most importantly, it establishes a connection with the culture of today's societies which, in Castells' opinion, is "the culture of autonomy" (Idem: 171). Citizens claim autonomy from historically constituted institutions, embodied in "a new social contract" (ibid.). This contract is based on the freedom that communication through the Internet grants to its users (Idem, 172). Thus, for this author, "behind the scenes of this process of social change is the cultural transformation of our societies" (idem, ibidem), which is reflected in the will to transform the democratic political process (idem, 113). In the case of the 15M, mistrust of conventional politics brought together people with or without

ideology in a non-partisan movement, but with political aims and a reaction to the current political system itself, which is why they are running away from the corporate mechanisms of politics.

Another challenge they pose is that of security, as they break the rules of institutional bodies they cause a certain fear, leading governments to respond with police repression to movements that are presented as peaceful. The current democratic political organisation does not know how to deal with all "this dizzying multiplication of communication, this taking over of the word by a growing number of subcultures" (Vattimo, 1989, p.87). The cultural dimension and that of social change which some researchers have identified in social movements (Goodwin and Jaspers, 2004) are evident in the movements which have recently emerged in Europe. Proof of this is the emergence of new political forces such as "Podemos" in Spain or "Syriza" in Greece.

Does this mean that social movements are leading us towards the construction of a European public sphere? The answer to this question already takes us into the sphere of European political contestation. According to Della Porta and Caiani, there are several obstacles to the Europeanisation of political conflict: the low visibility of the EU in political terms; the enormous power of corporate and institutional actors; a certain isolation of NGOs from political networks; the high cost of transnational mobilisations; or even the predominance of organisations historically anchored in the nation-state. For the above-mentioned authors, European collective action will have to involve the union of social actors, in the sense of stimulating common identity. However, this may not be such a far-off challenge for the European Union, given the protests of the last four years. The crisis situation has highlighted similar problems and struggles among citizens of the various EU nation states, which has contributed to a strengthening of identities, especially among those most disadvantaged by social policies (Della Porta and Caiani, 2009).

To conclude, we understand, like Gohn, that the fact that these demonstrations are part of a "new form of social movement composed predominantly of young people, educated, connected by and in digital networks, horizontally organised, critical of traditional ways of doing politics" (2014) becomes the biggest challenge of social movements for the European space, because they call into question this model of representative democracy.

Conclusion

The collective actions currently taking place in the streets pose European democratic governments the challenges of dealing with large-scale movements, operating in networks but spontaneous in appearance, mobilised through the internet, and of seeing the urban public space occupied by movements not organised by parties or trade unions, outside institutional formalism and state control.

As in previous centuries, social movements reflect the society in which they are embedded. If today technology has made available to individuals the opportunity to be both actor and receiver of information, the possibility to become visible without intermediaries, this technique is naturally harnessed for the promotion of social discontent, as once were the traditional media, especially newspapers. Despite all the technology, we think that it is in the streets and not in the networks that movements are challenging democracies as promoters of social and political change. It was the social problems that brought people to the streets and not Facebook or Twitter, because if there was no dissatisfaction, injustice and social inequality

there would be no place for these protests. We have the Iberian examples analysed here, in particular the "Indignados". It was their permanence on the streets that allowed them to create complicity,

It was their presence on the streets that enabled them to create complicity, discover idiosyncrasies, make suggestions, leading some of the elements that made up the 15M (although already disconnected from the movement) to move forward with proposals of a political nature. And, as in the past, political power only adapts to the changes demanded by society through contestation. However, it should be noted that this protest movements, which has manifested itself in unison within Europe, does not reflect a desire for a single government in the European Union; on the contrary, one of the criticisms expressed in these demonstrations by citizens was the subservience of nation states to the European Union. This means that these protests are still nationally oriented, reflecting more an internalisation than an externalisation of European collective action.

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EFL Corner in Algeria: Single-Sex vs Co-Educational Schools

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Abstract

Nowadays, English is significantly popular among Algerian generation but not to such an extent to be used in social context. Its use is, however, limited to classroom environment except for those students who are fond of this foreign language and master it with a high level of fluency. The purpose of this paper is to highlight the status of English as second foreign language in Algeria, and how it has been injected within the educational system by taking into consideration social and cultural aspects. Education is a process and like other processes, it is exposed to several factors, some of which are aid and some others are obstructive. The type of school can be one of these factors that may affect teachers and students: Single-sex or coeducational schools. Algeria is a country that still offers different types of schools that have great impact on pedagogy and on learners' performance in the EFL context due to social and cultural impacts.

Keywords: Algerian context – EFL students – single-sex and co-educational schools.

Introduction

Today English is not leading the world only through the increasing number of its speakers; however, its dominance reaches different domains including Education, Business, Politics, Science and Technology. Algeria has recently been in tune with Globalization, therefore the government tends to give more importance to the global language. Moreover, English has started to be recognized within the Algerian society especially among young generation impacted by the use of different social media. Thus, countries that want to join the ranks of developed nations have no way to do that except through attention to education and teaching system. Algerian educational system is shaped by several factors, the type of schools is among them: Single-sex or coeducational schools. These two different learning situations may affect teachers and students either positively or negatively.

Therefore, Algerian educators have to cope with different learning/teaching situation by taking into consideration the social and cultural aspects. In this regard, the main objectives in this research are threefold. The first one is describe the status of English language in Algeria. The second one is to scrutinize whether school type influences EFL teachers' performance. The last one is to highlight the ways by which educational psychology supports EFL teachers to enhance their quality of teaching in different situations.

Nowadays, the English language occupies such a global position that covers various world perspectives mainly communication, education, science, economy and culture that is why, English were implemented by Algerian policies within the educational system. Presently, it gains its status as a Second Foreign Language (FL2); however, the government started to give

more importance and shed light on this global lingua franca to gain a new and higher status in Algeria as a First Foreign Language (FL1).

Therefore, one of the pillars of educational processes is the teaching process through which the student is provided with knowledge and experiences, but its role does not stop here only, but goes beyond that to develop the abilities, aspects of learners, and here the role of educational psychology. The teaching process in general, and the teacher in particular, are exposed to several influencing factors, as studies confirmed that there is an educational gap between the male and female category, and this is what was confirmed by educational psychologists at the American Johns Hopkins Institute.

Theoratical Background

Historical Background of the Linguistic Situation in Algeria

There have been a set of events that characterized the history of linguistic situation in Algeria. During French colonization, Algeria has witnessed a chaotic language planning that aimed to eliminate both mother tongue (Arabic) and the culture of Algerian population and replace them with the French one. However, immediately after independence the government started a set of reforms implementing different policies especially within the field of education in order to retrieve the value of Arabic as well as Arabo-islamic culture. It was such a decision in which the English language were injected into the educational system aiming to reduce the status of French in Algeria.

The Status and Spread of English in Algeria

After the Arabization reforms in 1971 and the financial changes occurring around the world, the role of English as a conveying vehicle increased more space inside globalized Algeria. Therefore, starting from 2013, the use of French begun to blur away at the cross-streets leaving more space to English among young generation. (Mami, 2013, P. 910).

It is clearly understood that the phenomenon of Globalization has a great effect on the Algerian nation. In this regard, English tends to gain more power and importance in Algeria thanks to its global status instead of French. According to Rezig (2011, P. 1330), by 1993, the government attempted to give the opportunity to young children to learn English in the primary schools in addition to French as a Second Foreign Language. The process was to give choice to pupils between French and English. However, the process did not cover all the primary schools since the primary statistics showed that French was the preferred language among parents. To sum up, at the beginning of the 90s, English was considered as a FL2 and as FL1 after the 2000 reform (Mami, 2013), to gain later the status of language of science and technology (Berrabah, 2014) used as a medium of instruction in some faculties in Algerian universities in recent years.

Single-sex and coeducational schools

Since the school environment, and more specifically the type of school, influences students' academic accomplishments, it may also have an impact on teachers' performance. The type of school can be determined based on the gender composition of the students, whether it is a single-sex school or a mixed school.

As for single-sex school ''single-sex education refers most generally to education at to elementary, secondary, or postsecondary level in which males and females attend school

exclusively with members of their own sex''(Mael at al,2005, P.1).Accordingly, single-sex school is designed for specific gender only, be it male or female. Concerning mixed schools, also known as coeducational schools, are an integrated educational system where both sexes are taught together in the same institution. (Spender & Karamarae, 2004).

Advantages and disadvantages of single-sex and coeducational schools

From the above-mentioned definitions, it is essential to discuss the advantages and disadvantages of both types of schools. There are numerous advantages to single- sex schools, which outweigh its drawbacks. One of the benefits stated by Finn (1980), is that single-sex schools promote higher academic achievement and social solidarity based on a shared gender identity (cited in Radford,1998).In addition to that, students in single-sex schools receive more attention and guidance from their teachers. Furthermore, students' experience in single-sex classrooms improve their performance and confidence by allowing a better match for teaching and learning (McNeil, 2008).

Another advantage is that students tend to express themselves more during discussion group, as they are not intimidated by the presence of the opposite sex(Spielhagen,2006); especially girls as they ''feel less inhibited and devote more time to academic work''(Spender and Karamarae,2004, P. 522). Single-sex school not only stimulates students, but also their teachers; as it gives teachers the opportunity to focus more on teaching and learning and less on conflict between students. In addition, single-sex classes become a safe environment where bullying, violence and distraction are reduced (Blair & Sandford, 1999).Therefore; students get more involved and participate in the work proposed by their teachers. The latter will be more creative and innovative in their educational activities (Rex & Chadwell, 2009).Single-sex education is not without its disadvantages, however. According to Guarisco (2010), single-sex schools cannot prepare students for real world situations (cited in Ogden, 2011).Moreover, single-sex schools exacerbate gender stereotypes and inequality. In single-sex schools, students promote poor social skills.

Apart from what has been stated, there are several advantages of coeducation schools. One advantage is that coeducational schooling provides a natural social environment. Another feature is that coeducational schools are committed to treat boys and girls equally.(Spender & Karamarae,2004).Additionally, Sather (2005, P. 215) claims that ''competition between sexes is greater than between same-sex rivals, and this competition leads to higher standards of academic achievement''. Conversely, as a downside of coeducational schools, the different sexes may distract each other.

Another drawback, coeducation ignores the existence of gender differences in interests and aptitudes (Schneider & Coutts, 1982).From Lorenzi-Cioldi's (1988) point of view, stereotypes in mixed classes are reinforced. Girls are likely to be interested about their image, and boys are likely to impress girls. Finally, coeducation may adversely affect students' academic achievements because both genders' interest may be more dependent on non-academic factors rather than on academic achievements. (Coleman, 1961).

Pratical Side

Research design

To address the research objectives, the researchers opt for the exploratory research. The current research work employed both qualitative and quantitative methods as well as a

combination of primary and secondary sources. As for data collection, two research instruments were used: the ''teachers' questionnaire'' and the ''inspectors' interview''.

Teachers' profile

The investigation covered a sample of 23 teachers, males and females, working in three single-sex schools namely: Ibn Kheldoun, Elmakarri, and Salima Taleb middle schools situated in Tlemcen (West Algeria), wherein they teach English as a Foreign Language (EFL). These teachers have had teachers experience in both types of school i.e. single-sex and coeducational schools. Those teachers obtained their degrees from diverse institutions: sixteen of the participants graduated from university and seven of them have received a training course from ITE (Institut Technique de L'enseignement).

Inspectors' profile

The interview was conducted with three inspectors males and female in the secondary school « Motkan Ibn Saad » situated in Tlemcen which is also teacher training center, and all of them were teachers for more than ten years in both types of school i.e. single-sex and coeducational schools. All the inspectors obtained their degrees from university of Tlemcen "Abou Bekr Belkaid University". They also received a training course from Education Inspectors Training Center in Algiers for one year.

Discussion of the main results

This section will spotlight on discussing the main results that emerged from the teachers' questionnaire and inspectors' interview. The analyzed data do not reveal any significant differences between single-sex and coeducational schools with regard to the teaching process. Indeed, teachers' answers show that teaching is the same in both types of schools as the same teaching methods are used in the two settings. What differs is the way in which teachers treat their students according to level of knowledge acquisition whereby they respect the individual equity between students. The inspectors who emphasized that teaching in single-sex portrayed the same picture and co-educational schools is identical owing to the fact that teachers undergo the same training and use the same teaching methods. Furthermore, teachers report that there are no specific teaching strategies for each type of school because the current educational system stipulates that the focus is on the learner, but they noticed a better challenging environment in mixed schools rather than in single-sex schools. Regarding the teachers' performance in both types of schools, though more than a half of the total number reveal that their performance varies since the type of school affects them, 47.8% of teachers opposed this fact arguing that their performance remains the same in both settings without any effect. In the same realm of thought, the inspectors believed that the school type does not affect teachers' performance for a simple reason that the work plan is the same.

Regarding the ways educational psychology refine teachers' performance in both types of schools, interesting results were obtained. Teachers reveal that educational psychology plays a pivotal role in promoting the teaching and learning process as it provides concepts, principles and methods that help in recognizing students' psychological and social differences. In addition, teaching cannot be conducted without taking into account the psychological aspect. The inspectors who asserted that knowing the students' mental abilities helps the teachers managing effectively the classroom that pictured a similar view. Teachers also confess that educational psychology is an essential part in teacher training. All these results

come down to the same concluding point, holding that educational psychology provides teachers with strategies and methods that help them identifying students' individuals and mental abilities for an effective and   productive teaching-learning process and for a positive learning environments for better learners' achievements.

Conclusion

The collected data indicate that teachers and inspectors were aware of the important role-plays by educational psychology. Educational psychology allows teachers to know how to think, how the learning process should be underway, how to inspire and how to memorize or remember. It allows teachers to guide students and canalize their skills in the right direction. On the other hand, teachers and inspectors have stated that there are no differences between single-sex or co-educational schools neither in the teaching process nor in the performance of teachers but rather a different challenging environments.

In addition, this research work sheds light on the spread of English language in Algeria and its status within the educational system. It is obvious that English is globally spread because of its international position, but it is still thought at different levels as a second foreign language in Algeria expect for the tertiary level where English is used as a medium of instruction for technical and scientific fields. Based on that claim, there is an urgent necessity to reformulate the actual language policy and planning in Algeria to give English it right position among the Algerian new society.

In the light of all, the educational authorities ought to enact decisions to construct institutions for teacher training as these settings help teachers in their educational journey; by providing courses such as educational psychology. This latter is a substantial aspect in the teaching-learning process as it increases teachers' awareness about students' psychological and social differences.

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Old-New Challenges? Poverty and Menstruation: Young Girls and Women in the Mirror of Disadvantaged Situation

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Abstract

Disadvantaged situation means not just a kind of negative social phenomenon, but its effects manifesting on the economic and social fields are also significant. Regarding its complexity, a holistic view is necessary to approach it, and explore the developed situation, define solution proposals, promote a better quality of life and finally, to monitor prevention processes and revise the proposals if necessary. In case of disadvantaged situation, the involvement of children and women requires special attention in all aspects. The Creative Region research group launched its various research in the multi-stage research of the Higher Education Institutional Excellence Program (in Hungarian: Felsőoktatási Intézményi Kiválósági Program, FIKP) started in 2018 on the University of Miskolc, in which the staff of the Faculty of Health got the opportunity to conduct the comprehensive health mapping of the rural population with the involvement of 25 settlements. Based on the results of the FIKP research, it has been supported from more approaches that disadvantaged situation and deprivation can significantly determine the health behaviour, health consciousness and future life prospects of people living there. The comprehensive research examined the characteristics of the health status of people living in disadvantaged settlements along different dimensions. Getting to know the mental health of young girls and the issue of menstruation days among both them and the adult female population were essential elements of the research. During data recording in 2018 with student girls under the age of 14, we experienced in a high number that the girls' mental well-being was not ideal, and this also manifested in mild to moderate depression at more of them. The presence of domestic violence affecting them is also not negligible in the region. Our research performed in 2019 also supports that anxiety and the feeling of shame appear strongly among young girls on menstruation days as well, and a certain level of the omission of menstruation hygienic products can also be experienced in the region. Data collection performed in 2020 focused on the adult female population in which we experienced the similar phenomena as in case of young girls. In connection with showing the direction of the areas to be improved and defining the promoting prevention health promotion advice, we should have had to strive for adapting to the population's demands and the professionals'

flexibility which support the more favourable acceptance of the proposals. The significance of individual care, individual competence improvement and personalized counselling and help is indispensable.

Keywords: poverty, disadvantaged situation, young girls, women, menstruation

1. Introduction

Public awareness is still interpreting the definition of poverty from selected points of view: it is limited to the lack of infrastructural conditions, the lack of adequate quantity and quality of food, or the omission of certain tangible assets. But what could be the consequences of that if this broad definition with a comprehensive meaning[1] is approached only from certain sides? All these can cause that issues on the "fringe" will be pushed to the background, and measures to eliminate poverty are often aimed to the cessation of the mentioned deficiencies. In terms of the areas mentioned less, the issues of intimate hygiene and experiencing the closely relating menstruation days are especially significant.

In Hungary, children in the period of sexual maturation are helped with information lessons to understand the process of menstruation, and the issues of personal hygiene and healthy lifestyle are emphasized in the transfer of health-related information during teaching health sciences (Ministry of Public Welfare Decree No. 26/1997. (IX. 3.) on school-health services). Besides these, the field of women's protection is also emphasized among the tasks of primary health care (Ministry of Health, Social and Family Affairs Decree No. 49/2004. (V. 21) on Regional Midwife and Health Visitor Service. In Hungary, thanks to several initiations, young girls and women living in difficult circumstances have received disposable products in the last years[2], however, menstruation is still often a taboo topic. And the issues of menstruation and the existence of intimate hygiene products hardly ever come up in connection with poverty.

The question is how poverty influences a biological process that is accompanied to a woman's life for decades from the occurrence of menarche, such as poverty as well, so these two are inseparable, and they should be treated together.

Several initiations aimed to terminate poverty and fight against inequalities can be found globally, and so in Europe (Ksh, 2020). The fight against poverty and the reduction of its consequences has special significance in Hungary. A project of the University of Miskolc has been launched in 2018 with the permission of a research ethics committee[3], under the name of Higher Education Institutional Excellence Program (In Hungarian, Felsőoktatási Intézményi Kiválósági Program, hereinafter: FIKP).

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[1]Rudolf ANDORKA discusses the issues of deprivation, disadvantaged situation, highly disadvantaged situation, absolute poverty and relative poverty under the definition of poverty in his approach.

[2]The *#lánybólnővé* (*#fromgirltowoman)* program of the Hungarian Red Cross in the school year of 2019/2020 and the staff of the Faculty of Health, University of Miskolc in the frames of the FIKP project in 2020 transferred the donations collected by the *#nemluxustáska campaign* (*#notluxurybag campaign*) to disadvantaged settlements.

[3] The study was approved by the Regional Research Ethics Committee (IG-102-298/2018)

2. Literature Review

Justification of the research

The 25 settlements involved in the FIKP program were selected from one of the most underdeveloped regions of Hungary, the region of Abaúj in Borsod-Abaúj-Zemplén County (Rucska et al., 2020a). The settlements of the region involved in the research are beneficiary from socio-economic and infrastructural aspects, and/or they are settlements where unemployment significantly exceeding the national average should be expected [Government Decree No. 105/2015. (IV. 23)]. The staff of the Faculty of Health, University of Miskolc has set itself the goal to get know the health status of the region's population based on monitored data, and they intended to map the factors affecting it. The multi-stage research focused primarily on the children population (Rucska et al., 2020b), and then the adult population.

During the research, it has been supported from several approaches that disadvantaged situation and deprivation have negative effects on children's development (Fritz & Perge, 2020). Children's poverty is not limited to only the financial aspect, but a much more wider interpretation is also needed to map the affected children's future life prospects and life chances (Perge et al., 2019). It is not a negligible certainty that due to poverty or financial deprivation, several factors can be observed among families raising children that significantly contribute to the negative influences on children's development (Perge, 2021). To represent the problem's complexity, the factors influencing the health of families nursed in the settlements should be approached among different dimensions, which can often occur as chance disadvantages in terms of children's development (Perge, 2019).

In social terms, it manifests in the high vulnerability rate[1], which can develop due to health and/or social reasons (Perge et al., 2020a). All of these have effects on children directly. The affection of children from the aspect of vulnerability requires increased care in all cases. The help of professionals getting in connection with the family during nursing includes tasks necessary for the families' everyday life, transferring specific knowledge, and teaching necessary skills for the daily activities to contribute to the organic, mental and social development of children requiring special care, promoting their social development and guide them to a positive direction. By holistic thinking and cooperation, as a team-work, professionals can take essential steps to improve the affected people's health status and life conditions in order to reach a better quality of life (Perge, 2020).

The occurrence of the high proportion of families unable to heat their homes sufficiently should be mentioned. Inappropriate housing conditions have also emerged from the data in

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[1] In Hungary, there is a legally secured, organized system in the issue of children's vulnerability: we should pursue to prevent vulnerability and complications even from the prenatal period, from the registration of a pregnant woman, and to recognize them in time [Ministry of Human Capacities Decree No. 26/2014. (IV. 8) on Pregnant Care]. Besides these, enhanced monitoring and help, the increased care itself is ensured in case of vulnerability from new-born age to the time when starting student status, during children's care [Ministry of Health, Social and Family Affairs Decree No. 49/2004. (V. 21) on the Regional Midwife and Health Visitor Service]. The professional(s) getting in connection with affected families in a nursing-educational institution are the members of a signing system [Ministry of Public Welfare Decree No. 26/1997. (IX. 3) on school-health services]. Disadvantaged and highly disadvantaged children and students require special attention [Act CXC of 2011 on National Public Education].

families expecting or parenting a child[1] : such as not resolved wired drinking water or gas supply, the lack of a restroom or the high rate of non-flashing toilets. The existence of a bathroom has also showed deficiencies. Vulnerability and the number of people living in the same household occurred in inverse proportionality. On average, 6.2 persons lived in the same household in socially and medically vulnerable families, 4.6 persons in only medically vulnerable families and 6 persons lived together in only socially vulnerable families. In households where no vulnerability presented during the data recording, 4 persons lived together on average (Perge et al., 2020a). Data processed in the research have highlighted that these serious house quality problems, housing poverty affects a great part of the region.

Besides that disadvantaged situation is a socio-economic problem, it is a medical problem as well. Both quality and quantity deficiencies of nutrition could be detected in the research performed among children living in disadvantaged settlements (Sztojev-Angelov, 2020). In connection with oral screening in the study of Faragó et al. (2020), in which 128 students were involved, the lack of permanent teeth, children's low or completely missing motivation, and, additionally, the parents' socio-economic situation and their inadequate example setting also mean a great problem besides the infrastructural and dental care deficiencies (total absence of the number of filled teeth). Based on the data of the FIKP research (Perge et al., 2020b), the parents' financial situation is also likely to contribute to that children with visual problems do not have glasses and they do not visit ophthalmic care regularly.

In 2018, Rucska et al. (2020c) mapped the mental health of girls under the age of 14, what was also extended to the diagnostic condition assessment and the effects of the protecting factors. The values of the development of anxiety increase by the progression of age (p =0.012), and significant difference could be experienced in case of genders (p = 0.00012); girls are more anxious than boys. A medium strength correlation could be detected between depression and anxiety (r=,47). Children involved in the research, based on their own confessions: 5.5% of them are victims of domestic violence, and several of them are afraid of a person who could hurt them physically. These persons live mostly in the children's environment, and this type of violence affects young girls more often. School violence also occurs among the answers, and its victims are mostly boys. The lack of social relationships could also be observed in more children, they do not share their feelings with anybody. More than 50% of the youngsters tell their problems to friends, 27.5% discuss their problems with their parents (Rucska et al., 2020c).

In case of disadvantaged situation, the involvement of children and women requires special attention in all aspects. Children need special attention, since the effects of disadvantaged situation occur in numerous fields in their case, in terms of heath culture and health behaviour among others. Children growing up in poverty live among us, so do girls live in menstrual poverty. This social, economic and medical problem requires studies that are aimed to the affected children population and the menstruation issues affecting them.

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[1]Pregnant women, families parenting a child/children aged 0-6 and children aged 7-18 and not visiting any educational institutions were listed here.

3. Methodology

3.1. Research goal

The comprehensive research focused on young girls and women living in disadvantaged settlements. Its goal was the mapping of girls' mental state linked to menstruation in the period of menarche, and the examination of certain intimate hygiene habits on these days among them. In case of the adult female population, we intended to examine their mental condition and their menstruation-related habits already existing. Additionally, the aim of the research was providing a kind of guideline for professionals to define prevention activities in the area in the mirror of the results, by highlighting the possible points of intervention.

3.2. Materials and Methods

The examination was preceded by wide literature review, the results of the FIKP research started in 2018 on the University of Miskolc created the baseline of the study, and the issue of menstruation of adolescent girls living in disadvantaged settlements came to the foreground as the next step of the multi-stage empirical research. The program called #lánybólnővé organized by the Hungarian Red Cross happened at the time of the research, during which student girls in class seven of the primary schools of 13 disadvantaged settlements connected to the program[1], and the campaign called #nemluxustáska was also organized in January 2020 by the Hungarian Maltese Charity Service[2]. The research was conducted by connecting the experiences gained on these different fields, by focusing on the certain social and also medical problem. Disadvantaged situation was the main direction of the quantitative empirical survey, and within this, menstruation and mental status topics were examined (including but not limited to). Priorly, based on the feedback of the school directors and professionals taking part in the nursing-parenting processes, none of the girls showed signs for that taking the questionnaire would not present real results because of any excluding causes.

We received the examination data by taking a questionnaire. Data recording of the questionnaire happened by the help of measuring commissioners both among young girls and adult women. In case of the young girls, we used a questionnaire by which children could characterize themselves (Perczel-Forintos, 2018): the children's version of the Spielberger's adult State-Trait Anxiety Inventory developed in 1973[3] that is suitable for measuring the anxiety level of schoolchildren. By filling the validated questionnaire, the achieved score could be minimum 20 and maximum 60. Counting the total score, the values above 38 show high anxiety level in case of state anxiety. Adapting the questionnaire by the help of the 20 items of the State Anxiety Inventory during the research, besides mapping the mental status related to menstruation, it had been complemented by questions on certain hygienic habits. Some of the items were analysed separately, because regarding the situation, they are able to provide a guideline for professionals independently in the field of preventive interventions as well. The research strived to get answers for 100% of the statements. In the end of the questionnaire, the respondent girls had the opportunity to write down their questions (in a lot of cases, they

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[1] I joined to the program as a volunteer, I made information discussions in the schools as the teacher of the Faculty of Health, University of Miskolc and also as a health visitor.
[2] The University of Miskolc provided several sites for the campaign.
[3] State-Trait Anxiety Inventory for Children, STAI-C, Spielberger, C. D. 1973, translated by.: K. SIPOS

did not want to ask in front of their mates), which were answered after the collection of the questionnaires, ensuring anonymity.

The children's parents/guardians had priorly received written information about the program[1], and then, based on the information included in the leaflet, they filled a written declaration of consent. The research was performed in a 3-month period from October 2019 to December 2019. During this period, 185 student girls in class seven of the primary schools filled in the questionnaire, and 140 questionnaires were assessable after clearing data. Since we strived for providing calm and safety atmosphere and excluding disturbing external effects during data recording (we did not look into the answers during answering), more girls could not give scorable answers.

The designation of disadvantaged situation did not apply to persons, we took it into account at choosing settlements and schools. The mean age of the sample was 12.96, the youngest respondent was 12 years old, the oldest was 15, its median was 13. 23 student girls marked the "not menstruating yet" answer. At the time of data recording, 27.89% of the respondents marked that they were menstruating on that day, so we are talking about a retrospective trial in case of 72.11% of the respondents. According to the best of our currently knowledge and possibilities, we are unable to ensure that all the girls fill in the questionnaire at the time of their menstruation: human resources are not available for this, and we have to count with the infrastructural deficiencies as well (not everyone has a smart phone via which she could reach the questionnaire), and anonymity would also not be ensured in all the cases.

Data collection among adult women was performed in 25 disadvantaged settlements, during which we used the Spielberger State-Trait Anxiety Questionnaire and Beck's Depression Questionnaire over the items focusing on demographic background information and menstruation. The Spielberger state anxiety or momentary anxiety self-filled questionnaire consists of 20 items (Perczel-Forintos, 2018). The scale is suitable to assess anxiety as a personality trait, to measure interim anxious conditions characterized by the feeling of fear experienced subjectively, anxious waiting and the feeling of conscious tension, and resulting in the increased excitement of the operation of the vegetative nervous system. The experience changes for the effect of environmental changes. The questionnaire shows the value of the strength of the tendency to anxiety. The applied questionnaire contained 20 items; the respondent could give points from 1 to 4 according to how much the statement was typical for her. The level of anxiety is assessed based on the total score and compared to a standard value (Rucska et al., 2020c). The value of the scale is minimum 20, maximum 80 points. The questionnaire was filled by 203 women between the age of 18 and 83, and their mean age was 39.4±15.4 years. Women involved in the examination live in highly disadvantaged settlements of Abaúj region. Most of the participants have low educational level (8.4% is under the basic qualification, 31.8% has basic qualification). 66% of the respondents have a job. Most of the non-working respondents raise children (30%), live from temporary jobs (21.3%), are searching for a job or retired (18.8%), and some of them are students (7.5%). Most of them are married (43.1%) or live in a cohabiting or partner-like relationship (11.1%). 11.1% of the

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[1] The leaflet detailed the followings: permission of the program, goals of the program, requests for parents/guardians, the content of the questionnaire, a short information presentation for children, the voluntary and free availability of the program, information for confidentiality.

examined women are single, 3.2% is divorced and 7.5% is widow. 13.3% of the women are currently pregnant.

4. Results

4.1. The occurrence of anxiety among children on the menstruation days

The first part of data recording focused on mapping the mental state during the days of menstruation. By the state anxiety questionnaire, the lowest point is 23 and the highest is 54 that shows a very high anxiety level, and it could be detected at only 2 persons in the sample. A great part of the student girls giving valuable answers (58.57%) got 38 or a score above it which was considered as quite strong anxiety. The anxiety level during menstruation was lower at 5.71% of the respondents, it was under 30 points (Figure 1). One of the girls showing the highest anxiety level menstruated on the examination day.

Figure 1: State anxiety level during menstruation
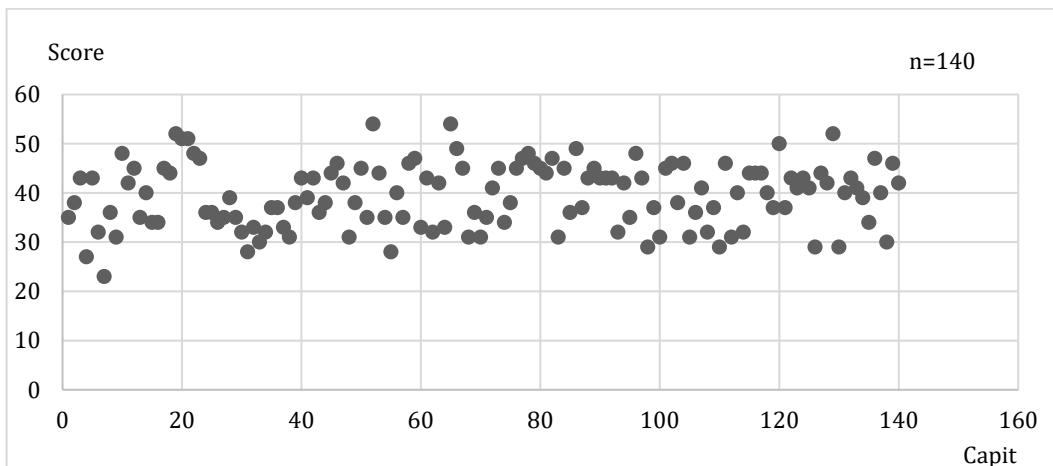
Source: edited by the author

The research also dealt with the issue of shame. 80.92% of the student girls marked that feeling ashamed happens with them during menstruation. 78.29% of the respondents also marked its frequency. Always, often and sometimes were marked in closely the same rate. According to the answers, 29.41% always feels shame during her menstruation period, 31.1% feels it often and 30.25% marked sometimes. Among those who marked the frequency of feeling shame, 9.24% feels it rarely during her menstruation (Figure 2).

Figure 2: Frequency of shame during menstruation
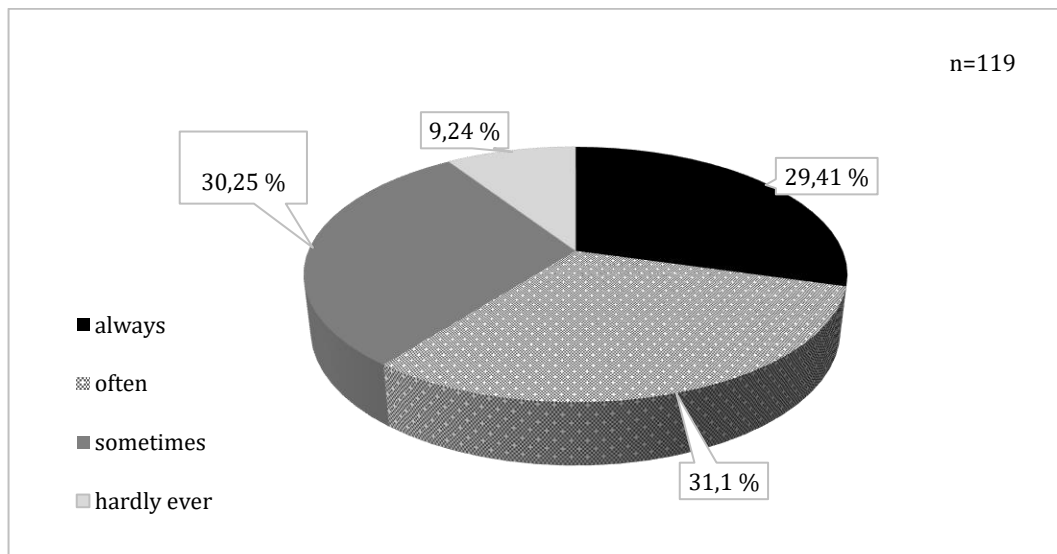
Source: edited by the author

4.2. Intimate hygiene habits among young girls

The research focused on the category of used products; quality issues were not examined. Most women of the sample marked the use of sanitary pads, often combined with pantyliners. The respondents marked the use of pantyliners in more cases, and it is essential to mention here that products on the Hungarian market contain more pieces than in case of sanitary pads. One respondent marked the use of tampon besides sanitary pad.

A 13-year-old girl, who had her first menstruation at the age of 12, uses pantyliners and old clothes and textiles to catch menstruation blood, which are changed in almost every hour at home and in almost every break in the school. In her case, the anxiety level was experienced to be high with 46 points, and according to her answers, she often feels shame during her menstruation.

3 girls from the sample answered that they use handkerchiefs besides pad(s). Two of them showed high anxiety level on the state anxiety scale, although, all the three of them feel some shame on the menstruation days.

Habits were examined from another perspective as well: according to the using interval of the products. Regarding the frequency of changing these products during menstruation, one girl marked that she changed pads maximum twice at home and once in the morning at school. Regarding her anxiety level (41 points), she received a high score, and based on her answers, she often feels shame in these periods. Two girls answered that they change pad once a day at home, one of them twice a day at school. In their cases, one girl's anxiety level was 44 points, the other menstruated on the day of answering, and according to her answers, she always feels shame during her menstruation.

In connection with habits on school days, we experienced that 13 persons do a change once during staying at school in the morning, 22 persons do this maximum twice and 4 persons do not change any products at school. Among girls staying until the end of the afternoon lessons, 2 persons change maximum twice, 1 does not change, 1 does not change or maximum once in the afternoon and 1 person changes once in the morning.

4.3. Hidden "messages"

The respondents had the opportunity to ask questions both orally and written, from what we could get an image about the issues concerning the girls mostly in connection with menstruation. They were also interested in other areas, such as sexuality and certain gynaecological issues that often occur as taboo topics among them. Extremes can be felt very strongly in connection with the topic, questions related to the reception of menstruation occurred in one class, but others in the same group were interested in the topic of pregnancy and sexuality.

The age when menstruation had occurred among the girls was recorded in the research. The earliest menarche in the sample was at the age of 9, the latest was at the age of 14, its median was 11. The difference between the menarche data and the mean age of the sample (12.96 years) was almost 2 years. In this approach, the demand for presentations for information lessons and creating efficient habits occurs in the lower classes of the primary school.

4.4. The issue of adult women's menstruation

In case of the adult women, we asked them about what they used for catching menstruation blood (Table1). The respondents could mark more products as well.

Table 1: Devices used for catching menstrual discharge

1. sanitary pad	58.8 %
2. tampon	39.4 %
3. pantyliner	20.4 %
4. cotton	2.3 %
5. paper handkerchief	2.3 %
6. clothes, textile	0.9 %

Source: edited by the author

It can be observed that sanitary pads are the most used tools. Women using sanitary pads mostly use pantyliners as well (r=0.328), as tampon usage is also accompanied by pantyliners (r=0.524). Other textiles, cotton and paper handkerchiefs are used by women with lower education level, while more qualified women prefer sanitary pads and tampon.

6% of the respondents answered that it had happened that she had not had anything to use during menstruation. Its frequency was quite variable (Table 2).

Table 2: Frequency of the lack of tools

Frequency	Percentage
monthly	46.2

More times every six month	15.4
Every six month	3.8
A few times a year	11.5
Maximum once a year	19.2

Source: edited by the author

It can be observed from the answers that it happens with 46.2% of the affected women monthly that they do not have anything for catching menstruation discharge. This tool deficiency happens with women who marked tampon (r=0.254;p<0.005), cotton (r=348;p<0.005), paper handkerchief (r=0.4;p<0.001) and textile (r=0.269;p<0.034) as a catching tool.

In terms of anxiety, the mean value of the asked women is 43.5±7.5 which corresponds with an average anxiety level, but 10% of the respondents fall into the critical range[1]. Women using tampon (r=0.216;p<0.017) and paper handkerchief (r=0.344;p<0.005) during menstruation for catching blood are the most anxious.

Discussion

Regarding the answers of girls living in disadvantaged settlements examined in the occurrence period of menarche, most of them show strong anxiety level during menstruation (58.57%) based on their subjective judge. We are talking about a retrospective trial in most cases, but it can be observed as a tendency that shame also strongly occurs (80.92%) besides the high anxiety level among young girls during the days of menstruation, which happens mainly always, often and sometimes. Similarly to the examination of Rucska et al. (2021c), the method applied in our research has been proved to be effective among both young girls and women living in disadvantaged settlements. During the earlier examination, a significant difference could be detected in case of genders: student girls under the age of 14 were more anxious than boys (Rucska et al., 2021c); in this current research, the analyses of the mental state of seventh grade girls on menstruation days also show the powerful occurrence of anxiety among them. In connection with the intimate hygiene products, deviation can be detected in both of the used products and the frequency of their changes. Different interests may be given by the problems of the age. The different ages and biological particularities could result in that further questions emerged over menstruation in terms of sexual behaviour and gynaecological problems.

In those women who often suffer from the lack of tools during menstruation, a high percentage of them misses these tools monthly. Higher anxiety level is typical for those in their case, who use tampon and paper handkerchief on the days of menstruation.

Conclusion

We have to strive for reducing the negative effects of disadvantaged situation on children as early as possible. A holistic point of view is necessary to approach and explore the problem, and to provide proposals for the solution.

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[1]Values above 53 points mean serious anxiety.

During our efforts for changes, flexibility and the adaptation of the population's demands is indispensable from the health and educational professionals. Promoting the health-conscious lifestyle of the growing generation is a complex exercise. Besides the presence of professionals, it requires the receptive behaviour of children and their educators, parents.

Regarding that the relationship between menstruation and poverty is a less researched field, the national and international literature difficult to be found justifies further research. A comprehensive research approaching from different dimensions would be necessary on the field, which would examine the differences between generations, and analyse how much disadvantage situation affects the experience of menstruation days. Besides this, in future studies, drawing further evidentiary conclusions would be necessary by the increase of the element number and the conduction of in-depth interviews.

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For An Ecological Awareness of Responsible Living

Vereno Brugiatelli

PhD

Abstract

The entrenched and firm conviction that man is master of nature while being separate from it has fostered the culture of the indiscriminate use of natural resources, the destruction of eco-systems and a waste society. Over recent decades, behind the urgent need to halt the ecological drift, the natural landscape has been of considerable interest in various disciplinary contexts including biology, from which it has gained renewed consideration from the "ecology of landscape" perspective, and ethics. Once the theoretical aspects of the ecology of the landscape concept have been clarified, I will demonstrate that the human condition is part of the natural environment. On this basis I will highlight the necessity for man to develop an ecological awareness founded on responsibility regarding biodiversity. The ethics of responsibility, enlightened by an ecological awareness, have to inspire living and guide environmental policy-making.

Keywords: Natural landscape, Biodiversity, Ecological awareness, Living,

Introduction

In the context of the ecology of the landscape, ecologists play a pivotal role in dealing with the problems related to the natural environment. Since the end of the 20th century, new concepts of natural landscape and ecology of the landscape have been elaborated with the intention of gaining greater knowledge of the biological system. In spheres in which the landscape cannot be considered only from an aesthetic or geographic viewpoint, the role of the ecologist is considered indispensable in practical contexts such as: the elimination or reduction of harmful emissions, land and environmental planning, ecological network design, urban parks realization, and redevelopment of industrial areas etc. The landscape is an ecological system with its own typical features, but it also shares characteristics with other biological levels which are integrated through intricate recursive processes. In this respect the natural landscape system can be considered as self-regulating. It is a complex living system which includes man.

Through biological and cultural interactions with the landscape, man both modifies and is, in turn, modified by the natural landscape. Man is part of the environment and the landscape. From this perspective, living is deeply rooted in this "co-belonging" situation. An integrated-biological consideration of the landscape is acquired with a mature ecological awareness fostered by a sense of responsibility, directed at the realization of an ethical life "with and for the landscape". Being "with" the landscape is an expression of man's integration with the landscape on a biological and ecological level, while being "for" the landscape regards man's commitment towards it from an ethical point of view. Such commitment relates the

responsibility and awareness that the same biosphere is shared by all living creatures (Morin, 1999).

Gilles Clément, biologist and landscape architect, calls the space of biodiversity "Third Landscape". From an ethical perspective "The reality of the Third Landscape is of mental order (....) It is positioned in the ethical field of the permanent planetary citizen" (Clément, 2004, pp. 27-28). Biodiversity conditions not only our biological life, but also our ethical and cultural living by influencing our psychological, physical, and social well-being. Thus, as stated by Edgar Morin (2015), there is great need for *ecological awareness*, intended as the awareness of living with all mortal beings in the same living space (the biosphere).

Biodiversity and ecological awareness

It is not only man that "makes" the landscape, but also all the other systems. Without doubt, the human species is the system that contributes most to shaping it through our technological and cultural apparatus, but all living creatures play a part in its transformations: biodiversity has always produced variety and richness of the landscape. Global environmental destruction can be dealt with only by being careful not to destroy the diversity of living creatures. Unfortunately, every year thousands of species disappear due to man's impact. In order to conserve the natural landscape specific government intervention often produces contradictory results.

According to Clément, rather than artificial intervention, nature needs to be left to take its natural course in its own time. He states that the territory and the environment already constitute the landscape even without man's intervention, even on a cultural level. It is the abundance of life, towards which man must direct his sense of responsibility and attention, that provides the conditions for human living. Human existence, health and well-being depend on this. The city-countryside and city-land relationships can therefore be considered in the light of such landscape. The so-called natural landscapes are the consequence of the diversity of life. Diversity "refers to the number of living species including animals, plants and simple organisms (bacteria, virus etc.) with the human element constituting a single species whose diversity is apparent through ethnic and cultural variations" (Clément, 2004, p. 10).

The third landscape is the territory of living diversity, representing a refuge. Vast areas of land, which appear unexploited by man have, in fact, been modified. These include rivers that have undergone deviations or narrowing, a large artificial lake, managed woods and forests, hilly green spaces dedicated to livestock etc. Man's presence involves the reduction in the diversity of living things. On the one hand, it contributes to the creation of cultural landscapes, while, on the other, it often impoverishes the landscapes formed by biodiversity over long periods of time. Agriculture and livestock farming are activities which reduce diversity and erode the Third landscape. "The Third landscape, land of diversity, is directly linked to demographics, a taboo subject." (Clément, 2004, p. 26).

The diversity of life, given by the number of species and variety of behaviours, is connected to the existence of the Third landscape. The number of species and variety of behaviours depend on environmental changes. Human activity leads to rapid and significant modifications of the environment which greatly impact the number of species and behaviours. By compromising the Third landscape, since man is drastically limiting the "possibility of biological invention", diversity and the range of behaviours is reduced thus jeopardising man's life on earth.

Ecological awareness, responsibility and global landscape

Clément appears to be pessimistic about the role of the institutions regarding the landscape even when it is elevated to the ranks of national or world heritage. In this case the Third landscape is put under surveillance, accepted as a model and organised in such a way as not to undergo changes over time. But Clément observes that with such measures the Third landscape is destined to die (Clément, 2004, pp. 55-56). Paradoxically, it is the disinterest on the part of the institutions to ensure the "conservation and retention of diversity" (Clément, 2004, p. 56).

The institutions become disinterested in the Third landscape because its exploitation is impossible and unprofitable since the space is inconvenient, impractical, discarded, on the margins, uncertain, unwanted and without hope. Market dynamics consider only the profit and accumulation of material wealth to be gained from the landscape; the unexploitable parts of the Third landscape are saved as they are considered useless. It is precisely what is economically unprofitable that is considered useful for the living world. Knowing how to live the landscape signifies seizing the useful from the useless. Conserving biodiversity is possible if, finally, it is considered as uselessness. From uselessness may spring total usefulness for man. Therefore, value needs to be bestowed upon a certain form of unproductivity and land management policies need to be viewed with concern.

Responsibility towards the Third landscape is possible by cultivating the a-logic of uselessness, considering it as a material advantage and not as a tourist attraction. In short, it should not be seen as an economic resource but, rather as a source of life. So, responsibility is key and must be accepted regarding the fragility of the life-cycle systems. This means being responsible for the actions which may trigger long-term consequences in the equilibrium of living systems upon which we depend. In an era of "technological advancement", in *Das Prinzip Verantwortung* (1979)*,* Hans Jonas highlights the inadequacy of traditional ethics regarding the problems raised by the "modified nature of man's actions". In ancient times, man's actions produced consequences in the limited sphere of human interaction without affecting nature from which man, at times, needed to defend himself. (Jonas, 1979, pp. 23-26). For such human activity, actions of "simultaneity and proximity" were sufficient, while for *homo faber* the situation changed completely. Technology enables our actions to have effects both over long distances and well into the future. For this reason, an "ethics of the future" is needed in the name of responsibility for future generations. A suitable imperative for the new type of human activity, aimed at the new type of actor would be: "Act so that the consequences of your actions are compatible with the continuity of authentic human existence on earth" (Jonas 1979, p. 36).

Jonas' imperative defends the biosphere by recognising the value and dignity of nature and regards mankind by recognising man as an "end in itself" with an intrinsic value. Jonas favours an extension of rights also to nature and the stipulation of a contract in harmony and reciprocity with nature (Jonas, 2000, p. 4). The natural landscape is pre-cultural, in which we are deeply rooted and to which we belong. This means that we are connected on a psychic-organic level with the landscape understood as *bios* as it is part of both our organic and subconscious life (Brugiatelli, 2020, pp. 101-103).

The overall enhancement of the landscape

The wealth and variety of such syntheses depend on the richness and variety of life. Ethos, in terms of ecologically aware living, translates into actions respectful of the richness and variety

of living things and their behaviours without accelerating chaos (entropy) in nature (Venturi Ferriolo, 2002). Our actions must respect the natural landscape and be aimed at re-use rather than waste by supporting the circularity of natural processes at the expense of the destructive linearity of the market-oriented production processes. The landscape is enhanced if accompanied by responsible transformations for future generations. From this viewpoint responsible enhancement involves improving the quality of living in close relation to the quality of the environment. But what do we mean by "enhancement of the landscape"? There is no unequivocal answer, if anything, it is provided by a set of different enhancements.

The aesthetic enhancement of the landscape, beyond its romantic and idealistic acceptance, originates from the enhancement of the environment and living. Enhancing the environment means adopting codes of behaviour together with respectful and pondered techniques regarding the management of resources, the transformation of raw materials, the production and transportation of goods, waste disposal and biodiversity. The enhancement of living means urbanisation and construction in a way which guarantees the safety of the inhabitants in the case of catastrophic events caused by atmospheric phenomena or events relating to the geo-morphology of the land and sub-soil. In addition, it means building in order to create places which promote human interaction and numerous possibilities to interact with the environment through activities like gardening, cultivation, walking for pleasure and sports. It also implies a diet composed of certified organic food etc. The overall enhancement of the landscape thus requires the enhancement of a whole series of components of the territory, the environment, the history and the culture.

Conclusive considerations

We believe it is time to achieve an alliance and interaction between the cultural landscape, which is the result of human behaviour and the "anthropization" of the land, and the natural landscape as an outcome of the diversity of living things and their behaviours. Modern man has strikingly accelerated biological time leading to a significant increase in entropy with the consequent disappearance of numerous species. The Third landscape changes form and dimension through the "market game and political game". This strong pressure involves a regression of diversity while weak pressure facilitates "balanced diversity that can positively influence the general environment" (Clément, 2004, p. 36) and, consequently, fosters man's psychic-physical well-being. Thus, the Third landscape commits man-citizen from an ethical and political point of view.

A democratic philosophy of the Third landscape is needed to foster the formation of a collective awareness. Consciousness on an individual level results from a process of the gaining of awareness of our "co-belonging" to the biodiversity of the landscape. Such awareness can be fostered by a non-instrumental attitude, by an understanding of nature. Without doubt, such an approach may enhance awareness that we humans play an interactive role in a network of exchange and interrelationships being part of a complex system (complexus). As Edgar Morin explains, complex means a system in which all the parts are interconnected. The task of collective awareness, fostered by the ethics of responsibility, is to delineate and realize a project which involves the democratic and political community. It is important not to confuse or to separate ethics from politics. A "debated reciprocity" is necessary to avoid conflict which can be overcome when politics allows itself to be guided by the ethics of responsibility. When motivated by an ethical code, politics serves the whole community rather than only benefiting a few.

Today we still observe profound immaturity and, in that sense, lack of acknowledgement-awareness regarding the human condition. Mankind requires a programme of individual and collective, and ethical and political awareness with regard to its belonging to the Landscape-World. As stated by Edgar Morin as living beings on this planet, "nous dépendons vitalement de la biosphère terrestre ; nous devons reconnaître notre très physique et très biologique identité terrienne" (Morin, 1999, p. 25).

Considering the landscape as a cultural product must therefore be integrated into the pre-existing biological landscape. The global landscape is a bio-cultural landscape for us to acknowledge as part of the process of gaining *ecological awareness,* defined by Morin as the awareness of living with all mortal beings in the same living sphere (biosphere). "Recognising our consubstantial link with the biosphere leads us to the abandonment of the Promethean dream of the dominion of the universe to foster, to the contrary, the aspiration of conviviality on Earth" (Morin, 1999, p. 41). At this stage, we urgently need an education based on the ethics of global awareness linked to ethical and political responsibility towards biodiversity.

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Behavioral Analysis of Sustained Individual Investors

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Abstract

With a direct access to 32 self-directed investors from two European countries and the USA, we found that with experience, investors learn to mitigate well-studied behavioral biases while new biases and convictions emerge. The explorative interview method revealed reasons for seemingly irrational behavior not discovered by existing empirical studies using aggregated quantitative data. Thematic analyses were done using open coding and predefined concepts of mainstream and behavioral finance. The findings were contrasted with empirical literature and validated with expert interviews. Learning from mistakes, investors in our sample acknowledged the presence of emotions and built ways to mitigate behavioral issues. We found that overconfidence referenced in numerous studies diminishes after initial enthusiasm; underconfidence may emerge after painful losses. Illusion of control could not be identified. Instead, investors reported feeling of insufficient control on their investments. An important new bias candidate, tangibility bias was discovered which makes investors accept lower financial utility if they feel being in control of their investments. Tangibility bias contributes to less efficient portfolios due to the priority for small number of well-known investments instead of well-diversified but not transparent funds. Beyond decision-making biases, investors had developed experience-based convictions which may be rational or unfounded. Taking into account non-financial motivations, we argue that seemingly irrational actions have a purpose and efficacy.

Keywords: self-directed investing, behavioral biases, decision-making, ecological rationality, portfolio management, underconfidence

Introduction

Existing theories in the Finance field such as Utility maximization, Efficient markets, Modern portfolio theory or Risk/return interdependence expose general principles of what a rational agent should do and avoid doing when investing money. These principles hardly translate into actionable methods, in part because the models are based on strong hypotheses - both about individuals and about the market – that are not satisfied in real life.

Professional investors may use frameworks grounded in these theories, but individual investors are known to largely move away for them, and research on individual investors "as

a group" has shown that deviation from such guidelines leads to underperformance compared to the market.

Pooling individual investors creates a risk of masking important individual elements, as these people willingly decided to distance themselves from professionally managed portfolios, and proudly claim that their strategy has nothing average, and is instead fundamentally personal.

For this reason, we decided to adopt a qualitative approach with in-depth interviews of individual investors. Our sample is made of experienced investors, who have a sustained investing practice and have found their "style" after a learning period.

In contrast to the vague but still prescriptive theories of Finance, Behavioral science aims at starting the analysis from what investors really do, and understand the rationale behind it. The notion of biases, used and abused by practitioners, is a central concept in Behavioral science. A return to its core definition might help sort between what are real systematic deviations from optimal decision-making, and what are useful heuristics that bring value-added – financial or otherwise – to the decision-makers.

In this paper, we want to shed light on experienced individual investors' real investment practices, and question the idea of absolute rationality in contrast with ecological rationality driven by individual's motivations and capabilities.

Financial theories and empirical literature

Standard finance provides concepts, theories, and methodologies for creating investment portfolios meeting investor's return and risk preferences. The four foundation blocks are rational investors maximizing their financial utility, efficient markets, modern portfolio theory and the interdependence of risk and return (Statman, 2008).

Modern portfolio theory (MPT), is a mathematical framework for assembling a portfolio of assets such that the expected return is maximized for a given level of risk (Fabozzi et al., 2002). Since the pioneering work of Markowitz (Markowitz, 1952), diversification has been a fundamental concept in asset management and asset-pricing theories. A direct implication of Efficient Market Hypothesis (EMH) is that it is impossible to "beat the market" consistently. This is the theoretical ground behind passive index investing or buy-and-hold investing.

There is an ongoing debate upon the validity of finance theories, and the credibility of sophisticated mathematical models has been further questioned following the financial crisis of 2007–2008. Researchers have disputed the efficient market hypothesis both theoretically and empirically.

While traditional finance assumes that an investor is a rational person capable and willing to process all information without biases, and that the only goal of investing is to maximize financial utility, Behavioral finance studies how emotional, cognitive, and psychological factors influence investment decisions. Behavioral finance helps to explain the difference between expectations of rational investor behavior and actual behavior.

Prospect theory (Kahneman & Tversky, 1979), remains the most successful alternative to the Expected Utility Theory (Illiashenko, 2017). It is a behavioral model showing how people consider utility relative to a reference point and that utility of the same loss and gain is asymmetric. Among other, this explains the disposition bias – investors having trouble selling losing assets.

Shefrin and Statman (2002) introduced the *Behavioral portfolio theory* (BPT), a goals-based theory, where investors divide their money into mental accounts relating to investing goals like financing retirement, university education or just becoming wealthy.

The existing empirical research on individual investors end up to some common findings. Individual investors as a group underperform the markets. Barber and Odean (Barber & Odean, 2000) illustrate that the average passively investing US household earns a 1.5% lower return than the market return, whereas most active investors involved in trading underperform by 6.5% annually.

Findings of empirical research strongly supports the benefits of diversification. Goetzmann and Kumar (2008) found a 2.4% yearly return difference between the least and the best diversified investors in the same data.

Empirical research does not support investor interest in stock-picking. (Odean, 1999) found that the stocks investors buy subsequently underperform the stocks they sell. Findings of (Grinblatt & Keloharju, 2000) are similar: individual investors are net buyers of stocks with weak future performance.

As a group, individual investors have been found to exhibit poor market timing ability (Kamesaka et al., 2003). Barber et al. (2000) estimated investor timing to reduce the performance of individual investors by approximately 0.29 percent annually

Overconfidence is suggested to explain the excess number of transactions and part of stock selections (Barber & Odean, 2000); (Gervais & Odean, 2001). The poor timing of transactions has been explained by disposition bias (Shefrin & Statman, 1985).

Barber and Odean argue that attention greatly influences individual investor purchase decisions (Barber & Odean, 2008). Rather than searching systematically, many investors may consider only stocks that first catch their attention.

Results of existing empirical research raise questions: what are true reasons behind investor behavior? Do they apply also to seasoned investors?

Behavioral point of view

By adopting a behavioral science point of view, we can distinguish two classes of tools for decision-making: optimization, and heuristics (Mousavi & Gigerenzer, 2014).

Optimization can be defined as computing the utility-maximizing solution to a problem using deterministic mathematical methods, given a set of variables and constraints. It is, usually, what people have in mind when talking about a *rational* solution.

Heuristics are "simple strategies that ignore part of the available information" (Hafenbradl et al., 2016). Acknowledging that availability of both information and decision-maker computing power are limited, bounded (Simon, 1955), they aim at exploiting relevant characteristic of the environment in a decision process that is fast, and frugal in terms of resources. Their outcome can be as good – or even better – than optimization methods (Gigerenzer & Todd, 1999) if they are applied in the right context and correctly calibrated, which is what the authors call ecological rationality. However, it is also known that they have the potential to lead to systematic errors, called biases (Tversky & Kahneman, 1974) when applied out of their domain of relevance.

Modern mathematically grounded education, and spreadsheet-worshiping civilization, naturally pushes us to consider optimization as the gold standard, and heuristics as a lesser evil, to use in last resort but not without a touch of shame. Researchers belonging to the "fast-and-frugal heuristics" stream point this as a deep misconception (Mousavi & Gigerenzer, 2017). Indeed, optimization requires parameters, the set of possible events and their probabilities, to be known, and computable. They require the decision-maker to be in a "world of risk" (Knight, 1921). If, instead, the decision-maker is in a world of uncertainty, where the set of possible events – not to mention their probabilities and possible consequences – are unknown or impossible to compute, optimization is by definition impossible, and the correct approach is to embrace heuristic decision-making and start working at matching the right heuristic to the problem at hand.

Most of our decisions, small and big, happen in a world of uncertainty. The usual mistake is to artificially reduce uncertainty to risk, in order to pretend optimization is possible, and save the face the "rationality" to justify a decision. This myopic approach leads to unpleasant surprises when uncertainty comes to reclaim its territory – crisis.

It is interesting to note that practitioners in our study tend to over-use the term "bias" to designate any decision that is not backed by data and quantitative analysis. They also reject the idea that they use heuristics, and maintain the idea that the rational behavior – even if they do not pretend to always adopt it – is out there. However, of all the decision-making contexts that human can face, the world of investing is arguably one of the most uncertain. Variables are infinite, complexity is maximal, and many of the most reputable theories are either contradictory – down to the very debate of market efficiency – or do not provide actionable prescriptions on what to do in practice.

The interest of the behavioral approach for our research is that there seems to be a tacit but widespread schizophrenia in investors, who recognize the uncertain nature of the market, but want at the same time to maintain an image of "rationality", that, in their mind, means a deterministic mathematical approach. A behavioral approach can help recognize what are the biases at play but also what are the perfectly ecologically rational heuristics that investors use, and maybe reconcile their self-image of rational beings with their methods.

Methodology

The research goal calls for explorative research design using qualitative semi-structured interviews. The design allows gaining of a holistic overview and understanding investing in a person's context. (Miles et al., 2020) (Yin, 2011)

The primary data source was 32 investor interviews: Switzerland (14), USA (10) and Finland (11). Comparisons between countries was not the purpose of the study, but three countries with self-directed investing culture were selected to avoid single country sampling bias. A connection to a larger research project made access to this data set possible.

The main criteria for an investor to be included in the sample was a minimum investing experience of 5 years, self-directed sustainable investing style and minimum portfolio size of 50 000 euros. Multiple years of investing experience enables a longitudinal research perspective. The portfolio size requirement was added with the expectation of larger variation of investing styles. Investors using only automatic investing or discretionary accounts were excluded.

Expert interviews (8) were a secondary information source. By experts is meant professional asset managers, relationship managers, portfolio managers and advisors. Experts provided a new perspective helping to interpret and confirm the findings while limiting potential interview method biases (Eisenhardt & Graebner, 2007).

The main interview phase took place between February – December 2019. Of the 32 interviews, 20 were face-to-face interviews and 12 were telephone interviews. Interviews were recorded with those interviewees permitting recording of this highly confidential information. The interview agenda was organized into the following interview themes:

Investor's investing history

Current investing style

Perceived investing performance

Characteristics of current portfolio(s)

Portfolio management style

Analyses and decision-making

Behavioral issues: self-assessment and researcher inquiry

Reasons for not following common investing guidelines

Use of themes as a flexible interview guide follows the recommendation of qualitative research using *protocols* by (Yin, 2011).

The analysis method used is an adaptation of elements from Grounded Theory, Gioia Method (Gioia et al., 2013) and method introduced by Miles & Huberman (Miles & Huberman, 1994). Characteristics of the method include evolution of interview protocol, partially framework free initial coding and continuous analysis. Predefined hierarchic coding was used for established concepts related to portfolio management and behavioral finance.

Observed investing patterns

Investor experience cycle, learning process and sustainable investing phase

The first questions of the interviews explored the investors' reasons to start investing and their life story of investing. Narratives of initial stages in the self-managed investing career often included actions of trial-and-error or experimental nature; ex-sample people who had ceased investing were asked for the reasons behind their decision to quit. Figure 1 below depicts identified paths from a decision to start investing onwards.
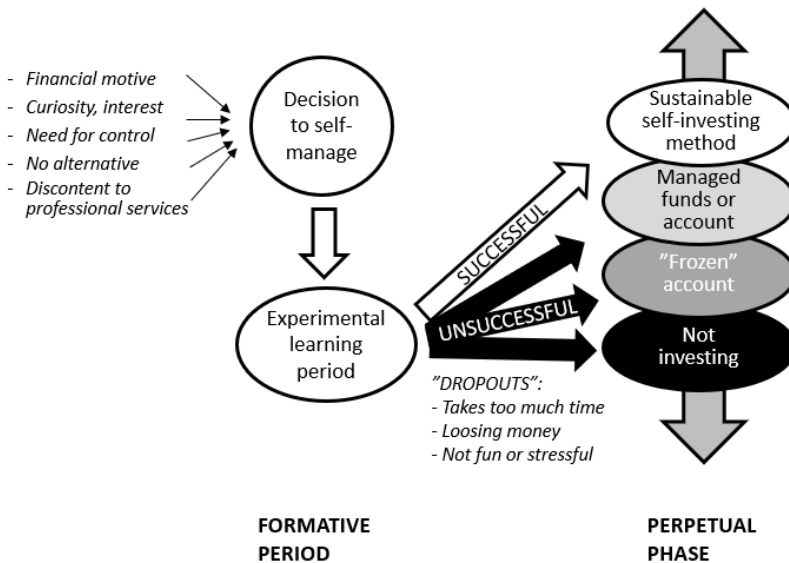
Figure 1. Investor experience cycle: formative period and perpetual phase. The investors in the interview sample started investing from various reasons. The initial learning period is named Formative Period. In the Perpetual Phase, they have found a sustainable way of investing. Frozen account means, that with disappointing results, accounts were left aside with no systematic management.

Common narratives included realizing one's own limits, need to understand instead of guessing or following others, becoming more passive, taking a longer investing horizon, becoming more selective in which securities to invest and not trusting secondhand information.

Motivation for investing

All investors had some form of financial objective for investing, if not more than "*saving for the future*". An unexpected finding was the importance of mental utility for self-directed investing. Generally distrusting commercial financial services, most investors wanted to feel being in better control of their financial assets. Many investors found some of the investing tasks enjoyable, like the search of next unicorns or the ideation future overperforming industrial sectors. Further mental satisfaction was derived from discussions with peers (belonging), supporting important themes (examples: renewable energy, sustainability, medical innovations) and self-actualization "[…] *this blond can make millions*".

Investing practices confirming with traditional finance expectations for rational investing

In the sample there was no criticism of the benefits of buy & hold investing strategy. In some literature (Reilly & Brown, 2011), buy & hold is synonymous with passive index investing, but in investor cases it meant keeping selected securities in the portfolio, unless there is an compelling reason to switch securities. In spite of all investors in the sample having a passive portfolio allocation, the more active investors kept also an allocation for more opportunistic

investments. Opportunistic investing did not mean trading for short-term, but looking for new promising investing occasions.

No investor posited that market timing is possible. Still, when increasing investments, investors admitted looking for advantageous moments to acquire single securities.

A discovered contemplating and sense-making decision-making pattern was discovered, hereafter called Decision Incubation. Instead of reacting to single market events, investors spent considerable calendar time in collecting information and analyzing it.

Investing practices considered irrational from financial utility and portfolio theory points of view

From portfolio theory point of view, no investor had an efficient portfolio – and this was not a goal for investors. However, benefits of diversification were well understood as *" the only free lunch in investing"*, but not fully implemented due to practical reasons or perceived lack of importance.

Investors showed a strong priority on their individual investment positions and less interest for their portfolio as a whole. Only three investors started describing their investing portfolio from asset allocation point of view. Only one investor mentioned an explicit rebalancing practice.

According to efficient market hypothesis, it is impossible to overperform the market in long term, but four investors in the sample claimed overperforming the market index. One of these investors defended his overperformance claim by disclosing a spreadsheet showing a decade of overperformance

An unforeseen result was the investors common unawareness or ignorance of their portfolio performance. On the other side, the investors who did not know their portfolio performance, were often well aware of the under/overperformance of single assets in the portfolio. When asked does their portfolio reach or exceed market indices, they typically replied with disbelief or uncertainty – a representative quote: "*I don't know accurately, but I guess not*".

Literature review revealed the normative top-down investing process focusing on optimizing the portfolio as a whole; the process starts from investor needs and ends to investment selection for the planned target portfolio. Instead, a large majority of investors followed a bottom-up investing process starting from identification of winning investments. Depending on investor, portfolios were reactively and intuitively balanced later. Only one investor was able to show a written investing plan.

Observed Behavioral and Decision-making Patterns

It is to be noted that "bias" or "biased" are understood by investing practitioners as broader concepts than in behavioral science literature. By practitioners, the use of the term varies from biased decision-making to a synonym for bad decision-making.

Findings conforming with existing literature

Investor and expert comments demonstrated the existence of disposition bias by describing their emotions related to asset transactions. Affect bias appeared in the form of strong investor interest to talk about their favorite securities. A clear pattern found was investors' fear of their own emotions affecting rational decision-making. Other mentioned biases expressed by

investors themselves were recency bias - prioritization of recent information and home bias – favoring domestic securities.

Findings not conforming with existing literature

Overconfidence often referred in literature could not be identified. Instead, investors frequently described themselves feeling not confident. Illusion of control suggested in empirical literature due to online platforms could not be identified – possible reasons including preparation of decisions outside platforms or gained experience. Herding could not be identified. The following of the often successful "trend is your friend" heuristics - favoring assets growing in value or momentum investing strategy cannot be considered as herding.

New patterns observed

A new behavioral bias *tangibility bias* is suggested. This strong pattern means that an investor is ready to accept higher risk or lower financial utility if he better understands his portfolio positions. An example is avoiding well-diversified high-quality funds as funds feel like a black box. It can also exhibit as preference of underdiversified portfolios where security positions are well known. Whether tangibility bias is a bias or rational reasoning depends on how it systematically affects the quality of decision-making. The matter deserves confirmation through research with experimental design.

Unlike overconfidence, the pattern of underconfidence was encountered. The finding was confirmed by two experts. Underconfidence is a bias, if it systematically leads to unoptimal portfolios like large chronic allocations of uninvested assets. After anecdotes, amount of underconfidence can vary along time.

A seemingly experience originated decision-making pattern was *self-mitigation* of behavioral biases and emotions. This strong pattern made investors take proactive or reactive actions to mitigate effects of what they perceive as their biases. Proactive measures included accumulating knowledge and selecting lower risk portfolios. Reactive measures mentioned included mentally mitigating losses by putting performance in a longer perspective, applying ostrich method (Galai & Sade, 2006) or talking with advisors and peers. Several investors considered proactive measures the only effective way of mitigating compromised decision-making. Learning to mitigate biases and emotional decision-making implies that the effect of biased decision-making may vary along time.

Some investors had strong convictions developed from their own good/bad experiences. Based on our subjective assessment, convictions can conform with mainstream financial paradigm, like *"You cannot beat the market"* or be apparently biased (example: *"Buy & hold is dead. You need to take your profits"*). We assume that convictions may harm investing performance if based on insufficient or misinterpreted evidence. A financial expert interviewed divided convictions to *obsessive* or *convertible*. Convertible convictions could be removed or changed, but obsessive ones are self-defeating.

Analyzing investor decision-making patterns revealed deviations from commonly accepted investing tenets and empirically proven guidelines. Instead of calling this type of behavior "irrational" we suggest a concept *contextual investing rationality.* Departures from the norm were seldom based on only ignorance but also on deductive inference and non-financial motives. Examples: having a "biased" portfolio with a sectoral overweight by an investor with

special sectoral knowledge, preference for a high-risk portfolio "[...] *as my investing horizon is 30 years*" or just enjoying to invest in companies "[...] *with a good purpose*".

Motivation and Experience, the Importance of Personal Aspects

Two characteristics of our sample are key to the behavioral analysis: the diversity of investment motivations, and the self-selection through a dropout process.

While investing is intuitively associated with the wish to make profit, participants in the interviews mention many motivating factors beyond financial. These factors, such as curiosity, enjoyment, and need for control, suggest that the motivation is not only extrinsic – the expectation of a financial reward – but also intrinsic to the investment activity. Therefore, the outcome of their experience cannot be reduced to the benchmark of their portfolio performance against the market or professional portfolios.

More importantly, deviations from investment theory – such as heightened interest in stock-picking – that might be detrimental to financial performance, needs to be analyzed on other dimensions too, as an overweight bet on a specific company can bring an investor significant satisfaction in terms of belonging feeling and self-actualization. These investors' utility function is a complex mix of financial and higher-level factors of the Maslow pyramid, and what is seen as biases by the portfolio-balancing solver is in fact ecologically rational when the model is calibrated to maximize the true and complex objectives of decision-maker.

Despite their paramount importance, these investment objectives remain elusive in the evaluation of investor experience. Our interviewees are able to identify various motivators when prompted about it, but the assessment of their performance is reduced to a measure of return on investment, that they often do not know. We suggest that a reason for that might be the absence of place for intrinsic motivation factors performance evaluation in investment frameworks, that are usually designed for professional investors and therefore focus on financial performance only.

The second important aspect of our sample is its self-selection aspect. Our participants are sustained investors who decided to carry on with individual investment after what we called *experimental learning period* depicted in Figure 1.

It is interesting to ask whether this process is purely passive – people who are not made for individual investing stop and those who are remain – or if it is possible for an apprentice to adapt, improve, and actively become a better individual investor.

(Klein, 2001) suggests that gaining expertise in a domain requires, beyond just accumulating experience, to understand the big picture. It might sound like an ambitious feat in an environment such as financial markets where feedback is not straightforward, delayed, and impact of decisions can easily be lost in the noise of general market performance.

Our interviewees described changes in their investing behavior that draw the picture of a calibration of their heuristics: common narratives included realizing one's own limits – a transition from an ideal of maximization to satisficing in the sense of (Simon, 1956) – need to understand instead of guessing or following others, becoming more passive, taking a longer investing horizon, becoming more selective in which securities to invest and not trusting second hand information.

The fact that these investors reached a steady state makes their set of heuristics worth studying as it suggests that they developed skills towards an expertise that allows them to get satisfaction out of the investment activity. Their experience could be used to develop a framework focused on individual investors, considering both financial and personal aspects.

Conclusion

Studies of investors and their practices are too often based on faceless and pooled quantitative trading data, or worse, skewed by samples overwhelmed by beginning experimenters or traders who do not represent investors. In this paper, we take advantage of a unique dataset of in-depth interviews with experienced investors, who went through a learning period, did not drop out, and found their personal sustainable investing practice.

We notice some convergence to practices that are in line with financial tenets, but we also identify ongoing behaviors that go against theoretical prescriptions: position focused stock-picking, sectorial overweight and underdiversified portfolios seldom rebalanced.

While these practices are often turned down under the overused label of biases, we argue that - at least to some extent - they might correspond to purposes and motivations of personal investment that go beyond just financial returns - a benchmark that is not even closely monitored by our investor sample. In this regard, what looks like irrational quirks are in fact effective heuristics that have an ecological rationality value. A "too" concentrated but tangible portfolio may better meet an investor's financial and mental needs.

To build on this exploration and to go further, there are two tracks to go. The first track involves building an experimental research design that allows for a formal testing of features identified in the interviews, such as the suggested tangibility and underconfidence biases. The second track moves on exploring: how online platforms and continuous information overflow affect investor behavior; how the increasing share of exchange traded funds in portfolios changes the investor mindset.

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The Impact of Distance Education on the Teaching-Learning of Academic Writing for 3 LMD

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Abstract

This present study discusses teaching EFL in a university context and revolves around distance learning of foreign languages (case of 3rd year undergraduate students).The purpose of this article is to describe and understand the impact of distance education on teaching-learning of Academic Writing. A questionnaire is made to conduct this study, to analyze certain skills related to the handling of ICT, not only by teachers in teaching practices, particularly writing, but also by students in a situation. Learning scriptural skills and identifying specific difficulties related to writing. The results obtained from the analysis of the questionnaires show that distance education and the use of ICTs participate in the innovation of distance education, thus encouraging student empowerment. However, the skill of academic writing remains little exploited.

Keywords: distance learning, ICT, academic writing, scriptural competence, English as a foreign language.

I. Introduction

In recent years, ICTs have gained momentum and have become an integral part of our daily lives. The use of information and communication technologies in language teaching in a university context is constantly increasing in view of the availability and variety of teaching materials and the rapid access to information at the same time for teachers and students. Recently in Algeria, the Ministry of Higher Education and Scientific Research has used technology-based teaching strategies to initiate educational interactions and diversify university teaching practices. However, with the advent of the corona virus pandemic (COVID-19) all educational institutions and institutions have closed as part of measures to contain any danger of spreading the virus. So, all the classroom courses have been transferred online. E-learning is the solution to ensure online teaching. Indeed, it is a type of software that brings together the tools necessary for the three main users: trainer-learner-administrator.

Admittedly, the dissemination of distance learning is already adopted by all Algerian universities, including foreign language faculties. However, the assessment of learning differs from one institution to another and from one teacher to another, especially when it comes to academic writings since the teaching-learning of foreign languages requires the investment of acquired knowledge. The aim of this research is to analyze the contribution of distance learning to the development of language and scriptural skills. According to Roger (1983), Learning is not memorizing information, facts, and ideas. Its sole purpose is not to produce the stored information in the examination. No doubt, it is one of the elements that contribute to

the success of the learning process but not a whole. According to Roger (1983), it is an unfulfilled curiosity and urges that moves the learner to bring in everything he can see or hear or read about any type of machine or instrument in order to improve its efficiency and speed it. It includes discovering, drawing in from the outside, and making that which is drawn in a real part of ME. It is something that has been done by the learner to understand the real world. It aims at information processing instead of information acquisition. The questioning questions the teaching practices of EFL remotely and what would be their impact on university writings? To this end, from this general questioning arise the secondary questions:

Does online teaching promote the development of language skills, particularly the scriptural competence of 3rd year students? And what impact can the use of ICT have on the teaching practice of English as a foreign language in a university context?

Currently, the integration of ICT in the teaching of foreign languages, particularly English in the Algerian context, represents an important challenge. However, the mastery of English is today an essential skill to succeed in these studies in English as a foreign language, it requires a set of activities that lead the student throughout his course to express by oral and written his ideas, his relationships with others, to communicate with others immediately and deferred by reading or writing. It is assumed in this study that online teaching would contribute to the evolution of the teaching practice of EFL in a university context, as well as to the development of the scriptural skills of 3rd year students.

To verify this hypothesis, we put our field of reflection on 35 students of 3rd year students Bechar University, and 08 teachers. The method adopted is a descriptive approach that has mobilized an investigation tool which is the questionnaire given the guidelines related to the Covid-19 health crisis. We sent a questionnaire to the students and another to the teachers. The questionnaire allowed students to express their needs and difficulties in learning to write, teachers to review their practices and didactic methods adopted.

1. Distance learning

The corona virus pandemic has pushed global education systems to opt for online education. Indeed, contemporary distance learning is a planned teaching-learning experience that "uses a wide range of technologies to reach distance learners. It is designed to encourage interaction with the learner and the learner" (Weissberg and Greenberg, 1998).

Distance learning and training result from the technological separation of the teacher and the learner that frees the student from the need to go "to a fixed place, at a fixed time, to meet a fixed person, in order to be trained. From these definitions, we can understand that the learner and the teacher are separated by space, but not necessarily by time (e.g. google mate). However, the two actors are linked by the content taught and the evaluation of the latter. The integration of ICT in language courses allows the learner to be in contact with real documents reflecting the culture and language as lived and used. This contact with the social reality of the language can only be motivating. It is no longer a question of learning a language of books but a language used and practiced for communication purposes. The Internet makes it possible to open the class to the world. While the classroom limits interactions to teacher-learner or learner-learner interactions.

2. The E-Learning Platform

In order to improve teaching methods by presenting courses in new forms, the distance learning service attached to the Centre for Information and Communication Networks and Systems offers teachers and students at the university two methods:

- Either via distance learning courses.

- Either by e-learning via a Moodle platform.

Indeed, e-learning offers students autonomy in learning since teachers were led to deposit their courses on the platforms and university campuses that students consulted. This techno-pedagogical innovation aims to develop the teacher's skills in the field of educational technologies in order to improve his pedagogical practices, as well as to introduce him to the different mechanisms of university pedagogy in distance teaching as well as in face-to-face teaching. Such training makes it possible to ensure quality hybrid education that meets the requirements of society in the digital age.

3. The development of student autonomy

Since 2014, some Algerian teachers, mainly those who have provided pedagogical support to newly recruited university teachers: ICT training and pedagogical practices, accompany their courses with various activities to carry out assessments aimed at developing autonomy as learning to learn strategy in which the learner becomes the main actor of his learning. It seems to me that a fundamental aspect is the acquisition of strategies, of learning to learn. I will only mention a few avenues: learning to be confronted with the complex without being confused at first sight (global comprehension strategy), learning to look for (or choose) the most relevant documents (both in terms of content and in terms of the level of difficulty), learning to pay attention to the recurrence of certain forms in certain discursive contexts.

Autonomy is acquired. It is enough to have adequate resources because "the natural objective of teaching is to make the learner more and more autonomous in his ability to co-produce speech in a foreign language. But in didactics, the learner's autonomy takes on a different meaning: it is conceived as a "gradual disappearance of guidance". To self-direct (or self-guide), the learner must know how to learn. This is one of the two sines qua non-conditions for success in self-directed learning, the second being to be able to have adequate resources."

4. The concept of evaluation and error

Error is an action resulting from an assessment, and the latter is the key phase in teaching-learning. Lansman and Tourneur (1985) consider teaching-learning activities to be "the set of operations and conditions put in place by the teacher to facilitate learners' learning".

II. Methodological framework

Our study focused, essentially, on a literature review, a questionnaire survey conducted among students and teachers of higher education in southern Algeria, exactly in Bechar. Our study requires a mixed method: quantitative to describe the number of users to carry out writing activities carried out by students and qualitative to determine the degree of effectiveness of online teaching, as well as to identify barriers, which are related to teaching practices and teaching evaluation, and those related to the learning of academic writing by 3 year students.

Our study is divided into two parts, the first we have devoted it to the general description of online teaching in order to identify the level of computer literacy, the manipulation of ICT in the context of university students. The second part concerns university writing where we will show to what degree students can practice writing in the condition of distance learning.

1. Analysis and interpretation of the questionnaire

1.1. Student questionnaire

A. ICT manipulation and academic platform

All students testify to a good mastery of the computer tool since their administration has put online a demonstrative video that explains in detail the steps of registration to disconnection. In addition, they believe that the e-learning tools implemented by the Ministry of Higher Education sufficiently meet their needs to succeed in distance learning in the midst of a health crisis.

b. Teacher involvement and pedagogical follow-up

According to the results, 69% of students show satisfaction with the involvement and efforts made by teachers in order to succeed in this distance learning. This demonstrates the commitment of teachers and their seriousness in the practice of the teaching profession. Only 31% think that some teachers are not engaged enough.

Platform quality and video meeting

Various are the means of communication used in distance learning (Classroom, Zoom, Facebook ...). 40% of students consider good quality, 60% are a little disappointed with the quality of videoconferencing. They connect this poor quality to the internet speed they have at home.

d. Activities and development of scriptural competence

Regarding the activities of the development of the written competence, the students 32% say that they have developed their writings that in the certified tests, in other words, they have practiced written production only in semester exams or remedial exams. While 68% of them made document summaries quote comments and essays without their teachers asking for them, however, the teachers corrected these works without any objection. They add that in some practical modules taking the example of the research methodology module, the teacher asks for the development of an introduction, a problem, and in the didactics module of the discipline, the teacher asks for the reformulation of a task following a learning project. In addition, they state that ICT makes it easier for them to write without spelling and agreement mistakes where it is only a question of errors of misinterpreting or inadequate lexicon, unlike face-to-face writing in which the student makes a lot of mistakes.

1.2. Teachers' questionnaire

A. The structure and planning of the online course

The majority of teachers (90%) surveyed testify to having put a course online preceded by an evolution of the course. They present the outline of the course by giving the main axes of the course that students will see throughout the semester or year.

b. Pedagogical structuring of hybrid education

80% of the teachers do not set the objectives of the online course. Their courses do not contain objectives to be achieved at the end of the session or at the end of the teaching.

B.1 learning systems

For 90% of the teachers surveyed, the stages of learning are the stages that allow the acquisition of new skills. 55% of them cited learning systems by referring to the entry system which contains the prerequisites, and that it is necessary to carry out an assessment in the form of a pre-test. A learning system that represents the phase richest in information and finally the exit system in which the teacher would have achieved his objective of accompanying the student until he assimilates all the knowledge already seen during the learning system.

c. The modalities of learning evaluation:

The evaluations differ from one teacher to another, but there is the one that is common to all and mandatory is the summative / certificate evaluation, all the teachers answered for a "yes". Concerning the diagnostic evaluation, the one that precedes the learning makes it possible to verify the skills and knowledge acquired to be able to follow the proposed training. 40% of teachers believe that it is an important step or that 60% do not take it into consideration which creates a discontinuity in learning.

c.1 Formative evaluation:

It appears that 80% of teachers, especially those who provide classes and TD/TP, apply it. It is carried out in different forms according to what the teacher deems appropriate for his students:

- Short-term direct questions about the key concepts of the taught module

- The individual project that deals with a battery of direct questions in accordance with a given instruction.

- The collective project is evaluated on the basis of the quality of production and the organization of work.

- A TP exam envisaged at the end of the semester and which deals with all the points dealt with during the course of the TP.

In the midst of the corona virus crisis, the majority of teachers, 90%, have not been able to carry out collective projects (in the form of oral presentations). They testify that some of their students made quote comments voluntarily and gave their work to their teachers to correct them.

d. Pedagogical alignment:

In the act of teaching-learning, the competence targeted is based on three pillars: knowledge, know-how and interpersonal skills. These three pillars require methods to be able to achieve them, adding assessments to test understanding, knowledge acquisition and learning about achieving objectives.

- Regarding knowledge: 100% of teachers provide theoretical concepts to their students. Because the essential knowledge, students acquire it via a transmissive method because it is the most effective method to store knowledge and theoretical concepts.

- For know-how such as the application of rules and concepts: 58% of teachers testify to the use of various applications and the problems to be solved. The teachers specify that the know-how can be achieved only by providing practical modules (e.g. contrastive linguistics, didactics of the discipline, research methodology and others), or that a minority realizes them in literary modules.

- Soft knowledge is generally provided by the administration by granting application internships in collaboration with the Directorate of Education (academy). 42% of teachers develop online quizzes as well as time-limited writing activities.

E. Putting a training module online:

Each course given is divided into a set of learning units that allow the acquisition of skills and the appropriation of knowledge. As well as sections that include a set of essential elements for the online launch of the course presented on the university platform and campus.

E.1 contact form

The majority of teachers (90%) say they have put a contact card before putting the course and believe that it is essential to allow students to contact them especially during the covid-19 health crisis, but by a minority (10%) the sheet is optional since their teachers know them.

E.2 Course Objectives / Course Concept Map

(only 25%) of teachers present a concept map, while any course must contain a concept map that outlines the course of the course being taught in order to make it easier for e3.

E.3 Prerequisites / Pre-Test

The deposit of a pre-test carried out is intended for students of 3rd year license according to 85% of teachers, this allows them to collect information concerning the prerequisites of students to program learning. The rest or 15% believe that the pre-test is useless in the face of a new module not seen before. Students understand the intended purpose of the module.

E.4 Table of Contents and Course Contents

The vast majority of 98% of teachers propose a table of contents containing the titles that will be discussed in class. A minority neglect this step, which we consider essential since it offers a content orientation to the student.

E.5 contents (chapters)

The vast majority of 98% of teachers testify to the use of ICT in the submission of a course. However, there is a difference in the formats used for courses: the majority file them in PDF, Web or Scorm format.

05% of teachers add resources (videosYoutube) or websites to consult by putting the electronic link.

Regarding communication spaces (e.g. forum), only 05% of teachers create them to open an exchange of ideas between participants.

About collective work, teachers have the opportunity to create tutorial workshops according to themes for example and share the number of students on these themes by specifying the time of the opening of the workshop. In this regard, no teachers have used this tool.

Distance learning platforms also have a specific box for the quiz related to the taught content that allows a self-assessment that the student carries out to verify his learning (in three essays).

III. Discussion of results

Distance learning has enabled teaching and learning practices to be followed up at all levels of education (school and university). The results collected through the analysis of the data made it possible to verify the hypotheses submitted dealing with the problem of the impact of distance learning on the development of scriptural competence, of 3rd year students, in a university context.

We have shown by the analysis of the questionnaire dedicated to teachers of EFL that most university teachers are very familiar with ICTE or that others think that they are complicated. They are trying to conduct hybrid teaching by providing courses on the remote platform and dedicating the development of concepts, criticisms and face-to-face questions as they do not have enough time because the Ministry of Higher Education and Scientific Research has restricted schedules and the number of students per group because of COVID-19. As a result, we have found that online teaching allows for an improvement in teaching, however, it does not really ensure the sequence of courses, as well as direct evaluation which allows immediate remediation' with the dual objective of giving them useful feedback and providing essential information". So, this calls into question the dubious credibility of the degrees afterwards.

The analysis of data from the questionnaire sent to students shows that most students have been able to manipulate ICT and expresses an ease regarding the mastery of this technology. However, the appropriation of learning has proved to be a bit complex for some since interactions with their teachers (or other students) are impossible, so the exchange of ideas is limited and the uncertainty that the student may experience remains because only the teacher is able to elucidate the gray areas in learning.

In addition to this, the development of the scriptural competence of university writings has been limited to certify academic tests such as exams only which generates less student engagement and consequently "the imperfection of language skills as well as the linguistic deficiency (poorly structured sentences, absence of punctuations, non-compliance with grammatical principles, etc.).

However, a student who provides a course in a foreign language specifically English needs to exercise written production under the control of a trainer who corrects and guides him by explaining the rules and exceptions of the English language, and therefore the student will master more his skills in the production of writing to be able to develop other scriptural performances that require a high level of lexicon, coherence and cohesion of the text.

Conclusion

Generally, in Algerian higher education, each university and institute has its own platform, considered as a crossroads for the exchange of information and the sharing of documents. Distance learning, unlike face-to-face teaching, makes it possible to provide training in asynchronous times and places. At the end of this study, which is part of the university didactics of the EFL, we were able to identify the impact of distance learning on the teaching-learning of university writings, the case of 3rd year undergraduate students. We have shown through the analysis of the corpus to what extent the teaching of university writings in the

context of online teaching is a challenge in the perspective of a new vision of foreign language learning associated with distance learning. The effectiveness of this teaching is based on the preparation, the understanding by the teacher of the needs of the students. We found that the task of writing is complex that requires more commitment on the part of both actors (teacher/learner).

This observation offers us other avenues of reflection that lead us to suggest solutions attributed to the act of teaching-learning EFL. We offer hybrid teaching instead of purely distance learning. For EFL teachers, we suggest that all the modules taught during the 3 years the 3 year student aim to develop mainly the written than the oral by proposing reflective activities on errors in languages thus generating a bond of trust between the teacher and the student and an opportunity for the latter to correct himself (the self-assessment grid).In addition, quotation comments after each teaching unit will also be very fruitful because they allow the student to invest all the theoretical knowledge seen during the courses by concretizing them in the form of a written product, which will create in the student an autonomy and an editorial automatism and an enrichment both linguistic and discursive since they are also prepared for professional life (case of high school teachers).

By way of conclusion, we can say that distance learning to innovate university teaching, especially that of foreign languages, however, it would therefore be appropriate to initiate students to constantly exploit their writing skills because creativity in the student is the goal of any teaching. This is the know-how that the student should acquire to challenge the different obstacles of learning. In other words, know-how can only be achieved by triggering the faculty of free production in the student.

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Prevalence of Oral Habits in Dentalanomalies

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Abstract

There are a lot of oral habits in which are included even non-nutritional habits. The role of these habits has been evidenced in the development of different malocclusion in each plane, vertical, transversal and sagittal ones. The reason why habits can cause such problems is based on equilibrium theory. The main purpose of this study is to assess the prevalence of non-nutritional habits and their effect development of dental anomalies. The method of this study was descriptive in prospectively. Its duration was 20 months. The age of children taken in this study vary from 6 to 15 years old and was selected casually at clinics of "University of Mother of Good Council" and two private clinics. Results we were able to fill the questionnaires of 194 patients in which 50.3% of them were females and 43.1% of them were males. According to the age of children, there was a frequency of 46.7% of 6-10 years old children and 53.3% of 11-15 years old ones. Results on the frequency of non-nutritive habits were about 64% of fake pacifier usage, in which there was a variety of percentage of time when it was used. Meanwhile, thumb sucking resulted in 10.20 % of results, lip biting or sucking 7.10%. Conclusions: This group age was very often in predisposition to have such habits. Our results confirm the impact of these habits in the development of different malocclusions. We recommend applying preventive strategies so we can avoid the installation of these habits and such malocclusions.

Keywords: malocclusion, oral habits, developing, preventive, dental anomalies.

1. Introduction

There are a lot of oral habits, where in this article we will focus at non-nutritive oral habits. The habit is as the visible part of an iceberg, while the consequence, the major part, is under water. The consequences of this habit consist of the manifestation of malocclusion. Malocclusion is defined as abnormal positions of teeth or a non correct proportion of jaws. (1) These malocclusions can be classified according to the transversal, sagittal and facilitated vertical plan as: Transversal (median line mismatch, scissors bite, cross bite posterior, edge to

edge bite); Sagital (protrusion, retrusion, II molar class and III molar class); Vertical (open bite, deep bite , edge to edge bite, teeth supra and infra occlusion). The manifestation of this malocclusion from the implication of oral habit is explained by the equilibrium theory. This theory elucidates that if equal force is exerted on an object then it will stay in the same position, thus the forces are in equilibrium .The opposite will happen if unequal forces are exerted on an object, it will move in the direction of the greatest force exerted.(2). In oral cavity there is a harmonic balance between the pressure of cheeks, tongue and lips which will lead to a normal dento-facial and skeletal growth. In that moment when a habit interferes, this balance will disrupt and we will have an abnormal pressure of soft tissue, alternation of the muscles. This will lead to altered dento-facial and skeletal growth. (3) The purpose of this study was to evaluate the prevalence of non nutritional suctioning habits and their impact in the development of dental abnormalities. Objectives consisted of estimating the number of cases with non nutritional suctioning habits, orthodontic evaluation of malocclusions caused by the habits, estimating the distribution of these habits by sex and age, and evaluating possible linkages of casual factors and development of oral abnormalities.

2. Methodology

This study was a descriptive prospective one that lasted for a period of 20 months (November 2017- June 2019). Children of the age group of 6–15 years were randomly presented in dental clinics. In total, data on 194 individuals were collected. The inclusion criteria of these individuals consisted of: The presence of deciduous canine and first molar; the presence of permanent canine and first molar; all previous orthodontic treatment services and / or more; no cranio-facial abnormalities (different cleft or syndromes). These data were collected in clinics like the stated one in the Faculty of Dental Medicine, in the University of "University of Mother of Good Council" and in two private dental offices by writing down a standard form (4) This form was divided into a consensus section and three sections (general information, anamnesis and clinical extraoral and intraoral examination) to be completed by the physician. Time for the examination was approximately 20 minutes and we did take care for the control of infection. To minimize mistakes was chosen specialist physician with knowledge in this field.

2.1. Statistical analyses

Data were processed in statistical software such as SPSS 19.00 and Excel 13.00. The links that were reached were considered significant if the p-value≤ 0.05 and proved by testHi-square.The results were presented in tables and simple graphics and were also compared with articles with the same focus, found in PubMed and Cochrane.

3. Results

In this study we found that we had 43.10% males and 50.3 % females while the frequencies of the age group were distributed in 46.7% for 6-10 years old and 53.3% for 11-15 year old. Based on the results 64% had used pacifier respectively 16.8% only during sleep, 21.8% only when they cried and 23.8% every moment. It was found a relation between using pacifier and the molar class in both right and left side with p-value 0.03 and 0.04. (Graphic.1,2).
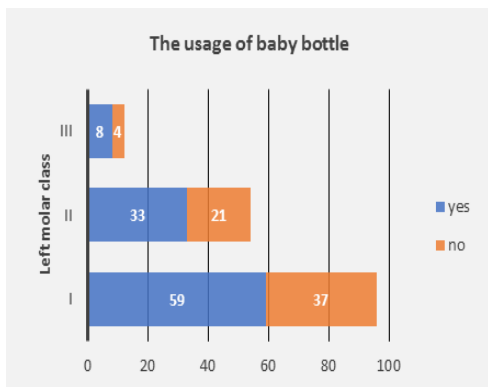
Graphic.1:   Graphic.2:
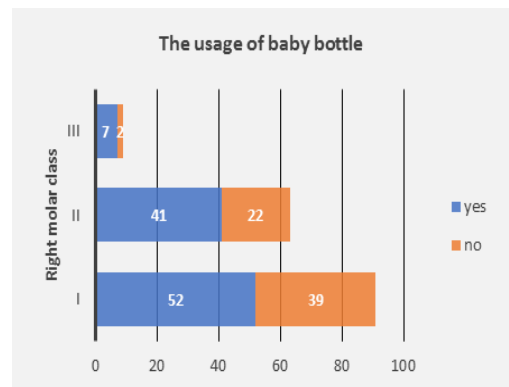
The other malocclusions that can relate with the pacifier as a cause of their presence are over-jet (graphic. 4), cross-bite(graphic .3) and dental crowding (graphic .5).We can say that it came to a very significant connection especially with the cross bite where p-value resulted 0.000. (graphic.3) there was also a strong connection between this type of malocclusion and pacifier usage.

Graphic.3:

Graphic.4

Crossbite — The usage of baby bottle

The usage of baby bottle — Overjet

Graphic.5

The usage of baby bottle — Dental crowding
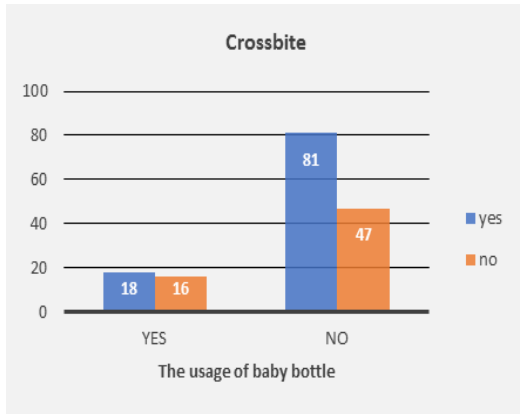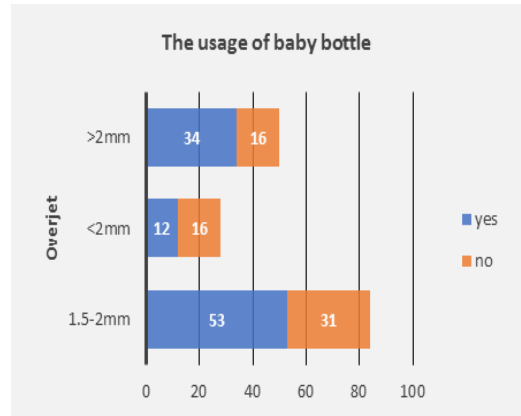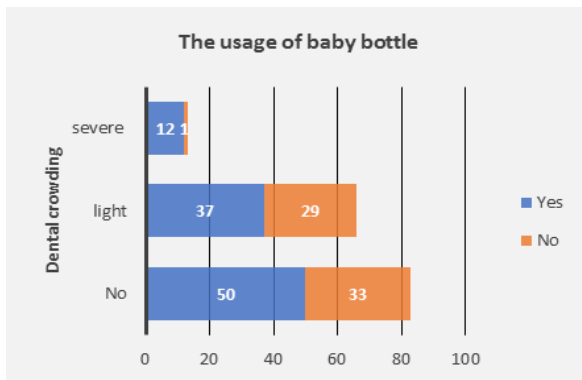
Other habits like thumb suctioning or the suctioning / biting of the lips resulted in frequencies correspondingly 10.20% and 7.10%. Most predisposed to these addictions were children of the age group 11-15 years old, while there were no statistically significant differences regarding gender. These other non nutritional suctioning habits resulted to have significant statistically relation with right and left molar class, canine class and open bite.

4. Discussion

In our study as we emphasized before non nutritional suctioning habit resulted in frequencies 58%. Other authors referred frequencies from 25.5 % (5) up to 88% (6). This sensitive difference can happen for many reasons. First, in our study these habits are considered present only if the clinical examinations and the information that parents referred were in correlation, which is not specified in other studies whether it has been evaluated in this way or not. Second it varies because of the desire of parents to participate in these relevant studies. It is important to emphasize the difference between the results of our study and the results of Quashie-Williams, which is as the result of the different age group considered, respectively 6-15 years old and 11-13 years old. Also our result on the absence of any significant difference between habit and gender was supported by other authors. (7) While age-related results

varied slightly differently in Shetty & Munshi's studies referring to higher frequencies in the 12-year-old age group, which would decrease with increasing age.(8)The relation between these habit and molar class and canine class were supported also from other authors like Lux et al, (9) and P. Cozza (10) who had done similar studies respectively in Germany in the age group of 9 years and in Albania in the age group of 7-15 years. Another anomaly with which a statistically significant association was obtained for non nutritional suctioning habit was open bite as we mentioned before 9.94% of individuals had at least one non nutritional suctioning habit and open bite, a result different from that of Martin et al. which reported prevalence of 38.5%. (11) This difference may be due to the disregard of the duration of the disruption in different children and the self-corrections that may have occurred from early disruption of the habit. Cross bite is one of the most frequently analyzed malocclusions due to the use of pacifier. This fact was also confirmed by us, which resulted in a frequency 11.11% of babies using pacifiers to have cross bites with a very strong significative relation (p-value=0.000) confirmed by many other authors where among them Heimer et al referenced a prevalence of 10.04%.(12) However, there were other confirmations by other authors of higher prevalence such as Gomes & Silva et al. with a prevalence 29.05%.(13) This difference may be due to the variation in timing of the use of pacifier or the combination of its use and the breast feeding in different individuals.

Conclusion

Based on the goals we set, in the entirety of the prevalence, in this investigation the prevalence of non nutritional suctioning habit resulted in high percentage almost 58% and more expressed in 11-15age group. Knowing the etiology of malocclusion is essential to the success of an orthodontic treatment because the prerequisite for correction is to eliminate the cause. From this investigation we concluded and reinforced the opinions of various authors on the association of non-nutritious suctioning habit with dental abnormalities as follows: The connection between these habits and second molar (38.9%) and canine (38.9%) class was evident; individuals that have at least one of these non nutritional suctioning habit have the possibility to have the reduction of vertical height, thus predisposition for open bite; in our study 11.11% of children who had used the pacifier had open bite; the link between pacifier use and dental crowding was evident where 37 and 12 children (out of 162) had light and heavy crowding, respectively.

Recommendations

These data can provide the basis for planning preventive strategies to eradicate oral habits and reduce the chance of malocclusions,furthermore contributing to an increase in the national level of oral health.Dentists, along with other health professionals, should educate parents.The latter should make sure that there is no need to worry if their child has an addiction to school age,time to try to encourage the child to stop the habit in order to reduce the potential harmful effects on the occlusion. However, we believe that these kinds of problems require close cooperation between the various specialists (pediatrician, allergist, orthodontist and speech therapist) and early orthodontic visit and treatment, when needed in children with bad habits, allergic rhinitis and / or adeno-tonsillar hypertrophy. This will allow for early detection and timely treatment of dysfunctions to avoid the deterioration of already occurring malocclusions. The method to reduce the number of individuals with habits may include the use of provisional devices that reduce the active child's habits and subsequently the use of devices to correct malocclusions.

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A Study Case for Relationship Between Skeletal Anomalies and Posture

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Abstract

The concept that good health is connected in some way with posture is not new to the medical contemporary philosophy, because several authors have demonstrated an association between the morphology of the cervical column, the head and neck posture and mandible position. Different authors have highlighted a correlation between the morphology of the cervical column and the face dimensions. Positive correlations are found between cervico-cefalic posture and the anterior level of the dent-alveolar mandible and maxilla. For our study the main objective was to discover the relationship between oral anomalies and posture, analyzing the cervical and spinal pathologies at patients with malocclusion. In this study were involved 200 patients aged 5-16 years old with clinical anomalies, presented for 2006 - 2011 period in Orthodontic Department of Medical Dentistry Hospital. Patients were divided in four groups based on their oral anomalies. We performed clinical and radiological examinations, evaluating the morphology of the cervical column. Cephalometric measurements were performed in order to evaluate the cranial basis angle, the vertical craniofacial dimensions, and the sagittal relation of the jaws with each other and with the anterior and posterior cranial bases. Panoramic x-rays were also taken for each individual included at the study. Our study has demonstrated that patients had a higher prevalence of postural pathologies (32%) compared to the control group (3%), and in this change was find a significant statistically value about p<0,001. Also, the most prevalent postural anomalies were fusion C2-C3, kyphosis and lodrosis and less scoliosis.

Keywords: skeletal anomalies, posture morphology, craniofacial dimensions, kyphosis, scoliosis

Introduction

Malocclusion is a pathology that affects the teeth – jawbone – face apparatus. A causal relation may exist between craniofacial and occlusion morphology, especially the posterior, anterior and lateral positions of the mandible and abnormal posture of the body (1). The concept that good health is connected in some way with posture is not new to the medical contemporary philosophy. Dental health, too, may have an impact in general health. Recent research suggests that oral anomalies may influence the posture in certain individuals. Several authors have

demonstrated an association between the morphology of the cervical column, the head and neck posture and mandible position (1-5). Solow et al. have highlighted that there is a correlation between the morphology of the cervical column and the face dimensions (3). Positive correlations are found between cervico-cefalic posture and the anterior level of the dento-alveolar mandible and maxilla, as well as of the tendencies of the upper and lower oclussal planes (6, 7). The mandible position may change continuously depending on head and neck position (7-9). The patients with different dental anomalies and especially at the skeletal level, for example skeletal dental anomaly of the IInd, IIIrd class, the deep bite and the unilateral or bilateral cross bite, show different postural problems, such as the fusion of the C2-C3 vertebras, scoliosis, lordosis and kyphosis, etc. The time when symptoms appear depends on several factors, including the posture duration and individual adaption ability (10, 11). The aim of our study was to discover the relationship between oral anomalies and posture, by analyzing the cervical and spinal pathologies in patients with specific malocclusions in comparison with individuals with normal occlusion and craniofacial morphology (control group).

Material and methods

This was prospective study which included 200 patients aged 5-16 years old with clinical anomalies at the teeth – jawbone – face apparatus, who presented at the Orthodontics Unit at the University Hospital Center, in Tirana, Albania for 2006 to 2011 period. 200 age- and sex-matched individuals with normal occlusion and craniofacial morphology were included as a control group. Patients were included if they fulfilled the following criteria: had not received any orthodontic treatment during childhood; having at least 24 permanent teeth; and with no congenital craniofacial anomalies. Controls were included if they fulfilled the following criteria: having almost normal occlusion with no need for orthodontic treatment; having normal sagittal or vertical relation of the jaws, evaluated by lateral radiography for each individual. Patients were divided in four groups based on their oral anomalies:

First group: included 50 patients with IInd-skeletal class; 16 of them had cervical problems, of whom 10 patients had C2-C3 fusion, and 6 patients had deficiencies of the C1 posterior arch.

Second group: included 50 patients with deep bite: 23 patients had fusion problems at C2-C3.

Third group: included 50 patients with IIIrd skeletal class: 11 of them had posture problems, 2 others patients had scoliosis and 9 patients kyphosis.**Fourth group:** included 50 patients with unilateral cross bite, 14 of them had scoliosis.

We performed clinical and radiological examinations, evaluating the morphology of the cervical column. Cephalometric measurements were performed in order to evaluate the cranial basis angle, the vertical craniofacial dimensions, and the sagittal relation of the jaws with each other and with the anterior and posterior cranial bases. Panoramic x-rays were also taken for each individual included at the study.

Statistical analysis

The data were analyzed with SPSS 20.0 package. The categorical variables are shown in tables with absolute/relative frequencies. The distribution test of the continual variables was done with Anderson – Darling method. The X^2 test with Yates correction was used for the comparison of proportions between variables. Significance level was set at p<0.05.

Results

The average age of the patients was 11.9 years with standard deviation SD±3.4 years (range 5-16 year), while the average age of the control group was 10.4 years with SD±3.4 years (range 5-16 years). There are not statistically significant changes between patients and control group with regard to age (p=0.7). 142 patients (71.5%) and 142 individuals of the control group were females, while 58 (28.7%) patients and 58 individuals of the control group were males. The demographic characteristics of the patients and control groups are given in table 1. **Table 1.** Demographic characteristics of the patients and control group

Group		n (%)
Females n (%)	142 (71,3)	142(71.3)
Males n (%)	58 (28,7)	58 (28.7)
Age in years mean (SD)	11,9 (3,4)	10,4 (3,4)
Age in each group mean (SD)		
IInd skeletal class (n=50)	11, 5 (3,2)	11,7(2,8)
		11, 7(2,8)
Deep bite (n=50)	11,0 (2,9)	
IIIrd skeletal class (n=50)	11,3 (3,1)	10, 9(2,9)
		11,1(2,6)
Cross bite (n=50)	10,5 (2,7	

In total the postural and cervical pathologies were manifested in 64 (32%) of patients, compared to 6 (3%) individuals of the control group (p < 0.001). The postural anomalies for each group of patients are shown in table **Table 2.** The prevalence of cervical–spinal in patients with different types of mal-occlusion

Group	n (%)
First group: IInd skeletal class	
Normal	34 (68%)
With postural anomalies	16 (32%)
Fusion	10 (20%)
Lordosis	6 (12%)
Second group: deep bite	
Normal	27 (54%)
With postural anomalies	23 (46%)
Third group: IIIrd skeletal class	39 (78%)
Normal	11 (22%)
With postural anomalies	9 (18)
Kyphosis	2 (4%)
Scoliosis	36 (72%)
Fourth group: Cross bite	14 (28%)
Normal	
With postural anomalies	

Discussions

In our study we included 200 patients and 200 age- and sex-matched controls. Selection of this age group was based on an orthodontic rationale, since patients with skeletal anomalies are still growing at this age, and thereby they will respond well to orthodontic therapy. One of the postural pathologies observed in our study was idiopathic scoliosis (8%). According to different authors, this postural pathology was shown in children between 10 years old and skeletal maturation age and includes almost 80% of all idiopathic scoliosis cases (12, 13). It affects girls more than boys (14), and the prevalence is estimated to be between 2-4% of children 10 -16 years old. This female preponderance may be due to hormonal changes, which appear earlier in females (15-17). Many authors suggest that there is a significant association between the IInd, IIIrd class of mal-occlusion and body posture (18-20). Oclussal anomalies may account as risk factors in as much as 30% of patients with postural problems. In accordance with these authors, our study demonstrated that patients had a higher prevalence of postural pathologies (32%) compared to the control group (3%), and this change was statistically significant ($p<0,001$). Children with IInd class skeletal malocclusion have shown an important extension of the cervical lordosis compared to patients with I[st] skeletal class and keep the head well in front (6,22). The prevalence of lordosis in our study was 37%. The research of Ben-Bassat et al has shown that patients with scoliosis have more asymmetry at the sagittal and transversal dimensions, compared to normal individuals (23). Patients with scoliosis have a greater prevalence of the deviation of the lower median line (posterior cross bite). More studies from other authors shown the correlation that exists between cervical-cephalic posture and craniofacial morphology (4,24). Positive correlation was demonstrated between cervico-cefalik posture and the anterior dento-alveolar dimension of the mandible and maxilla, as well as the inclination of the inferior and superior occlusal plan (3,4).

Conclusions

The results of our study show that patients had a higher prevalence of postural pathologies compared to the control group, and this change was statistically significant. The most prevalent postural anomalies were fusion of C2 – C3, kyphosis and lordosis and less scoliosis.

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A Modern-Day Diary: Notes for Future Humans

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Abstract

Time and being can be seen as a space. A modern-day diary is a way of exploring that space or state of being. Outlining and shaping it requires word, image and imagination. The question is framed cultural-philosophically, and the mode of writing is poetic essayism. Otherwise, the creative untangling and differentiation of the poetics of lived space is not possible. After all, the goal is to combine science and art and weave them into the same reflective fabric. The essential aspects include thoughts about the fullness and filling of something, about its fulfilment. Then the present moment is not seen as marking a boundary in just one direction: it is not just an endpoint of the past. Nor is it exclusively the starting point of the future. The present must be seen as a boundary in two directions. The researcher's gaze can simultaneously focus on both the bygone and the future. Consciousness meanders backwards down memory lane and journeys forwards on a trip of anticipation. A moment of insight means the fulfilment of time. Time is right for a deepening of self-understanding. Simultaneously, it also means fulfilling the ideal of self-reflection: an overall picture, clear and enlightened, of the the self's place in time and being. When humans long for the past or dream of the future, they are living in the impasse of a now-moment. It is not a boundary in any direction. It is, in fact, a dimensionless photographic moment. Its spatial self-containedness results in no more than semi-fulfilment. The present becomes irrelevant. In fulfilment, humans themselves are the boundary facing in all directions. The overall perception of the enlightened subject reveals a reality that includes freedom, space, and human existence. Then it is easy for each and every person to exist as their own self.

Keywords: modern-day diary, temporal topos, spatial topos, machine man, essay writing, utopia, life journey

Introduction

This is a narrative within a narrative: a partial story constructing a larger story[1]. Without this framework narrative, the whole would be incomplete. It would lack a plot. It would be like the empty frame of a work of art: a surround without a painting. Time builds the frame. Being shapes the content. The researcher is both spectator and artist. As an essayist, he plays the simultaneous roles of sender and recipient. From the parts making up the whole, he shapes a unified composition. In its implementation, the composition is a philosophical inquiry: the joint narrative of image and word.

What could the existential recipe mean to a future human? How could we describe this present moment to an inhabitant of days yet to arrive? What kind of existential memory of the 2020s

is worth passing on to future times as a document? How would it be possible to make assumptions about the thinking of future humans, and what would we assume? Would their everyday life be reminiscent of the habitual daily course of modern man? Or would some things have significantly changed? What would be similar and what would be crucially different? Would the presentness of the future also mean some kind of period of upheaval? Can time automatically mark a turning point in being? What is the human's place at such existential turning points?

Contemporary observations

There is no shortage of interesting questions. My thinking needs a helping hand. An excellent work to support my reflections is von Wright's book *Ihminen kulttuurin murroksessa* (Man in the Transformation of Culture). In it, he examines Spengler's philosophy of history and focuses on the symbolism of space. What is important is von Wright's observation on Greek and Latin. The text sparks enthusiasm for further rumination: "It is worth noting that there is no word in Greek, nor in Latin, that exactly corresponds to the word *space*. The Greek topos means place, i.e. the position of an object relative to other objects. The Latin *spatium*, on the other hand – from which English and French have derived the word *space* - refers mainly to the distance or gap (between two objects)". (von Wright, 1996, p. 122.)

Here we shall do some adapting and draw a parallel between levels of time and objects. The contemporary observer thus investigates three "time objects": past, present, and future. Perhaps now we could also use the term experiential space. The distance and relationship between the time dimensions are examined through the concepts of memory, perception, and expectation or anticipation. Language and photographs will function as the vehicles of time travel. Likewise, the idea of a period of upheaval is central, which always involves a critical turning point with some aspects undergoing a decisive existential change. Things take a new direction. The spirit of the age changes, becomes different. Usually, the situation then also requires people to apply themselves and make sacrifices. There has to be a steadfast belief and trust in ideals.

A temporal topos is inevitably also a spatial topos: from some point we must make contemporary observations and interpret the present moments of different periods. The precise same physical location means something different in the past, present, and future. Then we are talking about the relation of a place to itself, to its quintessential qualities in both its past and future. The significance currently attributed to a place changes in relation to the bygone and the hereafter. Often the change and the period of upheaval occur together. In other words, a turning point brings about an alteration in the reality of values – at least momentarily. Of course, some of the changes may be permanent. Contemporary observation needs to be refined.

Nationality and internationality, what was their significance before? And what is the significance of familiarity and strangeness now and in the future? The distance between these states is thus both local (spatial) and temporal. It is also closely linked to national sentiment as well as to one's view of world citizenship. Mere reflection is no longer enough. I need some additional material to support my thinking and interpretations: my deliberations call for literature and photographs.

Professor Mazzarella's extensive production includes numerous interesting works. Her text also lends itself to the analysis of contemporary observations. The book *Alma* is skilfully

constructed. It describes phases in the life of Alma Söderhjelm, Finland's first female professor. The Latin word "spatium" mentioned by von Wright occurs as she remembers Paris and the time spent there working on her dissertation. The temporal distance between what was then the present and the past is poignantly described. The past and Paris display themselves as existential highpoints:

"As soon as I close my eyes, I can relive my walks in Paris. The lines of the beautiful buildings, the Seine with its boats, the twilight above the bridges, splendidly outlined against the heavy winter sky or gracefully in the spaciousness of spring days, the riverfront streets with their boxes of books where I often spent hours browsing and reading, the winding streets, the never-ending boulevards – I liked this more than anything else I've ever liked, with the exception of human beings." (Mazzarella, 2018, p. 119.)

So it is possible for us to get attached even to a place. Or is it that we are attracted to a certain era and a place associated with it? Still, the fascinating attachment to a place is obviously different from the way we become attached to another person. A couple of pictures will help to refine our contemporary observation.

Photograph 1. Vyborg Castle.

Photograph 2. Life in Vyborg Market Square.

The 1940–1941 interim peace and especially the 1944 final peace marked disastrous turning points in Finnish history. There was no going back. The concrete direction of people's existence was forward. Their inner direction, however, was the direction of longing: people's thoughts gravitated back to their lost home and to Karelia. At the same time, two spatium elements also appear in reality: temporal and locational distance. Vyborg begins to resemble the Paris in Mazzarella's work. The most important difference, however, is the difference between coercion and choice. Vyborg remained beyond the border, and it was out of bounds. Alma Söderhjelm, on the other hand, was able to go back to Paris if she wanted. Measured in kilometres, Vyborg was not far from the new border. In time measured by a clock, the distance was still quite short in the 1950s. However, the distances between internal time and the time of longing were quite different. And it is there that the content of eternity is defined in a new way. Even a short temporal difference can feel like an eternity.

For many, photographs one and two probably told of a dreamtime, an era of happiness, and I don't mean the ongoing Continuation War. It is a time of affection and of being at home. So it amounts to the same thing as Söderhjelm's liking of Paris. Yet it is a liking that differs from affection for another person. A return to the blissful past is possible by closing your eyes. Then an eternity transforms into a presence. Temporal and locational distance disappear. Perhaps the moment could be called an expanded instant of imagination or memory. Actually, at this point, the most important thing is atmosphere, which is why we are justified in looking simultaneously at Vyborg Castle and its market life.

What would a person of that time have told a future person about Vyborg? What kind of chronicle would they have sent to posterity in an imaginary future? Perhaps they would have started their description with a short quote from the moving book *Karjala, muistojen maa* (Karelia, Land of Memories). At the end of the book there is a short section of text which includes Lempi Jääskeläinen's eloquent piece "Beautiful, Old Vyborg". Jääskeläinen's use of words is skilful: "Dear old Vyborg – I thank you for everything. For a bright, sunny childhood, when I ran along your old ramparts with my hair flowing and fluttering in the wind and I

collected yellow dandelions or their fluffy balls, blowing every seed out and away just like the other children of old Vyborg - and the blue Vyborg Bay sparkled in the dazzlingly bright sunshine…" (Jääskeläinen, 1940, page number missing.)

Modern men and women, beings of the 2020s, how would they read the emotional beginning of a letter? What would Vyborg mean to them today? Probably it would be just a transit point en route to St. Petersburg. If this is a correct assumption, the end result is both sad and without history. Beautiful writing demands the right kind of reader for whom Jääskeläinen's words would be a lived reality and a reflection of lost time. If a person has lived during the time when Vyborg was part of Finland, they will be able to understand the national significance of the market square and the castle. Admittedly, attachment to a place can also arise from the stories recounted by people close to you. So, in that way, the Vyborg story may acquire transgenerational importance. Art is likewise simultaneously able to make a similar impression. The narrative power of word and image should not be underestimated.

A short excerpt from Kersti Bergroth's novel *Nuoren lotan päiväkirja* (The Diary of a Young Lotta Svärd) provides a link between the photographs and the extract from Lempi Jääskeläinen. Bergroth's beautiful description brings the reader to a stop: "*We are all thinking of Vyborg these days*. We are beginning to realize that the time to leave Vyborg may soon have come. [– –] Vyborg, my hometown. You are almost like a living creature to me. [– –] No one who has lived in Vyborg can imagine anything as crushingly sweet as spring on the ramparts of Vyborg. It has all the things you long and yearn for – a longing for the sea, a longing for hope, a longing for Karelia, a longing for history. When you are young and walk on the ramparts of Vyborg, you sense the heartfelt rapture of the whole world." (Bergroth, 1940, p. 95.)

How much does the knowledge that something has definitively been lost influence your attachment to your hometown? Jääskeläinen's and Bergroth's attachment to Vyborg is even stronger than Söderhjelm's attachment to Paris. An essential element, however, is probably the idea of the home or being at home. Maybe that's the very reason why photos one and two make Vyborg seem so close. The photos probably also bring back memories of wartime days. We can assume that Jääskeläinen's touching words encapsulate the feelings of an entire generation: "You bring to mind more and more bright new pictures from years ago… You have given me everything under the sun a person can ask for. A home – youth – happiness – a life mission… Then I lost everything with you. - When I left, you stayed to be destroyed and disappear into the night… Ah, dear old Vyborg…" (Jääskeläinen, 1940, page number missing.)

It is as if the power of Bergroth and Jääskeläinen's emotion multiplies and intensifies the amount of affection that Alma Söderhjelm felt for Paris. It cannot be merely a matter of language. Of course, the potency of the description or perhaps even its fervour significantly affects the reader's interpretation. Vyborg Castle has obviously also had a symbolic importance. Its loss and the hoisting on its tower of a foreign power's flag was a concrete sign of the conclusive arrival of "destruction and night". Perhaps it is only at the moment of loss that the magnitude of something is revealed. Then all the platitudes and truisms cease to exist. Nothing can replace the preciousness of a home. Only a person who has experienced loss may somehow understand the overwhelming harshness of the pain. The imagination of later generations is not enough.

One more pair of pictures is needed. An essential element is the Round Tower, still located on the Vyborg Market Square and visible in photo two. Thus, in photographs three and four, the viewer moves inside shot number two: into the Round Tower. And so a very multi-level journey through time begins.
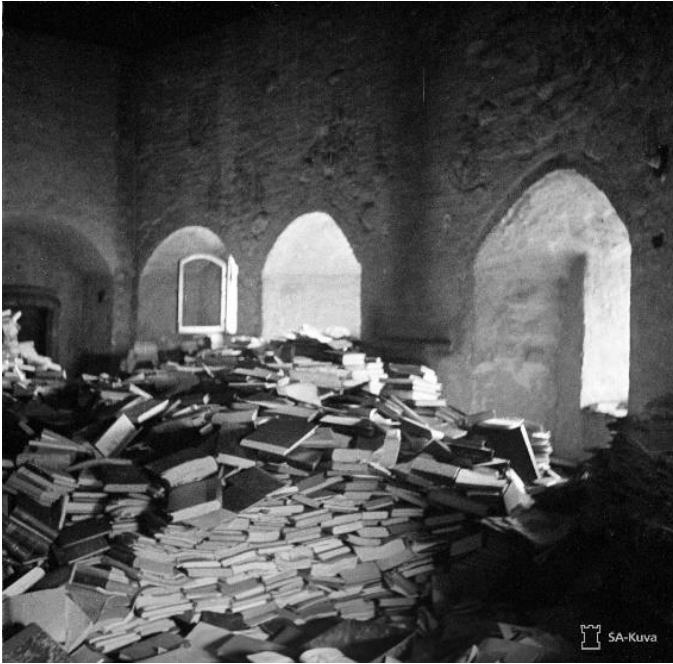
Photograph 3. The tower of books.

Photograph 4. The tower of hospitality.

Understanding the past requires imagination. There has to be an ability to see the time path leading into the past, as well being able to imagine journeying along that existential path. The time landscape also opens up in a forward direction. It is in that direction that the path to the future takes you. Even then, hiking the path requires imagination. In other words, in addition to a destination, you have to somehow know the different stages of the hike.

Professor Mazzarella touches on the path of time in her interesting book *Marraskuu* (November): "It was impossible to imagine what it would be like to be fifty. In fact, it was impossible to imagine what it would be like to be thirty or forty. This was precisely where the problem was: she could imagine how it felt to be like a grandmother, old and wise, with a life already lived, but she couldn't visualize the path that led there." (Mazzarella, 2004, p. 169.)

There is truth in a word. Language is truth's mode of being. The book is the home where word, language, and truth reside. At historic turning points, we endeavour to protect that home of civilization. Or we consciously seek to destroy it. It may also well be that there exist truths from different eras. Can the truth ever be timeless, immutably permanent?

The existential frame of both photograph three and four is still war. The essential and precise point here is that it was the time of the Continuation War. Then things were being recaptured and not merely lost. Who has collected and placed this literary mound in the tower of books? The question is, in fact, of decisive importance. The act of piling is based on either respect or contempt. From the point of view of Finnishness, it can only be a matter of respect. For the Soviet Union, it would have probably meant mere contempt.

However, the curent investigations are not war correspondence or propaganda. Neither is it a question of war toursim. Therefore, any war-related reflections and interpretations will be left for another time. Now the focus is on other things.

In the spirit of Mazzarella's text, it would now be possible to ask, "How, for example, can I, as a person of the 2020s, imagine a path to the towers of books and hospitality?" What about a person of the future compared to me: how will an inhabitant of the 2040s find an existential path back to the past and to the days of the Continuation War? Does imagination backwards differ from imagination forwards? There is written and pictorial evidence of the past. The future, though, can be connected to intimations or harbingers. In general, the inklings we have then mean daydreams or nightmares. It is a different matter to depict the state of the world using memories rather than predictions. Which is why a letter of the past and a letter of the future differ somewhat.

A letter from the tower of books might begin, for example, as follows: "Can contempt for our national society and culture be more clearly visible? Belittling the intellectual achievements of a neighboring nation is an excellent way of showing power. At the same time, however, it also reveals one's own barbarity." What are all the things that a person of the future could read from those words? Or what things could they imagine finding out from the books?

By following tracks, we can return to the bygone. So how do we then move towards the days that have yet to arrive? The Round Tower was a nationally symbolic place. It was easy for the conqueror to show his supremacy by raising his own flag on the castle tower and stacking up nationally important works in the Round Tower. It is easy for a person of the future to be appalled by such information. The impression can be further heightened by the emotional nature of the description of a contemporary letter sent from the past. The reply posted to the

past could also be bemoaning and lamenting in tone. How else could one really think of comforting people who have lost their homes?

A knowledge of history is required. So what would a knowledge of the future then mean? It is possible to write about hopes, expectations and dreams from the past to the future. The essential point often seems to be the idea of change. Actually, photo four is more expressive than photo three. So next it is worth focusing on the eloquence of the fourth shot.

During the period it is recaptured the tower of hospitality means the Round Tower. It also means a return to Vyborg. A suitable guide for acquainting ourselves with the spirit of the age is the *Muonituslotan käsikirja* (Lotta Svärd Catering Handbook), written by Elli Malmgren. In the chapter "Division of Labour in the Group", the duties of waitresses were described as follows: "[Waitresses] prepare sandwiches for the men, take care of food distribution, wash dishes, keep the workplace clean and tidy both during and after work, pack and organize the stores according to lists, wash towels and facecloths, and assist the cook in the initial preparation of foodstuffs"(Malmgren, 1939, pp. 36–37).

The guiding principle of the era could have been hospitality as a duty. It probably means, at least in part, the same as hospitality as a profession. Without one or other of these elements, professional cultural activity is likely to remain soulless, devoid of spirit. In the tower of hospitality, such a procedure would not have worked. The era required dedication. The ability to assign yourself to a minor role was also needed. The ideal of selfless hospitality prevailed. Only honesty of action and dedication could guarantee that war-induced fear would be overcome. It also had to be in harmony with the historical dignity of the place.

The letter to the future could begin as follows: "Dear generations of the ages to come, will you ever be able to truly understand what we have been and are going through right now. It may well be that only those who have actually experienced it for themselves grasp the meaning of the events. Stories heard or read can only convey some kind of approximation of the world of my time." Thus, imagination and empathy will probably remain the means of understanding for the person of the future. And on their basis interpretations will then be made. Perhaps it simultaneously becomes fiction: truth and fable mingle and merge into each other. What if that really is the ultimate purpose of time travel?

The opposite direction, from the future to the past, would also be of interest with regard to sending a time letter. As a recipient the human of a bygone age would probably find it particularly difficult to imagine the path to the present at the moment of posting. On the other hand, the person of the future might have difficulty to avoid adopting the role of an omniscient narrator. It would be so easy to hand out advice not to do such and such. The descendants' representative would presumably try to steer his predecessor away from making mistakes. Would he not then be playing an omnipotent God?

How to start a letter from the future to the past? Perhaps something like this would be appropriate: "Dear bygone person, I am a little unsure about the correct form of address, whether I should use informal or formal 'you'[2]. Using the polite 'you' form might have been a better mode of address than the familiar one. I'm a child of my time and I choose for myself the more familiar 'you' form. I would prefer not to seem intrusive. I know what all the things are that are waiting for you ahead. I'll venture to say that our nation is working honourably. Such hard and busy times will require a lot of effort. However, industry and diligence will be rewarded. Don't doubt it for a moment. Like many others, I am proud of you." Did I convey the spirit of my own modern age to the human of the past?

The above question should be answered, at least in part, in the affirmative. Our way of thinking and worldview are influenced by, for example, teaching at school, people close to us, literary fiction, films and public opinion. They control the content and formatting of a letter to be sent to the past. This is probably an inescapable fact. Photographs and literature always seem to depict a past that is more beautiful and innocent than our own present-day, which is why we long to go back there. People are nostalgic: they have a yearning for a lost past. This is why the Tower of Hospitality in photograph four is so cogently eloquent. In it, the ideal of hospitality would seem to manifest itself at its best.

A thorough examination of the matter still requires a piece of verbal or literary evidence to support the photograph. Kersti Bergroth's use of language is beautiful and sophisticated. Perhaps the bliss of bygone days also appears in her phrasing. *Kadonnut kaupunki* (The Lost City), a work about Vyborg, touches even today's readers. Bergroth wrote it together with Lempi Jääskeläinen and Viljo Kojo. For example, this work may well have shaped the modern person's image of the era associated with the Tower of Hospitality. It is also apparent in the introductory sentences of the letter above written to the past.

Bergroth's description speaks to us appealingly: "Spring came to us Vyborgians along the seas and along the great lands of the east. It was some kind of world spring, bigger than elsewhere. Vyborg may have been small, but it received greetings from the ends of the earth, from huge distances. When I think of the Vyborg spring, I remember the tiny little details that radiate the dearest warmth, and the great big space-embracing feelings and moods. (Bergroth, 1951, p. 12.)

I now return to von Wright's thoughts, which were examined in the section "Contemporary Observations". After all, he stated that the word topos means place in Greek: the position of an object in relation to or compared to other objects. The Vyborg of the memory is a different place than the Vyborg of the imagination. To a modern person Bergroth's Vyborg means the Vyborg of the imagination. It would still seem justified to look at the past, present and future as time objects. When you look back from the present, you see things that have happened and that already exist. There again, when you look ahead, the horizon of time is perceived through the eyes of the soul, that is, as envisionments. The past often overflows with nostalgia. The future is filled with utopias. Yearning is involved in both directions. In other words, we dream of returning somewhere or arriving somewhere. The present moment is a dimensionless topos. The constant aim is to leave it, to move or travel somewhere.

Now we should move forward on our expedition. After all, the traveler thirsts to see the big wide world again.

Amidst the ruins of time

Varkaus

It is also possible to send a time letter to the Finland which has survived as Finland. Then the element of the lost local homeland disappears. Or Karelian evacuees had of course arrived in different parts of the country, including Varkaus and Turku. There was also talk of resettled Karelians or Karelian migrants. However, this is not a study of war migration. Therefore, we'll limit our discussion of an important topic to a short mention.

What would an inhabitant of bygone Varkaus write to a future inhabitant about his or her present? Or vice versa: what kind of letter would be sent from the Varkaus of the future to the Varkaus of the past? I'll begin my examination of the matter with a pair of pictures.

Photograph 5. Commercial Varkaus.

Photograph 6. Industrial Varkaus.

In photograph six, a tank is driving along Mikkelintie towards Pirtinniemi. The functionalist Maxim cinema differs a lot from the other buildings on the street. Or, actually, there are at least three ages or times simultaneously presented in the view. A contemporary probably doesn't see or think about it. Only the gaze of a future person is capable of discovering this feature. It is also a good starting point for writing a time letter.

The dialogue with Dr Mazzarella is also still needed. Her thought-provoking work *Täti ja krokotiili* (The Aunt and the Crocodile) contains some high-quality essay writing. Mazzarella's text highlights the essentials: "Isn't it obsession with experiences combined with the contempt felt for tourists which is the reason we are fascinated by trips that still have the character of an individual adventure, trips that seem to have retained their authenticity? And if nothing else, we surely all nevertheless want our own life journey to be genuine – we don't want to be tourists in life." (Mazzarella, 1995, p. 229.)

The concept of war tourism is only possible from the perspective of the present. In other words, the idea of a time letter written from the present to the past is suitable for its analysis. The goal of modern man would presumably be to have intense experiences. It would probably be the experience of war he would write about in his communication. For him, a visit would be an adventure: a trip to the real sites of war. The requirement of authenticity would thus be fulfilled. He would defintely talk about war tourism and would call himself specifically a war tourist. So in no way whatsoever would he be a war tourist. Supposedly authenticity for him would be to get to ride along Mikkelintie in a tank. This would mean a partial restaging of the situation in photograph five. It would be about some kind of restoration of the past.

The tank and the functionalist cinema tell a story of different times. People of the future have only seen wartime in photographs and films. For them, then, it is somewhat imaginary. Standing face-to-face with a tank gun in a real war situation is different from looking at a photo. After all, there are real ammunition shells and in cinematography just likenesses of shells. Because of this, the man of the past probably does not understand the whole idea of war travel or war tourism. And there shouldn't be anything surprising about that. In such a situation, is consensus possible at all?

Photo five captures a wartime winter moment. It is one instant in the continuum of life. What kind of time letter could be sent from that existential trice to the future? It could begin with the following words: "It is late winter in the early 1940s. There is quite a severe frost. The existential stage is Varkaus' main street, Mikkelintie. This is the centre of business life. Or maybe busyness life, ceaseless, forward-moving existence[3]. From 'somewhere over there' the boom of war can be heard. Here, everyday life continues. The Maxim cinema is showing news films from the front. There in the future, they are just short film reports. For us, they mean a lived life. This is not about an adventure. The fear is genuine. For me and my contemporaries, this is a bitter experience. My dear successors, maybe for you this is just an art experience. There is an unbridgeable gap between our views. Still, I wish you a safe future."

An extract from the possible reply from the human of the future: "I have looked with fascination at the overall entity formed by photos five and six. After all, they show a journey that starts from Taulumäki Square and ends in a workshop yard. This route could be shown at the present-day Maxim. I would love to watch a cinematographic trip back into history. It would be best if people were offered the opportunity to make an authentic journey in a real tank. That would be an unparalleled tourist experience with the right amount of speed and

excitement. I could film it on my smartphone and post my video on the internet. Then other people would be able to admire my journey as well. That would be my war experience."

Indeed, the ideal of shared understanding would not be realized. The journey of both the past and the future human is certainly genuine. Nor do I believe that either thinks of themself as a tourist on their life journey. I don't even know if someone can be a tourist in their own existential narrative. Even the people in photos five and six were just living their lives. They had not been able to choose the era of their existence. They had arrived in a finished world, an existential framework that was there earlier than they themselves. The boundaries of their life story had thus been drawn even before they appeared. If someone transcends the boundaries of their life story, is he then inauthentic, fake? (See also Itkonen, 1993.)

The environment in photo six is Pirtinniemi: the heart of Varkaus' shipbuilding and munitions refurbishment. Here we are at the centre of Varkaus' metalworking industry. The tank in the photograph has also been refurbished in the Pirtinniemi workshop. In the background, behind the fence, stands the functionalist building of the Kansallis-Osake bank. War and the world of money were thus located side by side. Men dressed in military uniform seem proud of their status and mission. They must have been testing the tank's condition and operational readiness. If a person of the 2020s received a letter from the early 1940s, they would not be able to fully comprehend the prevailing spirit of the age in photos five and six. Nor would someone living through days of war fully understand the essence of this current present. When reading a letter from the distant future, they would surely be amazed and disturbed by descriptions of the information technology era and the coronavirus situation. Human beings are permanently tied to their own present moment. They need imagination to perceive and give shape to other eras. (See also Itkonen, 2012; 2015; 2018; 2020b, for reflections on Varkaus and the spirit of time and place.)

The investigation of Varkaus and Turku will continue in another context. Let this examination be the prelude to a major essay.

Turku

It is possible to be in the figurative, physical and mental ruins of time. Perhaps that first, the metaphorical aspect, is now the most pertinent. War destroys, and peace builds. Does such a rhythm of being also prevail in the rest of life? Or is it just a feature of times of upheaval?

The expressive power of photographs is needed once again.

Photograph 7. Sotalaisten Hill.

Photograph 8. Martin's Church.

There are many ways a person can be out there in the wide world. Therefore, a crucial element is also the quintessential nature of writing. Professor Mazzarella has interestingly characterized the nature of her essay writing in her book *Elämä sanoiksi* (Life into Words). With great merit she describes the telling of her own life story through writing: "I think of my essays in particular as an invitation to readers to reflect on their own answers. After all, an essay means an attempt, by nature an essay is not an absolute certainty but an open, curious sniffing around: Montaigne, the father of the essay, said that 'he was taking his mind for a walk'. I mostly write rather short sections, leaving a blank space between them. I don't want to connect these fragments together too tightly, I'd rather let readers draw their own conclusions about how they fit together. An empty space is an invitation for the reader to step inside and continue making associations. In recent years, I have also been greatly inspired by the blog format and the opportunities it provides for combining the big and the small, the experienced and the thought." (Mazzarella, 2013, pp. 41–42.)

It may well be that the essay and the photograph are similar in nature. In keeping with Mazzarella's interesting view, it is possible to think that each is an invitation to reflect on our own answers. Then the respondent also acts as the interrogator. The process is only successful using a thought-provoking photograph or text. It is then a soliloquy: a dialogic monologue inspired by a touching object of experience.

In photograph seven, two girls are standing amidst bombed-out ruins. In the background we see an out of focus Martin Church, as if on the horizon waiting for something. In photograph eight, on the other hand, the church is situated at the centre of perceptual reality. The hands are missing from the tower clock. Does the hands-free clock show the time is zero? Perhaps even when writing a travel letter, it would be worthwhile to follow Mazzarella's principle of leaving a blank space between short sections. The supposed reader fills the gaps by imagining their contents or imagining contents for them. The two pictures are really like an invitation for the reader to enter wartime Turku. The Martin Church seems to take on a symbolic meaning. The chimney rising from the ruins of time is also highly expressive. Now, however, instead of a travel letter, our investigations will focus on a present-day diary.

When a child keeps a diary, it contains no empty trivia. There are no lists with bullet points summarizing the day's events. In the same way, a letter is (hopefully) put together from encounters and experiences.

Nowadays, the problem is the consuming of experiences, some kind of ingestion of lived life. Email and the computer have more generally distanced people from the very essence of writing: you cannot write without being part of that same something. The idea of the technicalization and (at least partial) control of one's existence should probably be regarded as a kind of techno-utopia – and also as the existential milieu of machine man, *robo sapiens*. So let's move on from the consuming of experiences to the actual living of experiences.

What exactly would a modern-day diary look like? What would the modern person write in it? To whom or for whom would they make those written entries? Who would they invite in their text to be a reader of their diary? How would this be affected by the combining of opposites mentioned by Mazzarella? Would connecting the big and the small or the experienced and the thought to each other help make the writing interesting? Or even to formulate it to be warmly inviting? Mazzarella mentions the blog as a text format. So could today's diary be realized as an electronic document, i.e. as a web diary?

I have no hesitation in answering the above question in the negative. A modern-day diary must be in the form of a physical notebook, in which the entries are made by hand. Its essential elements, then, are pen and paper. In this context, I will focus on the modern diary of the 2020s. I will also engage in a discussion with photos seven and eight. Is it possible for me to act as an unreliable narrator? If so, whom would I be trying to mislead and why? In both photos, the towers rising up from the ruins of time seem to be stretching upwards to the sky. Are they reaching out towards a time of peace? Living in the modern age, I probably look at this scene of devastation in Turku in a different way than those living before me. Still, I would make my entry specifically for them, for those people, to read.

Neither photograph tells everything, meaning that both photos contain blank spaces. Continuing Mazzarella's line of thought, I could argue that blanks and gaps have been deliberately inserted in both images. For the viewer the empty space is an invitation to enter the photograph's time and world. Are the girls looking for firewood to heat their home? Did photo eight want to emphasize the important role of the church and religion in everyday life at a time of upheaval? Is that why the crosses stand out so distinctly against the sky? Even in the midst of destruction, there is still hope left. The spirit of Turku will not disappear. It will not cease to be the oldest and most poetic city in Finland. The people of Turku are even more proud of their bombed hometown. Would such things have been considered by my predecessors? Was the photographer thinking the same way when he composed the view? As a modern person, I can only get answers to my questions using my imagination. However, I venture to say that the photographs speak to me. Without them, I wouldn't be able to imagine anything. Wartime Turku would remain a mute era for me.

I can only indirectly become part of the world of previous generations. I can read various signs of the times in retrospect. They have invited me to reflect on the missing answers. I fill in the missing parts myself and mark them on my interpretative path. So it is that in these my modern-day journal entries I move along that trail. It is entirely possible that my predecessor would build a different path than I have. He might get lost as my path proceeds. Each of us sees the same path in our own way. There are, then, paths for the writer and the reader. They are not separate but nested pathways to being and time where it is good for the writer and the reader to go side by side. It means a stereophonic or dual-channel modern world, with the gaze directed from the present to the past and from there back to the present. It is an omniscient gaze. (See also Itkonen, 2019; 2020a, for reflections on Turku and the spirit of time and place.)

Conclusion

It is probably reasonable to assume that the future is usually imagined to be more developed and more technicized than each moment of the present. Imagination is almost always about a utopia, an ideal time and an ideal society. Humanity needs futuristic fantasies and visions. Otherwise, development will stop.

In her book *Ei kaipuuta, ei surua* (No Longing, No Sorrow), Professor Mazzarella dealt interestingly with the theme of the future dream. In it she describes one day in the life of Zacharias Topelius. Topelius imagines the twentieth century and new age Helsinki. These are his views of 20th-century Helsinki: "He had often thought of it: the century of mechanics had begun. It was only a matter of time before we would be able to turn water into fuel, when we would sail unobstructed in the sea of the air and beneath the ocean surface, when we would

photograph the surface of the moon from a kilometer away, or find the one and only element of which all the existing sixty or seventy so-called simple elements are mere variations. [– –] He had imagined a canal from Töölönlahti to the North Harbour, he had imagined huge factory buildings lining the bay, he had imagined electric-powered ships and electric trams criss-crossing the harbour." (Mazzarella, 2009, pp. 27–28.)

Topelius's utopia is reminiscent of the world depicted in films about the future. His vision is harmonious and full of hope. Technology serves people. It does not enslave anyone. In its electrified form, the future presents itself as a time of happiness and efficiency. It means the poet's view of the days lying ahead. Even modern people find such a view thought-provoking.

English translation by Glyn Hughes

Notes

1) The text is the first in a series of essays from which a Finnish national self-image will be constructed. My philosophical research will also examine the spirit of time and place. I shall draw a verbal artistic creation from the different ages of Finland.

2) Translator's note. Finnish has two forms for the word 'you'. The singular 'sinä' is informal, suggesting friendliness and casualness, whereas the plural form, 'te', when used to address just one person, is considered more formal and polite.

3) Translator's note. The Finnish word for 'business' is 'liike'. The same word also means 'movement, motion'.

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A Contrastive Analysis of Compound Nouns in German and Albanian Languages

Brunilda Vërçani

Abstract

Language is an important mean of communication and it is constantly changing. During the language change a lot of words become out of use and many other new words become part of lexicon . The lexicon of the language is constantly enlarging and one important way to enlarge a language is by word formation. In German and Albanian Languages word formation is defined as a process of forming new words. In both, German and Albanian Languages an important contribution in word formation is given by compounding. In German Language compound words make up 2/3 of lexical language. The dominant part of compound words is the formation of compound nouns. German Language has got a lot of compound nouns so it has the ability to create new compounds between the connection of nouns or the connection of a noun with the other parts of discourse. In most cases the compounds of German Language find their equivalent in Albanian Language in simple words or phrases. In both languages a compound noun consists of two or more (lexical parts) components; they can have subordinate and coordinate relations. The majority of compounds is done by coordinate relations (determinate compositions). The composition components have a strict word order. If the word order changes in German Language, the meaning of composition will change, it will take a new meaning. (Of course there are exceptions in a few cases). If the word order changes in Albanian Language, the word becomes meaningless. In Albanian language the components of a compound noun are connected without fugues. Compound nouns with connecting vowels (o / a) are very few, while in German linking elements (fugues : e-, -s-, -es-, -n-, -en-, -er-, -ens-, -o-,) are typical.

Keywords: word formation, composition, compound nouns

Introduction

Language is an important mean of communication and it is always changing. New and continuous developments in science, economy, politics etc introduce new objects and concepts that should be named (Engel,2004, p.278). The process of creating new words is called word formation which has always been part of different studies. There are a lot of definitions for the term of "word formation". Here are some of them:

Word formation is a language discipline which describes the way that words are built and how new words are created (Metzler, 2016, p. 771).

Word formation is a universal linguistic principle according to which new words are formed based on existing elements (Hentschel,2010,p.390).

Word formation studies and describes the process and rules of forming new words based on existing language forms (Bussmann ,2002).

In grammar books on the Albanian Language word formation is defined as a process of forming new words. The composition gives a big contribution in forming new words, typically in forming new nouns. In German Language compound words make up 2/3 of the vocabulary (Duden, 1998, p. 409). In Albanian Language the most productive way of forming new words is composition (Gramatika e Gjuhës Shqipe I,2002).

Composition is a process of word formation that creates new words. These words have two or more motivational themes (Gramatika e Gjuhës Shqipe I, 2002). There are similar definitions in German Language as well.

Composition is the joining of two or more morphemes or words in only one word (Metzler, 2016,p.351).

Composition is the union of a construct of morphemes the components of which can also appear as free morphemes (Fleischer,1976,p.53).

Compositions are created if the elements of discourse that serve as separate words, are combined into a single word. (Henzen,1957,p.36)

By composites we mean a way of word formation, where two elements are related to each other. (Hentschel, 2010 ,p.151)

Since the composition gives the main contribution in the formation of names in both languages, we will focus in more details on the names composed in Albanian and German.

Composition in Albanian Language

Compound nouns are created by two or more motivating themes one of which (the supporting theme which is usually the second) grammatically forms the whole composition. The other theme (or other themes when there is more than one) does not retain its grammatical meanings, for example: *bregdet (Meeresküste / seaside), botëkuptim (Weltanschauung / worldview), vendbanim (Wohnort / residence)* etc (Gramatika e Gjuhës Shqipe I, 2002, p.70).

Parts of compositions may have coordinate or subordinate relations between them. According to this criterion there are copulative compounds whose parts are related by coordination and determinative compositions where one of the parts defines the other. Most compound nouns are those with subordinating relations, determinative compositions. (Gramatika e Gjuhës Shqipe I, 2002, p.71).

In Albanian Language the connection of words is done without linking tools. There are a few compound nouns which are linked with a vowel (Kostallari ,1972,p.84): *gushtovjeshtë (August oder Herbst /august or autumn), peshkaqen (Hai /shark)* etc.

There are some kinds of compound nouns. The following types appear in the Grammar of the Albanian Academy of Sciences (Gramatika e Gjuhës Shqipe I, 2002):

Compound words formed by two nouns:

Noun + Noun derived from the verb (doer of the action) *:*

 gjakpirës (Blutsauger / bloodsucker), bukëpjekës (Bäcker / baker), gjellëbërës (Koch /cook), rrobaqepës (Schneider / tailor), akulloreshitës (Eisverkäufer / ice-cream vendor)

Noun + Noun derived from the verb (the action):

dëmshpërblim (Schadenersatz /indemnity) hakmarrje (Rachen / revenge), mikpritje (Gastfreundschaft / hospitality), armpushim (Waffenstillstand / ceasefire), fjalëformim (Wortbildung / wordformation)

Noun + (any) Noun:

bregdet (Meeresküste / seaside),jetëgjatësi (Langlebigkeit /longevity), mesditë (Mittag / midday), zemërgjerësi (Großzügigkeit / generosity)

Adverb + Noun

bashkëpunim (Zusammenarbeit / cooperation), keqkuptim (Missverständnis / misunderstanding), mirëmbajtje (Instandhaltung /maintenance)

Pronoun + Noun

vetëshërbim (Selbstbedienung / self-service)

Numeral*+ Noun dyluftim (Zweikampf / duel) trekëndësh (Dreieck / triangle)*

Noun +Adjective

gushëkuq (Gimpel / bullfinch), lulëkuqe (Mohn /poppy)

Verb + Noun

vëmendje (Aufmerksamkeit / attention)

Noun+ Verb

ujëvarë (Wasserfall / waterfall)

Inside the word formation there is needed to take into consideration the combination of words: composition + apposition. There are a few nouns in the group of composition + apposition: *dorëheqje (Rücktritt / resignation), frymëmarrje (Atmung / breathing), kryengritje (Aufstand /uprising), zëvendës (Vize /vice)* etc.

Composition in German Language

The term composition is typical in German Language because composition is very common (Engel, 2004, p.283). The predominant part of the compositions are nouns, which form the most voluminous class of words and are quickly added to the number (Engel, 2004, p.287).

Both in Albanian and German Languages compound nouns are created by two lexical parts, one part takes the main accent and the other part takes the secondary accent. These components are: the determinative word and the basic word. Grammatical function and semantic category of composition are usually defined from the basic word (Duden, 1998, p.480).

Eisenberg has seen composition parts as two forms that are related with each other. He named the first part as the head of composition and the second part as the nucleus of it (Eisenberg 2013, 217). According to him the head defines grammatical category, whereas the nucleus defines semantics. As in Albanian Language both parts of composition may have coordinate and subordinate relation. Composition in coordinate relation is limited in its production. These are mostly found in professional language, for example in chemistry, journalism, fashion etc (Duden,1998, p.481).

The   parts of the copulative compositions   come from the same world class and they have coordinate relations with each other. It looks like they are connected with the conjunction *und* (alb.dhe/and) *(Hemdbluse - alb.bluzë këmishë) Bluse und Hemd – bluzë dhe këmishë / blouse and shirt)*(Duden,1998, p.481). The word order can change for example :*Hosenrock(alb. Fundpantallona/ skirtpants) or Rockhose (skirt pants)* and the second part can substitute the whole composition: *Seidenkleid(alb. fustan mëndafshi / silk dress) –Kleid(alb. fustan / dress).*

As in Albanian Language, the majority part of composition is a determinative composition. The order of the parts of these compounds is fixed and clearly defines the meaning of the composite. Changing their order leads to a change of meaning *Reisebus(alb. autobus udhëtimi) / coach Busreise(alb. udhëtim me autobus) / bus trip* (Duden,1998, p.482). There are some exceptions too.

Within the determinative compounds one recognizes the subgroup of possessive compounds , where the first term semantically specifies the second. The composition refers to a prominent characteristic: *Langbein – alb. Këmbëgjatë / long leg.*

In contrast to copulative compounds which almost always consist of only two lexemes, in determinative composites they can also consist of three, four or more parts.

In these cases the determinative part or the basic part may be a compound noun. *(Tiefdruckgebiet (alb. zonë e presionit të ulët)/ low pressure area, Frischwasserbehälter (alb. enë/mbajtëse për ujë të freskët) / fresh water container.* This combination can be found even in Albanian Language*: vajgursjellës (oilman), zëvendësministër (vice minister)* etc. For this kind of composition there are some types of creations:

Left branching   (Linksverzweigung: *Armbanduhr (alb. Orë dore) / wrist watch, Bergbauwissenschaftsstudium (alb. Studime në shkencat e minierave) / mining sciences studies)*

Right branching (Rechtsverzweigung: *Reiseschreibmaschine (alb. Makinë shkrimi për udhëtime)/travel typewriter, Gartengrundstück/plot)*

Left – right – branching (Links- Rechts- Verzweigung: *Druckluftbremszylinder (alb. Cilindri i frenave të ajrit)/ air brake cylinder, Kleinkinderspielplatz (alb. kënd lojrash për fëmijët e vegjël)/toddler playground)*

It is typical for German Language to create long compositions with a lot of parts. These words are mostly found (in addition to everyday language) in science, technology, administration etc.

Haustürschlüssel (alb. çelësi i derës së shtëpisë /front door key)

Geburtstagsgeschenk   (alb.   dhurata   e   ditëlindjes   /   birthday   present) Gemeindegrundsteuerveranlagung (alb. vlerësimi i taksës së pronës komunale / local property tax assessment)

Verkehrsinfrastrukturfinanzierungsgesellschaft (alb. kompania e financimit të infrastrukturës së transportit / transport infrastructure finance company)

Windschutzscheibe (alb. xhami i përparmë i makinës / windshield)

Abblaseventilstellzylinder (alb. cilindër i aktivizuesit të valvulës së shkarkimit / exhaust valve actuator cylinder)

A simple case is made up by two parts. The second part is a noun and the first part may be a noun, adjective, verb etc (Eisenberg, 2013, p.217). Based on this - , the types of composite formation are:

Noun + Noun

Weizenbrot (alb. bukë gruri/ wheat bread), Schulsachen (alb. sende shkollore / school supplies), Angriffspunkt (alb. pikë sulmi / attackpoint), Berggipfel (alb.majë mali / mountain peak), Fehlerzahl (alb.numri i gabimeve / number of errors), Zahnpflege(alb. perkujdesje dentare / dental care), Käsebrot (alb. bukë me djathë/ cheese bread)

This kind of combination makes up 4/5 of all composition nouns. Groups of words with a determinant correspond to these composites.

Adjective / Participle + Noun

This kind of combination makes up a few word formation.

Sauerkirsche (alb.vishnje/ sour cherry), Kleinkind (alb. fëmijë i vogël /toddler), Gebrauchtwagen (alb. makinë e përdorur/used car), Hartarbeit (alb. punë e vështirë / hard work), Flachdach (alb. çati e sheshtë / flat roof)

Numeral + Noun

This is a kind of composition that is iscreasing nowadays.

Zweikampf (alb. dyluftim / duel), Vierbeiner(alb. katërkëmbësh / four legged friend) , Dreiachser (alb. (mjet)me tri akse / three axle), Dreirad (alb.(mjet) me tre rrota (triçikël) /tricycle) , Achtzylinder (alb. me tetë cilindra / eight – cylinder)

Verb + Noun

Esstisch (alb. tavolinë ngrënie/dining table) , Waschmaschine (alb. lavatriçe/washing machine) , Gehverband (alb. allçi (në këmbë)/walking bandage), Hörgerät (alb. aparat dëgjimi /hearing aid) , Leselampe (alb. abazhur për lexim / reading lamp)

Adverb / Preposition + Noun

Hintertür (alb. dera e pasme /back door) , Sofortprogramm (alb. program i menjëhershëm / immediate program) , Zusammenarbeit (alb. bashkëpunim / cooperation)

In most cases the connection of composition is done without linking elements (fugues). In other specific cases the connection is done with linking elements. There is often a space (fugue) between two composition parts *(Hochzeit-s-torte - alb. torta e dasmës/ wedding cake, Therm-o-meter – alb. termometër/thermometer).* In these spaces are often inserted different sounds, which are defined as connecting elements.They don't have a meaning but they serve to facilitate the word articulation (Duden,1998,498). While according to Fuhrhop these connecting elements are the most important morphological tool for structuring the composite.(Fuhrhop, 2000). The connecting elements in German Language are: *e-, -s-, -es-, -n-, -en-, -er-, -ens-, -o-* .

Rettungswagen (alb. ambulanca / ambulance), Krankenhaus (alb. spital / hospital), Rinderzucht (alb. rritja e gjedhëve/ cattle breeding), Gästebuch (alb. libri i vizitorëve/ guest book)

Similarities and differences

Compositions in the Albanian language have a single accent, while in German each part has its own accent.

In German the composition components have a strict word order. If the word order changes in German Language, the meaning of composition will change, it will take a new meaning. If the word order changes in Albanian Language, the word is meaningless.

In both languages the constituent parts of the composition have a coordinating or subordinating relationship between them.

In Albanian and German Languages the largest number of compound nouns are determinative compounds. One of their parts may even be a compound noun.

German language is known for the ease of forming composites and for the creation of long compositions. Long compounds are hard to find in Albanian Language. There are difficulties in translating a word from German into Albanian Language because words have different forms. In order to find an equivalent, it is needed to make a long paraphrasing.

German and Albanian Languages have in part different techniques or possibilities of expressing and naming things. This fact is seen in the process of forming compositions. In German Language there are a lot of cases when it is used a composition, while in Albanian Language it is used a simple word or phrase (*German : Klassenzimmer – Albanian: klasë / classroom*).

In German Language, it is typical that parts of words are linked with fugues, whereas in Albanian Language this procedure can happen very rarely.

Conclusions

An important contribution in word formation in the German and Albanian Languages is given by composition. The dominant part of compound words is the formation of compound nouns. Albanian and German sometimes have different techniques or ways of naming or expressing a situation,which is then also reflected in the use of compound words. In German it is simply easier to spontaneously form new compound words. In both languages, most noun words are two – part , but there are also multi-part noun compounds, especially typical for the German language, which is known for its overlong compound words.

In most cases the compositions of German Language find their equivalent in Albanian Language in simple words or phrases.

In German Language, it is typical that parts of words are linked with fugues, whereas in Albanian Language this procedure can happen very rarely.

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The American Attitude Towards Albania During the Peacemaking in 1919

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Abstract

The American attitude towards Albania played an important role during the peacemaking at the Paris Peace Conference in 1919. The United States, unlike the European nations, entered the conflict without interests or policy toward Albania. Before the entry of the United States into the First World War there had been no American policy towards Albania and it had never been recognized by the United States. It was only after America's entry into the world struggle that an American attitude toward the Albanian problem began to develop. More concretely, it was in the Inquiry, an organisation which was to begin preparations for the peace settlement, that an American policy towards Albania began to form. Unfortunately, before the Paris Peace Conference the plans of the American experts for a solution to the Albanian problem were similar to the Albanian settlement outlined in the Treaty of London. On the eve of the Peace Conference, the American position became more favourable to Albania. During the negotiations the United States supported the integrity of Albania within its 1913 frontiers and refused to allow this small country to be partitioned further. President Woodrow Wilson and ex-President Roosevelt united in sympathy for the Albanian cause. The Albanians are deeply grateful to them for leading the way in the defense of their just cause. The Albanian problem during the peacemaking brought Albania to the foreground and its name appeared in big headlines on the first page of the American newspapers at that time, helping a large section of the American public to locate Albania.

Keywords: President Wilson, Albanian problem, peacemaking, borders, Vatra.

Introduction

Albania is a small country, part of the Balkan Peninsula, with a population which has dwindled to three million and possesses harbors and a seacoast that runs parallel to that of Italy on the Adriatic Sea. Being descendents of the ancient Illyrians, the Albanians are the oldest race in Europe to survive upon the land where the light of history found it, and the tenure of their land has been made possible only by a long, brave struggle. For centuries it has gone through heroic struggles against the unspeakable Turks and by paralleled invasions and counterinvasions during the terrible wars. They have always survived the shock, have survived the burning of their villages, the wasting of their lands, the massacres of their people and emerged somehow unbroken, unassimilated through centuries. The geographical position of Albania has played a great role in the destiny of its people. Albania became nominally a province of Turkey in 1468 and remained such until 1913, when the London Conference granted a national independence under a prince chosen by the Great Powers. The Albanians bitterly complained

at that time about the borders delimited for them on the ground that many purely Albanian districts had been given to Montenegro, Greece and Serbia.

At the beginning of the twentieth century, during the peacemaking, the division of borders among the Balkan countries brought Albania to the foreground and for the first time since the Balkan wars its name appeared in headlines on the first page of American newspapers. This helped a large section of the American public to locate Albania. To many Americans, the name of Albania sounded very much like that of Armenia. These two different countries belong to two different continents and are inhabited by two different races speaking different tongues. Armenia is situated on the easternmost part of Asia Minor near the Black Sea, while Albania is to be found on the westernmost part of the Balkan Peninsula, perched on the cliffs of the Adriatic Sea and overlooking Italy. The Albanians have lived under such conditions that they were not permitted to make themselves and their true situations known to the west. It was due to a great extent to the Albanians living abroad, especially the Albanians living in America through the organization "Vatra" with its headquarters in Boston, Massachussetts that Albania was granted independence at the London Conference in 1913.

Some years later, on July the 4th, 1918, two of the most illustrious names in America and in the whole world were added to the list of friends of Albania. On that day, representatives of all racial groups in the United States were invited to accompany President Woodrow Wilson for the celebration of Independence Day at Mount Vernon. The Albanian representative was Rev. Fan S. Noli, then president of the Pan-American federation "Vatra". On the return trip from Mount Vernon aboard the presidential yacht, Mayflower, the Albanian representative had an occasion to state informally the case of Albania before President Wilson, appealing to him for its restoration. President Wilson listened to his plea with a benevolent interest, assured him of his sympathy and expressed his solemn determination to help Albania. In his famous speech on peace conditions President Wilson declared that the independence of all the Balkan nations should be restored along racial and historical lines and guaranteed by international agreement.

The Albanians living in Albania and abroad believed in President Wilson and were fully convinced that America and its allies would do justice to each and all small nationalities struggling for national freedom and thus establish peace on a sound basis. Even ex-President Roosevelt, in a public statement of American War claims on the same day included Albania in the list of the countries, whose independence must be restored and placed under the guarantee of the Allied powers. The following message was sent by Colonel Roosevelt to the Albanians through Rev. Fan S. Noli: "The independence of Albania must be restored at the next Peace Congress and put under a disinterested guarantee by the Allied Powers. I shall do anything in my power for the achievement of that result and for the recognition of the just claims of the ancient and brave Albanian race" (Adriatic Review, p. 8). It is highly significant that two such great American leaders like President Woodrow Wilson and ex-President Colonel Roosevelt unite in sympathy for Albania.

Methodology and Discussion

In presenting this theoretical approach I have tried to combine historical facts from different sources, like various press reports, official documents as well as publications at home and USA by experts and politicians. This study constitutes one of the few scholarly publications dedicated exclusively to the American attitude during the peacekeeping. The Albanian people

have always had strong feelings of sympathy and friendship for the American people and government. US foreign policy towards Balkan countries had oscillations at different periods of time depending on the American internal political relations. The historical relationship between Albania and US has been an elongated journey since the beginning of the twentieth century. Being a small and a newly independent country constantly under various threats by neighbouring countries, the Albanians at home and worldwide placed high hopes in the support and protection of the Unites States after the end of the First World War. The Albanian question at the Paris Peace Conference is characterized by three important phases in American foreign policy (Hadri, 2018):

[1] The period before the Peace Conference – this is distinguished by vague and undecided attitude of the American administration towards the Albanian question, though relying on general international principles established by President Wilson.

[2] Defensive period of the Albanian state by President Wilson and by the negotiating USA delegation during all deliberations at the Paris Peace Conference;

[3] The period after Wilson, a new hesitating position of the new American administration and its initial pondering in the negotiations of the Albanian state.

The American attitude towards Albania was to play an important role during the peacemaking. The United States entered the conflict without interests in Albania or policy toward this nation. Before the entry of the United States into the first World War there had been no American policy towards Albania. This new principality, only created in 1913, had never been recognized by the United States. And Albania's shaky autonomous existence quickly ended in 1914 before any American position developed. It was only after America's entry into the world struggle that an American attitude toward the Albanian problem began to develop. After the American declaration of war, President Wilson created an organization, the Inquiry, which was to begin preparations for the peace settlement. This organization, composed of members from the academic and Liberal establishment, was to prepare plans for a lasting peace based on "scientific" (apolitical) principles. And it was in the Inquiry that an American policy towards Albania began to form.

By the end of 1917, an initial report was prepared by the Inquiry which included tentative conclusions about the Albanian problem. This early report recommended that "an independent Albania is almost certainly an undesirable political entity." The rationale for this position was primarily economic. This first proposal, like those of subsequent Inquiry reports, was opposed to the goals of Albanian nationalists. Following this report, a "scientific" investigation for the Albanian problem was conducted which included academic reports, interviews with the Albanian nationalists in the United States, and talks with the Allied experts. When the final report of the Inquiry was prepared in January 1919 there had been some changes. The plans of the American experts for a solution to the Albanian problem was similar to the Albanian Settlement outlined in the Treaty of London. The Inquiry report suggested that while an autonomous Albania should continue to exist, parts of northern Albania should be given to the new state of Yugoslavia and in southern Albania both Gjirokastra and Korytsa, should be annexed by Greece.

A closer examination of this report reveals a mixture of economic, ethnic, and strategic reasoning behind the conclusions of the American experts. The major reason the Americans wished to give northern Albania to the Yugoslavians was to enable them to develop Shkodra

as an important Adriatic seaport. The Albanians were thought to be incapable of such economic development. Besides, the Americans believed that by joining northern Albania would be united with Albanian mountain tribes in Montenegro and western Serbia. This plan also included certain economic advantages. The 1913 boundary has often separated a pastoral tribe from its summer or winter pastures, forcing it to cross a national frontier annually. Giving northern Albania to Yugoslavia would keep national boundaries from interfering with these seasonal migrations. But the ethnic hatreds in the region complicated this proposal. Because there was a history of warfare and hatred between Serbians and the Albanians, northern Albania should be given to Yugoslavia as a mandate under the League of Nations, which would protect the rights of Albanians. The American experts predicted that in the course of time, northern Albanians would be absorbed into the Yugoslavian population. According to the American plan, Albania would lose Shkodra, 9,800 km of territory, and 275,000 of population to Yugoslavia.

The American experts also planned to adjust Albanian's boundaries in the south. Part of southern Albania, around Gjirokastra and Santa Quaranta would be given to Greece for ethnic reasons. Greece would also receive the Korytsa region in Southeastern Albania, even though the population was largely Albanian. This violation of national self-determination was also justified by economic and strategic arguments. The Greeks would be given southern Albania in full sovereignty because of southern Albania's strong Hellenic inclinations and because of the success of the Greeks in assimilating Albanians in the past. The Albanian area to be assigned to Greece would include 2.400 square miles and about 250.000 inhabitants (Woodall, 220).

What to do with the remaining area of Albania was a difficult problem for the Inquiry. Because of the political immaturity of Albanians, the American experts felt it necessary to give central Albania nominal independence as a mandate under the League. The obvious choice to hold such a mandate was Italy. But the Americans feared Italian influence in the region. Since no other nation would agree to take the Albanian mandate, the Americans were faced with either giving the mandate to Italy, against their judgment, or allowing the Albanians to rule themselves, which was also against their judgment. Because it saw no solution to the problem, the Inquiry refused to make a recommendation on what to do with central Albania. It did agree, however, that Italy should obtain a temporary mandate over Vlora. No reasoning was given for this recommendation, but obviously the Inquiry acknowledged Italy's strategic need to control the entrance to the Adriatic and almost certain obtainment of this goal. Even in this concession the American experts were planning to offer Italy less than the full sovereignty it expected to obtain in Vlora.

The recommendations of the Inquiry were admittedly experimental and tentative, especially in regard to boundaries. But one element was clear and would remain part of America's Albanian policy throughout 1919. It was felt that the Albanian people were not prepared for full independence. The project of a united Albania appears impracticable to them. The weakness of national feeling among the people, the disruptive forces that spring from backward political institutions, the difficulties of communication, the intrigues of neighboring states-all these are obstacles which can be faced only under the protections, of a Great Power (Woodall, 226). The suggestions of the Inquiry to reduce radically Albanian's territory and population were not followed by the American negotiators in Paris. The "scientific", mainly economic, proposals of the Inquiry were softened by a stricter allegiance to Wilsonian self-

determination. Pastorelli in his book "L'Albania" suggested that the American delegation decided against the Inquiry's recommendations after talks with Harold Nicolson of the British delegation, and the American delegates quickly came to respect the opinions of Aubrey Herbert and British Albanophiles. Furthermore, President Wilson, while giving the American delegation no instructions on the Albanian problem, insisted that any violation of self-determined should be reported to him and justified. Also, the Albanian delegations, including delegates supported by American-Albanian organizations, may have helped to alter the anti-Albanian position of the Inquiry report.

On the eve of the Peace Conference the American position had become more favorable to Albania. During the negotiations the United States supported the integrity of Albania within its 1913 frontiers, except for the cession of Gjirokastra district to Greece and Vlora region to Italy. Throughout the negotiations the Americans refused to allow Albania to be partitioned further. However, the Americans never suggested that Albania should be allowed independence without becoming a mandate under the League. Although there was some discussion of the United States becoming the mandatory power it quickly became evident that that was not possible and that Italy would receive the mandate. However, the American delegation always considered it a great concession for Italy to receive the Albanian mandate and always insisted that this mandate should limit considerably Italy's power over Albania. The American negotiators held this position long after it became evident that the Italians, like the other Great Powers, had no great desire to be burdened with such a mandate. But during the opening sessions of the Greek Committee, the United States would work with Italy to support the integrity of Albania, except for Gjirokastra.

The President of the United States, Woodrow Wilson, on several occasions pronounced important speeches inspired by the most noble sentiments of humanity. The principles which he at first proclaimed were gradually affirmed, enlarged in their scopes and developed till they represented all the force of the great President's personality, drawing strength from the decisions of the Republic and from the firm persuasion of the whole would that they were in harmony with the sincerity of the sentiments from which they derived. As mentioned earlier, in the speech which the great President pronounced on the 4th of July 1918 on the tomb of Washington, he laid down in clear, firm and decisive terms the principal points, which would constitute the keystone of the Albanian question. He spoke as follows: "the settlement of every question whether of territory, of sovereignty, of economic arrangement or of political relationship upon the basis of the free acceptance of the settlement by the people immediately concerned, and not upon the basis of the material interest or advantage of any other nation or people which may desire a different settlement for the sake of its own exterior influence or mastery" ("The Adriatic Review", 62).

After that speech, congratulations poured on the President from all quarters together with statements of political men, public bodies, and private citizens. Wilson tried to maintain his promises throughout the stages of the Peace Conference. He emphasized that he opposed the division of Albania even as mandates, since such a division would make the eventual independence of Albania more difficult. Wilson added that giving Albania to Yugoslavia or Italy was as bad as giving Yugoslavia to Italy or vice - versa. In fact, throughout the history of the Albanian problem during the peacemaking, Albania had been a part of the Adriatic question. The leaders of England, France and Italy had agreed to solve the Adriatic question by partitioning Albania. Wilson's response finally put an end to this approach, and the Albanian

problem was finally separated from the Adriatic question. Faced with few alternatives, Albanian lands could not be bargained anymore for concessions to the neighbour countries. Although Wilson's interference had temporarily prevented the partition of Albania by the Great Powers, the American President had not settled the problem of what to do with Albania. During 1920, since Albania was no longer useful to them as a bargaining chip, the English, French and Italians continued to withdraw their occupying forces, leaving Albania vulnerable to foreign intrigue, invasions and anarchy. Faced with the indifference of the Great Powers, the Albanians were forced to defend themselves against foreign armies.

Conclusions and Recommendations

The Albanian problem was not, however, confined to the meeting rooms and hotels of Paris. A study of the problem must examine local events within that country. Albania was occupied by foreign troops, its neighbors were mobilized on her ill-defined borders, and guerilla bands roamed the country. While Italy and the United States supported recognizing Albania's pre-war frontiers, Great Britain and France insisted on the partition of Albania, as provided by the Treaty of London (1915), unless Italy was willing to make concessions elsewhere. Albania's future was contingent on territorial transfers in the Adriatic and Asia Minor. While the peacemakers wasted 1919 in unsuccessful attempts to settle the Adriatic question and to divide of Asia Minor, events occurred within Albania, which would affect the solution of the problem.

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The Art of Living is Living with the Art; Is it Essential that Bapedi People Are Able to Live with and embrace the past? Yes, Definitely

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Abstract

For many centuries, music has been used in different indigenous African religious rituals as part of communal and personal religious rites. In the Bapedi society, songs accompany every phase of the divination process and, also any other task which they perform communally, for example, ancestor veneration. The purpose of this study was to investigate how Bapedi traditional healers and their trainees create imprecatory songs, as well as their societal value. The main questions the study addressed are: a) how do Bapedi traditional healers create imprecatory songs; and b) what is the societal value of these songs in the Bapedi culture. The study used a naturalistic approach and the methods of data collection were video recordings of cultural and religious rituals, interviews and observations. The study has revealed that in the Bapedi society like in other African societies, narratives in imprecatory songs can be classified broadly into three, namely: segmental narrative; incremental cycle and multiple recycle forms. The results have also shown that Bapedi imprecation songs serve various functions such as education, upholding and promoting morals and customs through advice, insults and mockery. This paper is submitted for consideration for the ICMS XXV, 25th International Conference entitled "Ideas and Research on Recent Issues"; University of Southern California.

Keywords: Bapedi society, imprecatory Psalm-like texts, Bapedi culture, divination process, Bapedi traditional healers.

Introduction

The purpose of this study is to describe the local wisdom of Bapedi people who are located in Greater Sekhukhune District Municipality, Limpopo Province in South Africa (**see figure 1**). Greater Sekhukhune District is a municipality inhabited by a group of people who are very strong in holding the tradition of their ancestors. Bapedi people have enriched their culture[1] that has wisdom in the local knowledge system to maintain the rituals of their lives, as a

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[1] Harashani (2018, p.52) describes value in a culture as a general opinion about something that is good, fair, polite and others. As with the norm, he opines that it usually consists of rules that apply to a particular culture (2018, p.52). In the same vein, Davies, et al (2019, p.2) observe that 'cultural' is therefore the way a society expresses itself, and the (multiple) ways that it articulates the human condition. Furthermore, Davies et al believe that science is an achievement of our societies, and its representation within public communication should be understood as being as much about contemporary popular culture as contemporary science (2019, p.3).

harmonization of human, natural and environmental relations. They speak the language called Sepedi. It is one of the 11 official South African languages. Bapedi people have always managed to retain their cultural heritage. This society is not a primitive society or an isolated tribe, instead it is a society that has followed a modern lifestyle, but Bapedi people still maintain their customs and tradition, have a mindset that is far ahead, because they are rich in philosophical teachings and values that sublime and obedient to the norms, socio-cultural values resulting from the decisions of their cultural heritage and identity. The above observations are supported by Civallero (2007, p.1), who defines heritage as a heterogeneous ensemble of environmental and cultural elements – material or not, that are transmitted from generation to generation, creating the grounds on which every person builds and orientates his identity and his vision of the world. According to Civallero, a number of things are included in this wide concept, for example, landscapes, sounds, objects, tools, pieces of work and buildings (2007, p.1). In his view, they are considered to play an active part in the memory of any community, representing the history of every human group, as well as making clear the elements used in the relationship with their physical environment and their magical-religious world (2007, p.1). Cavallero is convinced that besides giving people a feeling of continuity in relation to previous generations, these elements are also important for their identity and the safeguard of human diversity and creativity (2007, p.1).
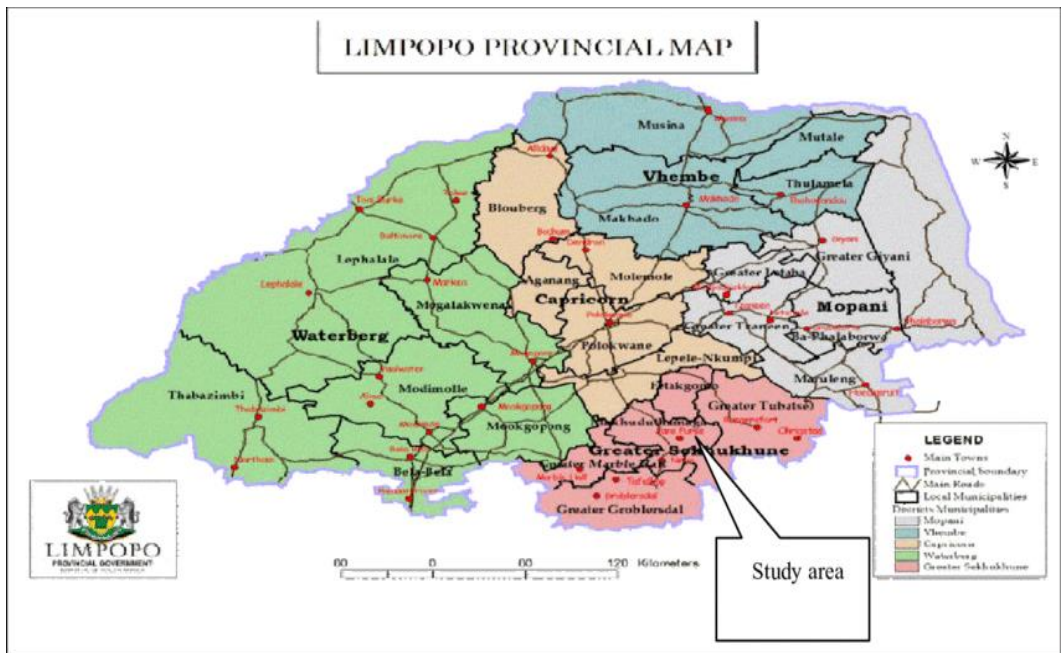
Figure 1: Geographical Location Map of Limpopo Province showing Greater Sekhukhune District Municipality (N0. 47).

https://en.wikipedia.org/wiki/Sekhukhune_District_Municipality#/media/File:Map_of_South Africa_with Sekhukhune_highlighted (2011).svg [accessed 13 June 2021].

Bapedi tribe is one of the ethnic groups in South Africa who still retain cultural values and tradition of their ancestral heritage (**see photo 1**), and have a distinctive identity from the

community. Bapedi people reject intervention from outsiders if it interferes and tarnishes the reputation and sustainability of the Bapedi culture.

Photo 1

Traditional healers assisting the twins to communicate with their ancestors (Mashite village; Schoonoord, 29.09.2007), Photographer: Morakeng Edward Kenneth Lebaka.

Greater Sekhukhune District Municipality is comprised of several villages, and the highest leader in each village is known as kgoshi, who acts as a customary leader and caretaker of citizens who are handed down from generation to generation. One of the attractions of Bapedi tradition is the innovation and creativity of constructing traditional musical instruments, ancestor veneration and the belief in taboos and abstinence. Based on the many rules in indigenous Bapedi life, for Bapedi people the word culture refers to components such as values, habits adopted by society, for example, language, rules, tools and technology to make the things they use, traditional musical instruments inclusive and what they use and eat. For example, in the Bapedi culture women should stay at home, take care of the children, and men work for the living. Bapedi people believe that mutual cooperation, living in harmony and helping each other or one another promotes social cohesion, togetherness and humility. Individuals within the Bapedi society who want to win themselves, indulge in lust, pride and others are values that are considered unethical and not good for socialization. Cultural and religious beliefs are important in the Bapedi way of life. Like the ancient Israelites, these people have imprecatory songs. The question is: How are these songs created and what are their societal functions? In what follows, I briefly outline the theoretical framework of the study.

Theoretical Perspective

The theoretical framework of this study is based on John Dewey's theory of 'Art as Experience' (Dewey, 1980). Dewey used this theory to explore art's ontology, the interrelated processes of making and appreciation, the social role of the arts, communicative functions of the art and art's expression as experience. Dewey advocated that people are not isolated, not independent of other people and society. He believes that the life of the individual is tied to the nation's social life, to its *nomos,* to the spirit of its laws, and to its *ethos,* or the spirit of its culture (1884).

For Dewey (1939/1989), culture is a term that refers to the complex of conditions by which people associate with one another, how they interact and live together. In his view, cultures are historical. He recognized that art functions as experience, but also emphasized that transformative experiences occur when people intuit new concepts, that occasion seeing in valued ways. Dewey further asserts that Art communicates moral purpose and education. He maintains that moral purpose is justifiable, art conveying messages that stimulate reflection on purposeful lives.

The theory focusses on art as a conscious idea and art's expression as experience. Based on these perspectives, Dewey's theory argues that in order for an experience to result in growth (i.e. for it to be an educative experience), it has to meet the dual criteria of continuing and of interaction (Stark 2020, p.122). He provides the most prolific insight of how humans are only human through their social interconnectedness with each other (Dewey, 1916). Dewey further asserts that the individual mind must be understood as a creative development of social life. In his view, the social is primary in that it comes first, whereas the development of the individual follows as a shadow of social relationships (1916). Like in this study, communal music-making in the Bapedi society is viewed as an essentially broad area of activity encompassing broad area of both social and frank issues of life (Lebaka 2017, p.204).

Dewey further posits that culture and history provide a malleable set of means (e.g. tools) that can be used to achieve immediate or easily viewed ends (Glassman 2001, p.5). In agreement Dewey and Vygotsky see the social as being of primary influence in the life of the individual (Glassman 2001, p.6), but Vygotsky (1987) sees tools and symbols as playing a much more active and determinate role in the lives of the individuals. This theory is adopted for this study because the ideologies of John Dewey are present within the Bapedi people's social and cultural context. Bapedi religious and cultural activities are supportive of Dewey's beliefs, advocacy and philosophy about social interactions and enculturation process in real life situations.

Consistent with Dewey's theory of 'Art as Experience', the transmission of indigenous music and other cultural and recreational activities among Bapedi people involves the transfer of knowledge and understanding between people. This theory attests to the observation that Bapedi people believe that mutual cooperation, living in harmony and helping each other or one another promotes social cohesion, togetherness and humility. The Bapedi context is ideal for this model because when the social, religious and cultural context of Bapedi real life situation is analyzed and examined through the framework of this study, the Bapedi tradition encourages teamwork a great deal. In traditional Bapedi society, life experiences are shared, whether they are sweet or bitter, painful or joyful. Things that are capable of causing pain and grief to families and clans are therefore issues of primary concern to Bapedi people, as well as traditional Bapedi music practitioners (Lebaka 2017, p.59). Like many other African societies, Bapedi people create music to accompany religious, cultural and social rituals, as well as to reflect on human experiences.

In the context of this study, the primary function of rituals and other cultural and recreational activities is to promote cohesion in the Bapedi society, to help a human being relate with himself, his neighbours and his environment. The theory is applicable to this study because in the Bapedi society, the learning process is a group activity; it is both a pleasure and a recreation rather than a chore. The group nature of the rehearsal is especially conducive to learning social, cultural and recreational activities while at the same time the nature of these

activities' structure is such as to emphasize group rather than individual activity (Lebaka 2017, p.142). My interpretation of this model in relation to the Bapedi people's cultural context is that Bapedi people believe that mutual cooperation, living in harmony and helping each other or one another promotes social cohesion, togetherness and humility. In this study, the theory was used for reference while investigating how Bapedi traditional healers and their trainees create imprecatory songs, as well as their societal value. The theory also assisted in determining how songs with irony are used to advice, to insult, to mock, to provoke and to build moral in the Bapedi society.

Using John Dewey's theory of 'Art as Experience' as a framework, the following broad research questions were used to examine the experience shared among Bapedi people and perceptions that the art of living is living with the art: a) how do Bapedi traditional healers create imprecatory songs?; and b) what is the societal value of these songs in the Bapedi culture? This study may be beneficial for educators, sociologists and anthropologists interested in religious and cultural studies. In the next section the research strategy of the study is highlighted.

Research strategy

The study used a naturalistic approach and the strategies of data collection were observations, interviews, documentation and audio-visual materials. I observed Bapedi people's cultural and religious rituals. Most interviews were informal and spontaneous. Individual face-to-face, semi-structured interviews with fifteen (15) participants and three (3) focus groups discussions were held with knowledgeable elderly Bapedi people in order to understand Bapedi people's way of life. While this work remains chiefly a product of research field, it is complemented by a literature review. The idea was to find out what other scholars have discovered about indigenous knowledge in Africa. The design applied in this research is ethnography. The design is used to describe Bapedi culture and understanding of the way of life that comes from the views of the Bapedi people of Greater Sekhukhune District Municipality. In the next section the findings of the study are discussed.

Results

During my field research, it was observed that in the Bapedi culture like in other African societies, narratives in imprecatory songs can be classified broadly into three, namely: segmental narrative; incremental cycle[1] and multiple recycle[2] forms. For the purpose of this

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[1] According to Idamoyibo (2005, p.141), incremental cycle forms are those whose sections build up phrases in similar melodic fragmentation: in antecedent and consequent phrase forms. The lyrical theme is stated and developed in series of recycles, which contain several variations in the melody, depending on the variable metre presented by the text. The development of the theme involves changing both in motif and tonal centre. Song *'Leepo'* is a long narrative which is comprised in this form.

[2] Multiple recycle form is described by Idamoyibo (2005, p.149) as solo and chorus form, where the chorus is constant and the solos keep developing the theme further. This form occurs when the narrative theme that forms the first melodic sentence is relatively short. The lead singer often goes through it once or twice, depending on its initial length, and the receiver soloist provides the cue on which the entire song is recycled. If the song is recycled several times, the lead soloist and receiver soloist inter-change the solo statements for each recycle. Each soloist would feed in developmental statement twice and hand over to the other, while the chorus keeps the response going. It is this method of presentation that normally determines the entire length of any Bapedi composition in this form. Song *'Leepo'* is an example of this form.

paper, I will discuss the segmental narrative form only. The segmental narratives may have four sections, namely: introduction, development, recapitulation and coda or conclusion (Idamoyibo 2005, p.33). The investigation has revealed that in the segmental narrative, themes are lyrically developed to enact a story. The story is built into segments that assume different forms. Each segment often introduces a new idea, though it might be related to the former part. The new sub-section could start with a solo statement and move to chorus, to conclude with strict antiphony.

The following song *'Leepo'* is an example of this form. It has emerged from this study that *Leepo* is an imprecation song reflecting strong irony. This is a characteristic of all kinds of imprecatory songs in the Bapedi culture. *Leepo* is sung in irony about the people who do not love, remember, respect and honour their ancestors. Major characteristics found in this song are pun (lines 1-4). This section (Section A), forms the introduction of the narrative. The soloist presents textual-melodic statements to firmly establish the theme of the narrative. Section B (lines 5-8) illustrates segments of the narrative development. Within this section (lines 5-8), we find recycling of the rhythmic and melodic themes recurring with variations as new lyrics are continually being introduced. In this section the poet expresses confidence in her traditional healer 'Mmatshatshaila'. Section C (lines 9-11) has aspects of persona, lament and despair; development of the narrative. Section D (lines 12-14) has the highest form of recycling where the poet sets different poetic lines to the same thematic idea. This section reflects strong irony. Section E (lines 15-17) marks the conclusion of the narrative, presented in a recycled solo and chorus responsorial style.

Text and translation

Song with Irony: *Leepo*

Sepedi	English Translation
Badimo ba nteile	The ancestors have punished me
Ke ile go botša Mmane, Mmatšhatšhaila seapara tšhwene	I will report to my aunt, Mmatšhatšhaila, who is clad in the baboon skin
Ke ra wena maphutha ditšhaba	I am referring to you the nation's comforter.
O tla šia mang ge o phutha ditšhaba?	Whom shall you leave out in your mission of comforting the nations
Ke motlokwa ke ngwana madimabe	I am the Tlokwa, the bad omen
Tlogelang manyatša dingaka	Ignore those who are undermining traditional healers
A hleng batlo šala ba ehwa	They shall die
Etlang le bone dingaka tsa go tsoša nna, kgole mabitleng	Come and see traditional healers who raised me from the grave
Lešaba le ile	My friends and relatives are gone (dead)
Ka go nyatša mangaka	Because of undermining traditional healers
Ba ile mašabašaba	They are gone
Lešaba la gešu le tšhabetše tumelong	Most of the people have gone to the missionary and indigenous churches
Le tšhaba go epa digwere	They are scared of digging out medicines
A hleng ba tšhaba go ba dišuputšane	They do not want to be dirty
Dikolobe di epa digwere	Just like pigs as they dig out the roots
Ba leswa ke go bea meeta hlogong	They are fond of putting their pots on their heads
Ba ile, ba tšhaba go rapela mabitla	They are dead, because they are scared of venerating their ancestors.

The song was recorded by the author on a field trip at m*alopo* ritual held at *Dingwane* village, Greater Sekhukhune District Municipality-Limpopo Province in May 2003.

The above imprecation song reflects strong irony about people who undermine traditional healers as well as their ancestors. It has emerged from this study that *Leepo* is a poem in a narrative form. The poet is a woman. Pun is a figure that is used to express double meaning. In line 1 we find an expression ('The ancestors have punished me'). The poet discloses her problem to the audience, saying *'badimo ba nteile'* ('The ancestors have punished me'). This expression would normally be understood that the ancestors are harassing me. The second meaning suggests that the ancestors are making life difficult for me. In this context the poet implies that the ancestors have no sympathy on her, they want her to suffer.

In lines 2-3 the poet uses an ironical figure to suggest that her aunt *'Mmatšhatšhaila'* is a powerful and helpful traditional healer. She expresses this (line 2) by saying *'seapara tšhwene'* ('who is clad in a baboon skin'). In the Bapedi society only powerful or senior traditional healers could be clad in baboon skin while dancing in a *malopo* ritual or during the divination process. It is believed that from all the animals the baboon is the most important and favourite animal for traditional healers to perform their divination and healing processes. As *Madikedike* Simon *Sete* explained (22 May 2004) that, even though other animals are important, the baboon is regarded as the most important because its physical features look the same as those of a human being. That is why traditional healers make use of many divination bones from the baboon. Other bones used by Bapedi traditional healers for divination are from the dog, pig, jackal, cow, goat and sheep (Mahlase 1997, p.66-77).

The poet in this context however implies that she is suffering from ancestral spirits. This is the consequence of the punishment by the ancestors. Therefore, she will report her problems to her aunt *'Mmatšhatšhaila'* to plead with the ancestors on her behalf for a speedy recovery. The poet is convinced that *'Mmatšhatšhaila'* would draw her closer to the ancestors for recovery: 'I am referring to you, the nation's comforter' (line 3). The tone of the poet in line 4 'whom shall you leave out in your mission of comforting the nations?' indicates how powerful, famous and helpful *'Mmatšhatšhaila'* is in the Bapedi society.

In lines 9-11 the aspects of persona, lament and despair are important. Burton and Chacksfield (1979, p.9) define the term *'persona'* as a useful term to describe a narrator or a character of whom a poem speaks in the first person. They argue that the *persona* is not the poet, but functions as a mask or disguise that the poet puts on for the purpose of enacting a poem in a narrative form. The persona is a common and prominent feature in Bapedi psalm like-songs and poetry. It appears in the first person pronoun such as 'I and We'. Bapedi singers (performers) use either of these *personas* to narrate events that took place, as if they are right at the scene of the incidents. In this way it looks real and more effective in the presentation.

In *'Leepo'* the poet uses the *persona* to create various effects. She uses it in line 9 to portray the narrator as the victim and reporter of what happened between her and the ancestors. She continues the narrative with subtlety. In line 8 she uses the third person pronoun *'nna'* ('me') to suggest and transform the character of the narrator from being the reporter to being the protagonist who is involved in the encounter. In an ironical manner the poet adopts the *persona* again in line 3 by the second person *'wena'* ('you') to reinforce the latter role.

The poet presents the narrative in the guise of the *persona* that changes roles. The opening *'ke ra wena maphutha ditšhaba'* ('I am referring to you, the nation's comforter' in line 3) presents

the narrator as an observer and reporter, but she is subsequently transformed to the protagonist (line 5) who was narrating the story of her own experiences. This change of tone by which the narrator assumes the position of the protagonist in disguise is a poetic technique adopted to create the mood and effect of a narrative being narrated by the affected person. This technique often intends to arouse emotions that could stimulate sympathy, in order to have more effect on the audience. Other people may then identify with the same role.

In lines 6-10 the poet uses irony to suggest that traditional healers are important, powerful and helpful. Irony is a style figure that means the direct opposite of what is said. The poet expresses this by saying that those who undermine traditional healers will die (lines 6-10). This implies that ancestors are not only protective but can also punish if their offspring defy their instructions. The family spirit normally protects all those in that family from harm, but if one of them transgresses, particularly by omitting a religious ritual, the spirit becomes annoyed and punishes the family by causing an illness or death of one or more of its members (Gelfand et al, 1985, p.31; Mőnnig 1967, p.54).

The poet also uses irony in lines 8-10. She tells the story of how traditional healers have rescued her from her severe pain and illness. The ironical statement 'come and see traditional healers who raised me from the grave' implies that the poet (patient) was in a comma or she was critically ill. 'From the grave' (line 8) does not really mean that traditional healers have rescued the poet physically from the grave, but it expresses in how a bad and serious state of death the poet was. The poem continues and states that her friends and relatives are gone (line 9). This ironical figure is employed to express her feelings and experiences as well as to describe the present situation. In traditional Bapedi society when someone so dear to one's heart dies, particularly in a sudden manner, the grief is expressed as something very cold. The affected persons (close associates) would normally say *'bohloko'* meaning ('my condolence to you'). In the context of irony: different poetic lines to the same thematic idea in lines 12-14, the singers narrate the biography of people who undermine traditional healers and ancestors. They tell the audience of the people who have died as the consequence of undermining traditional healers and ancestors or looking down upon their culture. The irony here is that the singers are neither expressing their heartfelt condolences nor grief to the deceased but urging the audience to observe all the cultures and never ever forget their own. The message put across is also ironically directed to the audience that if they do not respect traditional healers, consult with them and venerate ancestors, shall die.

The expression *'le ile'* ('are gone'- dead in line 9), does not mean to visit but provides more information on the real death as the consequence of undermining traditional healers (line 10). Her friends and relatives are really dead as the consequence of witchcraft because they do not want to consult with traditional healers for divination, prevention and protection (line 11). Lines 12-17 reflect strong irony, which is intermixed with a plea for a hearing. The poet's expressions (lines 12-17) suggest that most people (in the Bapedi community) are indoctrinated by the missionaries. They have forgotten about their culture and they have abandoned their ancestors. The expression *'le tšhaba go epa digwere'* ('they are scared of digging out medicines') in line 12 implies that the indoctrinated people oblige and comply with their church doctrines (dogmas) which prohibit people from observing their tradition, like ancestor veneration, circumcision, polygamy, etc. (Amanze 1998, p.52; Mugambi 2005, p.532).

A metaphor describes the indoctrinated people (line 14). The poet expresses in line 15 that *'dikolobe diepa digwere'* ('just like pigs as they dig out the roots'). This implies that the

indoctrinated people do not want to be like pigs which are fond of digging the roots. She deliberately raises the characters (pigs), because pigs like digging. The poet personify the pigs as human beings. In the Bapedi society personification is so common that it has become a commonplace expression in everyday language of the society. In line 16 the poet uses of an expression: *'ba leswa ke go bea meeta hlogong'* ('they are fond of putting their pots on their heads'). The expression literally means that Bapedi people very often fetch water with their pots. In the Bapedi society the expression suggests that the indoctrinated people are good in fetching water with their pots but cannot dig out medicines. The seeming contradiction is that 'digging out the roots' (line 15) has nothing to do with 'putting the pots on the heads' (line 16). In line 17 *'ba ile, ba tšhaba go rapela mabitla'* ('they are dead, because they are scared of venerating their ancestors'), the poet and performers (solo and chorus) express their disappointment ironically. Apart from expressing disappointment, the poet and performers provide advisory information to the audience, that they should honour, remember and respect their ancestors.

The climax of this song is the ending: those who undermine traditional healers and who are not willing to venerate ancestors, are and/or will be punished by death. They are dead (line 17). The aid of the ancestral spirits is sought because, the susceptibility of earthly descendants to disease depends largely on their ancestral spirits (Krige and Krige 1954, p.61). Their favour could provide their dutiful descendants with immunity from the ill-effects of sorcery and witchcraft. Ancestral spirits are not only punishing ancestors but are also the guardians of morality in the family circle (Magesa 1997, p.48). Ancestors see to it that there is no permanent feud between earthly members of the family. They have unlimited powers over the lives of the living. There are no restrictions to either the chastisement or the blessings that they can confer on their descendants. Ancestors in the Bapedi society, like in African traditions have power over life and death, over sickness and health, and over poverty and prosperity (Nthoi 1995, p.50; Parrinder 1976, p.58).

Societal Function

In answering the question **'What is the role of imprecatory songs in the Bapedi culture'** during interviews, it was established that imprecation songs are deliberately sung to advice, to insult, to mock and to provoke. They are recited as the consequence of avenge or being bully, being selfish, naughty or jealous. In most cases members of the Bapedi tribe sing imprecatory songs to build moral in the society. For example, if a girl or woman is a prostitute, whenever people see her, they will sing an imprecation song, not necessarily to mock her, but to advise her to improve on her lifestyle. After listening to the song about her, she will hopefully change or improve on her lifestyle. In consonant with these observations, Mataira (2000, p.28) confirms that the songs of adultery contain derogatory references, slanders and sneers directed at others. He maintains that the songs use terms aimed to stir emotions and are composed with the deliberate intent to denigrate. He is of the opinion that songs that touch on adultery are accompanied by facial gestures; gesticulative hand movements, provocative stances and intimidating stares interplayed with insults.

Investigation has also revealed that imprecation in the Bapedi culture is used with regard to alcohol abuse, prostitution, etc. Apart from being an expression of disappointment, imprecation provides advisory information to the subject to improve on his/her living habits (Idamoyibo 2005, p.141). Imprecation songs can also be sung to a man who is an alcoholic, advising him to reduce his drinking habits. This view is supported by Mőnnig (1967, p.50-51)

endorses this observation by stating that in the *Pedi* culture, when a man is under the influence of alcohol or wild hemp *(cannabis indica)*, his *seriti* (dignity) and reputation are tarnished. People will say of a friend who is drunk: *"Thaka ya rena mamohla ga a tee, ba babedi"* This friend of ours isn't one, they (man and alcohol) are two. The expression simply means the man is drunk. In sum, Bapedi imprecation songs are sung to change peoples' behaviour as well as to build their identity.

Discussion

The results yielded thus far have shown that in singing imprecatory songs Bapedi singers do not conceive their poetic lines in writing, but follow the grammatical structure of the Bapedi language to ensure that the lyrics of their songs make poetical and melodical meaning. Based on the findings of this study, it is evident that in the Bapedi culture imprecation is employed for the censure of drunkenness, abuse and prostitution. These songs are developed thematically. It would seem that other poetic devices which are commonly utilised in imprecatory songs include irony. In this way sanctions are advanced on erring members of society. It has emerged from this study that confidence in human intermediaries and ancestors is also expressed. To that end Bapedi cultural and religious traditions are rehearsed and inculcated in the community. From this study, it is evident that disregard for Bapedi traditions and custodians of customs is disastrous as it may invoke ancestral punishment. We observe in the present study that Bapedi imprecation songs serve various functions such as education, upholding and promoting morals and customs through advice, insults and mockery. They emphasize the corrective role of judgments and the need to abide by communal values in order to experience well-being. Indications from the investigation suggest that Bapedi people should perpetuate their cultural and religious practices to preserve the Bapedi cultural heritage and for the benefit of the next generation.

During observations and interviews, it was established that although protective, ancestors are capable of vindictiveness. Thus, those who rebel against aged customs such as Christians who refuse to venerate their ancestors are in danger of death. Disobeying traditional healers may also elicit punishment. Bapedi imprecatory songs are aimed at providing advice. They function to insult, mock, and provoke the defiant members of the society. In this way morals are promoted and maintained. Vices such as adultery, drunkenness, use of wild hemp and dishonouring of ancestors and traditional healers are censured. The results yielded thus far suggest that functionally therefore, imprecatory songs in the Bapedi culture serve divergent purposes.

An interesting dimension of this study is the creation of imprecatory songs within the Bapedi cultural context. Reviewing the results thus far, it is clear that in the Bapedi culture, irony is a style figure that means the direct opposite of what is said. The results of this study show vividly that Bapedi people use persona to create various effects. The results have also demonstrated that in the Bapedi society like in other African societies, narratives in imprecatory songs can be classified broadly into three, namely: segmental narrative, incremental cycle and multiple recycle forms.

Conclusion

This paper illustrates that within the Bapedi cultural context, songs with irony, such as '*Leepo'* have the potential to serve various functions such as education, upholding and promoting morals and customs through advice, insults and mockery. On a more positive note, irony

practices illustrated in this paper could easily be translated into many pedagogical contexts. For example, they could be used to create direct experiences and explore culture within the society, but could also be employed to remind Bapedi people not to forget about their roots. The results have revealed that Bapedi people enjoy their art, and they remain loyal and obedient to their ancestors, such as carrying out various rituals and ceremonial activities with applicable conditions.

On the basis of the findings and discussions of this study, it is arguable that Bapedi society is an indigenous community that has local knowledge and wisdom that can be applied to daily life through various rituals and ceremonies. Indications from the investigation suggest that Bapedi people work collaboratively and as an expression of gratitude to their ancestors, they have full confidence in their ancestors, and have the art of communicating with them for peace, safety and welfare. It has emerged from this study that the local knowledge system of Bapedi people comprises patterns of collective behaviour that they have thus far sustained. As oral traditions play an important role in knowledge production, preservation and dissemination, a recommendation is hereby made that Bapedi people should continue perpetuating their cultural practices and art of living by embracing the past and observing their culture. There is no better time to start reviving and preserving Bapedi culture than now.

As a way of redeeming the loss and reviving cultural heritage and identity of the Bapedi people, it is recommended that revitalization of a local knowledge system for indigenous people especially in the learning area 'Creative Arts' at the primary school should be a necessity, as it will serve as the foundation of national identity, but shall also guide students to be democratic and adaptive towards social and cultural dynamics.

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Importance of Health Promotion and Education to Young People in Educational Institutions (Schools)

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Abstract

It is important that in educational institutions to develop trainings and classes with a focus on health education and the acquisition of necessary knowledge.This study aims to give a specific approach regarding the importance of health education promotion in educational institutions with a focus on educational and health-educational activities in particular based on health and which aims to increase the level of health education to learn and implement healthy behaviours.In this study were included 130 students in elementary and secondary schools aged 14-18,of whom (n=81) females and (n=49) males.The questionnaire was based on the knowledge of these students about health promotion and education as well as organizational activities related to health education by progressing in terms of the level of knowledge, attitudes and behaviours related to health.In the results of this survey was observed that a small number of them 21% had information on the promotion and development of various activities related to health. With a total of 56% women and 44% men responding that some form of activities or programs to promote public health such as posters or tasks related to certain topics have started to be developed by teachers.The lack of these activities and promotional programs requires that in the future to increase support in this direction enabling to plan in detail the development of educational and health promotional activities where the information is scientifically based and the way of communication and information is as clear and accurate as possible to have more acceptability,liking and the highest reliability.

Key words: Health education, promotion, young people, educational institutions

1. Introduction

Health promotion covers all aspects of activities and programs that aim to improve the health of individuals and the community (1).It includes any combination of educational and ecological support for actions and living conditions that improve and promote the health of everyone (2, 3). Health promotion is the process of training individuals to increase and improve their control over their health (Ottawa Charter) (4). We can say with conviction that health promotion focuses on achieving equality in health for all individuals in the community. The promotion of health in schools represents a small and ideal world in which the beliefs, thoughts, knowledge, attitudes and habits will largely determine the evolution of the individual towards maturity, and will play a special role and contribution to its social life (5).In this respect, the cooperation between the world of health care and that of education and

training represents a fundamental element for the development of activities that allow the management of processes which are overloaded by numerous pressures, especially commercial ones aimed at favouring the consumption of tobacco, alcohol, sugary drinks, high-calorie foods and drinks, through often contradictory media messages. Scientific evidence shows that a limited number of behaviours contribute to a large extent to determine some of the leading causes of death affecting our society, such as cancer and accidents.These behaviours, often developed at a young age, include the consumption of tobacco, psychotropic substances, alcohol, unhealthy diets, physical activity, and inappropriate sexual behaviours (6). Promoting health in schools is one of the basic elements of student education for which schools should invest today and in the future. Promoting health in school settings is important because health and education are closely linked.Healthy children are more likely to be more effective. Education plays an important role in the economic development and lifelong health outcomes.Promotion of health in all preschool and school cycles through the development of educational activities in general and educational-health in particular, both inside and outside the compulsory educational programs, in order to be continuous and systematic (7).The importance of health promotion in schools is great, as the school is the institution which covers a large part of the population, including young people. To achieve these objectives and common learning skills for all health education programs we must aim to analyse health content and improve the old methodologies that have characterized interventions so far. Quotes in school are often episodic, non-participatory and informative only. The core values of a health promotion school initiative which is also done through partnership can be to promote health through the topics, contents and methods analysed in order to highlight and overcome the fragmentation and operational disommogeneity that so far has not allowed a realistic assessment and reproducibility of the interventions performed (9). Nutrition, physical activity, sexuality, alcohol, psychotropic substances, smoking, other addictions, road accidents, mobility in home and stable conditions constitute the content of the following educational-health information which provides, for each field, the definition of the problem, identification of risk factors and protection factors. Presentation of national and international articles and guidelines, references to projects already completed on topics which include different geographical realities, learning objectives as well as teaching methods and tools for teaching in the field of health promotion and education serve as a key point for everyone's health as health is a value and fundamental right which we must preserve and take care of at all times.Given that health promotion is not only about changing behaviour but also about intervening in political, social and organizational factors, it is worth mentioning the presence of numerous studies that highlight how health education conducted in schools is effective in reducing the prevalence of behaviours dangerous to the health of young people. In our context, health promotion can be presented as a combination of health education, and other activities that schools can undertake to maintain and improve the health of all those who are part of these institutions (8). We all care for chilldren, every child and young person has the right, and should have the opportunity, to be educated in school to promote health. The school represents, in fact, an essential meeting place for any serious and real health program which wishes to achieve a broad and positive impact on the health of the whole country as, more than any other institution, it can help you live in a healthier, more satisfying and productive way by helping to acquire knowledge and skills necessary to avoid risky behaviours.(10).School can also allow for the development of autonomy and empowerment processes by aiding learning skills such as knowing how to make decisions, communicate effectively, and resist external influences by making healthy behavioural choices.

2. Methodology

For the collection of this data was taken a volunteer sample to be part of this study from elementary and secondary school in Tirana.Of 150 questionnaires distributed 130 was valid so the final sample consisted of 130 subjects.Quantitative research was used where an anonymous questionnaire was completed based on the research method (observation) respectively through the survey method and the interview method.The questionnaire consists of 18 closed questions which in the first part deals with information about the use of alcohol and tobacco, in the second part the knowledge which is related to sexually transmitted infections, as important issues related to the health of young people and in the third part they were also asked about the development of promotional and informational activities in school, in relation to these important issues directly related to health.In completing this questionnaire participated 130 students aged 14-18 years, of whom (n = 81) females and (n = 49) males.

3. Results

Respectively in this study we found that 73.3% females and 26.66% males have shown that they have general knowledge about sexually transmitted infections but not in detail, this information that remains evasive and unclear, where it is worth noting that today this information about sex and sexually transmitted infections has never been so extensive and diverse. Therefore, it is very important that through activities or services for health promotion we must properly orient young people towards accurate and appropriate information. Also 65.5% of females and 34.5 % of males showed a low level of support for the organization of various health promotional activities whether from school, other organizations or local institutions.In terms of consumption of tabaco and alcohol as well as the damage and dependence that these substances cause for human body especially in young people the answers have been that 75.2% males and 24.8% females admitted that the consumption of these substances was started simply as something different without actually realizing the real danger caused by their abuse. There has been a more positive approach, with a total of 56% females and 44% males responding to some form of activities or programs to promote public health such as posters or assignments related to certain topics by teachers, among which stated that recently, a number of activities have been developed as well as promotional programs for the necessary elaboration of human behaviors with a focus on educational health of various forms and dimensions. Most of the questions identified in relation to other health promotion activities have been answered of which show a low percentage 21% of development of these activities in general.

4. Discussion

As can be from the data reported in this study, knowledge and information exist in general but not in a detailed and specific way, and in this aspect the information must have a high level of acceptability, liking and reliability.The aim is not only to standardize accurate information about the health of young people, but also to raise awareness and enable them for a healthy life as they move through the stage of physiological and mental growth where there are not only the young people themselves who can pass the information on to each other but also the teachers.Therefore, in the future there should be increased activities and support in this regard. Promotional activities in schools are essential for students in raising awareness and caring for a healthier life. It is therefore expected that in the future there will be an increase in health promotional activities in schools, as health promotion interventions carried out so far

in schools are often characterized by fragmentation and operational disommogeneity and their evaluation and reproducibility has not always been possible.The promotional programs themselves, the topics and contents of the respective interventions according to the age groups should gradually increase, advancing towards the level of knowledge, attitudes, habits and behaviours related to health.

5. Conclusion

These types of studies need to be extended more widely to the population with a large representation of children, pupils, students and parents, not only in urban areas but also in rural areas where it is known that many of these topics are still taboo, where these health promotion activities as well as the relevant topics should be conceived in function of the needs, problems and concrete priority situations. It is important for young people to learn from reliable and impartial sources of information, discuss with health care professionals, choose which option is right for them, so that the risk to their lives is minimal. Through which to be tested and to evaluate the perceptions and life practices related to health, evaluating the situations in a way to be served with the necessary interventions, appropriate and concrete improvements, for living everywhere more and more healthy and where the information is scientifically based and the way of communication and information is as clear and accurate as possible to have more acceptability, liking and the highest reliability.

6. Recommendations

Therefore, these data can show that it is very important that through activities or services for health promotion we must properly orient young people towards accurate and relevant information. The school also welcomes all age groups during development for a long period of their lives and should provide them with the opportunity to observe and monitor the growth path and the model of health and well-being in which the individual is focused by strengthening the concept of their personal and being healthy.

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The Impact of the Pandemic Covid-19 on the Student's Learning Process

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Abstract

The worldwide pandemic situation faced by the education sector presented unprecedented challenges for teachers and students in every subject, in particular, PE teachers. The teaching process was transformed from open environments, practical field instructions, to those of online platforms, with virtual instructions and demonstrations. The aim of the study is to present a theoretical overview of the online teaching of the PE subject, as well as evidence of the level of motivation and involvement of students in online teaching not only in theoretical but also practical subjects. The methodology of the study is based on a review of recent scientific articles, as well as a meta-analysis of the current situation on student involvement in online teaching, conducted and obtained from a recent quantitative database on the psychological and pedagogical aspects of online teaching. From a theoretical point of view, some researchers approve of the fact that to help teachers conceive the integration of online PE teaching with the comprehensive school curriculum of this subject, it is assumed that PE programs based on standards can serve to promote PA for all young people in school, community and home environments with the support of online teaching tools. From the quantitative data obtained from the current situation, it results that most students have had easily accessible access to these online platforms, especially in theoretical subjects. As conclusion affirms that due to the close cooperation online learning for most students in Albanian universities was easily applicable to any school curriculum.

Keywords: COVID-19, online learning, physical education, teacher, student, online platforms

Introduction

The pandemic situation all over the world exacerbated the administrative, health, educational functioning in all key sectors of every European, Balkan and Albanian country. Mostly the COVID-19 pandemic has presented unprecedented challenges for teacher education around the world. In particular, physical education teacher education (PETE) may well suffer the most in the transition from the well-established face to face instruction and environments to virtual (online) ones. [1] As a new way of teaching and learning, online learning was selected as one of the most appropriate methodologies in acquiring knowledge from students, which unquestionably required cooperation between the most important educational partners, that of teachers/lecturers and students too. [2] Considering the fact that, online learning in practically in the most Albanian public and non-public universities was a new innovation, the aim of my study is to present a theoretical overview about online teaching of the PE subject, as well as an evidence of the level of motivation and involvement of students in online teaching

not only in theoretical but also practical subjects. The objectives of my study are to identify the level of student involvement in online learning, access and adaptation to this type of methodology, benefits and negative aspects of online learning. Critical analysis of the real situation in Albanian universities, scientific is arguments are based on my recent studies on online learning and student's motivation.

Literature Review

The COVID-19 pandemic has come to exterminate lives, dismantle projects, damage economies and above all has come to challenge human intelligence. As a method of compensation and development, even in times of quarantine, physical culture and sports are launched. Projects are undertaken to intensify and extend physical exercises to all possible territories through Information Technologies (ICTs). Teleeducation and virtual Physical Education become an effective tool to contribute to the quality of life of people in conditions of isolation and social distance. The didactics of Physical Education (PE) is turned to the discovery of new methods and strategies to reach more people in the best way. [8]

Chunlei Lu, Joe Barrett, Olivia Lu (2020) in their study, discuss the specific challenges and solutions for teaching physical education through online learning. They affirm that in PETE planning and delivery, there exists an interwoven relationship between space (e.g., requirement for and use of large activity space), equipment (exploration and use of a variety of equipment), and student engagement in physical movement and movement explorations in groups, all of which serve to make PE teaching and learning more accessible and meaningful. [1] The authors addressed unexplored yet anticipated major challenges particular to online PETE in the COVID-19 era, challenges, which were equivalent to those faced by the Albanian education system, especially of the physical education teacher's candidate. Some of this challenges presented from the authors are:

We anticipate PETE instructors may have difficulties helping teacher candidates pedagogically conceptualize, create, and practice movement concepts, skills, and strategies utilized across a variety of physical activities (e.g., games, alternative environment activities). Our concern is that the less connected face to face environment makes it more difficult for PETE instructors to help teacher candidates explore and deconstruct their own personal experiences in PE, ones often rooted in traditional and less accessible understandings of what PE teaching and learning should look and feel like.

It will be difficult to help PETE teacher candidates navigate the relationship between theory and practice in a largely two-dimensional learning environment. The face to face setting offers three-dimensional views and experiences, embodied experiences for teacher candidates to explore the use of space, movement, and equipment in PE teaching and learning. PETE teacher candidates who are not PE majors or minors (e.g., generalists) may be left to navigate the disconnect between theory and practice a divide that would often be carefully addressed in curated, embodied three-dimensional experiences (e.g., safely and purposefully utilizing space, equipment, peers, and relationships).

Even when teacher candidates understand PE curriculum and pedagogy, it will be difficult for instructors to explain and demonstrate (and difficult for teacher candidates to observe and operationalize) how to implement and adapt PE instructional models and strategies (e.g., Easy Play), and offer teacher candidates the opportunity to explore and practice teaching physical activities (e.g., peer-teaching) in the required space with planned equipment for targeted

curricular expectations/objectives in online settings. Compounding this challenge, we anticipate online-only teaching may uncover access/equity concerns. In particular, access to technology (e.g., reliable internet, sharing of tech within home) and in-home access to physical activity equipment may be obstacles to consistent and meaningful online PETE course participation.

Some of the solutions that the authors think in their study also serve as a reflection to improve the situation in our universities or to have them in our attention during the online learning with our students in the new academic year. These solutions are:

Instructors may utilize curated videos (e.g., ATLAS, National Board for Professional Teaching Standards) to show PETE teacher candidates what purposeful teaching and learning looks like in school PE classes. Teacher candidates should be encouraged to learn how to use animations or video games to motivate school pupils to have a variety of fun physical activities.

Instructors are encouraged to consistently and frequently utilize technology to present visual aids (e.g., MS Teams whiteboard) in order for teacher candidates to identify, explore, understand, and deconstruct movement skills, sport tactics, and teaching strategies.

Instructors may work to build a supportive and collective online course community via the use of instructional methods such as group instruction, creation of online shared forums, and through efforts to connect PETE teacher candidates to practicing PE teachers in the field beyond their institutions.

PETE instructors should form a PETE related professional learning community/network (e.g., at local, regional, provincial, national, or international levels) and take advantage of both synchronous and asynchronous technology opportunities to share expertise through the use of pre-recorded audio/video PPT/PDF on online platforms (e.g., SharePoint). Moreover, PETE instructors can leverage expertise serving as guest lecturers, or invited PE experts as guests from other institutions, schools, or communities around the world to give online live presentations or workshops.

Instructors should be mindful of the pressures and stresses associated with the unprecedented challenges in the PETE online environment. It is essential to emphasize self-care (e.g., mindfulness) and staying positive, which may help manage both mental health and productivity for the instructor and teacher candidates. [3]

In an OECD (2020) report on *"Supporting the continuation of teaching and learning during the COVID-19 Pandemic"* based on the survey that assessed educational needs, priorities, implementation challenges and emerging responses, the authors affirms that we need to focus on a taxonomy of needs/resources on social, emotional and cognitive skills - to help students learn outside of school, where not only the teacher but also the parents play a key role in this support. The resources are grouped into three broad sections, according to their purpose: [4]

Curriculum Resources: These include lessons, videos, interactive learning modules and any other resources that directly support students in acquiring knowledge and skills.

Professional Development Resources: These are resources which can support teachers or parents in supporting learners, guiding them to content, developing their skills to teach remotely, or more generally augmenting their capacity to support learners now learning more independently and at home, rather than at school.

Tools: These include tools that can help manage teaching and learning, such as communication tools, learning management systems or other tools that teachers, parents or students can use to create or access educational content. [4]

Collin A. Webster and colleagues have presented online physical education (OLPE) as a viable alternate mechanism for equitable physical activity promotion among youth in the current climate, drawing from the synergy of the Comprehensive School Physical Activity Program Framework (CSPAP) framework. To help teacher educators and researchers conceptualize the integration of OLPE with CSPAPs, it is purported that standards-based physical education programs can serve to promote physical activity for all youth in school, community, and home settings with the support of OLPE tools. Similarly, the goals and expectations for high-quality physical education instruction and delivery should apply to the development of successful OLPE platforms that strive to make physical activity programming equitable, developmentally appropriate, and equally accessible, accounting for unique factors of effective OLPE access and delivery at the student, family, school, and community levels. In this sense, OLPE, through capitalizing on the inherent interconnectedness between the schools, digital technologies, physical education, the family, the community, and the student can serve to support CSPAP goals. They affirm that a natural next step is to develop learning experiences in PETE that focus on OLPE competency building, needs assessment, and resource optimization in the family and community contexts. Concurrently, research should examine the potential for preparing P–12 school professionals (e.g., physical education teachers and teacher educators) in successful practices for OLPE delivery and assess students' learning, physical activity, and related health outcomes. [7]

Critical analysis of the real situation on online learning in Albanian universities

The immediate implementation of teaching and learning online in our country, due to pandemic circumstances, caused a "chaotic" situation throughout the education system, between academic staff/ teachers and students as well. The peculiarity of this confrontation / difficulty for all of us, was the lack of previous orientation trainings / instructions for this type of teaching, in both directions, that of both students and professors. From the data obtained in my current studies, it turns out that, thankfully, students adapted easily to technological innovations. From this point of view, being users of technological tools and their curiosity in the use and implementation of their tasks, on online platforms did not turn out to be difficult for them. An important element emphasized by them was the constant communication of the lecturer with the students, although due to the lack of technological infrastructure on the part of the students, they often had problems in the online/internet connection, as well as in their own technological skills. [5] Since that the academic programs at the Sports University of Tirana in terms of its typology contain theoretical and practical modules, where I emphasize that the practical subjects before the pandemic COVID-19 took place in gyms, thereupon the studies were focused also in students 'perceptions on online learning versus that in the auditorium. The obtained data show that the realization of the learning process through online platforms were more effective in theoretical subjects than practical ones, although teaching in auditoriums is irreplaceable, (for any type of subject/module) this for easier communication and acquisition of knowledge directly. The reason that online teaching in theoretical subjects was more easily adapted to students than practical ones is due to the fact that in the syllabi of these subjects are provided essays, individual work for students, etc. and their writing in words, as well as sending in the lecturer's email was entirely possible to be realized by them.

It is important for students approved the fact that, during online learning, lecturers have shown understanding in the presence of students, without causing them stress or other psychological distress. [6] The studies also focused on motivating and developing the student's self-efficacy, where they believe that will receive a positive grade in this academic year subjects. According to them, the basic concepts, skills, as well as the tasks developed in this platform are in line with their expectations and syllabus. A highlighted element is the concern of students when performing an alternative test on the online Microsoft Teams platform, as well as a satisfaction and success from them when they correctly perform the task. Student's claim that, in order to be accurate in submitting tasks on this online platform, they need to work closely and consistently with each other. [2] Virtuality is a technological advance that, when put in the hands of the population, implies countless savings in resources and a valuable interaction between students. However, there are many actions that must be undertaken not only to make these resources available to students but also to prepare them to make good use of them. There is no doubt that virtual physical education was created to provide the world with physical activity and sport for all, in our hands is to make possible its mission during the COVID-19 and happily after it. [8]

Conclusion and Recommendation

Online learning and online teaching was the most effective solution in the circumstances that occurred due to COVID-19. Our students present high levels of optimism for their progressiveness in the online learning process. They easily adapted to the application of the unified online platform MS Teams, easily performing tasks and tests on this platform. Lecturer-student collaboration continues to be needed in facilitating the online learning process in order to understand the basic concepts and skills learned in the modules of this study program. Highlighting the innovations and difficulties of online learning in our public universities, I recommend adapting the syllabi of some subjects with: elements, special classes, assignments, intermediate tests or exams using digital platforms, ongoing training of academic staff regarding online teaching innovations, resources, various online platforms, etc. and also improving the infrastructure in universities to facilitate this technological innovation in our auditoriums. As Richar Jacobo Posso Pacheco and his collague affirm It is just as important to ensure that physical activity in the virtual is effective in times of COVID as in the expected de-escalation. To guarantee the success of PE in times of COVID it is as indispensable to develop physical capacities as to develop thought in order to ensure human welfare. Not all countries are technologically prepared to establish a sustainable and balanced PE and to achieve this it will be necessary to involve local and national governments. [8]

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Approaches Using Social Media Platforms for Teaching English Literature Online

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Abstract

In the modern era of globalization, language and literature learning and comparative literary competencies are inextricably intertwined. Online learning and teaching, and telecollaboration are a great benefit to literature students who do not have face-to-face intercultural opportunities with members of diverse languages, literature, and cultures. Even, online teaching and learning make academics borderless and remove walls. The present study explores principles and new strategies for teaching English literature online. This article addresses how to adopt literary lesson plans for different types of learners, set clear expectations with students, and build rapport and community with students in teaching literature online. This research discusses the right EdTech tools and curricula support and investigates the way to use social media platforms e.g. YouTube as supplementary sources in e-teaching and e-learning for literary content. The results show that online pedagogies can develop Literature educators and students' skills and promote their literary knowledge along with converting a Web-primarily based totally environment into a social network with social media platforms crossing teach, learn and lands, inaccessible areas, and those who have limited instructive supports and facilities for creating equal opportunities.

Keywords: Online Teaching, Teaching Strategies, Social Media Platform, Teaching English Literature

1. Introduction

Practical trends for e-learning development in higher education are important to universities (Asgari, & Mehrpouyan, 2016). Online classes have come to be a distinctly popular method for college students to develop their education practically. Teaching an online direction requires special techniques from the face-to-face classroom hence instructors must undertake or increase their competencies to the online learning environment, to make their materials effective and engaging for students. Special teaching strategies can enforce to improve instructors' online education and make the online class a successful experience for each

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professor and their learners. Online teaching also needs exclusive kinds of interactions with students. Effective online teaching depends on gaining knowledge of experiences, which are appropriately facilitated and designed by methods of knowledgeable instructors. Since inexperienced students of English literature in e-classes have distinct studying patterns and a mixture of methods, online instructors ought to plan activities that consist of multiple styles of learning for different subjects e.g. poetry, fiction, drama, etc. Teaching methods have to also be tailored to the new learning environments. This paper covers the following forms of literature for an online class with below concepts and objectives: prose, poetry, story, play Biography, and autobiography, and essay.

Prose: Teaching prose seeks to develop knowledge, comprehension in the students. They are enabled to evaluate and criticized the thought and factual content. They are taught various forms of the literature available. Acquiring the ability to understand its meaning and theme they become able to criticize and review it on both factual as well as psychological plans.

Poetry: Teaching poetry under literature seeks to develop understanding and appreciation in the students about the various aspects of poetry so that they can understand and appreciate its theme. They are also expected to memorize the poem while being to analyze and criticize various forms of poetry.

 Story and play: Teaching story and play seek to provide knowledge and understanding so that the students can analyze and criticize its different characteristics and aspects. They also become able to know where we have facts, events, and other occurrences as mentioned in the story.

Biography and autobiography: concerned with the effective aspect emphasizing acquiring knowledge and understanding about the lifestyle of the person, main incidents, and events these make one able to criticize and analyze the role in the specific field.

Essay: Teaching essays under literature seeks to develop knowledge and understanding in the students so that they develop skills of writing and evaluation on a subject while appreciating different forms of essays.

To undertake literary curriculum for various mentioned forms of literature and different level of learners should set clear expectations with students, and construct rapport and community with students in instructing literature online strategies for educating English literature online. In this article, the method to use social media platforms such as YouTube as supporting sources in e-teaching and e-learning is focused on literary content in different genres.

The usual face-to-face learning space is instructor-centered. The educator controls the transfer of the information and lessons. With the fast development of the Internet, "access to widespread e-sources and materials: original literary texts, critical reviews, reading aloud the literary texts, live drama performance, etc., students are no longer dependent on college for gaining knowledge". The potential to learn online has altered this dynamic enabling cyberspace that is monitored and discussed. A student-centered online session that can increase interactivity and collaboration. Online instructors are now facilitators of data guiding college students towards solutions. Some change/amendment /improvement/update to the instructor's pedagogy is required. For online education to be successful, educators, as properly as s, should target students to take on new roles in the teaching-learning relationship, and colleges have to be inclined to launch manage of gaining knowledge of to the college students

(Instructional Strategies for Online Courses, 2011). Online instructors have discovered that by using incorporating a "full range of interactive methodologies" (Instructional Strategies for Online Courses, 2011), online discussions and forums produce higher quality, deeper communication, and responses. Below are countless teaching strategies identified with the aid of the universities'' online Network for improving the strategies used in the face-to-face class that can be transferred into an online education environment in different scopes of instructional strategies for online literature courses: forum/discussion, assignments, assessments, projects, online presentation, collaborative learning, lecture, case study, etc. However, social media platforms for teaching English literature online are crucial and helpful. The question of this study is what approaches to use these platforms for teaching English literature online with a special focus on YouTube.

The research method was used is the library and literature review method and practical and experimental methods were employed to conduct this study.

2. Literature review

Online educational methods talk over the ways and approaches that guide the organization of learning activities, course content, and student engagement in online courses (Bonk and Dennen 2003). Posting self-introduction videos at the start of a web category so participants could feel that they understand their peers higher is an example of an educational strategy. Strategies often adopted in online courses embrace (1) promoting interactivity through asynchronous and synchronous communication or delivery (Ku et al. 2011; Lawton et al. 2012); (2) facilitating the appliance of ideas (Steinberg 2010; Strang 2012); (3) mistreatment video demonstrations, like screencasts for demonstrating tools and programs (Gemmell et al. 2011); and (4) transfer a robust social presence or a way of belonging to a learning community (Thomas et al. 2008; Zhang and Walls 2006).

Students in online quantitative courses like statistics have restricted access to face-to-face support and have a better rate of attrition than that of face-to-face courses (Ariadurai and Manohanthan 2008). The shortage of acceptable and deep interaction may be a common issue in online courses because students and instructors area units set in several geologic locations (Moore 1991). This lack of interaction will simply lead to a way of isolation and frustration and a high dropout rate in online courses (Willging and Johnson 2004).

Interaction permits students in online categories to move and cooperative learners. There are unit three sorts of interaction in online courses: student-to-instructor, student-to-content, and student-to-student interaction (Moore 1989). student-to-instructor interaction refers to dialog between students and the teacher, moreover because of the engagement of the scholars and teacher within the learning and teaching method (York et al. 2007). Student-to-content interaction refers to the quantity of substantive interaction occurring between the learner(s) and the content (e.g., texts, audios, and videos). Student-to-student interaction refers to the dialog and exchanges between and/or among very different participants in a web course. These interactions affect not solely however students understand their learning conjointly the} overall instructional expertise however also the perceived quality of the instruction and learning in a web course (Bonk and Cunningham 1998). Encouraging students to retort to every different and also the teacher in ways in which demonstrates essential thinking and application after all ideas may also promote higher-level psychological feature skills (Davis and Snyder 2012; Lawton et al. 2012). Students who interact in cooperative learning will

higher relate new Cunningham to the knowledge they already possess and mirror on their viewpoint and people of others to reach a comprehensive understanding of a difficulty (Miller and Redman 2010).

Students could move with each other and their teacher through synchronous or asynchronous communication. Synchronous communication depends on mounted conferences in time and permits issues to be right away addressed throughout the educational method (Ku et al. 2011). For instance, mistreatment Elluminate, an online conferencing program, to deliver a statistics category (i.e., mistreatment synchronous communication) was found to be more practical than having a text-based asynchronous communication delivery mode (Myers and Schiltz 2012). Asynchronous communication offers a lot of flexibility for college kids preferring to figure severally and provides longer for college kids to mirror on their learning. In asynchronous communication, students work at their own pace and generally move with one another through rib discussion boards (Ku et al. 2011). Asynchronous communication conjointly permits students to mirror on readings and what they are learning from others, elaborate on comments, and post stimulating inquiries to encourage others to suppose more a few topics. This leads students to more develop their ideas or take into account new ways in which of thinking (Majeski and fodder 2007). However, students might not be happy with their instructors delayed explanations to their queries, and will not feel that the teacher is approachable, and/or feel comfortable in collaborating with their peers with asynchronous communication (Summers et al. 2005). Strang (2012) noted that mathematical-oriented topics area unit tougher to find out and teach, and it should be ideal to possess each synchronous and asynchronous communication to facilitate active applications and interaction to enhance learning. However, because several online students ask for online courses to avoid mounted meeting times, it is sensible to adopt asynchronous communication for online courses (Huan et al. 2011).

3. Methods

Data were collected from practical instructional strategies and experiences from the actual online literature classes and students' reflections to a different range of strategies and course design to help students to learn literature in an online setting. The study was conducted through literature review and mainly empirical and descriptive-analysis methods practically to cover the objectives of the study the right EdTech tools and curricula support and investigates the way to use social media platforms e.g. YouTube as supplementary sources in e-teaching and e-learning for literary content.

4. Results and discussion

4. 1. Prime Social Media Platform for Teaching English Literature Online

This article has a special focus on YouTube as a social media platform to help to undertake literature subjects. Some literary subjects are difficult to understand and this platform might be helpful. The re-enactments of Shakespeare's drama exist in YouTube movies and short videos contain them in the literature classes. Instead of college students simply analyzing a textual content version of Othello, why no longer have them also watch a live performance of Othello to get them significantly inspired to study literature? These one-of-a-kind types of movies can be used to complement the online literature classes. Students' comments have been improved as they like listening to the author's talk on why they wrote their literary works etc. The students are now interested in literature by enjoying multimedia. Some approaches

to use this social media platform are suggested to literature instructors for their classes in a variety of literary genres. Prime Social Media Platform for e-Teaching English Literature can be included: Live Performances of Plays, Reading Poems, Writer Interviews and Biographies, Evaluation of Literary Works, Students' Performances and Experiences, Performed literary pieces, Musical Selections of Many Historical Literary Periods, Full-Length Movies in 10-Minutes, Radio Productions and Audiobook Readings (Figure.1)

Figure1. Social Media Platform for e-Teaching English Literature

4.2. Watch Live Performances of Plays

YouTube has play performances particularly Shakespeare performances e.g. Othello, Hamlet, and The Merchant of Venice as properly as other Shakespeare plays. Students can watch specific remakes of these performances, examine, and contrast which overall performance they like best. Students can additionally stage their renditions of a dramatist and put up their videos. YouTube has many renditions of Hamlet from during the 20th century. It is fascinating to see how various actors interpret the same lines "To be or now not to be." Each actor has his way to specify these lines and it is enjoyable for college students to compare/contrast these performances in an online argument forum (Animated Tales of Hamlet).

4.3. Retain Reading Poems Aloud By the Poets

In a video, Langston Hughes reads a piece of his literary work "The Negro Speaks of Rivers." Being attentive to the poet's voice helps Literature students perceive his motivations and aspirations for writing that literary work. Whereas Hughes reads his literary work, one might hear in his voice the pain that racial discrimination points to. Hearing this ache enables college students to apprehend an extra non-public dimension of the poem. In the discussion forum, the online teacher can then ask college students what their concept about the poet is and how to investigate the reviews and modify their perception of the poem (Negro Speaks of Rivers).

4.4. Listen to Rare Writer Interviews and Biographies

In an uncommon interview, John Steinbeck talks about why he wrote the Grapes of Wrath. YouTube movies allow college students to hear and see the creator and better apprehend the motivations behind their literary works. It is gratifying to arouse students' consciousness by asking questions about what they completed regarding these authors from these movies and students might then observe however being attentive to these interviews changed their interpretations of the literary piece (Steinbeck video).

4.5. Review the Evaluation of Well-Known Literary Works

YouTube has a literary evaluation of many notable works such as Robert Frost's Mending Wall. The instructor can ask students if they agree or disagree with the literary analysis, and why. (Literary Analysis of the Mending Wall by way of Robert Frost).

4.6. Observe Other Students' Performances and Experiences of Literary Pieces

Students can examine how different college students have re-enacted a play they are analyzing in class. Students are influenced to then recreate their re-enactments of this play for a full understanding of the play. It is enjoyable for college students to embed these scholarly films in their dialogue boards and to talk about what they like or dislike about the performance.

4.7. Involve in performed literary pieces in their native tongue

When teaching Dante's Inferno, there is a YouTube video of Dante's Inferno in its authentic language, Italian. Listening in Italian helps the college students get a concept of how the poem sounds in its native language (La Divina Commedia).

4.8. Give Ear to Musical Selections of Many Historical Literary Periods

If, for example, the professor instructing the Harlem Renaissance, one will locate many videos presenting the track of the Harlem Renaissance. When students pay attention to the music, they can attempt to think about sitting in a jazz club listening to a band of that period (Harlem Renaissance).

4.9. Receive Full-Length Movies in 10-Minute Intervals of the Preferred Literary Pieces

Possibly literature students begin reading Hamlet according to their syllabus, might watch a full-length movie of Hamlet in ten-minute intervals on YouTube, or might watch short clips or selected videos. The professors can have students compare/contrast the movie adaptation with the original text.

4.10. Enjoy Radio Productions of Great American/ British Plays

Students can examine a play like the Glass Menagerie and then listen to the radio productions and compare/contrast with what they have read. Listening to these old radio productions additionally helps college students understand how older generations entertained themselves before the invention of the television (World Performance of Glass Menagerie).

4.11. Have Audiobook Readings of a Literary Novel/Poem/Drama

YouTube has chapter-by-chapter readings of preferred novels such as The Grapes of Wrath. Students can pay attention to the complete novel in ten-minute intervals. Listening to a novel offers any other dimension of enjoyment and understanding for the student (Meet Ray Bradbury). Hence, the literature professors might implement their e-creative and e-innovative techniques in teaching methods online by the manner of the usage of multimedia platforms, communications, apps, browsers, websites, cyber play, and games, bulletins, chatrooms, blogs, wikis, linguistic communication process, podcast, direction administration systems, annotated digital editions, text-analysis tools, ASCII text file applications, and YouTube channel (Lancashire, 2009).

There is a persevering dialogue in the educational literature that the use of such social media and social networking sites would facilitate collaborative learning. It is human psychology usually that such communication media science appears solely for entertainment, but it is mentioned right here cautiously that if such communication technology would be observed with due interest prove productive. It is essential to acknowledge that most university students presently adopting social media conversation to engage with colleagues, instructors and additionally making the crew be in contact with old pals and even a convenient supply of

transferring the resources. In the current era, the majority of college students having different social media community agencies like WhatsApp, Facebook pages following special tutorial web pages to upgrade their knowledge.

Accordingly, the use of online social media for collaborative learning, interplay with mentors and colleagues Leadbetter student engagement, which hence influences student's academic performance. The greater training authority ought to provide such a platform that can nurture the student's mental talents. Based on the empirical investigation, it would be stated that students' engagement, social media conversation gadgets facilitate college students to retrieve data and interact with others in real-time related to sharing educating substances contents. Additionally, such sophisticated conversation gadgets would prove to be more beneficial to the students who feel too shy in front of peers; teachers may open up on the web for collaborative studying and teaching in the international situation and additionally useful for physically challenged students. It would additionally make the experience that intensive use of such state-of-the-art technological knowledge in educating pedagogical in higher education, in addition, enables the instructors and college students to interact digitally, web-based learning, growing dialogue groups, etc. (Ansari and Khan, 2020).

5. Conclusions

The appropriate EdTech tools, which help the curricula, were recommended. The results exhibit that online pedagogy for literature subjects have active approaches and strategies to facilitate teaching and learning such as remodeling a Web-based environment and platform into an intimate social community spanning establishments and individual student. Literature professors should not think that because they are under the branches of the human sciences, they cannot, like other disciplines, not benefit from the facilities and tools of educational technology, particularly in online education, themselves and their students. These educators should try to adapt to the technology of the day and learn the updated methods and strategies to use them in the online classroom environment. With the help of their creativity and experience and collaboration with other colleagues, they can improve their teaching abilities and skills in the online space and provide a more enjoyable and productive learning environment. In this article, an example of a useful educational platform for academics is introduced with approaches on how to use it as a generalizable instance that can help to teach literature courses effectively in universities. These strategies and approaches can provide the ground for literature educators with their knowledge, experience, and creativity to be able to use these strategies in a way that is compatible with their learning environment and the level of online classroom students.

Ultimately, it is recommended to study other social media platforms for teaching English literature online and compare the different approaches to use.

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Developing Multilingual Competence and Cultural Awareness through Forms of Non-Formal Learning: A Contribution to Sustainable Employability, Active Citizenship and Social Inclusion

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Abstract

We live in a fast-changing world, where breakthrough technological advances have not just disrupted industries but also changed the way we live, work and learn to a degree humankind has never experienced before. As the modern workplace becomes ever more global and interconnected, proficiency in foreign languages (FL) assumes a fundamental role in international business relations. Simultaneously, being able to navigate culturally diverse environments, i.e., understanding how international stakeholders think, work, and express themselves through their attitudes and behaviours is of paramount importance as well. These challenges also raise pressing questions: How can we prepare learners for a global world in constant evaluation? How can we help them develop 21st-century skills as important as critical thinking, creativity, communication, adaptability, digital literacy and cross-cultural understanding? In May 2018, the Council of the European Union (CEU) adopted a *Recommendation on Key Competences for Lifelong Learning*, a framework that attempts to establish a common understanding of competences needed in the present moment and the future, by emphasising the inter-relatedness of knowledge, skills, attitudes and values. An important reference tool for education and training stakeholders, this recommendation identifies the following key competences: 1) Literacy competence; 2) Multilingual competence; 3) Mathematical competence and competence in science, technology and engineering; 4) Digital competence; 5) Personal, social and learning to learn competence; 6) Civic competence; 7) Entrepreneurship competence; and 8) Cultural awareness and expression competence. The EU Member States are, thus, encouraged to prepare their citizens for changing labour markets and active citizenship in more diverse, mobile, digital, and global societies, and to develop learning at all stages of life. While teacher-guided approaches will remain an important pedagogical practice, the main approach to teaching key competences is through providing learning environments that facilitate active learning, i.e., student-centred settings where open-ended problems and challenges can be solved through debate, experimentation, exploration, and creativity. This paper aims to narrate a non-formal activity carried out within a Business English Communication course taught at the Higher School of Technology and Management of the University of Aveiro (Portugal), in collaboration with an international group of volunteers from the European Solidarity Corps. This initiative sought to contribute to the development of some of the key competences for lifelong learning, especially multilingual skills and cultural sensitivity and expression, but also digital skills and personal and social skills of the participants.

Keywords: intercultural communication, FL teaching and learning, competences development, 21st-century skills

Introduction

> *Education is no longer about teaching students something alone; it is more important to be teaching them to develop a reliable compass and the navigation tools to find their own way in a world that is increasingly complex, volatile and uncertain. Our imagination, awareness, knowledge, skills and, most important, our common values, intellectual and moral maturity, and sense of responsibility is what will guide us for the world to become a better place.* —Andreas Schleicher, OECD Education Directorate

We live in a fast-changing world, where breakthrough technological advances have not just disrupted industries but also changed the way we live, work and learn to a degree humankind has never experienced before. This is a time characterised by interdependence among nations, where socioeconomic, linguistic, and cultural diversity is the foundation on which societies are built; a time of global communication and decentralisation of power, which is accelerated by social media, emerging nationalism, and increasing incidents of terrorism; a time where workplaces have become more open, flexible and transparent and teamwork is highly valued (OECD, 2019). In its *Employment Outlook 2019* report, the Organisation for Economic Co-operation and Development projected that one-third of all jobs worldwide would likely be transformed by technology by 2030 (OECD, 2019). In early 2020, the World Economic Forum (WEF) adverted that the world was facing a "reskilling emergency" (Zahidi, 2020), then later, six months into what became a global pandemic, WEF reinforced that 50% of all employees will need reskilling by 2025 (Whiting, 2020). To tackle all of these changes, we need to continuously develop competences that allow us to successfully manage the challenges posed by the many transitions taking place in our work, in our personal lives, and society. Above all, we need too to learn how to deal with uncertainty, nurture resilience, develop on a personal level, build successful interpersonal relations, and learn how to learn (Sala et al., 2020).

This need, however, poses a quite complex question: how can we prepare ourselves for jobs that have not yet been created, technologies that have not yet been invented and problems that we don't yet know will arise? (OCDE, 2019). Seeking to provide an adequate response to this challenging interrogation, the European Union (EU) has established a series of initiatives to equip individuals with the skills, competences and qualifications required to thrive in such an evolving socio-economic environment. The *New Skills Agenda for Europe*, the *Digital Education Action Plan* or the *Recommendation on Key Competences for Lifelong Learning*, among others, are some examples of such initiatives (European Commission, n.d.).

Following a review of the 2006 *European Reference Framework of Key Competences for Lifelong Learning*, an updated framework, one that aims at setting out a core set of skills necessary to work and live in the 21st century, was adopted in 2018. This revised *Recommendation on Key Competences for Lifelong Learning* emphasizes that "in a rapidly changing and highly interconnected world, each person will need a wide range of skills and competences and to develop them continually throughout life. The key competences, as defined in this reference framework, aim to lay the foundation for achieving more equal and more democratic and inclusive societies. They respond to the need for sustainable growth, social cohesion and further development of the democratic culture" (CEU, 2018). An important reference tool for education and training stakeholders, this *Recommendation* identifies the following key competences: 1) Literacy competence; 2) Multilingual competence; 3) Mathematical competence and competence in science, technology and engineering; 4) Digital competence; 5) Personal, social and learning to learn competence; 6) Civic competence; 7)

Entrepreneurship competence; and 8) Cultural awareness and expression competence. The EU Member States are, thus, encouraged to prepare their citizens for changing labour markets and active citizenship in more diverse, mobile, digital, and global societies, and to develop learning at all stages of life (CEU, 2018; European Commission, 2019).

This paper aims to present a non-formal activity developed with undergraduate students of a Business English Communication course, in collaboration with a group of volunteers from the European Solidarity Corps (ESC). The main objective was to contribute to the development of some of these key competences, especially multilingual skills and cultural sensitivity and expression.

Literature review

Developing and enhancing human skills and capabilities through education, learning and meaningful work are key drivers of economic success, individual well-being and societal cohesion (WEF, 2020). As Schwab (2016) advises, our ever-evolving reality calls for a response that must be integrated and comprehensive, one that involves all stakeholders of the global polity, from the public and private sectors to civil society and higher education institutions (HEI). In fact, with the aim of better preparing graduates for a demanding job market, major changes have taken place in European HEI already. One of the most significant developments is the shift in the learning paradigm: the evolution from traditional, teacher-centred instructional models to learner-centred approaches, where students take an active role in their learning process – that is, in the development or consolidation of their set of competences. The European Council defines "competence" as a combination of knowledge, skills and attitudes. Knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject; skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results; attitudes refer to the disposition and mind-sets to act or react to ideas, persons or situations (CEU, 2018).

Competences are often divided into two distinct categories: the cognitive and technical competences, also commonly known as "hard skills", and those of a transversal nature, coined as "soft skills". Hard skills refer to easily defined and measured knowledge or abilities that are obtained through (certified) schooling, training, courses and on-the-job training, whereas soft skills, which are often transferable across careers and industries, refer to any skill or quality that can be classified as a personal trait. In other words, these refer to the individual characteristics that shape how individuals communicate with others; personal and interpersonal skills such as active learning, adaptability, creativity, critical thinking, dependability, effective communication, empathy, flexibility, managing feedback, organization, problem-solving, resilience, stress tolerance or teamwork are all important pieces in the set of transferable skills that can be applied in nearly every setting in today's fast-paced global economy (Simões, 2020).

The new reality brought by the Fourth Industrial Revolution calls for a reskilling effort, which to be meaningful requires individuals in general, and HEIs in particular, to adjust and focus on the fastest-growing professions of the future. Alongside engineering, cloud computing, data and AI – all obvious examples of professional areas that will soon be most sought after – people and culture-related jobs, where specialised interpersonal skills are fundamental, will be equally crucial (Zahidi, 2020; Whiting, 2020; WEF, 2020; Desjardins, 2018). According to

OECD (2017), to perform these jobs "social intelligence" and "cross-cultural competency" are among the set of critical 21st-century skills necessary to tackle the disruptive shifts that are already reshaping the workforce landscape.

It is a fact that, more than ever before, the world is characterized by an interrelated, interdependent global community (Samovar, et al., 2013). With the increasing mobility for education, training and work, increasing migration from third countries, and the overall global cooperation, two key competences (CEU, 2018) play a particularly important role in ensuring individuals are up to the challenge: 1) Multilingual competence and 2) Cultural awareness.

On the one hand, the ability to communicate in a language other than one's mother tongue is acknowledged to be one of the key competences which citizens should seek to acquire. In the *Recommendation on a comprehensive approach to the teaching and learning of languages* (CEU, 2019), the Council recommends that EU Member States explore ways to help citizens acquire foreign language (FL) competences in at least one other European language, up to a level that allows them to use the language effectively for social, learning and professional purposes. The acquisition of an additional (third) language, to a level that allows them to interact with a degree of fluency, is also recommended. Above all, this recommendation seeks to reinforce that language skills are a valuable asset that provides competitive advantages for both businesses and job seekers, while simultaneously providing a better understanding of other cultures, thus contributing to the development of citizenship and democratic competences*.*

As Ninian Smart affirms, "what appears to us as reasonable conclusions from within the perspective of our own culture may, in fact, look different from another cultural perspective" (as cited in Samovar et al. 2013). Therefore, with the current trend towards globalization and internationalisation, not only FL skills but also grasping how international stakeholders think, work, and express themselves through their attitudes and behaviours is also of paramount importance. According to Landau (2018), awareness of how cultural differences can affect business communication is not just helpful, it's essential; organisations that understand and accommodate individuals from different cultural backgrounds are better equipped to scale and build a better reputation amongst such a competitive global market.

With this respect, OCDE stresses the role of this key competence by calling for a global competence education. Global competence can be defined as a "multi-dimensional construct that requires a combination of knowledge, skills, attitudes and values successfully applied to global issues or intercultural situations" (OECD, 2016). As highlighted in the *OECD PISA Global Competence Framework* (OECD, 2018), globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and worldviews, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being. Moreover, educating for global competence can boost employability, in the sense that effective communication and appropriate behaviour within culturally diverse teams is vital to many international organisations, where employees are also often required to quickly adapt and apply and transfer their skills and knowledge to new contexts.

Methodology

The activity that shall be presented next was carried out at the Águeda Higher School of Technology and Management, of the University of Aveiro (ESTGA-UA), with a group of undergraduate students of the upper-intermediate level course English Language and

Business Communication (ELBC). It was planned and organised as a non-formal[1] initiative, and aimed at addressing two key competences for lifelong learning in particular: the multilingual and the cultural awareness competences.

Through its Youth Center Office, which is one of ESTGA-UA's local partner entities, the city of Águeda has been the host location of several ESC volunteers over the years, in an EU initiative that aims at creating opportunities for young people to work in projects that benefit communities and people around Europe (European Youth Portal, n.d.). In September 2019, the city welcomed volunteers from seven different countries: Austria, England, Spain, Finland, Germany, Greece and the Republic of North Macedonia. Their stay created an excellent opportunity for an invitation to visit the ELBC class and help students link some of the studied conceptual aspects to real testimonials.

This intercultural encounter, which took place on the 12th December 2019, marks the beginning of the project *Building Intercultural Bridges in the Classroom*, an initiative that aims at involving students in the development of their linguistic and intercultural skills in more active and motivating ways, such as the direct contact with peers from different geographies[2]. Such collaborative experiences not only represent a valuable opportunity to engage students in their own learning process, they also allow for a better understanding of the world through first-hand knowledge. Moreover, as stated in the *OECD Future of Education and Skills 2030 Project*, such collaborations are perfectly in line with today's vision for the education sector:

> Schools are no longer seen as closed entities in themselves, but as part of the larger eco-system in which they operate. Some schools collaborate with each other, forming networks or partnerships with other schools. Some schools have started to collaborate more widely with other organisations in their communities (…), where teachers and students can become familiar with the skills and competencies that employers and other community members deem critical. (OECD, 2019)

With a month to prepare themselves, ELBC students were challenged to organise in groups and present their country and culture to the ESC volunteers. To help each group focus on specific aspects, students were given a list of relevant topics to research (Figure 1)[3]. Above all, the focal point was not so much the information or aspects that can be easily seen/found by non-natives, i.e., the explicit manifestations of national culture, rather a reflection upon students' thought patterns and underlying beliefs, attitudes and behaviours, that is to say, all those specific traits that are implicit or out of conscious awareness. When interacting/working across cultures it is precisely this deeper level of culture that leads to difficulties or communication problems that intercultural training seeks to help overcome.

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[1] Whereas formal learning follows a syllabus and is intentional in the sense that learning is the goal of all the activities learners engage in and the learning outcomes are measured by tests or other forms of assessment, non-formal learning takes place outside a formal learning environment but within some kind of organisational framework; the goal is still to develop a particular knowledge and set of skills, but it does not follow a formal syllabus nor is it formally assessed (Council of Europe, n.d.).

[2] The project was interrupted in 2020/2021 due to the restrictions imposed by the Covid-19 global pandemic, but a second encounter is already being planned with the Águeda Youth Center for 2021/22.

[3] The theoretical framework that supports topics 1.4. and 1.5. — Geert Hofstede's cultural dimensions model and Edward Hall's high and low-context cultural framework — is part of the course syllabus and had been, therefore, extensively discussed in class.

GROUP 1. COUNTRY'S PRESENTATION
1.1. General info, geographic and demographic data
1.2. National symbols
1.3. Celebrations / Festivities
1.4. Country analysis through Hofstede's 6-D model
1.5. Allocation to Hall's high- / low-context cultures

GROUP 2. COMMUNICATION MADE EASY
2.1. Gestures and other nonverbal communication
2.2. Idioms
2.3. Curiosities
3.4. At the table

GROUP 3. BUSINESS ETIQUETTE
3.1. Greetings, introductions and business cards
3.2. Eye-contact, personal space and touch
3.3. Time
3.4. Socialising
3.5. Gift-giving
3.6. Dress and appearance
3.8. Particular cultural attitudes and behaviours
3.9. Tipping customs
3.10. Conversational customs and manners

Figure 1 – Profiling Portugal: list of suggested topics

Following the invitation to come to an ELBC class to attend students' presentations, an informal meeting with the ESC volunteers was arranged. After discussing the meaning(s), characteristics and different levels of culture, our visitors were also challenged to present their countries and their national cultures to our students, with a special focus too on the implicit manifestations of their culture, such as, for example, values, attitudes and beliefs, concepts of time and space, authority perception, etc.

The session was organised into three moments:

Firstly, each group was granted 15 minutes to present their research to the class and ESC volunteers. From creative presentations of factual data, current trends and conceptual frameworks to the showcase of different musical styles (especially those that most likely only locals know about) and the screening of a short film where students portray the Portuguese, with some of our most typical behaviours, cultural habits and funny quirks, colloquialism and curious idioms (Figure 2), the result was a fun yet serious look into ourselves and the matrix – or the "cultural programming of the mind" (Hofstede, 2005) – we are all built upon.

Figure 2 – Screenshot of the film "Friends getting together at a Portuguese tavern"
(written, played and edited by students)

Students' presentations were followed by a coffee break where a variety of traditional products (proudly) brought by students from their hometowns was served. In a culture where food and gathering around the table are a central part of social relationships and many rituals, this moment was particularly symbolic and meaningful. It also provided students and ESC volunteers with the opportunity to comment on students' presentations and socialize and interact in a relaxed, informal way. Afterwards, the floor was given to the ESC volunteers, who participated enthusiastically in the task by introducing their countries to the attendees. Overall, each one of them conducted a candid self-analysis, which revealed the volunteers' creativity as well as their ability to laugh at themselves and, above all, demonstrated how culture does shape the way we act in our daily lives, see the world and interact with others.

After the end of the semester, students were invited to answer an online questionnaire, which was anonymous and included 16 items that aimed at assessing the overall learning experience, as well as students' perceptions regarding the development of specific skills. Answering the questionnaire was not mandatory and data from the 19 participating students were collected.

Results

The applied questionnaire was divided into three sections: 1) the overall learning experience; 2) hard and soft skills development; 3) future initiatives and improvement suggestions.

In section I, the response to the first question – *Did this activity help you relate the intercultural communication concepts and theories discussed in class with the reality presented by our visitors?* – was 100% positive. As for question 2 – *Which stage(s) of the activity do you consider most interesting and/or rewarding?* (Figure 3) –, to learn about our visitors' cultural background (94.7%) and the interaction moment (84.2%) were the most selected options. 57.9% of the students also selected the group interaction and the preparation of activity for the event day. The nervousness and unease usually inherent to public speaking, especially in such group age (18/19-year-olds), might have influenced the lower results of the fourth option, the presentation delivery.
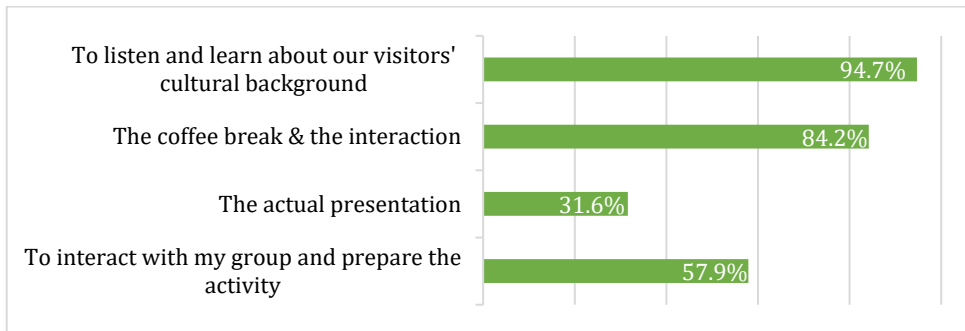
Figure 3 – The most interesting and/or rewarding aspect(s) of the activity

As for question 3 – *How do you feel about being involved in an activity with no reflection on your final grade?* – 17 students considered that every experience is a learning opportunity, regardless if it's part or not of the formal evaluation. 2 students mentioned that they would have preferred to be formally graded for their work, even though that's not reason enough to not participate. Above all, students seem to recognise the intrinsic value of such experiences where it is not all about immediate outcomes, rather about processes that contribute to personal and academic improvement. Regarding the fourth question – *On a scale from 1-5, with 1 being 'very bad' and 5 'very good', what's your overall assessment of the activity?* – the results are very positive with over two-thirds of the class (78.5%) considering it a 'very good' experience and the remaining 21.5% assessing it as a 'good' one.

Section II aimed to assess how this activity contributed to the development of specific skills. A Likert-like scale from 1 to 5 was used for every item and data analysis shows that, on average, students consider the accomplishment of the activity as being very positive.

As can be observed in Figure 4, skills of a more cognitive and functional nature are assessed with mean values above 4. According to students' perception, research and information selection skills is the most developed item (4.3); all other items are assessed with 4.2. As shown in Table 1, for every assessed item, the value that occurs the highest number of times (mode) is 5.0. General vocabulary expansion (standard deviation 1.1) and Overall improvement of communication skills   (standard deviation 1.0) are the items where opinions most diverged, which can be justified with the actual group's heterogeneity in terms of language proficiency level. Nevertheless, the remaining results are quite consistent with all minimum and maximum values between 3.0 and 5.0.
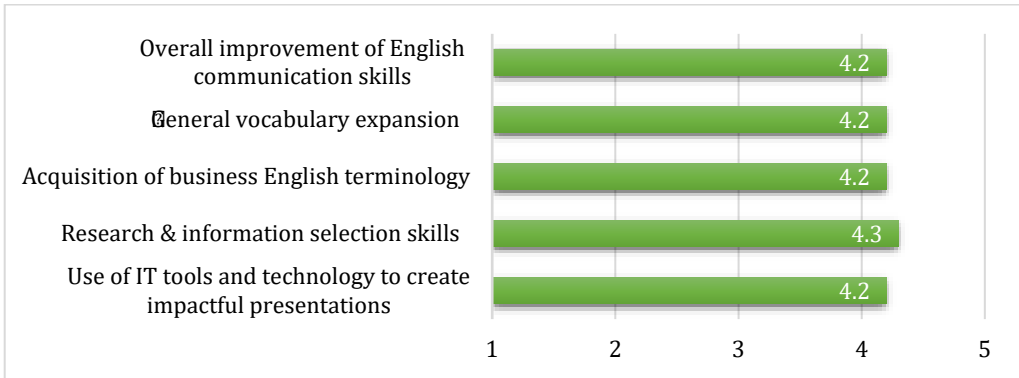
Figure 4. Developed hard skills: students' perception (mean values)

Table 1 - Developed cognitive and functional skills:
mean, standard deviation, minimum and maximum, mode and median values

	Overall improvement of English communication skills	General vocabulary expansion	Acquisition of business English terminology	Improvement of research & information selection skills	Use of IT to create impactful presentations
Mean	4.2	4.2	4.2	4.3	4.2
SD	1.0	1.1	0.9	0.9	0.8
Median	4.0	5.0	4.0	5.0	4.0
Mode	5.0	5.0	5.0	5.0	5.0
Max.	5.0	5.0	5.0	5.0	5.0
Min.	2.0	1.0	3.0	3.0	3.0

Concerning the self-assessment of the developed interpersonal and social competencies, Teamwork (4.7), Creativity (4.6) and Recognition of cultural differences (4.6) received the most positive ratings (Figure 5).
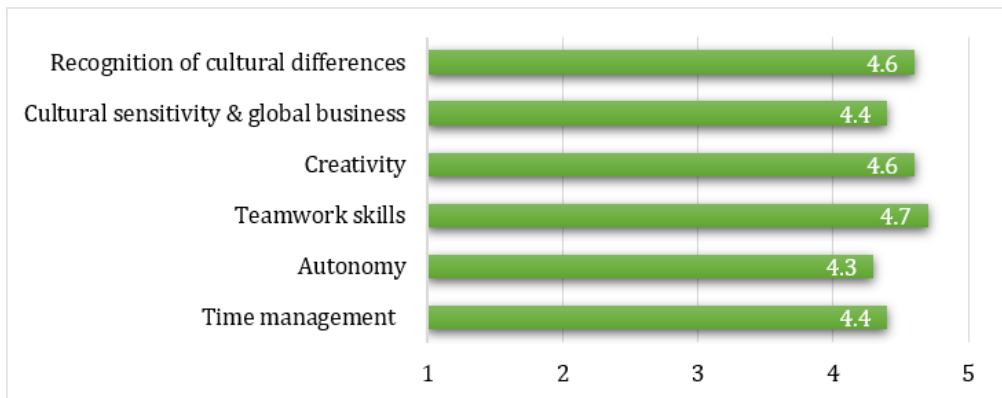
Figure 5. Developed interpersonal and social skills: students' perception (mean values)

As shown in Table 2, with minimum and maximum values between 4.0 and 5.0 and a standard deviation of 0.5, students' opinions are convergent. With 4.4, the recognition of the impact of cultural differences on international business interactions is another positively developed/consolidated competency, with 63% of the respondents giving it a score of 5.0. Similarly to the previous set of competencies, for every assessed soft skill, the mode is also 5.0.

Table 2: Interpersonal and social skills:
mean, standard deviation, minimum and maximum, mode and median values

	Recognition of cultural differences	Cultural sensitivity & global business	Creativity	Teamwork skills	Autonomy	Time management
Mean	4.6	4.4	4.6	4.7	4.3	4.4
SD	0.5	0.8	0.5	0.5	0.9	0.9
Median	5.0	5.0	5.0	5.0	5.0	5.0
Mode	5.0	5.0	5.0	5.0	5.0	5.0
Max.	5.0	5.0	5.0	5.0	5.0	5.0
Min.	4.0	3.0	4.0	4.0	2.0	2.0

In the final section of the questionnaire, students were asked to leave a comment and refer to the possibility of repeating the initiative in future editions of the course (open question). The overall opinion is that the initiative had such a positive impact it should again be implemented in the future. Next, a sample of students' final feedback:

✓ "It was an excellent activity that should be repeated next year! It makes us practise everything we learn in English classes, including learning new cultures."

✓ "It is always great to meet new people and learn more about other countries."

✓ "I think it is a good activity for us to interact with people from other cultures, thus learning more about these cultures."

✓ "Close contact with other cultural realities is an excellent way to assimilate knowledge and share experiences in the first person."

✓ "I loved learning a little about other languages and cultures. I think that this experience is very enriching for our professional future."

✓ "These initiatives help a lot to understand how other cultures and countries work and it's interesting to meet people who have completely different perspectives from ours."

Discussion

Considering students' concrete performance in terms of the conducted research, content and materials creation and oral presentations/interactions, as well as their positive feedback on the developed activities, it can be considered that the proposed activity was effective, with a beneficial impact on both academic achievement and personal growth. On the one hand, some of the formal learning outcomes established for the ELBC curricular unit were successfully addressed, namely a) the production of oral and written texts in English; b) the development

of research in the field of intercultural communication; c) the oral presentation of the results of this research; d) the production and optimisation of oral and written texts through the use of online/IT tools.

On the other hand, the proposed assignment allowed students to develop their linguistic and intercultural communication skills through teamwork and collaboration, by creating content and presenting it to an audience, which contributes to the development of a broader set of critical knowledge and competences. Communication and interaction skills, organisation skills, initiative and creativity, assertiveness and problem-solving techniques, or negotiation and conflict resolution skills – all attributes that are highly valued in real-world scenarios – were, on a level or another, developed/consolidated through the activity. For some students though, autonomy and time management seemed more difficult to navigate effectively, which demonstrates that more practical activities are necessary to more adequately prepare learners for the demands of the current workplace, where not rarely professionals are asked to multitask under tight deadlines.

Conclusions and final remarks

All in all, by assuming an active rather than passive role in the learning process, such learner-centred activities represent an opportunity for students to enter the workforce with experience in the areas of research, team cooperation, even critical thinking and project management, which will constitute a competitive advantage once these graduates enter the labour market. Moreover, creating opportunities for students to engage with both local organisations and individuals from diverse linguistic and cultural backgrounds allows for a better understanding of their community and the world, which not only contributes to the development of core employability skills, but also strengthens their sense of belonging and active citizenship.

On a final note, and despite being at the heart of EU's vision to create a European Education Area, the importance of FL skills and cross-cultural competency is still not fully considered, especially at some HEI, where FL courses are not included in curricular plans where FL mastery would be a major asset for students – or even systematically suppressed from plans undergoing reformulation. The option for core contents instead of investing in transferable skills that would better equip students for the global economy seems to be an ongoing trend, probably based on the incorrect assumption that language skills acquired before the end of secondary education are sufficient enough. They are not, as only four in ten learners in secondary education reach the "independent user'" level in their first foreign language (CEU, 2019). It is, therefore, recommended to look at these options more cautiously and reflect whether we are indeed preparing our students for a future where they have to quickly adapt regardless of what life throws their way.

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Towards Unified Literature Representations: Applications in Information Systems and Entrepreneurship Research

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Abstract

Research activity is becoming increasingly complex due to the nature of research topics and questions. Among the essential academic research activities are literature reviews (LR), as they support the advance of the knowledge frontier. To improve literature reviews and their understanding, it would need to have comprehensive literature representations. In this perspective, the paper aims to advance previous work by illustrating a new way of creating thorough literature representations. The proposed tool is innovative and versatile since authors can adopt it in different types of LRs. Its adoption implies the construction of a three-dimensional scheme for the classification of the literature to be analysed. Then, based on the latter and selecting suitable evaluation variables, the proposed approach produces informative multidimensional representations for literature mapping and bibliometric analysis. For exemplifying this, the paper provides two application cases concerning Enterprise Resource Planning (ERP) systems and entrepreneurship research.

Keywords: literature review methodology, multidimensional representation, information systems, entrepreneurship, citation analysis

Introduction

Academic research has grown significantly during the past decades (Rivest *et al.*, 2021; Vincent-Lacrin, 2006). This trend is due to several causes like the development of new technologies and needs, climate change, financial crises, pandemics, the growth in the research capacity, internationalisation of academic research, university-industry collaborations, changes in research evaluation systems and funding, etc.

Research projects and topics have become more complex and multifaceted, so researchers need suitable approaches, methods and tools to deal with this complexity. Disciplines evolve and, their body of knowledge tends to increase. It occurs in different areas, as in social sciences (Klein, 2007). Nevertheless, there is an increase in the debate on the limited capacity of traditional research to cope with a share of emerging societal challenges (Felt *et al.*, 2016). In this sense, Okamura (2019) found that an increase in the interdisciplinary level of researchers raises the research impact. It has induced a more cross-disciplinary engagement and the inclusion of societal actors, so the knowledge production did not just follow disciplinary structures and institutional logic (Funtowicz and Ravetz, 1993). In particular, issues in healthcare, sustainable development goals, new technologies, etc., imply complex problems of which analysis often requires a transition from discipline-oriented to inter and

transdisciplinary approaches (Lavery, 2018; da Rocha *et al.*, 2020). For instance, O'Dwyer and Unerman (2014) argued on benefits of moving toward an interdisciplinary approach in accounting. Indeed, integrating different perspectives and knowledge may produce innovative insights like in green accounting (Bebbington and Larrinaga, 2014) or (accounting) information systems studies (Kroeze and van Zyl, 2014; Woodside *et al.*, 2020). Similar considerations arise in management as an academic field. Given its multi-disciplinary nature (Knights and Willmott, 1997), we can detect this in several traditional sub-fields and topics like knowledge management (Jones, 2008), innovation management (Hacklin and Wallin, 2013), entrepreneurship (Ripsas, 1998; Zaheer *et al.*, 2019), etc.

As a result, modern scientific research needs different approaches for proposing new concepts, hypotheses and theories (Coccia, 2018). In light of this, essential research activities as literature reviews (LRs) have to address these trends and need suitable tools to represent and summarise the literature effectively for (Parè and Kitsiou, 2017; Parè *et al.*, 2015):

depicting research trends;

disclosing what literature says on a specific topic;

assessing research findings;

supporting the development of new frameworks and theories, and

shedding light on gaps and identify future issues.

To this end, following a design research approach (Hevner *et al.*, 2004; Mettler, 2011), I developed an innovative tool in previous works, which can provide multidimensional literature representations. In the current paper, I promote it by presenting two application cases in information systems and entrepreneurship fields. This new way of representing literature is versatile and suitable, and it will support authors in their LRs and readers in understanding.

In the following section, I offer an overview of the different types of LRs. In the third section, I present the approach and the main features of the proposed tool. Then, to show its versatility, I carry out two different applications. Finally, I offer some views and reflections on the proposed tool.

Background: some typical features of literature reviews

Previously, I summarised the typical objectives of literature reviews. As a result, a researcher can develop different literature review types. About this, the main distinctive feature concerns the adopted rules. Indeed, a researcher can carry out a literature review without following rules (the typical case are the narrative reviews: usually based on personal experience and not including explanations on the review process), or she can follow a set of rigid rules (as in structured LRs). However, there is a continuum of LR typologies between these opposite approaches (Massaro *et al.*, 2016), which take different labels like systematic review, rapid review, scoping review, etc.

To provide an overview on this issue, I analysed the works of Parè *et al.* (2015), Paré and Kitsiou (2017), and Xiao and Watson (2019), which categorise the typology of LRs. In particular, to show the different types of literature reviews and their main features, I use the classification developed by Parè *et al.* (2015) (see Table 1).

Table 1 – The categorisation of LRs

Overarching goal	Theoretical review types	Scope of questions	Search strategy	Nature of primary sources	Explicit study selection	Quality appraisal	Methods for synthesizing/ analysing findings
Summarisation of prior knowledge	Narrative review	Broad	Usually selective	Conceptual and empirical	No	No	Narrative summary
	Descriptive review	Broad	Representative	Empirical	Yes	No	Content analysis/ frequency analysis
	Scoping review	Broad	Comprehensive	Conceptual and empirical	Yes	Not essential	Content or thematic analysis
Data aggregation or integration	Meta-analysis	Narrow	Comprehensive	Empirical (quantitative only)	Yes	Yes	Statistical methods (meta-analytic techniques)
	Qualitative systematic review	Narrow	Comprehensive	Empirical	Yes	Yes	Narrative synthesis
	Umbrella review	Narrow	Comprehensive	Systematic reviews	Yes	Yes	Narrative synthesis
Explanation building	Theoretical review	Broad	Comprehensive	Conceptual and empirical	Yes	No	Content analysis or interpretive methods
	Realist review	Narrow	Iterative and purposive	Conceptual and empirical	Yes	Yes	Mixed-methods approach
Critical assessment of extant literature	Critical review	Broad	Selective or representative	Conceptual and empirical	Yes or no	Not essential	Content analysis or critical interpretive methods

Source: Paré *et al.* (2015)

The literature contains a wealth of publications on the process of developing literature reviews (see, for instance, Webster and Watson, 2002; Rowley and Slack, 2004; Okoli and Schabram, 2010; Denney and Tewksbury, 2013; Watson and Webster, 2020; Park *et al.*, 2021). In particular, to depict this, I draw on the work of Levy and Ellis (2006), which confirms that the review process is sequential and follows a three-stage approach to develop an effective LR: 1) inputs, 2) processing and, 3) outputs (Figure 1).
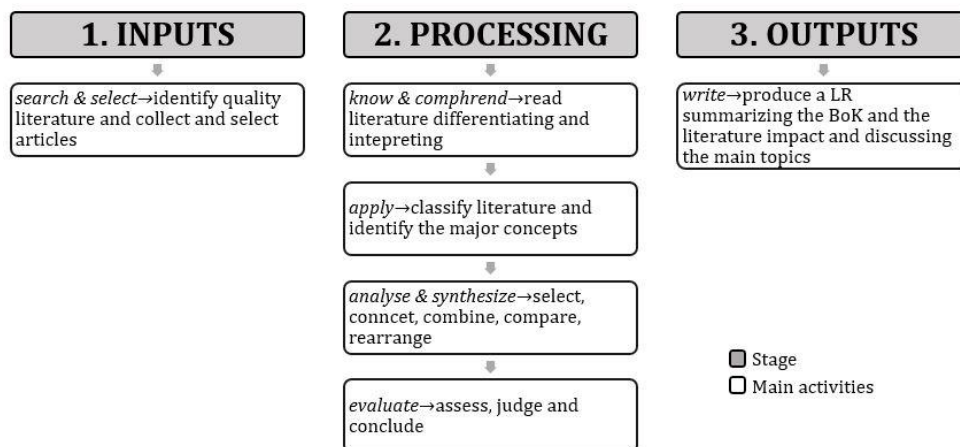
Figure 1 – Stages and main activities of a literature review (Levy & Ellis, 2006)

Although we have numerous LRs types, they frequently draw on tables and figures to depict and summarise the body of knowledge analysed. In many cases, especially in LRs adopting frequency analyses, statistical methods or content or thematic analyses, articles include some summary representations, which often are two-dimensional (as in the case of frequency analyses). Here, I do not have the opportunity to provide much evidence to support these considerations, which essentially derive from experience. However, considering the domain of the following applications, I can offer a few examples and checks in support of these considerations.

In particular, I draw on previous work (Albanese, 2017), where the author developed an umbrella review[1] of 18 ERP literature reviews published from 2001 to 2016. Although ERP systems[2] have a multifaceted and multi-disciplinary nature (Klaus *et al.*, 2000), more than 80% of the analysed LRs draw on two-dimensional literature representations. In addition, extracting through the Scopus database the LRs on entrepreneurship published during 2021[3], I found 17 articles in full text published in the social science and business, management and

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[1] This review type is an overview of reviews, which aims to analyse and compare a set of LRs (Becker and Oxman, 2008; Parè and Kitsiou, 2017).

[2] ERP systems are widely used information systems applications. Following Klaus et al. (2000, p. 141), they are "comprehensive, packaged software solutions seek to integrate the complete range of a business's processes and functions in order to present a holistic view of the business from a single information and IT architecture".

[3] In particular, at the beginning of August 2021, I searched articles published in the English language and characterised by the labels "literature review" and "entrepreneurship" in the keywords.

accounting area. In more than 41% of these papers, there is wide use of two-dimensional literature representations. It means there are two or more frequency analyses in the descriptives analysis. In just over 29% of cases, there is sporadic use of two-dimensional literature representation (e.g. in the Appendix). Finally, the rest of the selected contributions do not use two-dimensional literature representations. It derives from the type of LR (narrative literature review) or the number of selected papers, which is not high.

From a certain point of view, these elements attest to the utility of tools providing comprehensive literature overviews, as snapshots developed on multiple variables, being useful for the analysis and the reader understanding.

Methodology

In previous works, such as the study of Somers and Nelson (2004), I found some elements helping me to imagine the proposed way of representing literature. On this basis, following a design science research approach (Hevner *et al.*, 2004; Vaishnavi *et al.*, 2004; Venable, 2010), I have gradually perfected what was in my mind, namely the building of multidimensional literature representations.

To this end, I pinpointed a series of steps. Initially, the reviewer must identify three variables to classify the selected literature (mapping variables) and the related taxonomies. Then, the reviewer must link these variables to the axis (X, Y and Z) of a tri-dimensional structure (Albanese, 2019).

After, the reviewer must choose the dimensions to assess the literature to analyse (evaluating variables). In this step, a reviewer can adopt several types of variables as the frequency (to study the density of documents), the total citation count (to assess the knowledge transfer impact) or other dimensions, as well as a composite score or indicator (Vinkler, 2010; Ioannidis *et al.*, 2016). The evaluating variables are necessary to judge the selected literature and therefore have to be chosen concerning the purpose of the literature review.

Essentially, through the system of mapping variables, the reviewer analises and divides the selected literature into subgroups. Then, she assesses them based on the adopted evaluation variables (Figure 2).

To view the proposed approach in practice, I present two application cases concerning related to two ongoing works. The first is on the information systems field and faces the literature on ERP and small and medium enterprises (SMEs). The second concerns the entrepreneurship domain and regards the papers on community enterprises.

Given the goals of the work and the available space, I cannot address each application in detail, but I deal with some elements concerning the inputs and outputs stage (Figure 1). In particular, I provide some information on the characterising features of each application case by describing the following points:

the identification of goals;

the definition of the scope of LR;

the description of choices made in terms of mapping and evaluation variables, and,

the summary of the selected literature in a multidimensional representation.
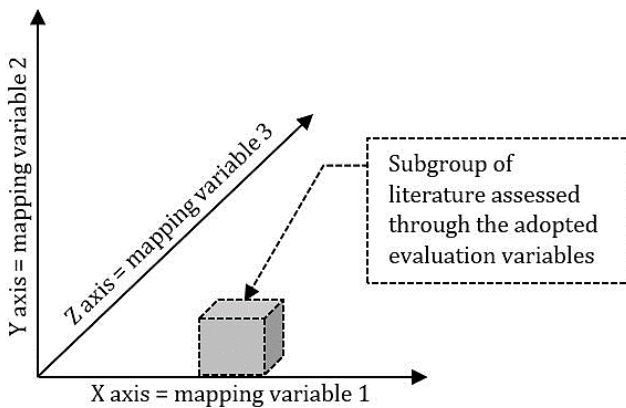
Figure 2 – The system of mapping variables

Application cases

I introduce the following application cases by providing some information about their motivation. I present case 1 to show the capacity of the proposed tool to summarise a specific body of knowledge. In this perspective, I set up the first case like a replication study, as I use the proposed tool considering a published LR. In this way, the reader can compare the current and original literature representations to understand the benefits in terms of efficiency. Then, I develop the second case to show the informative capacity of the proposed tool. Through this application case, where I carry out a literature representation based on five variables, the reader can catch the benefit of this type of representation by comparing it with typical two-dimensional literature representations.

Case 1: a literature review on ERP and SMEs

I applied the proposed tool to the work of Haddara and Zach (2012). The objective of this LR was to present a comprehensive review of published studies on ERP in SMEs to illustrate the status of the research.

The body of knowledge analysed by the authors includes 77 documents published between the years 1999-2009. Unfortunately, I only analysed 73, as the replication study did not consider some works because three conference papers were unavailable, and one article resulted outside the selected timespan.

To classify the literature, the original authors adopted the publication/conference outlet, the publication year, the research strategy and, the ERP lifecycle. In the current analysis, I selected the last three variables in the quality of mapping variables. In particular, I linked:

the research strategy[1] to the X-axis;

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[1] Following Esteves and Pastor (2001) and Dery *et al.* (2006), to avoid the double-counting, this analysis included the following classes in the ERP lifecycle taxonomy: 'training and education', 'general' (not related to an ERP lifecycle phase), and 'combined' (concerning more phases). Indeed, in Haddara and Zach's work, the studies dealing with two or more lifecycle phases are computed in each class.

the ERP lifecycle[1] to the Y-axis;

the pubblication year to the Z-axis.

Then, considering the goal of the LR, I limited the choice of evaluation variables to one dimension, namely the frequency. In this way, the reader can compare Figure 3 with the figures of the original analysis.

Figure 3 – ERPs in SMEs literature representation
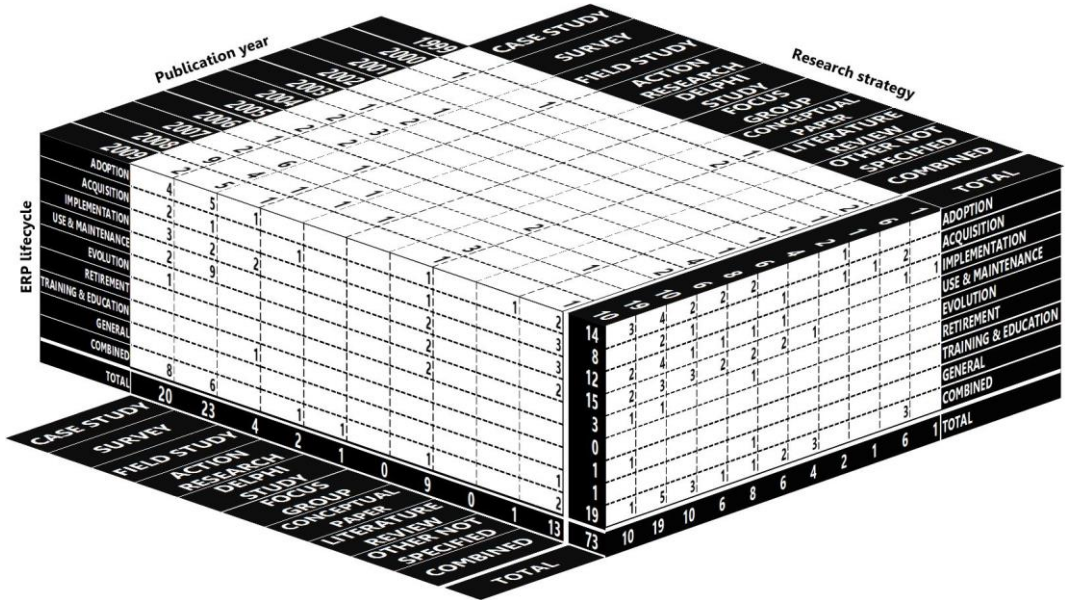
Case 2: a literature review on community enterprises

The second application case concerns the community enterprises. These organisations work for the sustainable revitalisation of their community by carrying out a mix of economic, environmental, cultural, and social activities. They usually arise in a depleted context and involve local people in the regeneration process and management of the community enterprise. In light of this, they are independent, not-for-private-profit and locally accountable (Development Trust Association, 2000; Buratti *et al.*, 2020 and 2021).

Although these elements may seem sufficient for a definition, the community enterprise may appear a blurring concept if one analyses the literature. Considering this and the existing questions on their impact on local development and the entrepreneurial process, together with some colleagues, we developed a literature review on studies published from 1990 to 2020.

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[1] It is a typical classification variable adopted in the analysis of the literature on ERP systems (Esteves and Pastor, 2001; Esteves and Bohorquez, 2007).

To provide an initial overview summarising this multifaceted body of knowledge, corresponding to 111 documents, I carry out the following choices about the mapping variables. Concretely, I put:

the year of publication in the X-axis. Since there is a widespread timespan, to simplify the building of the multidimensional representation, I adopted classes covering three years,

the publication outlet in the Y-axis. In this case, since a high number of journals published the selected literature, I grouped the publication outlets in classes based on the journal h-index (Mingers *et al.*, 2012). I know any metric may be biased, but I chose this index because it is intuitive and routinely calculated (Mingers and Young, 2017). In particular, I referred to Scimago Journal Rank, as it has a broad journal coverage (Walters, 2016) and,

the research strategy in the Z-axis. The starting point for the adopted taxonomy is the work of McGrath (1981), enriched by the classes "combined methods" and "not specified", to face every case.

In addition, in terms of evaluation variables, I use the number of documents to depict the distribution of the produced knowledge. In particular, I insert this measure by attributing a colour to each literature subgroup. In addition, I use the average of citations to assess the knowledge transfer impact of each literature subgroup (King, 1987). In this case, I process the Google Scholar data downloaded through Publish or Perish software.

As a result, the proposed tool offers the following informative overview of the selected literature (see Figure 4).

Figure 4 – Community enterprises literature representation
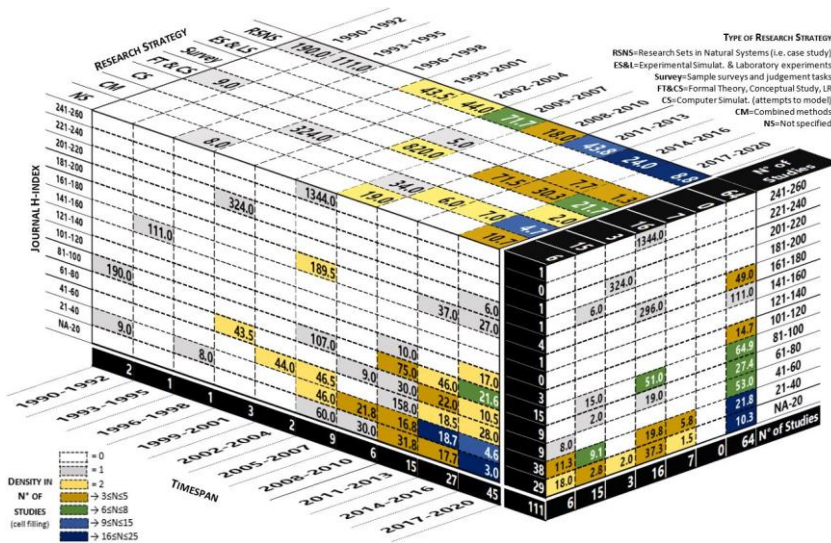
Discussion

Discussing the results of the LRs shown in the application cases is outside the goal of this work, while it seems interesting to underline some benefits of the proposed tool.

In general, I underline the efficiency and effectiveness of this way of representing literature. Indeed, by referring to the first case, I note benefits in terms of efficiency, as Figure 3 manages to portray the selected literature through one snapshot, while the original work uses more than one figure. As a result, readers can focus on one or a few elaborations while analysing a review article, avoiding frequent switching between pages.

About the effectiveness, I remark more than one advantage. Indeed, this way of representing the literature allows readers both to have an idea of the analysed documents at a glance and assess specific literature subgroups (conditioned view). For instance, the reader can observe the trend of a given research strategy. In addition, the proposed tool shows a good level of flexibility and versatility. Indeed, it allows the reviewer to address many research questions, as it offers the opportunity to adopt different qualitative and quantitative variables, combining them in endless ways. As a result, the tool is adaptable and applicable in several domains, as shown by the application cases.

Some limits may arise in terms of usability. It is not immediate to produce this type of representation. I do not find an application to develop these multidimensional representations through a preset process like an Excel bubble or radar chart. In the first attempts, I tried to construct the figure manually, but this proved to be time consuming and inconvenient for the updates. Then, analysing grey literature and thinking about what Excel can do, I found a not too complex way to produce Figures 3 and 4.

Finally, looking at the application cases individually, I note developing the multidimensional representation as in the first case is suitable for depicting research trends and shedding light on potential gaps. Therefore, considering LR types in Table 1, I think the arrangement of Figure 3 is mainly convenient for developing descriptive and scoping reviews and supporting meta-analyses. While building a multidimensional representation like in the second case can also be handy for assessing research findings and identifying future issues. In light of this, I believe that the extensive use of evaluation variables can also support the development of critical reviews.

Conclusions

In this work, I underline some recent features of academic research and the need to have proper tools for the literature review activity. In light of this, the work focuses on issues concerning utility, as it proposes a tool that aims at satisfying needs in a more effective/efficient way. To this end, I present an innovative way to create multidimensional literature representations showing the application in practice.

Advancing in the level of application complexity, I present two cases. In the first case, I adopt a replication perspective and re-propose the analyses carried out in a previously published LR. In this case, the use of the proposed tool is not complete because only one evaluation variable is adopted. In the second case, I present the results of a work in progress where the information capacity of the tool arises to a greater extent.

Finally, I discuss these applications underlining the main benefits, recommending some contexts of use and indicating some limits.

About recommendations for future researches, the versatility of the tool does not imply suggestions concerning specific application domains. Probably, the presented tool could result suitable in LRs regarding multi-disciplinary topics, as topics linked to sustainability, climate change, education, etc., and in those aimed at summarising research trends of large pieces of literature, assessing research findings and identifying literature breaches. However, the number of applications should increase, perhaps involving bibliometric experts, to improve the proposed tool and test its informative capacity.

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Leisure and Tourism in the Health Concept of Women and Their Health Misconceptions

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Abstract

The pursuit of good health continues to be a popular pursuit in the 21st century, however not everyone understands it in the holistic sense which encompasses physical, mental, emotional, spiritual, social, and societal dimensions. Further, many do not understand how these dimensions influence their health, which leads to misconceptions and making faulty choices in healthy lifestyle practices. Leisure is strongly correlated to health and leisure activities which have been shown to have both direct and indirect effects on one's health. Research also indicates gender inequalities in leisure disadvantage women disproportionately. This paper first summarizes the understandings of misconceptions, health, leisure, tourism, and their intersections, then introduces a small sample pilot study on the health concepts and misconceptions of female university students in Hungary.

Keywords: health misconceptions, holistic health dimensions, leisure, sports, tourism

Introduction

Conceptual development is an exciting area in the cognitive sciences, particularly in the area of health. A broad understanding of what constitutes good health contributes to an individual's ability to establish and live a healthy lifestyle. Activities such as work, culture, social coexistence, consumption, education, and time management as well as leisure and how we spend our time in its associated pursuits also contribute to one's lifestyle. Choice plays an important part in our lives as we make decisions about the who, what, when, and where about our activities and the meaning that holds for us (Tarkó, 2019). Establishing a healthy lifestyle presupposes we understand the necessary underlying concepts and do not carry misconceptions that can inadvertently lead to poor lifestyle choices. For the purpose of this paper, we will look at the use of well-informed health concepts in the areas of leisure through sports and tourism with a focus on women in Hungary. According to Tarkó & Benkő (2019) Hungarian women spend more time on socially constrained workload (e.g., paid work, unpaid household tasks and child rearing responsibilities) than men, and this extra time is spent at the expense of leisure, which in turn affects the health opportunities of women, their mental health status especially (Lippai & Erdei, 2016; Tarkó, Lippai & Benkő, 2016). We will first summarize current understandings of misconceptions, health, leisure, tourism, and their

intersections. We will then introduce a small sample study on the health concepts and misconceptions of female university students in Hungary.

Misconception

As a result of changes in pedagogy and psychology, scientists have begun to address misconceptions. The most important change of this kind in the field of pedagogy is that the main goal of the school is to acquire the knowledge that can be used by pupils in everyday life (Csapó, 1998). In the field of psychology, the theory of cognitive psychology about cognition and Piaget's theory of intellectual development served as a starting point (Csapó, 1992). Cognitive psychology deals with human cognition, the way information is acquired, accessed, preserved, and retrieved. It also analyzes problem solving, comparing beginner and expert knowledge. Cognitive psychology has provided an opportunity for scientists to observe knowledge acquisition processes at different ages and at different levels of skill acquisition (Korom, 1999).

Concepts are ideas, facts or events that assist in understanding the world around us (Eggen *et al.*, 2004).

Misconceptions is an inaccurate notion of concepts, the use of false concepts, the classification of false examples, the confusion of different concepts and the hierarchical relationships of incorrect concepts (Saputra *et al.*, 2019, p. 1).

Misconceptions might arise from preconceptions, everyday experiences and understandings that are inconsistent with scientific or accepted explanations, or from learning oversimplified concepts (Antink-Meyer & Meyer, 2016). Soeharto *et al.* (2019) noted five types: 'preconceived notions, non-scientific beliefs …, conceptual misunderstandings, vernacular misconceptions, and factual misconceptions' (p. 248). Non-scientific beliefs emanate from sociocultural sources, such as a celebrity or a blogger, or even from family and friends. Conceptual misunderstandings are triggered from incorrect understandings and interpretation of scientific concepts. Vernacular misconceptions arise from the differences in the meanings a word has in everyday life and in science (e.g. mole denoting an animal versus a mole in chemistry denoting a unit of measurement). Factual misconceptions are misunderstandings developed in childhood but remaining until adulthood (Soeharto *et al.*, 2019). The existence of misconceptions occurs not only in an early age, but might be present in adults – teachers, educators, among others – which in turn exercises a negative effect on the elimination of misconceptions among their pupils/students (Antink-Meyer & Meyer, 2016).

Misconceptions or naïve ideas tend to remain stable; it is not easy to change them, they are deeply rooted and hinder knowledge acquisition (Korom, 1997, 2003). The resistance to change is due to the fact that we tend to build knowledge through experience, so it is difficult to get us to change our minds just because we are told to do so (Saputra *et al.*, 2019). According to conceptual change theory, the individual has to experience dissatisfaction with the misconception in order to accept a new idea, and as a prerequisite, 'knowledge about the misconceptions must exist' (Antink-Meyer & Meyer, 2016). Our literature review revealed that while there is extensive research in the area of pupil and teacher misconceptions in the natural sciences subjects (e.g., physics, chemistry, geography etc.), especially in Hungary, and while the lay health concept is also widely studied, misconceptions and health in the holistic sense were not yet linked in a research. This offers a research gap to be filled and the present study is a first step on this initiative.

Helath and Health Misconceptions

Health is simultaneously a scientific and ferial category. The understanding of health underwent a paradigm change since the antiquity.

The development of sciences consequently brings a paradigm change. Paradigm change happens when the majority of scientists accept the new paradigm as the basis of further scientific activity. The new knowledge order can become institutionalised, creates its own scientific institutes, departments, journals as well as takes over the supervision of already existing ones (Benkő, 2019, p. 8.).

The starting point was a unidimensional, objective, organic, individual, and static concept based on the idea that good health was simply an absence of illness. Since the 20th century the current approach focuses on a positive, multidimensional, subjective, personal, situational, and dynamic concept of health. Positive, because it is not about the lack of illness but about the existence of wellbeing in the holistic sense and focuses on the multiple dimensions of health like its physical (mechanistic functioning of the body), mental (the ability to think clearly and coherently), emotional (the ability to recognize emotions such as fear, joy, grief and anger and be able to properly express these emotions), spiritual (religious beliefs and practices, personal creeds, principles of behavior, ways of achieving peace of mind and being at peace with oneself), social (the ability to make and maintain relationships with other people), and societal (the effects of stimuli and phenomena in our environment) health dimensions (Naidoo & Wills, 2009), together with the ecological well-being of the individual. It is subjective and personal, as it also matters how you experience your own health. It is situational, as health is always influenced by our living conditions. And finally, it is a dynamic process and not a state, as health is continuously changing as a prerequisite and result of active interactions between the person and his/her environment (Benkő, 2019).

Our health is influenced by a variety of factors including inherited, lifestyle, environmental, and socio-demographic factors, as well as by the operation of the health care system (Benkő, 2017; 2019) and our access to it.

There is also a strong relationship between health status and knowledge about health (Parker, 2000), referred to as health literacy. According to the definition of the World Health Organisation (WHO), health literacy is:

the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand, and use information in ways which promote and maintain good health (Nutbeam, 1998, p. 357).

It then follows that health misconceptions may also be connected to poor health literacy.

Health misconceptions and health myths are 'distorted or false ideas about health matters' (Bedworth & Bedworth, 2010, p. 238). Health has a subjective meaning for the general public, often full of misinterpretations, misunderstandings, and misconceptions, leading to erroneous health practices in everyday life. Most people typically correlate health to its physical dimension, depicting the healthy person as a lean, fit, and sporty individual, who follows a proper diet and rarely has to visit the doctor, leaving the mental, emotional, spiritual, social and societal aspects out. Because of this one-sided thinking, literature studies we can find deal only with physical-health related misconceptions when they study health misconceptions. For example, Zhang, Chen, and Ennis (2019) investigated students' misconceptions about energy

in relation to physical activities and food intake. Their research evidence suggests that the development of a correct concept of energy requires students to acquire novel knowledge and/or abandon prior knowledge:

Naïve conceptions and misconceptions embedded in students' prior knowledge not only prevent students from assimilating new and scientifically sound knowledge, but also carry the potential of informing students to make unhealthy lifestyle related decisions (Zhang, Chen, & Ennis, 2019, p. 35).

Olde Bekkink *et al*. (2016) suggest creating an inventory of the existing misconceptions within a given theme (like health), which can be disseminated among tutors, so that they can work on them with their students to improve teaching and learning.

Leisure and Health

Leisure is strongly connected to our health. Like health, leisure can also be considered holistic:

It affects our physical, mental and emotional well-being (health), promotes social integration, socialises, educates, exercises an effect on balancing sexual energies, it can be the means of expressing our identity, and its performance is connected to our natural and built environment (Benkő, 2017, p. 2).

The positive health effects of leisure are proven, especially in case of social, outdoor and hobby activities (Payne, 2002). Leisure habits, if not correctly performed or over-exaggerated can, however, have negative health effects embodied in detectable physiological changes. E.g. leisure physical exercises chosen without proper expertise can cause physiological problems, or an everyday leisure activity, if it gains ground at the expense of other life roles, might become a symptom of psychiatric illness (e.g. video game addiction). If properly executed, leisure promotes our ability to cope with stress, while in extreme cases it can also weaken it (Benkő, 2017).

Spending leisure time is not always about maintaining or improving one's health. It is becoming more and more common to work during the holidays, which makes it difficult to fully relax and recreate. This is a kind of stress factor that can cause disease (Gilbert & Abdullah, 2004; Marshall, 2012). The purpose of a holiday is to increase well-being and reduce stress (Neulinger, 1982; Michalkó, 2012). We cannot state that work during leisure is detrimental in the long run because this phenomenon has not yet been fully explored. In terms of body and soul, a holiday combined with work is better than a life without holiday (Nawijn & Damen, 2014).

4.1. Physical Activity

In the 21st century people are increasingly health-conscious, and many identify health with physical activities and sports, thus it became a popular form of spending leisure (Lengyel *et al.*, 2019). Regular exercising can affect all the holistic health dimensions. It contributes to reaching our potentials in physical and mental sense also, relieves stress and as an effect reduces social aggression, promotes our emotional state, strengthens family- and social bonds, and also has a significant impact on reducing juvenile delinquency through prevention programs (U.S. Department of Health and Human Services, 1996; Váczi, 2017). Physical activity reduces depression and improves the factors of metabolic syndrome (Neumann & Frasch, 2008). Exercise also reduces brain protein damage. Injury to these proteins is part of

the natural process of advancing age (Radák *et al.*, 2001). When brain proteins are damaged, brain functions decline (Carney *et al.*, 1991). In their research Pikó and Keresztes (2007) claimed that sports have a positive effect in terms of obesity prevention, cardiovascular function, skeletal system, support system, type II diabetes etc. When doing sports, the individual feels better. Young people who exercise regularly feel fitter and stronger, resulting in greater satisfaction with their appearance, which also affects other areas of their lives, such as self-image (Kopp & Martos, 2011). In addition, sport also creates a milieu for socialization (Pikó & Keresztes, 2007). There also exists a global health initiative called 'Exercise is Medicine' (see: https://www.exerciseismedicine.org/). Be aware though, that excessive hard training and excessive focus on training can lead to the emergence of sports addiction, which has recently been considered a new disorder (Rendi *et al.*, 2010). In the case of sports addiction, the individual spends more and more time on training, neglects his or her family and social life, and his or her often irresponsible behaviour increases the possibility of injury also (Demetrovics & Kurimay, 2008). In summary, with regular, normal intensity (up to 30 minutes a day) activity and training, we do more for our health than if we do not or overdo sport or exercise.

Some people use sports and exercising exclusively for shaping their bodies and maintaining (Hill *et al.*, 2012), or losing their weight. Several studies demonstrate, however, that physical activity in itself is not enough to lose weight (Wing, 1999; Thorogood *et al.*, 2011), it is also essential to pay attention to nutrition in terms of quality and quantity as well, which depends on our health status and the degree of our physical activity (Tihanyi, 2016).

Health, Physical Activity, and Tourism

'Tourism is travel to a destination (involving an overnight stay and at least 24 hours stay away from home) which incorporates leisure and recreation activities' (Page & Connell, 2020, p. 7). Mason (2020) lists 11 motivations or reasons to travel: 1. escape, 2. relaxation, 3. play, 4. strengthening family bonds, 5. prestige, 6. social interactions, 7. sexual opportunity, 8. self-fulfilment, 9. wish fulfilment, 10. shopping (p. 8). An other categorisation could be tourism for pleasure (leisure, culture, active sports, visiting friends and relatives), professional tourism (meetings, missions, business), and leisure for other purposes (study, health, transit) (Mason, 2020). From among the different motivation areas we will discuss sport tourism and health tourism.

Sport Tourism and Health Tourism

Although sport and tourism are two different areas, their intersection or synergy called sport tourism is becoming more widespread (Győri, 2015; Melo & Sobry, 2017). Gibson (1998) has made a literature study on the definitions of sport tourism, and noticed three distinct behaviour types associated with sport tourism: '(1) actively participating (Active Sport Tourism), (2) spectating (Event Sport Tourism), and (3) visiting and, perhaps, paying homage (Nostalgia Sport Tourism)' (p. 49). So, she concluded the following comprehensive definition stating sport tourism is 'leisure-based travel that takes individuals temporarily outside of their home communities to play, watch physical activities or venerate attractions associated with these activities' (Gibson, 1998, p. 49). Higham and Hinch (2018) gave an overview on a fourfold classification of sport tourism, covering: 1. spectator events, where the number of spectators is large (e.g. Olympic Games, F1, etc.), 2. Participation events, where the number of competitors is large, and the number of spectators is negligible (e.g. amateur or recreational

sports events), 3. Active engagement in recreation sports, and 4. Sports heritage and nostalgia (e.g. visiting attractions like sport museums, halls of fame etc.).

Smith and Puczko (2014) state that health tourism:

comprises those forms of tourism which are centrally focused on physical health, but which also improve mental and spiritual well-being and increase the capacity of individuals to satisfy their own needs and function better in their environment and society (p. 206).

There are three different but overlapping sectors of health tourism, which are medical, wellness and spa tourism. In case of medical tourism medical treatments, interventions or therapies are in the focus of travelling. Wellness tourism addresses prevention and personal well-being. Spa tourism is undertaken with the aim of healing, relaxation or beautifying the body (Hodžić & Paleka, 2018).

Unequal Leisure, Health, and Tourism Opportunities

Opportunities for leisure, health, and tourism are not equal for everyone, but depend on one's place of residence (type of settlement and the living environment within, region within a country, country, continent); race/ethnicity (e.g. Romany, Afro-American); occupation (e.g. miner vs. university professor); gender (man or woman); religion; level of education; socio-economic status; and social capital/resources (Vitrai *et al.*, 2008). From the present chapter's point of view the gender differences will be discussed.

Gender is a decisive factor in leisure trends, especially when it comes to time available for leisure (Tarkó, 2004, 2016; Ferencz & Tarkó, 2016). Yerkes *et al*. (2020) made a cross-national comparison in 36 countries concerning gender differences in the quality of leisure. They concluded that there were gender differences in leisure quality across countries:

in countries with conservative gender norms, low levels of childcare coverage, limited paternity leave and lower political power for women, women's leisure quality is lower than men's (Yerkes *et al.*, 2020, p. 379).

Women perform their social responsibilities (paid work, household work, childbearing, taking care for the elderly parents or sick relatives) at the expense of quality leisure (Henderson & Gibson 2013). Tarkó and Benkő (2019) examined the daily activity structure of men and women in Hungary, where time budget surveys are conducted in every 10 years since 1963. Survey data are categorised into 3 sections: 1. total workload/constrained time, 2. personal needs, and 3. free time/leisure. Through the secondary statistical analysis of these sections by genders the researchers have proven the increased workload (constrained time) for women, and the decrease in time spent on leisure. The average reported leisure time spent on sports and physical exercises was generally low in Hungary, especially in the case of women, and women on maternity leave and housewives, as well as those with low and mid-level education (Tarkó & Benkő, 2019). However, women walk more as a leisure activity than men (Pollard & Wagnild, 2017; Tarkó & Benkő, 2019). Extended workload and less time for leisure can lead to mental health problems (Tarkó *et al.*, 2016).

The Global Report on Women in Tourism – Second Edition (World Tourism Organisation, 2019) provided information about women in the tourism sector, based on data coming from 157 countries. Among the key findings were mentioned, that 54% of those employed in tourism are women, but in a low-level employment, there are high staff turnover, long working

hours, subcontracting, flexible working conditions, the prevalence of casual workers and seasonal variations in employment and the majority of women's work is concentrated in seasonal, part-time, low-paid and low-skill activities, such as retail hospitality and cleaning; and there is a gender pay gap: women earn 14% less than men (World Tourism Organisation, 2019, pp. 34-35).

Health, Health Misconceptions, Sports, and Tourism - An Empirical Research

We have studied the health concept and health misconceptions of higher education students studying on educational, sociological and health sciences professional domains in Hungary. The results of this research are presented in the followings to illustrate how people think about health and how leisure focusing on sports and tourism is depicted among the personal health factors. The present research is the first stage of a future large-scale survey on the health misconceptions of future educators.

Methods

The sample consisted of 68 participants, out of which only 5 respondents were men. Given the perspective of this chapter, only the data of female participants was analysed (n=63). The anonymous, self-administered questionnaire contained open-ended questions referring to the participants' understanding of health, as well as multiple-choice questions on health misconceptions, together with background socio-demographic questions. Data analysis was done with the help of the SPSS25.0 statistical package. While the scope of the study went beyond leisure, only those results relevant to leisure were selected.

Results

The understanding of health was measured through respondents' imaginary picture of how they view health. Answers to this open-ended question were then categorised along the 6 dimensions of holistic health: physical, mental, emotional, spiritual, social and societal (Table 1.).

Table 1. Presentation of the dimensions of the holistic health concept (n=63)

Holistic health dimensions	Rate of presenting on the pictures (%)
Physical	94.8
Emotional	32.8
Social	17.2
Spiritual	10.3
Mental	8.6
Societal	1.7

Results revealed that from the holistic health dimensions the predominance of the physical health dimension characterises the respondents' perceptions of health (94,8%). We have examined the actual content of what physical health meant for those women, who indicated such a dimension (Table 2.).

Table 2. The content of the physical dimension in case of those, who indicated it (n=55)

Elements of the physical health dimension	Rate of presenting on the pictures (%)
Nutrition	54.5
Sports	38.2
Body	25.5
Nature	18.2

In the physical dimension we found nutrition to be the most predominant (54.5%), followed by doing sports (38.2%). The body (25.5%) and nature (18.2%) were less emphasized.

We have also analysed the health pictures considering whether they depict some kind of a leisure activity or not. Leisure activity was depicted in 39.7% of respondents (23 respondents). Four women (17.4%) out of these 23 mentioned excursions in nature, which can be associated with tourism, while there were 20 mentions (87.0%) of a sport or physical activity, running mainly. One respondent could have multiple purposes, that is why the percentages add up more than 100%.

Leisure is a very important element of our lifestyle, and lifestyle contributes to our health in 43% (Lalonde, 1974). We have asked respondents to distribute 100 health points among lifestyle, genetics, environmental effects, and health care, estimating their importance in terms of their health (Table 3.).

Table 3. Factors influencing health (n=58)

	% (own research)	% (literature)
Lifestyle	42.4% (SD: 15.9)	43%
Genetics	24.7% (SD: 16.2)	27%
Environmental effects	20.5% (SD: 9.2)	19%
Health care system	13.5% (SD: 7.4)	11%

Looking at the sample mean, our respondents correctly considered lifestyle playing the most important role in the promotion of their health 42.4% (SD: 15.9). The mean was slightly higher (42.6) for those respondents, who depicted a leisure activity in their imaginary picture on health (the mean was 41.2 for those, who did not), however the differences are not significant.

To measure health misconceptions, we have listed 40 health statements found in the literature to be the most common health misconceptions. The statements referred mostly to nutrition, obesity, diabetes, smoking, alcohol consumption, hygiene, but there were also two statements referring to sports. There were no tourism-related misconceptions mentioned in the literature. Respondents had to express their opinions concerning these statements on a 5-points Likert scale (1=not true at all, 2=not true, 3=partially true, 4=true, 5=completely true). The two sports related statements were: 1. 'If I exercise enough, I do not have to take care of the amount of what I eat' (mean=1,85, median=2,00, modus=2) and 2. 'The more hard I exercise, the more I do for my health' (mean=3,03, median=3,00, modus=3). The central tendency indices indicate a misconception in case of the 2nd statement, as respondents identify over-exercising with good health.

Summary and Conclusion

Due to the low sample size of our present measurement, we could not perform the analysis according to the background variables. With the help of the measurement tool we found that the physical dimension dominated in the responding women's concept of health (94.8%), the appearance of the emotional dimension was the second most frequent mention (32.8%), and the social dimension was the third most frequently mentioned (17.2 %), the spiritual one (10.3%), the mental one (8.6%) were very low, and the social dimension barely appeared (1.7%). All this is a good indication of the lack of a holistic interpretation of the concept of health. Nutrition was the most often presented (54.5%) element among the physical health factors, followed by sports (38.2%). Leisure activities were mentioned in 39,7% (n=23), out of which four women wrote about excursions in nature. Tourism was not directly mentioned, but we can associate it with excursions to nature, and everything the participants did for their health and physical fitness could be part of sport and health tourism activities. These are only presumptions, as participants have not mentioned the circumstances or context of their actions.

In the present study, the respondents already had detectable health misconceptions. From among the 40 health statements listed in the questionnaire two referred to sports and there were none referring to tourism, as the literature search did not bring results in this respect. Respondents identified over-exercising with good health, which is clearly a misconception and could be a dangerous practice in terms of our health. In order to examine health misconceptions more accurately, we consider it necessary to restructure the listed health misconceptions and to state some of them more clearly.

A limitation of the study was that we found statements in the literature predominantly regarding the physical health dimension. This may also indicate that the presence of the physical dimension is most active in people's thinking about health. However, it may also mean that the study of health-related misconceptions has so far focused only on the physical dimension, so misconceptions about other dimensions have not been examined, although there are many. Another task of our research will be to uncover misconceptions about all six dimensions of health and connect them to the different sectors, such as tourism, when client motivations are studied.

Depending on the results of the pilot, we intend to carry out our restructured questionnaire in Hungarian higher education institutions with the participation of students in teacher education. We expect a total of 1000 participants. Our analyses will be carried out using the SPSS statistical software package. As a further step in our research, we aim to interview head teachers about their misconceptions about health.

Studying the health concept, the health misconceptions and their sources is an important prerequisite if we would like to achieve positive change in people's lifestyle practices. It is also very important to study them among future teachers, as educators have an immediate effect on the health concept and lifestyle practices of children and young people.

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Relationship Between Exchange Rate and Trade Balance: "the Case of Albania"

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Abstract

This paper analyzes the relationship that exists between the trade balance and the exchange rate. For a clearer picture of the results, other macroeconomic factors that are thought to have an impact on the trade balance, such as economic growth, trade openness, foreign direct investment, and remittances are analyzed. The main objective of this paper is to empirically identify the impact that exchange rate volatility has on the trade balance, specifically Albania. The study uses data obtained from the World Bank and INSTAT for the period 2000-2018. The method used is the empirical method in presenting the facts and the performance of macroeconomic factors and the econometric method in analyzing the relationship between the exchange rate and the trade opening. The VAR model was used to estimate the regression results and the evaluation procedure for the parameters is time series, using data on trade as a percentage of GDP, Euro / ALL exchange rate, foreign direct investment, economic growth, and remittances. The results of this study show that in the case of the Republic of Albania according to the VAR model there is no stable relationship between the exchange rate and trade.

Keywords: Albania, exchange rate, trade balance, VAR test

JEL Classification: F11, F14, F31

Introduction

Many studies have been done to assess the impact of the exchange rate on the trade balance. The exchange rate reflects all transactions between economic agents, at home and abroad. Imports, exports and investments in domestic and foreign financial assets, not only affect the exchange rate, but also affect its current and expected values.

The real exchange rate indirectly affects the distribution of resources in the economy, tradable and non-tradable goods and consequently the trade balance. The purpose of this paper is to identify the role of the exchange rate in Albania's trade balance.

In the first part of this paper we will analyze the latest macroeconomic developments in terms of trade balance as well as theoretical and empirical assessments of the relationship between the exchange rate and trade balance. In the next section we will describe the performance of

the trade balance in Albania for the last decades, an empirical summary of the facts and the performance of the trade balance and other macroeconomic factors over the years. The paper concludes with the econometric model based on the VAR test which aims to explain a possible relationship between trade as a percentage of GDP and the Euro / ALL exchange rate.

Literature Review

When assessing the impact of the exchange rate on the trade balance it is important to rely on the theories identified. Given the theoretical view that shows the relationship between the exchange rate and the trade balance, attempts have been made to analyze this impact through empirical studies.

A study that tested the bilateral J-curve effects for three transitional central European countries, namely Czech Republic, Hungary and Poland, and their bilateral trade with Germany was conducted by Hacker and Hatemi-J (2004), in their study. The trade balances are calculated as a ratio of exports to imports, and they are explained by bilateral real exchange rates and domestic and foreign income levels. Using a vector error correction model (VECM) and impulse response functions, the study finds that the J-curve effect is observed for each of the countries as the trade balances briefly deteriorate after a depreciation in the real exchange rate and then improve in the long run. (Hacker.R.S ; Hatemi-J.A)

The effect of depreciation on the trade balance of eleven Central and Eastern European countries was investigated by Bahmani-Oskooee and Kutan (2006). The study implemented the cointegration approach and error-correction modeling using quarterly data from 1990 to 2005. The results showed the presence of J-curves in the cases of Russia, Croatia and Bulgaria. (Bahmani & Kutan, 2006).

Salko and Osmani analyzed the time series of exports and imports only in relation to current and past exchange rate data. They find a potential impact of depreciation on exports but not on imports. (Salko & Osmani, 2002)

(Sojlli & Shtylla, 2006) have concluded that the exchange rate is an important macroeconomic variable for the short-term performance of imports in Albania, but not exports, and that in the long run the exchange rate has a greater impact than GDP.

Another author investigated the effect of exchange rate depreciation on Albania's trade balance. (HODA, 2013) The study used quarterly data from 1998 to 2012 and the results showed that the exchange rate effect is present in exports and has a significant impact on trade deficit reduction and revenues have a significant impact on trade flows.

(Cakrani, 2014) after studied the impact of the exchange rate on several macroeconomic variables in Albania (including exports and imports) concluded that the real ecxhange rate does not have a significant impact on the Albanian economy.

Many studies have been done in Albania but also in different countries to discover the relationship between the exchange rate and the trade balance and in many cases they present different results. Based on the contradictory conclusions that exist regarding this issue, this paper aims to contribute to clarifying the position of the real exchange rate in the trade balance.

Macroeconomic Factors in Albania

As it is known, since the beginning of the transition, Albania has adopted a flexible exchange rate regime. This means that the price of foreign currencies, even the euro against the Albanian lek is determined by the conditions of the foreign exchange market. Exchange rate fluctuations reflect the free movement of goods and monetary capital in Albania's trade and financial exchanges with its trading partners.

Exchange Rate

During the period 2000-2018 the exchange rate has had high volatility, we have both appreciation and devaluation of the ALL against the euro and the dollar. Fluctuations in the exchange rate of the ALL against the euro and the US dollar are also reflected in the Albanian trade balance. Therefore, it is important to note that Albania, like other countries in Southeast Europe, recorded a negative trade balance in the period 2000-2018.

Trade

The ratio of trade to GDP is an indicator of the relative importance of international trade in a country's economy. In Albania, trade has always occupied a significant part of GDP. From 2000-2018 the share of trade in GDP has been increasing from 60 percent of GDP already about 80 percent of GDP.

Foreign Direct Investment

Foreign Direct Investment (FDI) is a very important source of capital financing in small economies, such as Albania. In Albania, FDI appeared after the 1990s with the change of the political system and their level was low. But after the 2000s their volume began to increase significantly as the country offered great opportunities for foreign investors, not only for the many untapped resources in almost every economic sector but also because the implemented political system followed the path of privatizations in the sectors of energy, telecommunications, services, infrastructure and especially airlines, etc. The main investors in Albania are the countries of the European Union

Remittances

Remittances, according to Bank of Albania estimates, constitute the largest inflow into the Albanian economy, leaving behind foreign direct investment and exports. They have been the most stable and secure financial flow in the Albanian economy, over the years affecting the improvement of the balance of payments and the level of economic development in the country. (An overview of remittances, 2019). Since 2006 the level of remittances has been decreasing and their lowest level was during 2012-2014 as a result of the economic crisis affecting neighboring countries like Greece and Italy in which the level of population migration is higher. This difficult situation is also reflected in the reduction of the country's GDP.

Econometric Model

This research aims to determine the relationship that exists between the trade balance, the exchange rate, foreign direct investment, economic growth, and remittances. The choice of variables is based on the analysis of various kinds of literature that have studied the relationship that exists between the trade balance and macroeconomic factors. In this paper,

the regression model is built based on the described conceptual framework and is adapted only for Albania.

$$Trade = \beta_0 + \beta ER + \beta FDI + \beta GDP + \beta REM + \varepsilon$$

Trade– represents trade as a percentage of GDP. It is an indicator of the relative importance of international trade in a country's economy. It is calculated by dividing the aggregate value of imports and exports over a period by gross domestic product for the same period. Although called a ratio, it is usually expressed as a percentage. It is used as a measure of a country's opening in international trade, and so it can be called the trade opening ratio.

ER- represents the Euro / ALL exchange rate. The value of the ALL against foreign currencies is freely determined in the foreign exchange market. Exchange rate fluctuations reflect the free movement of goods and capital in Albania's trade and financial exchanges with its trading partners.

FDI- Foreign direct investment as a percentage of GDP. Is a category of investment by resident enterprises (direct investor) in an economy, with long-term business interest in another economy from the country of origin of the direct investor, expressed as a percentage of GDP.

GDP (Gross Domestic Product) - represents the total cash value of all goods and services produced during a specific period by resident production units. Economic growth occurs when the market value of products and services in one economy increases in one period compared to another.

REM-remittances as a percentage of GDP. Remittances are defined as the sum of two components: income from work and personal transfers. Personal remittances received as a share of GDP are the flow of personal remittances expressed as a percentage of Gross Domestic Product (GDP)

Descriptive Analysis

Table 1: Descriptive Statistics

	TRADE	ER	FDI	GDP	REM
Mean	65.45108	132.7368	6.500064	4.623970	13.51915
Median	70.87253	134.0000	7.453973	3.841364	13.71852
Maximum	85.02975	140.0000	11.16018	13.50117	17.22092
Minimum	45.87242	122.0000	1.206527	1.000755	10.03355
Std. Dev.	8.42145	6.781037	2.917301	2.859078	2.379445
Skewness	-1.192750	-0.421614	-0.191790	1.511258	-0.025496
Kurtosis	3.276237	1.616951	1.733029	5.931555	1.588475
Jarque-Bera	3.423051	2.077220	1.387276	14.03594	1.579378
Probability	0.180590	0.353946	0.499755	0.000896	0.453986
Sum	1346.382	2522.000	123.5012	87.85542	256.8639
Sum Sq. Dev.	1519.916	827.6842	153.1916	147.1379	101.9116
Observations	19	19	19	19	19

The results from the descriptive statistics table can help give an idea best overall data by looking at a minimum, maximum, and values average for each. It can also be seen that ER, IHD, and REM have values of skewness close to zero and kurtosis less than 3 while Trade and GDP have respective values away 0 and 3.

ADF Unit Root Test

Initially constructing an equation on variables seems to give a model of power good explanatory with a regulated R2 of 66 percent and its overall importance high. However, time-series data can often present false results as a consequence of non-stationary data or otherwise called false regressions. This is the reason why further tests are needed to create an accurate model that gives relationships between variables.

To check for data stationarity will be used Augmented Dickey-Fuller test. Hypothesis zero for this test indicates that the unit root is present in the data. Any variable tested separately and the results can be seen in the appendices. When testing for variables is done in their level form, all of them except GDP, have high probability values therefore fail to refute the hypothesis base, which means that time series data is non-stationary. To continue testing is done for their first form of change and it helps to convert data from non-stationary to stationary. The analysis is then continued with the VAR method as we have ensured that all variables are stationary.

Heteroskedasticity Test

The problem of heteroskedasticity makes econometric analysis irrelevant. In order to proceed with the other steps, the heteroskedasticity test must first be performed. The Breusch-Pagan-Godfrey test show a p value for Obs * R-squared of 0.9 which it is not important, therefore the data are homoskedastic.

Heteroskedasticity Test: Breusch-Pagan-Godfrey

F-statistic	0.084071	Prob. F(4,14)	0.8974
Obs*R-squared	0.450734	Prob. Chi-Square(4)	0.9772
Scaled explained SS	0.204842	Prob. Chi-Square(4)	0.9856

VAR Model

VAR models are a well-known method for the multivariate time series, like that of this study. For VAR models to be applied the variables must be stationary. This is why the first change is taken for all variables except GDP which was stationary at the level so there is no need for transformation. The lag length number must first be determined, which is done using the lag length criteria option. From the tests done based on the criterion of the lowest values of AIC and BIC, the optimal number of delays to be used is 2.

After determining the optimal number of lag length proceed with the VAR model. Before analyzing the results, another test for the model should be done. According to the VAR model,

trade and exchange rate have an inverse relationship but this relationship is not important in both Lag 1 and Lag 2. Therefore it can be said that in the VAR, there are no clear and strong relationships between the variables.

VAR Test

Vector Autoregression Estimates

Date: 11/01/20 Time: 19:58

Sample (adjusted): 2003 2018

Included observations: 16 after adjustments

Standard errors in ( ) & t-statistics in [ ]

	TRADE	DER	DFDI	DREM	GDP
TRADE(-1)	0.272403	-0.033461	-0.031411	0.095102	-0.074564
	(0.60134)	(0.29851)	(0.19213)	(0.09102)	(0.13865)
	[0.50835]	[-0.13886]	[-0.16171]	[1.17451]	[-0.51324]
TRADE(-2)	0.713448	0.354891	0.164288	-0.186751	-0.065284
	(0.61164)	(0.35109)	(0.18422)	(0.09054)	(0.15228)
	[1.21514]	[1.01482]	[0.78828]	[-2.23521]	[-0.41348]
DER(-1)	-0.122344	-0.175527	0.313691	0.117776	0.142654
	(0.35628)	(0.27461)	(0.30167)	(0.13536)	(0.07861)
	[-0.33447]	[-0.93041]	[1.31243]	[0.71681]	[1.68314]
DER(-2)	-0.146257	0.103201	-0.190313	0.000824	-0.084051
	(0.30415)	(0.20321)	(0.09764)	(0.04603)	(0.08831)
	[-0.48226]	[0.50082]	[-1.86546]	[0.02242]	[-1.46357]
DFDI(-1)	-0.920534	0.005451	-0.037700	0.387826	0.132063
	(0.94536)	(0.54201)	(0.30926)	(0.13092)	(0.22205)
	[-0.98756]	[0.01075]	[-0.12190]	[2.96240]	[0.59474]
DFDI(-2)	-0.413153	1.541721	-0.527458	0.041112	-0.350213
	(1.03027)	(0.60520)	(0.28831)	(0.14225)	(0.31219)
	[-0.35665]	[2.50851]	[-1.74527]	[0.27964]	[-1.20115]
DREM(-1)	-1.600324	-0.782128	0.375027	0.312251	0.691502
	(3.14641)	(1.83535)	(1.04160)	(0.45022)	(0.74565)
	[-0.50636]	[-0.42312]	[0.34487]	[0.69099]	[0.92507]
DREM(-2)	0.702344	2.397251	-0.764851	-0.340281	-0.636245
	(1.42512)	(0.83448)	(0.52110)	(0.19855)	(0.34752)
	[0.49572]	[2.98025]	[-1.62073]	[-1.70509]	[-1.84762]
GDP(-1)	1.456682	-2.130406	1.040338	0.003576	0.785205

• • •

	(1.65222)	(0.94326)	(0.54238)	(0.22701)	(0.33032)
	[0.98577]	[-2.27607]	[1.94721]	[0.01425]	[2.03223]
GDP(-2)	-0.187083	2.422839	-0.201224	-0.314357	-0.183285
	(1.17967)	(0.58250)	(0.41004)	(0.16568)	(0.28389)
	[-0.15684]	[3.56830]	[-0.52237]	[-1.91280]	[-0.65542]
C	0.965385	-23.77879	-13.16567	6.654731	10.42158
	(25.7414)	(14.9783)	(8.55127)	(3.61354)	(6.20411)
	[0.04527]	[-1.64583]	[-1.55112]	[1.83573]	[1.70520]

R-squared	0.656482	0.808634	0.632480	0.656917	0.753440
Adj. R-squared	0.569445	0.725903	0.597441	0.470752	0.660321
Sum sq. resids	104.9667	35.35849	11.51233	2.062981	5.935027
S.E. equation	4.581848	2.659266	1.517388	0.642337	1.089498
F-statistic	1.554033	2.973619	1.368821	1.556813	2.912481
Log likelihood	-37.75145	-29.04661	-20.06966	-6.315523	-14.76928
Akaike AIC	6.093931	5.005827	3.883707	2.164440	3.221160
Schwarz SC	6.625086	5.536981	4.414862	2.695595	3.752315
Mean dependent	74.06261	0.750000	0.176113	-0.447982	3.734206
S.D. dependent	5.358510	5.081370	1.703844	0.743815	1.654179

Determinant resid covariance (dof adj.)	0.502625
Determinant resid covariance	0.001501
Log likelihood	-61.50325
Akaike information criterion	14.56291
Schwarz criterion	17.21868

Granger Causality

Granger causality is a test used to find out if one variable can be used to predict another. It also shows the course of the relationship in the sense that it is one-sided or two-sided. The results for Granger Causality support the basic hypothesis that DER does not cause Granger Trade. Granger causality does not show a two-way causality between trade as a percentage of GDP and the Euro / ALL exchange rate.

Finally, it should be said that this study has its limitations that may affect the accuracy of the results such as the small number of observations and the fact that the variables have different levels of stationarity, therefore the parameters may be shifted.

Conlusions

This analysis was performed by applying the econometric VAR approach and using data on trade as a percentage of GDP, Euro / ALL exchange rate, foreign direct investment, economic growth and remittances.

The period in which the study was conducted is 2000-2018 and the technique used was the VAR model to measure the long-run relationship of macroeconomic variables.

According to the VAR model there is no stable link between the exchange rate and trade. It should be noted that the model suffers from a lack of data and does not give a very consistent conclusion.

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Syllabification and Some Phonological Operations in Hiti Iraqi Arabic

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Abstract

This paper aims at investigating some phonological processes in Hiti Iraqi Arabic
(HIA) a dialect spoken in Hit town located in the western region of Iraq. Due to the
absence of MSA in everyday life, HIA had become the native language of people living
in such a region. Some studies has been made to investigate some phonological
phenomena existing among some varieties of Arabic. Rahim (1980) researched the
phonology of Iraqi Arabic from a functional viewpoint. Dickins (2007) studied the
Syllable structure and phonemics of Sudanese Arabic depending on a functionalist
approach. Al Yaari (2012) investigated vowel deletion in Yemeni Arabic dialect, and
concluded that short vowel deletion occurs in verbs and might extend to include
pronouns, but there is no literature concerning this variety of Arabic.

Keywords: Syllabification, Iraqi Arabic, phonological processes, Metathesis, Vowel deletion,
Epenthesis

1.Introduction

This paper is intended to fill a gap in the area of dialectological differences among Arabic
varieties. HIA tends to have some phonological processes able to distinguish it from other
varieties. The paper attempts to answer three main questions:

1. Which phonological processes exist in HIA?
2. What grammatical functions they do?
3. To what extent these processes are determined by syllabification constraints?

The paper adopts two methods in analyzing the data. the first is the derivational rules which
are used in order to give a description of the environments governing each process. In contexts
where the process is determined by syllabification constraints, the paper depends the Filters
model as proposed by Optimality theory with an attempt by the researcher to consult more
models in analyzing and evaluating the data. The paper is organized as follows:

Section 1 is an introduction, section 2 presents the methodology adopted by the paper and the
nature of the data. Section 3 gives an overview about the phonological system of the language
variety under investigation. Sections 4-9 discuss the most observable phonological processes
and analyze the data on the basis of OT theory . After that the paper lists the main conclusions
arrived at. A list of references is given at the end of the paper.

2. Literature Review

Hīt is a small town of good historical importance which has played a noticeable role in the Iraqi civilization and culture. The original residents of the town are sedentary Sunni Muslims, whose life has depended for ages on agriculture, fishing, and sheep-rearing. The majority of the sociolinguistic studies that have been carried out on IA have basically relied on examining dialect variation and change in the colloquial and standard Arabic use at the lexicon level (Bakir, 1986; Khan, 1997). Another groupf of studies have directed their focus on gender differences in the use of such varieties (Abu Haidar, 1989), while the other group have focused on specific sociolinguistic factors, such as level of education and spatial mobility (Al-Ani, 1978). The earliest sociolinguistic study conducted on IA dialects was that of Blanc (1964), who divided these dialects into two groups. The qiltu 'I said' groups spoken in Mosul and Tikrit on the Tigris and Anah and Hīt on the Euphrates. The four regions are considered as the most ancient urban cities all over Iraq. The second group is the gilit 'I said' group used in the semi-nomadic rural areas in the rest of Iraq geography, including Baghdad (Al-Ani, 1978: 104).

3. Methodology

The paper adopts observation as a technique of data collection. It includes different words extracted from everyday speech in HIA and representing the most frequent instances in which the processes under investigation occur. The population of the paper comprises male and female native speakers of HIA whose words are used as data material. The tokens are discussed and described depending on certain parameters ; The grammatical function concerned, the change in syllable structure, and the sequence of the segments as syllable elements.

4.the Phonological System of Hia.

Being a sub variety of IA, HIA shares many characteristics with it.(Wallace, 2004 cited in Jasim & Shahdan, 2013). Inventory of IA consonants and vowels will be used to refer to those of HIA.

5. Data and Discussion

5.1 Metathesis

Metathesis is a term adopted to refer to a substitution in the normal sequence of sounds, syllables or words. (Crystal 2003, p. 303). When metatheses has grammatical functions, it is called regular or gradual. Metatheses doing no grammatical functions is said to be abrupt or sporadic as in the case of pronunciation error or slips of tongue (Hume, 2001, p. 1). HIA tends to carry various categories of metatheses depending on some variables. These variables include adjacency between the segments, whether the segments are consonants or vowels in addition to the grammatical function metatheses performs if there are any. In the sections that follow an account for the observed categories of metatheses will be given.

5.1.1 Adjacant Metathesis.

This means that the alternated sounds are in a contact sequence to each other. It occurs in word initial, medial and final position. As the data will reveal, metathesis falls on two segments only and might play grammatical functions as will be discussed in the following contexts.

Table 1: Adjacent CV-to-VC word initial metathesis.

Singular	Plural	Syllable no.	Syllabification change
/ba.ʈal/	[ab.ʈal]	same	CV-CVC
/wa. ʈ an/	[aw .ʈ an]	same	VC-CVC
/za.man/	[az.man]	same	
/na.har/	[an.har]	same	

The data in Table 1 above illustrate that, when occurring at the beginning of a word, metathesis is open to both sonorant and obstruent consonants. Moreover, metathesis takes place within the same syllable which is the first. The only difference is that the first syllable is changed from open (CV) to closed (VC) while the words keep the same number of syllables (2). As for the second syllable, it keeps the same structure. Applying derivational rules on this sequence , we obtain the following rules:

The syllabification rules for this sequence will have the following paths:

UF: /ba. ʈal/ CV.CVC

R1:   [abʈ.al] *VCC.*VC   VC is not allowed in word final position and   VCC does not exist in HA

R2: [a.bʈal]*V.CCVC   HIA prohibits V syllable.

SF: [ab.ʈal] VC.CVC

In initial and medial word metatheses accompanying pluralization, the plural must end with CVC syllable. Therefore, VC.CVC syllabification is the only one applicable. As shown, this type is restricted to the grammatical function of pluralization.

5.1.1.2 Word Medial Metathesis.

Table 2. Adjacent VC-to-CV metathesis in word medial position .

Macsuline	Feminine	Syllable no.	Syllabification change
/a.kala/	[ak.la.ta]	same	V- CV-CV VC-CV-CV
/a. ʤa.la/	[a ʤ .la.ta]	same	V- CV-CV VC-CV-CV
/a .χ a. ð a/	[a χ. ð a.ta]	same	V- CV-CV VC-CV-CV
/ʔ. ma.ra/	[ʔ m.ra.ta]	same	V- CV-CV VC-CV-CV
/a.da.ba/	[ad.ba.ta]	same	V- CV-CV VC-CV-CV

Table 2 above describes medial word metathesis having the grammatical function of gender shift. As for the syllable number, the words remain trisyllabic , but they have different structures as:

V-CV-CV-to-VC-CV-CV

where the resulting syllable is a combination of nucleus of the second syllable and the onset of the third syllable of the stem. The following the environments governing this syllabification:

UF /a.ka.la/ V.CV.CV

R1: [a.kla.ta]*V.CCV.CV

where V syllable only appears word initial and only when followed by CV syllable.

R2: /akl.a.ta/ *VCC.V.CV

where VCC syllable is not allowed in HIA

R3: /akl.at.a/ VCC.VC.*V where V syllable does not apply word final.

SR: /ak.la.ta/ VC.CV.CV

The filters model applied to this group of words will be illustrated in Table (3) below.

Table 3: Filter model for VC-to-CV word medial metatheses

Input	Transformational Component	Output of Transformational Component	Filter Component	Output of Filter Component
/a.ka.la/	Syllabification metatheses	[ak.la.ta] [a.kla.ta] [akl.a.ta] [ak.lat.a]	*V.CCV *VCC *V#	[ak.la.ta] *[a.kla.ta] *[akl.a.ta] *[ak.lat.a]

Table 4. Adjacent VC-to- CV metathesis in word medial position.

Singular	Plural	Syllable no.	Syllabification change
/maw.qif/	[mwa.qif]	different	CVC-CVC CCV-CVC
/maq.lab/	[mqa.lib]	different	CVC-CVC CCV-CVC
/max.baz /	[mxa.biz]	different	CVC-CVC CCV-CVC
/mas .ʤ id/	[msa .ʤid]	different	CVC-CVC CCV-CVC
/maf. ʂ al /	[mfa. ʂil]	different	CVC-CVC CCV-CVC
/ma ƫ .bax/	[m ƫa.bix]	different	CVC-CVC CCV-CVC
/miħ.bas/	[mħa.bis]	different	CVC-CVC CCV-CVC
/mak.tab /	[mka.tib]	different	CVC-CVC CCV-CVC

Table 4 describes medial word metathesis having the grammatical function of pluralization. As for the syllable number, the words remain disyllabic, but the first syllable is changed because its nucleus and coda change positions

CVC - CVC

CCV - CVC

This form takes place within the syllable borders as compared to the previous form where the change exceeds to two syllables. Syllabification of this sequence is as follows:

UR: /maw.qif/   CVC.CVC

R1:[mwaq.if]   CCVC.*VC   where VC does not occur word finally.

SR: [mwa.qif]   CCV.CVC

The filters model applied to this group of words will be illustrated in Table (5) below.

Table 5: Filter model for VC-to-CV   word medial metatheses

Input	Transformational Component	Output of Transformational Component	Filter Component	Output of Filter Component
/maw.qif/	Syllabification metatheses	[mwa.qif] [mwaq.if]	*VC#	[mwa.qif] *[mwaq.if]

5.1.1.3 Word Final Metathesis.

When occurring in word final position, metathesis has two grammatical functions: Pluralization and gender difference.

As Table 6 will illustrate, both singular and plural nouns are disyllabic.

Table 6: Adjacent CV-to-VC metathesis in word final position

Singular	Plural	Syllable no.	Syllabification change
/sit.ra/	[si.tar]	same	CVC-CV CV-CVC
/miħ.na /	[mi. ħan]	same	CVC-CV CV-CVC
/nax.la/	[na.xal]	same	CVC-CV CV-CVC
/ ʃ a ʤ. ra/	[ʃ a .ʤ ar]	same	CVC-CV CV-CVC
/ba ʂ. la /	[ba .ʂ al]	same	CVC-CV CV-CVC

One difference is that the second (CV) open syllable is changed into a (CVC) closed one as:

CVC - CV

CV - CVC

More interesting is that the two syllables are just reversed with each other as :

CVC - CV

CV - CVC

And what happens is that the coda of syllable 1 shifts leftward to occupy the position of the second syllable onset as :

CVC - CV

CV - **CVC**

The possible environments of this form can be described as follows:

UR: /si.tar/ CV.CVC

R1: /sit.ar/ CVC.VC*   where VC is not allowed word finally.

SR: /si.tar/ CV.CVC

The filters model applied to this group of words will be illustrated in Table (7) below.

Table 7: Filter model for CV-to-VC word final metatheses

Input	Transformational Component	Output of Transformational Component	Filter Component	Output of Filter Component
/sit.ra/	Syllabification metatheses	[si.tar] [sit.ar]	*VC#	[si.tar] *[sit.ar]

Table 8: Adjacent VC-to-CV metathesis in word final position

Macsuline	Feminine	Syllable no.	Syllabification change
/mxabal/	[mxabla]	same	CCV - CVC CCVC - CV
/mka.sar/	[mkas.ra]	same	CCV - CVC CCVC - CV
/m ʈ an.iʃ/	[m ʈan .ʃa]	same	CCV - CVC CCVC - CV
/m ʔ a.zil /	[m ʔaz.la]	same	CCV - CVC CCVC - CV
/mda.θar /	[mda θ.ra]	same	CCV - CVC CCVC - CV
/m ʔ a .z il/	[m ʔ az.la]	same	CCV - CVC CCVC - CV
/mxa.dar /	[m χad.ra]	same	CCV - CVC CCVC - CV
/mka.sar /	[mkas.ra]	same	CCV - CVC CCVC - CV

In these examples, metathesis causes the second CVC closed syllable to become a CV open one and what happens is that the onset of the second syllable in the stem shifts leftward to become the coda of the second syllable of the new word as :

CCV - **CVC**

C**CVC**– CV

As for syllable stress, metathesis falls on the syllable carrying the secondary stress.Syllabification rules can be described as follows:

UR:/m χ a.bal/   CCV.CCV

R1: [m χ abl.a] CCVCC.V*   where V syllable is prohibited in HIA

R2: [m χ a.bla] CCV.CCV where HIA does not allow /bl/ sequence within a syllable boundaries.

SR: [m χ ab.la]   CCVC.CV

Table 9 : Filter model for VC-to-CV   word finall metatheses

Input	Transformational Component	Output of Transformational Component	Filter Component	Output of Filter Component
/m χ a.bal/	Syllabification metatheses	[m χ ab.la] [m χ abl.a] [m χ a.bla]	*V# *#CCV	[m χ ab.la] *[m χ abl.a] *[m χ a.bla]

Metatheses in word final position appears with another form in which it changes the part of speech of the words it occurs in. The following example illustrates this form:

Table 10: Adjacent VC-to-CV metathesis in word final position

Verb	Noun	Syllable no.	Syllabification change
/fa.ta ħ /	[fat. ħ a]	same	CV.CVC CVC.CV
/za.?al/	[za?.la]	same	CV.CVC CVC.CV

/fata ħ /   [fat ħ a]

CV.CVC   CVC.CV

This form has the VC-CV metatheses in word final position.When appearing in this environment it has the grammatical function of changing the verb into a noun.The underlying rules governing this category of metatheses are as follows:

Environment 1:

UF: /fa.ta ħ /   CV.CVC

R1: [fat. ħ a]   CVC.CV

SF: [fat. ħ a]   CVC.CV

Here the final VC portion is changed into CV. It is noticeable that the metatheses occurs within the same syllable boundaries. The only syllabification change is that the disyllabic word has

the same sequence but the difference is in the syllable boundaries where the two segments reverse with each other. Table (9) presents a group of words having this form of metatheses.

The same resulting word will have a different meaning and number of segments. It is the case where the word witnesses epentheses of a consonant /t/ which is attached to it. In this environment, a new part of speech will result which is a verb. This will result into a new rule to be added as :

Environment 2:

UF: /fat. ħ a/   CVC.CV

R1: [fat. ħ at]   CVC.CVC

SF: [fat. ħ at]   CVC.CVC

The main changes accompanying this form is shown in Table (11) below.

Table 11: Final word consonant epentheses

noun	verb	Syllable no.	Syllabification change
/fat. ħ a/	[fat. ħ at]	same	CVC.CV CVC.CVC
/daχal/	[daχ.la]	same	CVC.CV CVC.CVC
/saħab/	[saħ.ba]	same	CVC.CV CVC.CVC
/dafaʕ/	[daf.ʕa]	same	CVC.CV CVC.CVC
/radʒaʕ/	[radʒ.ʕa]	same	CVC.CV CVC.CVC
/nazal/	[naz.la]	same	CVC.CV CVC.CVC

Where the underlying form of this environment was R1 of the environment 1.

The output in R2 above can be a path into a third rule which is achieved by means of lengthening the vowel of the second syllable so that we get a plural form. Thus, the rewrite rules will be as :

Environment 3:

UF: /fat. ħ at/   CVC.CVC

R1: [fat. ħ aat]   CVC.CVC

SF: [fat. ħ aat]   CVC.CVC

The main changes accompanying this form is shown in Table (12) below.

Table 12: Adjacent VC-to-CV metathesis in word final position

noun	verb	Syllable no.	Syllabification change
/fat.hat/	[fat.haat]	same	None
/saħ.bat/	[saħ.baat]	same	None
/daf.ʕat/	[daf.ʕaat]	same	None

| /radʒ.ʕat/ | [radʒ.ʕaat] | same | None |
| /naz.lat/ | [naz.laat] | same | None |

Once again the underlying form of this environment was R1 of the environment 3.

Environment 3 expand to result another rule and a new part of speech. This happens by lengthening the vowel of the first syllable leading to rules like:

Environment 4:

UF: /fat. ħ aat/   CVC.CVC

R1: /faat. ħ aat/   CVC.CVC

SF: /faat. ħ aat/   CVC.CVC

Combining the four environments together we have the following derivational rules:

UF: /fa.ta ħ /   CV.CVC

R1: [fat. ħ a]   CVC.CV

R2: [fat. ħ at]   CVC.CVC

R3: [fat. ħ aat]   CVC.CVC

R4: [faat. ħ aat]   CVC.CVC

SF: [faat. ħ aat]   CVC.CVC

5.1.1.4 Double positioned metathesis.

There are cases where metathesis is able to occur in two positions of the word at the same time. HIA has instances of this form of metathesis which also has a grammatical function of pluralization.

Table 13:Adjacent VC-to-CV metathesis in word medial and final positions.

Singular	Plural	Syllable no.	Syllabification change
/ka.rak/	[kra.ka]	same	CV- CVC CCV- CV
/da.radʒ/	[dʒra.dʒa]	same	CV- CVC CCV- CV

Here the four metathesized consonants whereas the vowels move leftward. What happens is that three of them remain in their original boundaries, but they alternate positions i,e one moves from being the onset of the second into the onset of the first as:

CV- CVC

CCV- CV

As for the movement of the other three metathesized sounds , they have the form below:
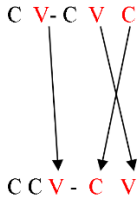
The syllabification rules governing this sequence of segments are described as :

UR: /ka.rak/ CV.CVC

R1: [krak.a]   CCVC.V*   where V syllable is not allowed in HA.

SR: [kra.ka]   CCV.CV

The filters model applied to this group of words will be illustrated in Table (14) below.

Table 14: Filter model for medial and final word metatheses.

Input	Transformational Component	Output of Transformational Component	Filter Component	Output of Filter Component
/ka.rak/	Syllabification metatheses	[kra.ka] [krak.a]	*V#	[kra.ka] *[krak.a]

4.1.1.5. CC-to- CC Adjacent Metathesis

This form occurs in HIA to fall on consonants only where both occupy word medial positions. It is represented by two syllable margins. Noteworthy is that this form has no grammatical function and that it is only a form of speech errorsspecially by children and illiterate people whose native language variety is HIA. Instances of this form will be mentioned in Table (15) below:

Table (15) :Adjacent CC-to-CC   metathesis in word medial position.

Original word	Metathesized word	Syllable no.	Syllabification change
[mus.taʃ.fa]	[mus.taf.ʃi]	same	CVC-CVC-CV
[mab.zal]	[maz.bal]	Same	CVC-CVC

More interesting, this form has no effect on neither syllable number nor structure as the examples illustrate. The rules underlying the syllabification are described below:

UR: /mus.tash.fa/   CVC.CVC.CV

R1: [mu.staf.shi/]   CV.CCVC*.CV where CCVC is not occurring word medial.

R2: [mus.ta.fshi]   CVC.(CV.CCV*)   where this sequence is not preferred.

SR: [mus.taf.shi]   CVC.CVC.CV

The filters model applied to this group of words will be illustrated in Table (16) below.

Table 16: Filter model for CC-to-CC adjacent word medial metatheses

Input	Transformational Component	Output of Transformational Component	Filter Component	Output of Filter Component
/mus.taʃ.fa/	Syllabification metatheses	[mu.staf. ʃi] [mu.staf. ʃi] [mus.ta.ffi]	CCVC word medial CV.CCV sequence	[mu.staf. ʃi] *[mu.staf. ʃi] *[mus.ta.ffi]

5.2. Vowel deletion

In addition to metatheses, Pluralization in HIA is sometimes achieved by means of deleting vowels of open syllables from the singular noun. Where deletion takes place, it affects the syllable structure and number . Table (17) below illustrates the way this process works.

Table 17: Vowel deletion in plural nouns/ First syllable

singular	plural	Syllable no.	Syllabification change
[qa.lam]	[qlaam]	different	CV-CVC CCVC
[sa.ham]	[shaam]	different	CV-CVC CCVC

As shown, elements of the second syllable keep the same sequence but they shift leftward attaching the onset of the first syllable to build up the monosyllabic word as:

Disyllabic

C V-C V C

C C V C
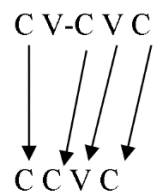
Monosyllabic

This form of deletion is accompanied by vowel lengthening which falls on the nucleus of the resulting monosyllabic word.

The filters model applied to this group of words will be illustrated in Table (18).

Table 18 : Filter model for voweldeletion

Input	Transformational Component	Output of Transformational Component	Filter Component	Output of Filter Component
/qa.lam/	Syllabification deletion	[qlaam] [q.laam]	C	[qlaam] *[q.laam]

Deletion also falls on the second open syllable of the singular word as in Table 19.

Table 19: Vowel deletion in plural nouns/ Second syllable

singular	plural	Syllable no.	Syllabification change
/moo.za/	[mooz]	different	CV-CV CVC
/tii.na/	[tiin]	different	CV-CV CVC

As shown, a disyllabic word is changed into a monosyllabic. It is due to deleting the nucleus of the second syllable and attachig its onset to be the coda of the resulting monosyllabic word . The environments gorerning this transition is described as follows:

UF: /moo.za/ CV.CV

R1: /moo.z/ CV.C* where C syllable is not allowed in HA

R2: [mooz] CVC

SF: [mooz]   CVC.

5.3. Vowel Substitution

Epenthesis is a term used to refer to intruding a sound in the word (Crystal 2009, p.171). Another phonological process which in distinguished in HIA is vowel substitution. It is occurs with pluralization and therefore it has a grammatical function.

None of the processes previously described occur with monosyllabic words. In contrast, substitution does. Table (20) shows some examples:

Table 20: Vowel substitution in plural nouns.

singular	plural	Syllable no.	Syllabification change
/smiin/	[smaan]	same	CVC.VC CCVC
/kbiir/	[kbaar]	same	CCVC CCVC

It is clear that this process has no affect on neither the syllable number nor structure. In addition, both vowels are long ones and the resulting plural noun is the same whatever the singular is (masculine or feminine) The only difference is that with feminine stem (singular), substitution is accompanied with deletion of the final vowel. In this case, plural results into new syllable number and structure as:

/s m i n a/

C C V -C V   Disyllabic

C C V C 0   Monosyllabic
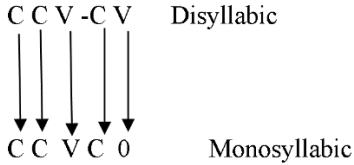
[s m aa n]

5.4.Feature changing processes

HIA is rich with environments where segments have some of their features changed under the influence of neighboring segments which are mostly likely to following them. Below are some observed cases:

5.4.1 Regressive assimilation of [ɣ] .

In HIA, the voiced velar fricative [ɣ] is changed into a voiceless uvular fricative [x] when occurring before another fricative. The environments governing this type of assimilation is described in terms of derivational representation as follows by means of parentheses rules:

When [ɣ] is followed by an alveolar fricative [s] as in :

/jiɣ.sil/ ⟶ [jiχ.sil]

the parentheses rules are represented as:

/y/ ⟶ /x/ / #/s/. ⟶

In another case, when followedby a labiodental fricative [f] as in:

/jiɣ.fir/ ⟶ [jiχ.fir]

where their parentheses rules are given as:

/y/ ⟶ /x/# / /f/.

5.4.2 Place Assimilation of [m] into [n]

This case of feature changing operations is assimilation of place of articulation of [m] into [n] when followed bythe alveolar plosive [t]as in :

/mumtaaz/   [muntaaz]

Their parentheses rules will be represented as follows:

/m/   /n/ #   /t/

The same feature changed in the environment when /m/ is followed by a retroflex plosive [ʈ] as in :

/tumʈir/   [tunʈir]

where the rules are written as :

/m/   /n/ #   ⎯⎯⎯ /t̪ /

The interesting finding with this phenomenon is that it is the mirror image ofplace assimilation occurring in MSA where [n] is changed into [m] when followed by a voiced bilabial plosive [b]as in:

/anbar/   [ambar]

which has the parentheses representation as:

/n/   /m/ # ⎸ / b/

5.4.3 Voice Assimilation of [ʤ].

[ʤ] is uttered [ʧ] when followed by [f] as in:

/ʤfuun/   [ʧfuun]

5.5 Vowel Epenthesis

   This phonological operation is noticeably present in HIA and restricted to monosyllabic words (verbs) where one of three vowels [i,a,u] is inserted within a final two consonant cluster . This insertion expands the number of the syllables and gives the word new syllabification as shown in Table 19 below. Noteworthy is that the inserted vowel is the same vowel representing the nucleus of the original word. In other words, when the original word nucleus is [i] , the inserted vowel should also be [i].

Table 21. [i,a,u] Vowel Epentheses in monosyllabic words.

MSA	HIA	Syllable no.	Syllabification change
/qir ʃ/	[qi.ri ʃ]	different	CVCC CV- CVC
/misk/	[mi.sik]	different	CVCC CV- CVC
/fahd/	[fa.had]	different	CVCC CV- CVC
/ ʕumr/	[ʕu.mur]	different	CVCC CV- CVC

The reason of vowel insertion is that HIA prohibits a CVCC structured monosyllabic words which is the case of the original words described above. In this case vowel insertion is basically adopted for ease of both production and perception.

This form of epenthesis has the following rules:

UF: /qir ʃ/   CVCC

R1: [qir.i ʃ]   CVC.*VC   where VC does not apply word finally.

SF: [qi.ri ʃ]   CV.CVC

5.6 Reduplication

Reduplication is a term adopted to refer to a repetition of where the form of the added morpheme has some phonological implications and effects. HIA has some evidences of this phonological process where a word or part of it is repeated to result into a different part of speech. One of the main features of this process is that it takes place in mono and disyllabic words only and does not exceed to larger words. Following are some observed stances with their syllabification changes and their parts of speech.

5.6.1Reduplication in monosyllabic words.

The following groups of words are monosyllabic words which are, when reduplicated, changed from verbs to nouns.

/sim/   [sim.sim]

/ dʒar/   [dʒar. dʒar]

In these stances the whole monosyllabic CVC word is doubled and then changed into a disyllabic CVC.CVCone.Moreover is that this form of reduplication is regular i.e. performs grammatical functions

Compared to the previous group, reduplication in the following group of words have no grammatical functions and therefore it is abrupt. They are structured in the same way of the first group. Moreover, both words are nouns. Following is a group comprising reduplicated words from this type:

/han/   [han.han]

CVC   CVC.CVC

/fal/   [fal.fal]

/dam/   [dam.dam]

In the two groups of words above, reduplication plays a role in expanding the number of syllables. i.e. changing monosyllabic words into disyllabic ones.

5.6.2 Reduplication in disyllabic words

HIA allows reduplication to take place in disyllabic words. It affects the syllabification in changing the structure and boundaries of the two syllables. As was the case with monosyllabic words, the whole word is repeated and reduplication is done by means of adding /b/ in a way similar to consonant epenthesis but the difference is that there is no evidence that HA allows a consonant epenthesis. Notice the following word where reduplication is gradual in that it has the grammatical function of pluralization.

/ ʈu.ba/   [ʈu.bab]

/hu. ʂa/   [hu. ʂa ʂ]

/mu.da/   [mu.dad]

CV.CV   CV.CVC

Where the underlined consonants are identical and seemingly reduplication is done by just repeating this consonant. Noteworthy is the observation that these same words might have different syllable structure and numbers. This happens when they are produced by elderly

people as monosyllabic word when they make vowel deletion. In this case we obtain the following transformational rules:

/tu.ba/ [tbab]

/ ħu ṣa ṣ/ [ħṣa ṣ]

/mu.da/ [mdad]

CV.CVC CCVC

As noticed, they are reduced into monosyllabic words.

6 CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE RESEARCHES

In order to answer the research questions raised, the present paper concludes the following:

RQ1: HIA exhibits the following phonological processes:

Metathesis, Elision, Vowel lowering, assimilation

RQ2: Syllabification in HIA performs the following grammatical functions:

Word Initial metathesis performs pluralisation

Word medial metathesis performs pluralisation

Word final metathesis performs pluralisation and gender

Elision performs pluralisation

RQ3: The phonological processes, namely metathesis, were found to be determined by syllabification limitations. Metathesis is determined depending on a number of factors; 1) adjacency between the segments, 2) whether the segments are consonants or vowels, and 3) the grammatical function it performs if there are any. Furthermore, vowel substitution is found to be regular i.e. has a grammatical function (Crystal, 2003).

RQ4: It has been found that such phonological processes cause changes in syllable structure and number.

The present paper has a number of recommendations and suggestions for future research:

1. It is recommended that investigating the speech of Hiti residents to examine whether the way they speak has been affected by the gilit immigrants to Hit after 2003.
2. This paper focused only on the HIA qiltu dialect. It could be interesting to carry out a socio(linguistic) study on qiltu dialects spoken in Anah and Tikrit to test any similarities and/or differences.
3. It is recommended to conduct a study that examines any gilit dialect to see to what extent they approximate towards the qiltu dialects.

The inventory of consonants (HIA)

	Bilabial		Interdental		Dental		Palatal		Velar		Uvular		Pharyngeal		Glottal		
Stops	p	b			t	d			k	g	q			ʔ				

Sibilants	*f*	*v*		*s*	*z*			*χ*	*ɣ*				*ħ*	
Affricates														
Nasals		*m*			*n*									
Laterals					*l*									
Flaps					*r*									
Semivowels		*w*					*j*							

The inventory of monophthongs (HIA)

		Front	Central	Back
High	*short*	*i*		*u*
	Long	*ii*		*uu*
Mid	*short*			*o*
	Long	*ee*		*oo*
Low	*short*		*a*	
	Long		*aa*	

The inventory of diphthongs (HIA)

	Gliding to j	Gliding to w
High		*iw*
Mid	*ooj*	*eew*
Low	*aaj* *aj*	*aaw* *aw*

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On Spirituality and Femininity in the Poetry of Anne Sexton the Volume "*The Awful Rowing Toward God"*

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Abstract

The aim of this paper is to provide a reading of the volume of poetry "The Awful Rowing Toward God" by Anne Sexton in the attempt to analyze the dimension of femininity and spirituality, which are expressed through the poetic images of longing, suffering and searching. Sexton is a representative poet of contemporary American poetry whose work meditated extensively on femininity and the spiritual dimension of the self as a core aspect of her personality. Considering that contemporary American poetry embodies several aspects of the Puritan tradition of poetry the presence of poets that could be categorized as personal-confessional poets –Anne Sexton being one of them– underlines the dimension of intimacy and personalization which is one of the most important traits of American poetry after World War II. This is one of the main aspects we are going to analyze in Sexton's poetry since it represents a joint point between femininity and spirituality. Our viewpoint is that the successful and very organic blending of these two realities represents one of the main characteristics of her poetry and distinguishes her among either feminist or religious poets. By means of imagery related to this aspect of the self, Sexton meditates and exposes several metaphysical issues that disserve thorough analysis. Through text analysis and a cultural approach there will be analyzed the intertwining of spiritual concepts and femininity in her poetic images that define her authentic approach to the world in poetry.

Keywords: contemporary American poetry, femininity, spirituality, Anne Sexton, hermeneutics, poetic images etc.

Introduction

Confessional poets and their role in contemporary American poetry–especially considering the degree in which they embodied their own traumatic personal experiences in poetry–have been object of constant interest among scholars of this field. It is widely accepted that:

"Throughout the 1960s, 1970s, and well into the 1980s the confessional model remained influential with academic critics and literary historians across a wide spectrum, perhaps because it offered a humanly compelling and rather clear-cut way of evaluating poetry. Poems involving daring self-revelation could be assumed to be bold and sincere." (Conte 1992:2)

Considering the role of this poetry and its innovative findings, the relationship of the confessional poetry with previous literary traditions is of particular importance in order to

understand either this form of poetry or the literary process in American literature. Regarding the (controversial) relationship between the confessonalists and the previous literary tradition, Thomas Travisano maintains that:

"Among those poets who were inclined to challenge certain aspects of the New Criticism, Robert Lowell, Anne Sexton, and John Berryman introduced [a poetry] which some maligned as "confessionalism" but others hailed as a liberation from the tyranny of poetic decorum." (Travisano 1999:34)

On the other hand, while elaborating on the flaws of confessional poetry–which in my opinion rather than damaging the poem provide a specific way to approach the peculiar role in this poetry of the intimate and the traumas in the life of the poet–there are scholars that refer particularly to the work of Anne Sexton as one of the representative poets of confessional poetry by maintaining that:

"The immediacy of Sexton's poetry, this desire to render the emotional experiences of her life in intimate detail, makes her perhaps the least historically observant of the confessionals and the flaws that her work exhibits – self-absorption, repetitive themes, overstatement of human truths– are often those which lend weight to the negative criticism leveled at confessional poetry as a whole. (Roberts 2003:206)

Thus, from the very beginning, the analysis of confessional poetry and of Anne Sexton's poetry as one of the representative confessional poets has to deal with several controversies and even with the issue of the definition of confessionalism in the first place, which is often followed by other questions related to this poetic tradition:

"Was confessionalism […] a significant break from New Critical and modernist models? Or was it simply a convenient, and ultimately reductive, critical label used to explain certain developments in postwar poetry? Does the term describe a generation of poets who sought desperately to fulfill their lofty poetic ambitions by means of a self-indulgent display of raw emotion? Or does it celebrate a liberating and daring move away from a pervasive "tyranny of poetic decorum"?" (Beach 2003:154)

We support the scholars' widely accepted position that confessional poetry is an unquestionable contribution to the overall remarkable panorama of contemporary American poetry. It successfully joins the puritan tradition with aspects of the legacy of modernity and other contemporary trends and sensibilities in a manner that has clearly distinguished American poetry from the poetry read in other national literatures of the second half of the twentieth century. The influence of this poetry has been already confirmed by scholars who have maintained that the "postconfessional" lyric became indeed the dominant stylistic mode of American poetry in the late twentieth century. It is a fact that poems dealing with relationships, sex, marriage, and several aspects of domestic life became very common and were no longer considered as provocative. They became the new mainstream of American poetry indeed. There are poets such as Louise Gluck and Sharon Olds, which are both from the generation after the confessionals, and that have focused much of their work on family relationships and on aspects of divorce, forms of childhood abuse, traumas and dilemmas of life as a teenager etc. (Beach 2003:154-155)

M.H. Abrams defines confessional poetry as poetry that deals with facts and personal intimate experiences of the poet's lives but it differs from Romaticism's poetry regarding the poet's

circumstances, experiences, feelings and also regarding its candor and detail. Confessional poetry is sometimes enriched by the psychoanalytical insight which reveals intimate or clinical matters about the poet himself or herself. (Abrams 1988:35) In the analysis of Sexton's volume "The Awful Rowing Toward God" this perspective is of significant value.

Anne Sexton's confession(alism) and her *Awful Rowing Toward God*

One of the very impressive American poets of the second half of the twentieth century and an unmistakable name among confessional poets is Anne Sexton. There is a variety of approaches that can be applied to her poetry and also to her life, to her relationship with the reader and with her time, therefore it is by no means the goal of this paper to provide such vast perspective on Sexton's personality and work. However, there are several aspects of her life and writing process that are critical to a reading of her poetry. Nowadays, Sexton:

"…is most often remembered as a Pulitzer Prize–winning poet who, in her poetry, "confessed" the anguish of depression, addiction, and a suicidal mother's love for her daughters. She filled the most tightly wrought of poetic forms—the lyric—with characters and plots about adultery, death, and the myths encrypted in what she referred to as the Gothic New England family romance, spinning haunting tales out of ordinary life in the suburbs. Sexton made poetry appealing even to poetry haters, and performed her work in ways that resonate with performance artists such as Orlan, Cindy Sherman, and Sue Maddon. Like each of these artists, Sexton foregrounds the female body, particularly the female medical body, by making a spectacle of beauty culture, domesticity, psychiatry, and medicine. In her low, husky smoker's voice, standing at the podium in her elegant red reading dress, shoes off, drink in hand, Sexton would lodge her complaint at the misery of American middle-class women, ironically making use of middle-class style. (Salvio 2003:1)

In light of such synthetic and revealing consideration on Sexton's poetry it is more than clear why analysis of her poetry is a fertile ground of research even in the 21st century. Sexton's confessionalism is a distinguishable model among confessional poetry as a whole. Her poems are confessional poems in the sense that there is an immediate identification between the poet and the lyrical self. Yet her poems are unquestionably meditative lyrics, which pose important questions and offer insight on the nature of the relationship of the individual with the world, on death, God, on the complexity and uniqueness of womanhood and women's inner struggles and beliefs. Maxine Kumin has synthesized as follows the profile of Anne Sexton in *The Complete Poems by Anne Sexton*:

The facts of Anne Sexton's troubled and chaotic life are well known; no other American poet in our time has cried aloud publicly so many private details. While the frankness of these revelations attracted many readers, especially women, who identified strongly with the female aspect of the poems, a number of poets and critics — for the most part, although not exclusively, male — took offense. (Kumin 1981: xix)

Sexton's confessional poetry has sometimes been considered much too personal and this *personeness* acquires a particular role in her poetry. This personal dimension –often based on the role of the body and the spiritual realm explored through the (female) body– gives reasons to believe that during the most tense periods in her life Sexton was searching for what lies beyond her body, beyond her (hi)story without being able to carry out this metaphysical search with any other means but her own inner struggles and doubts, which have often been the cause of her tempestuous relationships and suicide attempts. While involved in this

shocking quest, the only way she could authentically express herself was to make use of the one object where she thought God lied: her writing machine.

Trying to highlight the meaning of the personal and the role of the body which implies the role of the material realm in relation to the spiritual one it could be useful to recall that scholars have maintained that there is a connection between the personal and the body in Sexton's poems because:

"… we often feel that the personal is located somewhere within our bodies and, most certainly, Sexton's body images were read by her critics as faithful representations of her life history, as if her history was literally contained in her stomach, her chest, her genitals, throat, and head, as if her poetry was a somatic reiteration of her body." (Heijan 1991:170)

Lyn Heijan continues by arguing that one can look for our histories in the body, and in so doing, "already one is not oneself, one is several, incomplete, and subject to dispersal." (Heijan ibid.) In this context we might recall that Sexton has remarked: "I am often being personal, but I'm not being personal about myself," which is a perspective that provides significant insight on her poetry:

"… Sexton was fond of claiming that the I in her autobiographical poems was always a partial fiction. By casting the I in her poetry and her composing process as a dramatic persona, Sexton is able to point to the ways in which the identities we inscribe through writing are not only linguistic constructions, but permeable figures of language that are politically regulated and positioned on a cultural field of gender hierarchy, compulsory heterosexuality, and norms for possessing academic style and intelligence." (Salvio 1991:5)

Therefore, it would be important to state that Sexton was skilled at distinguishing between personal and confessional modes of writing poetry. With regard to this distinction that encompasses much of her literary activity P. Salvio holds that:

"In identifying her work as "personal," she not only addressed those critics who positioned her as a confessional poet, but she also defined her work as standing apart from the impersonality that was championed by T. S. Eliot and continues to influence debates in American literature, composition studies, and education, particularly those discussions concerning the place of the personal in teaching and learning.[…] As Joanna Gill aptly notes, Sexton's move to set herself apart from the poetry of impersonality associated with T. S. Eliot, addresses and challenges "Eliot's persistently influential dictum: his advocacy of the 'process of depersonalization' and his admonition that there should be a complete separation between 'the man who suffers and the mind which creates'" […]. Sexton continually emphasized to her students that the crafting of an autobiographical I is a persona that only appears biographical, but is in fact, as she often noted, a mask, a fiction. Her resistance to the binary logic that divides the personal from the social emerges throughout her teaching documents, in interviews, and correspondences with friends and colleagues." (Salvio 1991: 3)

The poetic volume "The Awful Rowing toward God", which is also the focus of this article emphasizes the complex experience and concept of spirituality, which is seen as an inevitable search for meaning and purpose, but which is accompanied by loneliness, depression but also ecstatic joy and concluded without reaching anything or anywhere since God is envisioned in a peculiar way, closely related to the human body and to the things of this world either

personal or social.[1] That's why the first poem of the volume which is a foreword to the whole volume insightfully starts with the verse: *A story, a story*! And ends: *This story ends with me still rowing*. The unorthodox faith of the lyrical self leads her toward dilemmas and painful agonies, and eventually leaves her with the unanswered questions about the everlasting fear of evil and death. This faith finds the genesis of life in the sea which represents one of the key symbols of the volume.

Each poem, starting with their titles, seems to mark a spot, a moment in time which indicates locations in the map of the spiritual sailing toward God. Indeed, Sexton likens her approach to God to sailing, which will eventually bring her *on the Island where God could be found*. Both the moment in time as well as the indefinite spot in space –even though that place is often addressed to as a home, a room etc.– contribute to the complex semantics of searching, rowing, and vaguely hoping for something which is not made fully clear. This is the constant state of reaching out and painfully trying to grasp the concept and the being of God.

The rowing of the lyrical self towards God takes place at various periods in life and during different psycho-emotional states: childhood; womanhood; the condition of being aware of one's sanctity and of the desire for sanctity; (being) evil; the inevitable and dramatic fall of the self; the insatiable hunger and eagerness to reach God. The decision the lyrical self has to make in her rowing toward God seems to waver between the determination to persevere bravely or to yield. Doubt and time seem to constantly undermine the lyrical self's painful attempts. The first and the last poem of the volume seem to neatly form a closed circle of rowing. Finally, rowing appears as a painful spiritual search for a place where to live and where to get rid of the evil (symbolized by the rat) which lives inside us. Rowing is thus the narrative of the constant moving both forward and backward; therefore, there is no quick escape from this state.

The war with oneself´– the self is configured as torn in two– the struggle with our own nature, culminates in the experience of being dissolved and fallen. Nevertheless, the lyrical self keeps searching for spiritual survival and redemption, even though she faces the impossibility of such salvation. These are among the constant experiences in this volume. The poems are an example of how confessional poetry can create universal images of the inner drama of the individual that faces the limits of the self, the finite nature of the humanness and the infinite dimension of the soul. A representation of salvation is given through the image of children's hands praying quietly in the poem *The Children*. The first steps of children when learning to walk and other so-called small things are the ones where the lyrical self finds courage. Life and death become either predestined or unexpected, yet they are constantly perceived as

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[1] Anne Sexton was diagnosed with bipolar disorder in 1954. Writing was to her a way to express herself through the unique means offered by language and poetry, but it was also a therapeutic means. For insight on the link between bipolar disorder (BD) and the interpretation of religious experiences, including direct reference to Sexton's volume "The Awful Rowing Toward God" see: Eva Ouwehand & T. Hetty Zock2 & J. K. Hanneke Muthert2 & Hennie Boeije3 & Arjan W. Braam. "The Awful Rowing toward God": Interpretation of Religious Experiences by Individuals with Bipolar Disorder. Pastoral Psychology (2019) 68:437–462.

      In this regard, the title of this volume by Sexton and its main concern have become important reference to other articles in fields other than literature and literary studies; see "The Awful Rowing toward God, therapeutic conversations with a woman following major surgery. Alun Jones RMN RGN Dip. Psychotherapy CPN (cert.) PGDE RNT MA, PhD. Journal of Advanced Nursing, 1998, 28(6), 1195-1198.

essentially human. Key words like *climbing*, *holding*, *reaching*, *elevating*, *elevator*, *ways*, *sky*, *riding*, *falling*, *graves*, *floating* mark the struggling and rowing of the self in time and space. The lyrical self is also aware that anger, despair, incompleteness, and profanity are what makes humanity inhuman and in one of the poems of the volume she begs for *the Lord not to hear such testimony*. Her own struggle is part of this very testimony.

In the poem *The poet of ignorance*, which I consider one of the very important poems of the volume, Sexton openly declares that she considers her body something she cannot escape from and this defines her tormenting rowing toward the divine. Failure to escape the body makes her become *a no one*!

Perhaps I am no one.

True, I have a body

and I cannot escape from it.

I would like to fly out of my head,

but that is out of the question.

 The imprisonment she experiences is that of being trapped in her own head–in her own mind– and there seems to be no escape from it. The uncanniest part of herself is the animal inside her, which is symbolically represented through a crab. This crab is indeed her ignorance of God; therefore, it consumes her being and moves her backwards in her search for God. This is a painful revelation that the lyrical self is able to receive and accept only in dreams. Hope and joy in her poetry are often imagined as snow and dew, they are God-given but on earth they soon perish, and God gets tired of the dead bodies that are left behind.

In accordance with the poetic concern at the heart of the volume, Sexton's poems are often formulated and modeled after biblical sermons and parables. *The Sermon of the Twelve Acknowledgements* is a poem that seems to intertwine the *Sermon on the Mountain* and the *Ten Commandments*. The whole poem configures the image of a road finally taken but whose destination is only the sad discovery that our shoes become worn out during this voyage, while God remains the very same, present and still unreachable. Sexton admits that while acknowledging this, her own heart seems dead and a stranger to her; she found out, at her own expense, that the cost of being perseverant was very high –*it cost her shrinks, priests, lovers, children, husbands, friends and all the lot* as she says in the poem *The Dead Heart*. In this poem she talks to her own heart, which seems to be the real entity that stands behind all of her poems.

The poem *The Fish that Walked* is rich in biblical imagery. As is often the case in other poems of the volume these images are reversed. In Christianity it is people who become –by the grace of God– fishermen of men and ministers to save their souls. In this poem the fish, a walking one, seems to prophesize and uncover the sad secret of the lyrical self which she struggles to accept:

You must be a poet,

A lady of evil luck

Desiring to be what you are not,

Longing to be

What you can only visit. (Sexton1975:21)

In this stanza we find some of the key words of the whole volume: *evil*, *luck*, *woman*, *poet*, *longing*, *desiring* and brief *visit*. This is the revelation or even the epiphany of the lyrical self. The result of this revelation is the state of endless rowing, "…*at the coast of an island called God*" (Sexton 1975:85) Considering the verses: "*I empty myself from my wooden boat// and onto the flesh of The Island*", we have reasons to maintain that here we have a reference to life after death and of the future of the soul in the afterlife. It could also be a reference of the independent life of the soul while one is still alive. These are the only instances where time and place are harmoniously joined and the painful rowing ends. These essential truths that reflect much of mankind dilemmas over time are depicted in this volume through a language that is at the same time tender, ironic, questioning and dark. But ultimately Sexton's language – her best tool of exploration and of expression– is unquestionably alive and appealing; thus, the reader's rowing toward the interpretation and grasping of the poems is far from reaching to an end. Death is one of Sexton's most important poetic concerns and is especially configured as a reality that is detached from social and cultural rituals in favor of the vision of death as an opportunity to explore one's self and as a reality which is worth exploring. Womanhood as well as the inclination toward God and the spiritual realm are important hallmarks in understanding Sexton's idea on death and self. This perspective is clearly related to Sexton's concept about the meaning of the body -of her body as a woman and its significance as such– and the inevitable link between the temporality that the body implies in its inevitable running toward death.

In her poem *The Wall* Sexton highlights what hinders or separates us from God and the human body; our own flesh represents one of the most challenging walls. In the poem *Jesus, the actor, plays the Holy Ghost* she says that she wishes she could enter inside the belly of Mary and that she was born again –only this time not as a false Messiah, but as something true. Poem *When man enters woman* is written in a style and perspective that resembles biblical *Genesis* and configures the stages of creation while highlighting the mystery, the omnipotence and an everlasting meaning that is meant to remain hidden. As these elements are fused the result is the appearance of the unintelligible. The human being's hunger for God leads them to a physical union that holds something profoundly mysterious and powerful although what is made of the body and through the body seems to clearly remain away from God. Eventually, God separates man and woman by untying the knot that they try to tie. This poem is the reversed Biblical formula: *what God unites let no one separate* because at this point the lyrical self simply states: what mankind ties through the bodily sanctity of sex, God does untie.

(Rowing toward) Conclusions

Despite various discussions among literary critics confessional poetry remains a distinguished model of poetry that played an unquestionable role in contemporary American poetry. Steven Gould Axelrod cites three essential elements of confessional poetry: "an undisguised exposure of painful personal event . . . a dialectic of private matter with public matter . . . and an intimate, unornamented style". (1979: 98) Either controversial or not these characteristics are easily found in Anne Sexton's poetry–including her posthumous volume "The Awful Rowing toward God" –and make her a representative of confessional poetry and the poet that made this genre one of the most popular in America in her time.

The main topics of Anne Sexton's volume *The Awful Rowing toward God* are: (a) life and the world as experienced from the viewpoint of a woman, (b) spirituality, the religious quest expressed as a search for the Divine (c) the attempt to understand God and the self in relation to God, and (d) the acknowledgement of the finitude and impossibility that lies at the core of our humanity. The poems of this volume are founded on the poetical images of longing, suffering and searching, and they place Sexton among the poets that cannot and should not be categorized either as feminist or religious because either category might oversimplify the complex background of the poetical images and of the remarkable experiences of the lyrical self in her poems.

Although essentially personal, her poems are an open and poetically honest confession of a woman that boldly speaks about herself, her body, her thoughts, fears and struggles, enriched by the conscious acceptance of the limitations and inabilities of the self. Therefore, this confession is also a poetic (hi)/(her)story of courage and a deep longing for a moment of peace in contact with the Divine, a reality that Sexton's lyrical self finds only away from the prison of time and body.

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Overview of Some Borrowed Terms from Romance Languages in Legal Terminology in Albanian

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Abstract

Looking at the lexicon of today's Albanian, in the terminologies of different fields of knowledge, we have all the lexical wealth, consisting of two main layers: the local lexicon and the foreign lexicon, introduced through borrowings and different calques from various languages, where modern developed languages occupy an important place, especially Italian and French. One of the Albanian terminologies where this influence stands out is the legal terminology, which really has a late development, which explains the fact of its influence from developed languages, reaching to the words of general use in the field of culture and various spheres of law. It is known that foreign words spoil the language, when accepted and used unnecessarily. Foreign words should be used in those cases when they bring a new meaning, a new meaning nuance, etc., which we cannot express with the tools of Albanian language itself. Only for more concrete borrowings, such as names of newly imported tools, equipment and facilities can be spoken of as an addition to an existing vocabulary. Many borrowed words, which seemed unavoidable, have been adopted as calques, a large number of Romance borrowings today have either been replaced, or have become substituted by Albanian words. Realistically, in legal terminology there is not only a relatively large number of borrowings, but also a range of lexical overlaps with Romance languages.

Keywords: borrowed terms, Romance languages, legal terminology, and Albanian language

Introduction

Throughout its history, Albanian has been in contact with various languages of the Balkan Peninsula.

Speaking especially about the influence of Italian terminology on legal terminology in the Albanian language, we should mention the predecessor of the Italian language, i.e., the Latin language, viewed from the point of view of the impact on Albanian terminologies as a whole. The influence of Latin on the Albanian language was exercised for a relatively long time of several centuries, as a state language, as a language of economic and trade relations, as a language of culture, where Latin elements in the lexicon occupy the first place among Albanian

borrowings by number and the extent of their use. Albanian Latinisms are presented in forms that belong to different time layers (Domi, 1988:179).

Latinisms belong to the general lexical layer and partly to the early Albanian terminologies. Latinisms in legal terms have entered, let say as Italianized Latinisms through Italian. Latin borrowings of Albanian are embedded in the Albanian lexicon, especially in the general lexicon, apparently at a very early time, so much so that it becomes necessary for Latin borrowings, at least for early times, to be viewed not as borrowings, but rather as *"Early Latin words"* (Çabej, 1976:56). Italy's linguistic influence in Albania continued unabated even after the end of Roman rule and only with the Ottoman conquest of the country the pace of this influence slow down somewhat. As in Roman times, even during the middle ages the relations between Italy and Albania were mainly political, religious, trade/economic and cultural.

When it comes to the Italian influence on the Albanian language, we must be clear from a historical point of view. The Latin element must be distinguished from the Italian element of Albanian, to separate where the first ends and where the influence of the second begins. This is one of the fundamental problems of the linguistic history of Albanian. Without being able to make a definite distinction, it can be said that Italian was formed from Latin in the seventh century AD. This is the time limit between these two languages, a goal that would be taken into account in the study of Albanian novels.

The share of Latin borrowings in Albanian, in the general lexicon, is so large that the Albanian language has often been described as a *"mixed semi-Romance language",* where G. Mayer wrote: *"It is beyond any doubt that the Albanian language has escaped for a hair the complete Romanization, just like the Celtic language in France. It came out of this period with severe damage to sounds, vocabulary and grammatical forms".* (Helmut, 1988:329).

In the following we will present some borrowings in the general lexicon of Albanian, especially displayed as a book lexicon, but used in the fields of legal terminology, although not as direct terms of it:

In general language:

abstenim-i (lat. *abstinentia-* përmbajtje --abstain, not participating in a voting),

abuzim-i (lat. *abusus-* tepri, shpërdorim-- excess, abuse, misuse;

adaptim-i (lat. adaptatio- përshtatje--adaptation);

aksesor-i (lat. *accessorium-*shtojcë; complementary or second-hand part attached to the main, appendix);

dedikim-i (lat.*dedicatio-*kushtim; përkushtim, të kushtuarit-- dedication, devotion).

edukim-i (lat. *educatio-*edukatë; të edukuarit--education).

evoluim-i (lat. *evolutio-*zhvillim; -- evolution, gradual change and development of something).

inaugurim-i (lat. *inaugurare-*shuguroj; inaugurate; inauguration, official ceremony on the occasion of starting work in an object of economic or social importance).

koment-i (lat. *commentarium-*shënime, diary; explanation and evaluation of a social or political event).

konstante/tja (lat. *constants*-i qëndrueshëm; -- stable; constant size).

minus-i (lat. *minus*-pa, i vogël; --sign (-) placed between two numbers or two quantities to indicate the arithmetic operation of the subtraction).

rezidencë-a (lat. *residentia*-vendqëndrim, vendbanim;--the place or building where the government, the head of state or a senior official permanently resides, the seat).

spektator-i (lat. *spectator*-shikues;-- one who watches an artistic, sports, etc. show.).

Historical conditions and geographical circumstances - linguistic contacts

The presence of borrowings in a language is clear evidence of linguistic contacts established on the basis of the geographical circumstances and historical conditions of the people whose languages have these borrowings. The process of language borrowing is a common phenomenon with a more or less universal character, therefore a large number of works have been devoted to this problem where definitions have been given and classifications of borrowings from different perspectives have been made. (Thomai, 1984:192).

Before we start dealing with borrowings in the legal lexicon we are stopping with the treatment of borrowings in various linguistic and terminological studies.

There are two types of borrowings:

imported borrowing, when the borrowing is so similar to the model that the local speaker can accept as it own, and

substituted borrowing, when the speaker incorrectly reproduces the foreign model, replacing it in a similar form by his/her language.

The main factors that have determined the entry of borrowings from Italian and French into Albanian legal terminology

Even today, there is a determined struggle to make foreign words superseded, in those cases when we have Albanian and more popular words for them, which express completely the same meaning. The word is born and invented it changes and develops, but, at the end it may even disappear altogether. Words disappear with objects or notions of time, many others are replaced by borrowed words from other languages.

It is known that no language is isolated and protected from external intrusions.

Terms derived from Italian and French in Albanian, in legal terminology, constitute a relatively large part of the entire lexicon borrowed from these two languages.

The main factors that determined these relations and borrowings were the important changes that took place in the economic-social, political, ideological and cultural life of the Albanian people during the National Renaissance, and after the declaration of independence of the Albanian state in 1912. In Albania, the military administration of Korça with its surroundings from 1917 to 1921, the Lyceum of Korça, where classes were held in French, from 1917 until the occupation of Albania by Italian fascist forces, the presence of many Italian and French companies that used the richness of the Albanian land, changed the structure of the population by putting it in living connection with the life and culture expressed in Italian and French languages. This situation was largely reflected in the Albanian lexicon, where borrowings from

Italian took on greater numbers than from French. Such a phenomenon is reasonable given the neighborhood of the Albanian people with Italy.

Work on replacing some foreign terms with words from the Albanian lexicon

Borrowed terms are of two types: *foreign international terms and non-international foreign terms.*

For the needs of completing the basic terminology of legal terminology, two types of borrowings can be accepted:

Internal or intra-linguistic borrowings that come within the language from terminologies of other fields;

External borrowings, which come from foreign language terminologies.

Here we will review the part of borrowings, which in legal terminology come from the Italian and French language terminologies.

In order to highlight these features, which are observed in both languages, we can bring a series of examples, which highlight the degree of borrowings of the legal lexicon in the Albanian language. For this we are presenting examples from the opposite, giving the first Albanian language and the second-Italian, as well as French:

In Albanian   **In Italian** (Derived from or through Italian)

akaparim-i   *accaparramento*

akaparoj   *accaparrare*

akaparues-i   *accaparratore*

arkivist-i   *archivista*

arrest-i   *arresto*

arrest-i   *arresto*

arrestim-i   *arresto*

arroganc/ë-a   *arroganca*

arrogant-i   *arrogante*

banal-e   *banale*

bandë-a   *banda*

bandit-i   *bandito*

banditiz/ëm-mi   *banditismo*

bankrotim-i   *bancarotta*

baronesh/ë-a   *baronessa*

baron-i   *barone*

barrikad/ë-a   *barricata*

degjeneroj	*degenarare*
demarkacion-i	*demarcazione*
dispozicion-i	*disposizione*
finac/ë-a	*finanza*
financ/oj	*finanziare*
financier-i	*finanziere*
indipenden/ë-a	*indipendenza*
itinerar-i	*itinerario*
karrieriz/ëm-mi	*carrierismo*
kolegjial-e	*collegio*
komisionar-i	*commissionario*
kontribut-i	*contributo*
kurtuazi-a	*courtoise*
padron-i	*padrone*
parull/ë-a	*parola*
repart-i	*reparto*
revist/ë-a	*revista*
skadim-i	*scadenza*
sked/ë-a	*scheda*
skedim-i	*schedatura*
skedoj	*schedare*
sovran-i	*sovrano*
sovranitet-i	*sovranita*
spiun-i	*spionare*
sportle-i	*sportello*
valut/ë-a	*valuta*
valutor-e	*valutario*
virtuoz-i	*virtuosita*
xhiroj	*girare*
xhiro-ja	*giro*
xhirues-i	*girante*

In Albanian   **In French** (Derived from or through Italian)

In Albanian	In French
atashe-u	*attaché*
balotazh-i	*ballottage*
realizim-i	*realisation*
rekrutim-i	*recrutement*
rekrutoj	*recruter*
rent/ë-a	*rente*
rutin/ë-a	*routine*
sabotim-i	*sabotage*
sabotues-e	*saboteur*
sadist-i	*sadique*
sadizëm-mi	*sadisme*
seanc/ë-a	*seance*
sondazh-i	*sondage*
trezor-i	*tresor*
asamble-ja	*assemble*
azhirim-i	*ajournement*
azhurnoj	*ajourner*
broshur/ë-a	*broschure*
deplasim-i	*deplacement*
debat-i	*débet*
debllokim-i	*deblocage*
debllokoj	*debloquer*
debutim-i	*debut*
debutoj	*debuter*
debutues-i	*debutant*
eksploatim-i	*exploitation*
eksploatoj	*exploiter*
eksploatues-i	*exploiteur*
demarsh-i	*démarche*
demaskim-i	*demasquer*

departament-i	*départment*
deshifrim-i	*dechiffrement*
deshifrues-i	*dechifftreur*
detashment-i	*detachement*
kurtuazi-a	*courtoisie*
liberaliz/ëm-mi *liberatismo*	
liberalizoj	*liberaliser*
marionet/ë-a	*marionette*
financ/ë-a	*finance*
finansier-e	*financier*
financoj *financer*	
fines/ë-a	*finesse*
garanci-a	*garantie*
grup-i	*groupe*
homazh-i	*homage*
indisponibël	*indisponible*
kamuflim-i	*camouflage*
kontroll-i	*contôler*
kontrollor-i	*contrôleur*
massakrim-i	*massacre*
nonshalant-e	*nonchalan*

Legal terminology, as terminology of a field with a wide scope in practice, is related to the daily life of teachers in high schools and professors in Albanian universities, people with problems of the time they have, should be helped in communication, mainly specialists for conversations and precise actions.

It can be said that legal terminology is consolidated to some extent, but work should continue to supplement and revise dictionaries for narrow fields of knowledge to improve the carried shortcomings, but especially to solve the problems of the time in this terminology.

Conclusion

The influence of Latin and Romance languages on Albanian has been great, but sometimes their traces have been overestimated.

Linguistic facts show that Albanian, for one reason or another, for one or the other status, has taken many words from Romance languages.

In reality, Albanian resisted the strong influence of Latin and Romance languages and was not assimilated by them.

Borrowed Romance words of Albanian are phonologically adapted according to the principles and phonological habits of Albanian.

Romance phonemes, of Italian and French, are changed and modified in our language by pronunciation and spelling. Most Italian borrowings have penetrated into Albanian directly from the spoken language, while French borrowings have penetrated more on the basis of writings and written orthographic form.

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Italian Migration and Entrepreneurship's Origins in the United States of America: A Business History Analysis from the Post Second World War Period to the Present Day

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Abstract

The opening of international markets following World War II highlighted the differences between territories at regional and national level in terms of the attractiveness of economic activities, investment and human resources. In this context, an important aspect concerned the entrepreneurial process: businesses and entrepreneurs have played a leading role in the activation of the paths of economic growth on the product value, employment and international competitiveness. From this perspective, the study of entrepreneurial dynamics - who the entrepreneurs are, their formation, the path followed for the creation of the enterprise, socio-economic and institutional context in which they acted - becomes crucial to understand the influence of economic and social conditions in the countries of origin as well as the employment and market opportunities, infrastructures and attractiveness of the destination countries. From this point of view, the entrepreneurial path is linked to the migration process and requires a study to highlight the relationship between these two phenomena and their impacts on the development and territorial competitiveness. Starting from the analysis of the literature and researches available at national and international level, in this paper we present the first results of a quantitative and qualitative research at the Archives of the American Chamber of Commerce in Italy, as well as in other American economic institutions. The study aims to highlight the scale of the phenomenon in the Italian-Americans economic relations after World War II, the characteristics of firms with immigrant entrepreneurs, as well as the relationship between immigrant entrepreneurship and entrepreneur training. Even though the two authors share the article's setting, please note that introduction and paragraph 1 are by Vittoria Ferrandino and paragraphs 2, 3 and 4 are by Valentina Sgro. Both of the authors wrote the conclusions.

Keywords: Entrepreneurship, migration, italian american migration, Italian American relations, economy, economic history.

Introduction

People and goods in the relationship between US and Italy in the post Second World War period

At the end of World War II, Italians needed food, raw materials and capital goods to replace destroyed or obsolete machinery. Almost everything had to be imported from abroad, there was a lack of funds since reserves of gold and foreign currency were exhausted, exports were poor, tourism languished for the destruction of a large part of the ways and means of communication. A third of the national wealth had been destroyed, the income earned in 1945 was halved compared before the war, the cost of living was increasing day by day and unemployment was rampant. The measures taken by the fascist government to prevent the emigration had fallen. The new government implemented a policy to facilitate and regulate emigration, in order to give an outlet to the burgeoning unemployment and recover foreign currency in the balance of payments.

From 1946 to 1947, the deficit of the balance of payments had jumped from 5 to 6.8 billion for the excess of imports over exports and the increased sea transport costs. Immediately after the war, in fact, imports had registered a strong growth both in relation to food needs, both for the essential requirements of economic recovery. Compared to the pre-war period, the balance food presented the most negative trend: in 1938, had been active for about $ 70 million, while in 1946 he presented a deficit of approximately $ 235 million, mainly because of large imports of cereals, sugar and milk. Traditionally, the so-called invisible receipts concurred to cover the trade deficit. Income from tourism had suffered a collapse in the early postwar years due to the lack of means of transport and prohibitions on leaving the country for tourism. The savings of emigrants could cover only 3 percent of the revenue of the balance.

To exit from the crisis, bilateral trade agreements were stipulated with several countries, the International Monetary Fund, the UNRRA plan drawn up by the United States and the plane ERP gave aids. At the same time, there were initiatives to liberalize trade and facilitate international payments. These initiatives allowed the settlement of the trade deficit and that of payments, but mainly they were used to repair the damage caused by the war and start the country's economic recovery. The deficit in the balance of payments disappeared in 1948 (at constant prices, imports had decreased by 8% while exports had increased by 58%) and a surplus of about one billion was recorded in 1949[1]. The contribution of migrants, as their remittances were able to cover only 5% of revenue in 1949 and approximately 4% in the following year.

Immediately after the war, the major protagonists of the migratory phenomenon were unemployed people of the northern regions and the relatives of migrants who were unable to leave Italy during the war. European countries were the favourite destinations. From 1946 to

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[1] The reduction in imports was mainly due to the absence of accumulation of speculative stocks of industrial raw materials because, as pointed out in the annual report of the Bank of Italy, failing the previous currency speculation among the determinants of their size, stocks were reduced to a level sufficient for the actual needs of the industry, demand that the increasing ease of supply had contributed to the low; the major exports were attributable to finished products and semi-finished industrial products. Their weight, compared to 1938, increased respectively from 36 to 48% and from 20 to 28%, while the food's influence went down from 34 to 20%. Thus, for the export trend was emerging that, as we will see in the future would characterize Italian trade balance.

1948, the number of departures almost increased threefold, rising from 110.000 to 310.000. But in 1950, arrivals went down to 200.000, and the movement took on the characteristics of the first fifteen years of the twentieth century, which was composed for the most part by Southerners who, unable to find work in the regions of origin, departed for overseas countries. Northerners, however, emigrated mainly in Germany and Switzerland to escape to a temporary labor crisis.

The decrease in 1950 was started slowly in the previous year and was recorded mainly in the direct flow in Belgium and Switzerland, where, due to excessive emigration in the previous two years, the jobs available were sold out, so governments were forced to put a stop to the movement. Even emigration to the United States decreased, due to a crisis of production in manufacturing industries and mining.

From 1950 to 1975, there was a significant change in the traditional patterns of Italian emigration. The expatriation of southerners joined the north in the increasing seasonal and temporary exodus to European countries. Since the early years of the century, emigrating to Europe became more convenient because social insurance for workers had improved and the prices of certain foreign currencies had increased against the Italian lira. The emigration of young people under the age of thirty years to European countries grew, and that of mature men, older than 50 years decreased. The reverse occurs for expatriates in overseas countries. The number of returns increased.

The causes of migration after 1950 are numerous, but at least three are to be mentioned: the search for a stable job and better paying, so the farming craft were abandoned; the increased use of female labor paid with low wages and mainly the type of industrial development adopted in Italy after the war. Essentially, it regarded the production of goods to be exported abroad, those of the chemical and steel industries characterized by high intensity of capital and poor workmanship.

Permanent migration was towards the overseas countries as a result of restrictions on immigration into the United States of America, Canada and Australia, as well as for the frequent currency crises, economic and political Latin American countries. Meanwhile, however, the sedimentation of arrivals during the first half of the twentieth century had produced some important social stratification. The first one was that of the great migration of the descendants of immigrants who came between 1880 and 1920, a group that had been emancipated from their ethnic ambience thanks to university studies and who had reached positions of prestige within the State, the army , in the courts, in the political world. The second one collected those were coming at that time, which were beginning to acquire a specialization, trying to crown their American dream with the property of pizzerias, bars and grocery stores, but also becoming framers, barbers, skilled workers in the construction of galleries[1].

The start-ups of Italian origin in the United States was particularly important at a time when trade liberalization, commissioned by the Italian government in the immediate post-war period, even under the influence of the conditions that the United States had placed at the base

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[1] The third one, not concerning Italian Americans, might be that of managers, financial experts, entrepreneurs, scientists and contemporary cultural workers, transnational figures par excellence, that might work in New York as in London, Paris or Shanghai.

of the various aid programs, met with the opposition from some Italian producers who did not share the rapid implementation. The different positions reflected the specific interests of different sectors of activity. On the one side, in fact, there were representatives of small and medium industries in more traditional sectors, from textiles to light engineering, that based their competitiveness in international markets on the widest possible use of labor at low cost; on the other side, there were the representatives of big business, in favor of maintaining protectionist barriers. Even *Confcommercio* lined up in favor of a greater liberalization of trade, outside of individual industrial segments, always in line with the interests of their sector, expressing strong opposition to the import quota system.

Import – Export trends between Italy and the US from the Sixties.

The relationship between Italy and the United States in the years after World War II had gradually stabilized not only from the political point of view, but also from an economic and commercial perspective. In those years, the Italian foreign trade grew rapidly and it gradually extended its range. In particular, the interchange Italy-USA recorded a positive trend for the entire period of the Italian economic miracle and extending until the Seventies.

However, the export of the United States to Italy scored some contraction in 1962 (-3.4%). The export itself, in fact, decreased from 794 to 761.1 million dollars. However, exposuring such numbers requires a qualification since that one relating to 1961 was particularly high because in that year supplies of American grain have been held to Italy for $86 million with a nature quite exceptional. So, if we abstract from such supplies and confront each other only exports annually recurring, we have that in fact export from the United States to Italy has increased in 1962 compared to 1961 by approximately 8 % and that is even more than the total exports has risen from this country. Moreover, imports from Italy to the United States in 1962 has had a very favorable trend, rising from 376 to 452.4 million dollars, the most that has ever been achieved in a year. In percentage terms, the increase was 20.3%, higher than those that occurred in the importation from any other European country and almost double the increase in overall average (11.4%). The increase of import from Italy was quite uniform despite having registered in certain sectors, such as that of knitwear, special spikes. However, it is interesting to note that the Italian participation in the total imports of the United States is further increased from 2.6% in 1961 to 2.8% in 1962, an increase even more significant when you consider that it was achieved in a market where competition is particularly strong[1].

As far as the sales from the United States to Italy, in 1962, they had been generally favorable , except for the end of the outstanding shipments of grain that took place towards Italy in 1961 and rather sensitive contractions occurred in exports of raw cotton (increased from 65.5 41.1 million dollars) and refined copper (38.1 to 32.7 million dollars). They are in fact increased exports of oilseeds (+10.6 million), raw coal (11.5 million), and especially of machinery and vehicles (+30.8 million). Among the latter, there had been significant increases in American expeditions to Italy of machine tools (5.7 million) and electronic instruments (+2.4 million).

In the metals sector and artifacts, there has been a decline in shipments of scrap iron and steel (2.6 million), iron (2.0 million), Tinplate (- € 1.9 million), and of refined copper (-5.4 million)

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[1] Archive of American Chamber of Commerce in Italy, Milan (A.AmCham from now on), Italian American Business, the Monthly Review of the American Chamber of Commerce for Italy, Vol. XIV, July – August.

but, on the other hand an increase in exports to our country of fabricated metal products (+2.2 million) and aluminum scrap (+1.7 million).

In general, in 1962, there was a further major claim of the United States on the Italian market in the capital goods and some raw materials, and was not noticed any substantial change in shipments in Italy of durable consumer goods (radio and tv, office machines, etc..) and goods for immediate consumption.

In the difficult period for Italy, both economically and socially, in the course of the Seventies, the US investment played a key role as it gave skilled labor to over 200,000 people (only 40,000 in the South), spending 500 billion dollars a year in new plants and equipment for 9% of total Italian exports[1]. As regards, in particular, the commercial relations of Italy with the United States, the 1977 was for the interchange Italy - United States the year in which Italy regained a surplus, after four years of deficit in bilateral trade balance. As can be seen from the analysis of ISTAT data on foreign trade, given in the following Table 2, Italian exports to the United States in 1977 almost doubled in value compared to 1975, recording a steady growth throughout the decade. As for imports, the most important values for Italy's foreign trade were recorded especially, and to a lesser extent than evident, just in relation to the USA.

Tab. 2.1 - *Export from Italy to the main Countries outside the European Union (1971 – 1979).*

(values in thousands of current euros)

ANNI	Svizzera	Turchia	**Stati Uniti**	Cina	Giappone	India
1971	227.677	39.378	**474.344**	18.925	37.215	9.886
1972	252.222	46.773	**548.550**	23.173	45.872	15.639
1973	313.280	57.210	**573.896**	22.447	83.955	14.241
1974	426.197	136.496	**776.561**	35.357	109.103	28.856
1975	445.204	164.251	**768.995**	49.437	100.848	29.729
1976	599.094	235.889	**1.038.162**	58.962	138.437	28.465
1977	827.109	224.916	**1.376.938**	40.447	164.241	35.675
1978	1.009.336	202.268	**1.748.312**	82.505	226.349	55.795
1979	1.323.063	238.481	**2.002.221**	119.718	335.756	78.688

Source: ISTAT Archive, *International trade survey*.

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[1] A.AmCham, Italian American Business, Vol. XXIX, n. 3, March, 1978, pag. 2.

Fig. 2.1 - *Trend of exports from Italy to the USA, (1971 – 1979).*

(values in thousands of current euros)
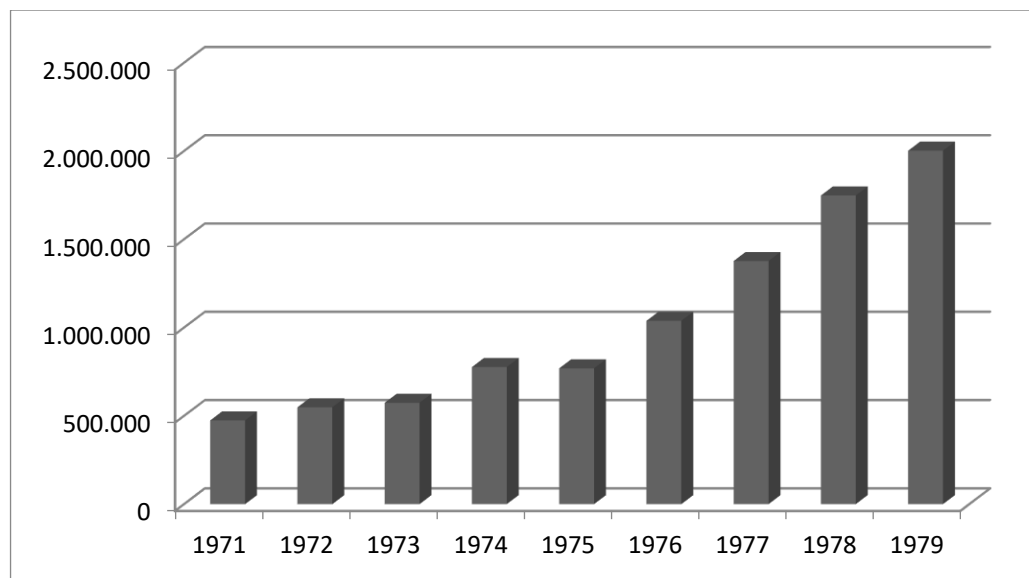
Source: ISTAT Archive, *International trade survey*

Tab. 2.2 *Italian imports from the main Countries outside the European Union (1971 – 1979).*

(values in thousands of current euros)

ANNI	Svizzera	Turchia	**Stati Uniti**	Cina	Giappone	India
1971	109.441	19.454	**460.924**	20.594	63.978	10.260
1972	125.687	22.683	**480.743**	25.469	75.000	15.340
1973	191.501	49.554	**698.267**	38.849	111.757	25.231
1974	283.646	45.493	**1.052.262**	39.434	148.752	32.474
1975	301.321	35.234	**1.132.982**	43.734	154.444	28.824
1976	459.780	96.118	**1.494.280**	67.702	255.824	63.856
1977	595.552	93.518	**1.523.587**	74.269	291.039	76.672
1978	744.353	91.091	**1.672.770**	89.550	297.100	83.159
1979	915.618	128.368	**2.262.376**	169.166	379.757	125.207

Source: ISTAT Archive, *International trade survey*.

Fig. 2.2 *Trend of Italian imports from USA (1971 – 1979).*

(values in thousands of current euros)
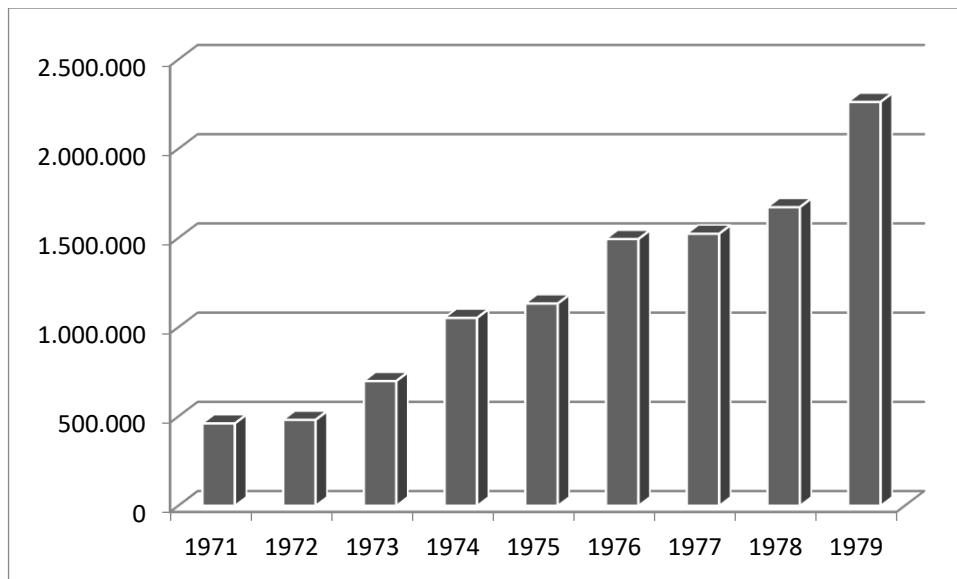
Source: ISTAT Archive, *International trade survey*

The increase in Italian exports to the United States in 1977, however, was less than the total American imports, thus continuing the escaping process of the Italian share of the American import market began in the late Sixties. The key sectors of Italian exports to the United States in those years, jewelry, wine, yarns and fabrics and organic chemicals, they did score significant increases, while the footwear and automobiles continued to lose weight in the total of Italian sales to USA.

In the early Eighties, the Italian export to the United States suffered a severe setback as a result of the intensification of the unfavorable economic situation, the continuing and general price increases which led to a loss of competitiveness in a wide range of Italian and more greater competition from other countries and then even by American producers, whose production costs were lower than those of many Italian products that had also to absorb the shipping costs.

As a direct consequence of these negative factors, there was a reversal in the trend of Italian exports to the United States for which the beginning of 1980, the foreign trade Italian - American closed with a deficit for Italy of 870 million dollars , against a surplus of 669 million dollars in the corresponding period last year, due to a decrease of 12% of Italian exports and an increase of 35.7% of American exports. The decline in Italian exports, which involved a reduction in terms of exchange of 446 million dollars over the previous year was mainly caused by a reduction in exports of consumer goods. The sectors that were most severely affected by the American economic recession were footwear and jewellery[1]. As can be seen

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[1] A.AmCham, Italian American Business, vol. XXXII, n. 7-8, July-August 1981, pag. 13.

from the following table, in the mid-eighties, Italian exports to the markets of the Member States made a spectacular leap forward, coming to occupy first place among the major industrialized countries of the OECD and among the newly industrialized[1].

The global value of trade Italian - Americans reached the $ 2.9 billion in 1984, increasing by 33% compared with the previous year. Italian exports to the United States rose to $ 8.5 billion, an increase of 46.1% compared to 1983, while imports from the United States rose to $ 4.4 billion, an increase of 12% compared to the prior year. Italy, exporting to the USA over 15,000 billion lire of goods thus came to occupy the tenth place among supplying countries the United States. This spectacular result can be attributed to the favorable effect of the high exchange rate of the dollar against the pound, but even the more shrewd promotional activities developed by Italian companies.

Tab. 2.3. *Italian Exports to the main Countries outside European Union. (1981 – 1989).*

(values in thousands of current euros)

YEARS	Switzerland	Turkey	USA	China	Japan	India
1980	1.524.393	188.977	*1.835.747*	113.652	312.850	108.185
1981	1.784.338	275.594	*3.016.818*	189.842	393.897	153.527
1982	2.045.668	329.996	*3.614.834*	146.368	551.864	200.624
1983	2.362.284	433.999	*4.401.986*	208.193	620.631	208.632
1984	2.709.276	599.102	*7.253.796*	408.188	765.100	264.481
1985	3.135.049	695.482	*9.480.467*	778.496	911.769	270.092
1986	3.412.333	648.651	*8.059.127*	772.190	1.015.441	262.278
1987	3.666.081	704.796	*7.496.061*	729.844	1.244.117	303.766
1988	4.048.144	616.853	*7.639.148*	872.739	1.621.864	263.661
1989	4.450.438	714.541	*8.581.916*	876.622	2.274.552	330.302

Source: ISTAT Archive, International trade survey

[1] http://seriestoriche.istat.it

Fig. 2.3. *Trend of Italian export to the USA (1981 – 1989)*

(values in thousands of current euros)
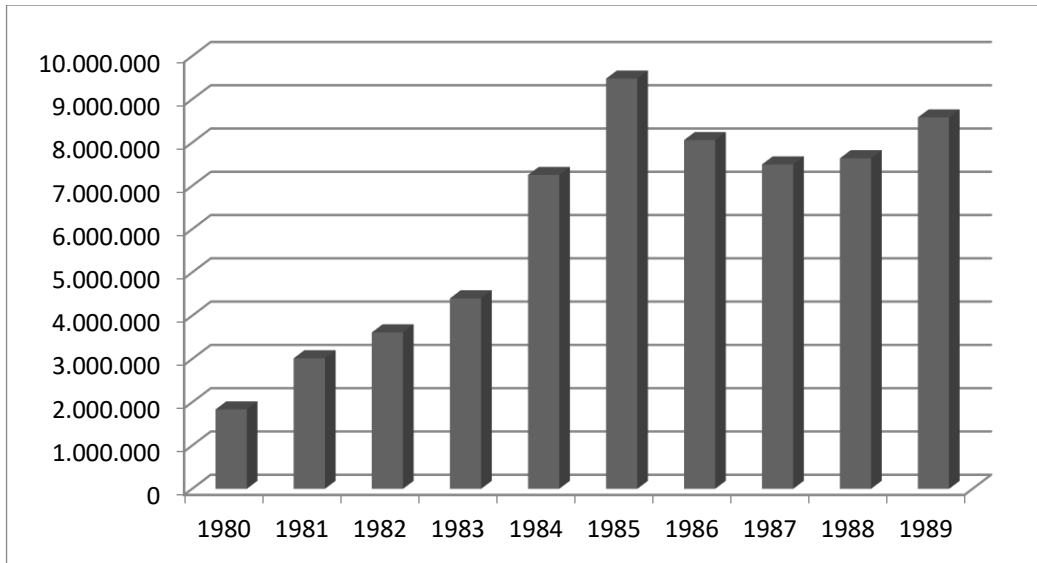
Source: ISTAT Archive, International trade survey.

Tab. 2.4. *Italian Imports from the main Countries outside the European Union (1971 – 1979).*

(values in thousands of current euros)

YEARS	Switzerland	Turkey	USA	China	Japan	India
1980	1.123.469	124.261	3.057.928	193.485	573.670	117.046
1981	1.704.693	167.286	3.631.738	234.482	741.560	133.703
1982	2.057.592	213.808	4.061.286	297.790	762.915	153.487
1983	2.445.295	327.563	3.752.773	325.327	871.997	143.670
1984	3.150.190	491.138	4.705.406	395.114	1.224.816	227.010
1985	3.443.085	453.244	5.316.528	578.784	1.460.274	224.499
1986	3.349.383	394.660	4.387.620	525.075	1.611.162	193.123
1987	3.991.407	484.132	4.493.519	686.294	1.793.127	272.561
1988	4.162.309	642.567	5.211.354	962.129	2.349.563	307.559
1989	4.694.085	873.283	5.910.128	1.194.840	2.500.106	371.423

Source: ISTAT Archive, International trade survey

Fig. 2.4. *Trend of Italian import from USA (1981 – 1989).*

(values in thousands of current euros)
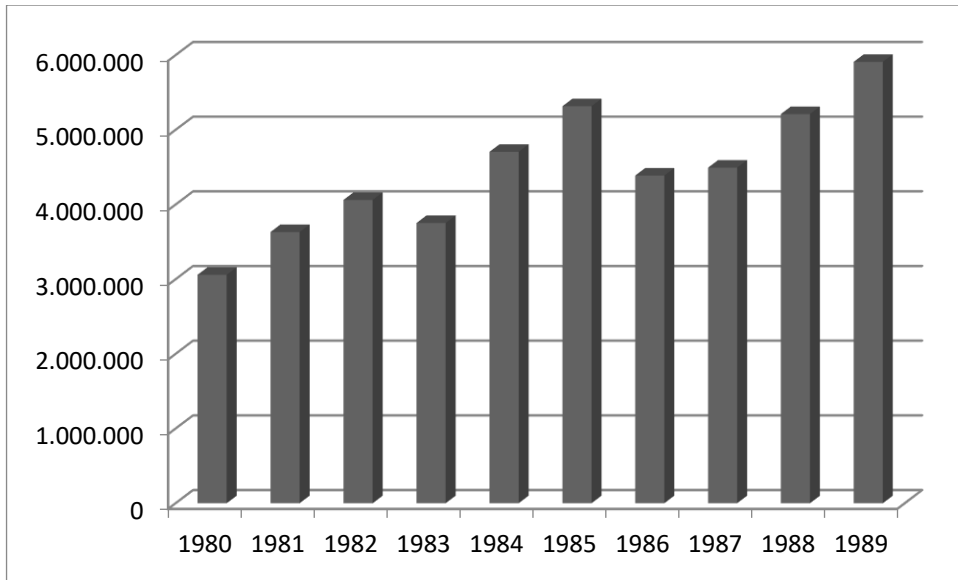
Source: ISTAT Archive, International trade survey.

The American Chamber of Commerce in Italy

The American Chamber of Commerce for Italy was founded in Milan in 1915 by a group of merchants and industrialists who had business relations with the United States and who believed that a close cooperation between the Italian and the American economy would become more and more necessary, being Italy at the eve of the Great War[1]. AmCham met at once the favor of financial industrial and commercial circles, and by the end of that year, it had about one hundred members. The most important Italian companies became its associates and the importance of its function was recognized both by the Italian and American authorities. During the First World War, the Chamber actively collaborated to facilitate trade relations between the two countries and the USA's entry into the war in 1917 deepened the already very cordial relations between the two countries and led to a substantial increase in the number of members. As observed by studying the balance sheets and minutes of board meetings of the Chamber, the serious economic crisis of 1930 and 1931, and, shortly after, the serious restrictions on trade flows with foreign autarkic program introduced by the government of the time, greatly influenced the development of the Chamber. The authority of the institution was in decline, the relationship with the United States became less frequent and the number of members was reduced to about 350 Practically, the membership of the Chamber meant more like a statement of sympathy to the United States, an expression of faith in the great principles of freedom of trade and international cooperation in the economic field.

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[1] A.AmCham, Minutes of Board Meetings from 1915.

With the beginning of World War II, the AmCham had to close its offices and executives took care only to preserve their archives and office equipment. After the war, the communications with the United States were re-opened, the Washington government began a wide and generous support and cooperation policy with Italy and, at the end of 1945, the practices to restore life the Chamber were started. The political and social climate had changed entirely, the urgent need to revive trade with America immediately assured the success of the initiative. Since then the development of the Chamber has been continuous and has shown that the importance of economic relations with the United States is deeply felt in Italy and how much interest our circles productive follow anything done in the United States and the progress that is perform in each field.

The American Chamber of Commerce in Italy is affiliated with the Chamber of Commerce in Washington D.C., the American Commercial Association composed of more than three million member companies. It is also a founding member of the European Council of American Chambers of Commerce, the organisation which protects free trade between the European Union and the United States. In addition to its headquarters in Milan, AmCham's presence extends throughout the major Italian and American cities by means of a network of local chapters. AmCham's aims to develop and promote economic and cultural relations between the United States and Italy, to support and protect the interests of its associates' commercial activities between the two countries, and to disseminate information concerning AmCham's own activities amongst its members. As well as playing a key role as a facilitator of economic dialogue between Italy and the United States, AmCham regularly organizes meetings and conferences with key international decision makers in order to develop and maintain communication links between both institutions and businesses, as well as to promote the development of economic and managerial knowledge required to compete within international markets. Whether by means of business expansion overseas or the pursuit of strategic goals, rapid evolution and commercial sensitivity has become critical to business success. Thanks to a longstanding experience of almost one hundred years, Amcham may be the key partner to your business' success. The American Chamber of Commerce in Italy is able to offer its members a wide range of business support services. From more general macroeconomic analyses to more focused assistance, including the provision of contacts specific to external know-how, AmCham can provide a comprehensive and integrated business support service. Moreover, thanks to our lobbying initiatives, AmCham can provide member companies a «fast track», enabling them to communicate directly with key representatives of both Italian and American economic and political institutions; this privilege due to AmCham's standing as an institutional authority, after 100 years of activity.

Italian American Entrepreneurs.

Italian roots in most of the United States have had an essential role in the relationships established over the years between Italy and the United States. There have been many entrepreneurial initiatives started both in the US by Italian-American entrepreneurs, both in Italy thanks to the essential role of remittances from emigrants themselves, which sent home much of their savings, positively influencing the Italian balance of payments, but not affecting in a direct way on the socio-economic growth of the country. Very interesting is also how, in the paths of Italians abroad can be observed some well-defined territorial vocations; In fact, while the favorite destination for emigrants from northern regions were mostly European countries, Southern emigrants preferred definitely the transoceanic routes. In addition, since

the resumption after World War II, the South of Italy was definitely the most involved area by migratory movement. World War II emphasized the changes in the physiognomy and in the perspectives of the population of Italian origin in America. On one hand, about 3300 Italians were interned in detention camps for suspected fascist sympathies; on the other, more than 1.2 million Italian American soldiers, among 12 million, were engaged in the US Army during the conflict[1]. Emigration was a need not only of individuals but also of the entire country, and although not always Italian emigration has been a great success story, there have been many entrepreneurial initiatives overseas, over the years, thanks to the bravery and the ability of Italian immigrants, or at least people of Italian descent. Italy has become in recent decades a major immigration country, but at the same time has also continued to be an important country of emigration. Italian emigration, in fact, is not only a phenomenon in the history of the country, but a phenomenon that affects in a significant way, even the current situation of the country itself. This happens not only because there are still large communities of Italians abroad who identify themselves as emigrants, but there are still important migration flows between Italy and other countries.

Thanks to the skills brought from Italy, to their entrepreneurial talent and to the opportunities of the American market, many entrepreneurs were able to expand their presence in many sectors[2]. In many biographies, an ethnic trait of the entrepreneurial path taken emerges: Italian wine and food. Wine, in particular, has often been a trait of cultural continuity which gave place to the launch of the wine industry by Italian emigrants in many parts of the world (the United States, Argentina, South Africa, and Australia). More in general, the food industry explains other successful entrepreneurial events (fruit, sausages, chocolate, biscuits, and fish product)[3].

As for the food industry in USA, for instance, in 1888, Amedeo Obici (Oderzo, Treviso, 1878 – Suffolk, Virginia, 1947) immigrated to the United States from Italy and went to live with his uncle in Scranton when he was 11, arriving from Italy with a tag on his coat to identify where he was going since he didn't speak English. He worked with his uncle at a produce stand while he went to night school to learn English. When he had enough savings, he opened his own fruit stand and bought a peanut roaster. He developed a special way to prepare nuts and decided to invest more in peanuts production. In 1906, Obici partnered with a fellow Italian immigrant, Mario Peruzzi, to rent a factory to produce peanuts; they called their business the Planters Peanut Company[4]. Obici realized that prices and first profits were not nearly so important as repeating business and he proved his operation based on quality and brand name were important for continued success. Two years later the business was incorporated as *Planters Nuts & Chocolate Company*[5]. In 1913, Obici built his first mass processing plant in Suffolk, VA. By 1960, there were almost 200 Planters store locations across the country and in 1961, the Planters Nuts & Chocolate Company was acquired for $20 million by Standard Brands, Inc.

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[1] V.V.A.A., Gli Italiani negli Stati Uniti d'America, MAE, Osservatorio sulla Formazione e sul Lavoro degli Italiani all'Estero, 2003, pag. 6.

[2] B. Osborne, P. Battaglia, Trovare l'America, Modena, 2013, Pag. 184.

[3] F. Chiapparino (edited by), The Alien Entrepreneur. Migrant entrepreneurship in Italian Emigration (late 19th – 20th Cent.) and in the Immigration in Italy at the Turn of the 21st Century, Milano, 2011, pag. 28.

[4] V.V.A.A., The Italian American Experience. An Encyclopedia, New York, 2000.

[5] J.J. Bonocore, Raisend Italian-American. Stories, Values and Traditions from the Neighborhood, Bloomington, 2005.Pag. 171

who eventually, in 1981 merged with Nabisco Brands, which was integrated in Kraft Foods business worldwide in 2000. Today, Planters Peanuts and Mr. Peanut are seen everywhere because of one Italian immigrant who came to the United States not knowing a word of English. Even though he had very little formal education, his initiative, mind set, vision of potential, and ability to advertise boosted him to success. He took something so small, a peanut, and made it a commodity in a growing nation. From owning a small fruit stand to starting the largest peanut-processing company, Amedeo Obici lived the American dream.

Another interesting business history case in the food industry belongs to *Chef Boyardee*. Ettore Boiardi was born in Piacenza, Italy in 1897 and on May 9, 1914, he sailed to America on the French ship La Lorraine[1]. He arrived at Ellis Island following his brother Paolo to the kitchen of the Plaza Hotel in New York City, working his way up to head chef. While working at The Greenbrier hotel in Greenbrier, West Virginia, he directed the catering for the reception of President Woodrow Wilson's wedding in 1915. His entrepreneurial skill became polished and well known when he opened his first restaurant, *Il Giardino d'Italia,,* in Cleveland, in 1926. When customers began begging Chef Boiardi for either his spaghetti sauce recipe, or a sample to take home, he began filling old milk bottles with his sauce and giving them to customers[2]. By 1928, the demand increased to the point that factory production became necessary. Eventually the sauce sales surpassed even his restaurant's business. In 1938, Boiardi moved his factory to Milton, Pennsylvania and began to develop a national marketing strategy for his food.

Proud of his Italian heritage, Boiardi sold his products under the brand name "Chef Boy-Ar-Dee" so that his American customers could pronounce his name properly. During World War II, Boiardi's company was the largest supplier of rations for U.S. and allied forces and for his contribution to the war effort, Boiardi was awarded a gold star order of excellence from the United States War Department[3]. In 1946, Chef Boyardee sold his brand to American Home Foods for 6 million dollars. Boiardi invested much of the proceeds from his company's sale into The Milton Steel Company, which produced goods for the Korean war effort. Apparently, the investment paid off very well, making the already wealthy Boiardi even richer.

Italian-American food, like spaghetti and meatballs, had emerged from the isolation of small Italian neighborhoods in large cities into a general American culinary culture. Pasta and sauce were easy to produce en masse, and could be sold at reasonable prices at a time when the average American didn't have much money to spend on food. Boiardi died in 1985, but his face still appears on cans of *Beefaroni*, ravioli, and other canned Italianesque food.

A successful Italian entrepreneur in the toy industry is Antonio Pasin. He was born in Venice, Italy in 1897, son of a cabinetmaker, he moved to America in 1913 when he was 16 to begin a new life in Chicago. He made his way through several jobs, and by 1917 had saved enough money to purchase some used wood working equipment and rented a one-room workshop. In this workshop, Pasin began fashioning wagons by night and selling them during the day. By 1923, Pasin's business grew to include several employees. They became known as the Liberty Coaster Company, named after the Statue of Liberty. In the Twenties, despite the rising

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[1] B. Moreno, Ellis Island's Famous Immigrants, Chicago, 2008, pag. 38.

[2] S. Cinotto, The Italian American Table. Food, Family and Community in New York City, Chicago, 2013, pag. 153

[3] S. Scardigno, Mulfies, Stories of immigrants, Bloomington, 2014, pag.169

pressures of the times, Pasin and the Liberty Coaster Company pushed forward, with the automotive industry as inspiration. Pasin began using metal-stamping technology to produce steel wagons and with his consistent eye for innovation, applied mass-production techniques to wagon-making, creating, in 1927, he first wagon, the Radio Flyer after his amazement of the radio and the wonders of flight. He renamed his company the *Radio Steel and Manufacturing Company* in 1930. The Depression years were surprisingly good for American toy manufacturers. With one-third of the total population out of work, the American country needed to be entertained. Inexpensive toys with high play value, such as the Radio Flyer Wagon, were very lucrative investments[1] and Pasin became the largest producer of toy wagons, producing 1,500 wagons a day[2]. After World War II, Mario Pasin, the founder's son took over the business and renamed the company Radio Flyer, expanding its offerings to include wheelbarrows, farden carts, and outdoor furniture. But its staple has always been wagons and, in 1987, Radio Steel was renamed Radio Flyer, after its most popular product.

Antonio Pasin died in 1990 but, in 2003, he was honored by becoming the 44th toy innovator to be inducted into the Toy Industry Hall of Fame. To keep up with the technology of the 21st century, the company has released motorized All-Terrain Wagons and Sport Utility Wagons[3]. Today the Radio Flyer Company is still owned by the Pasin family and have a great success thanks to an Italian immigrant young man who was able to create a successful family owned company and create a product that became an American Icon from one generation to the next.

One of the first Italian American millionaires was Generoso Pope. He was born in Arpaise, a small town near Benevento in 1891 and emigrated to the USA in 1906. One of his first jobs was to deliver water to the construction workers, earning three dollars per week. In 1925 he was able to buy the Colonial Sand and Store Company, a company in which he had worked and that became the largest supplier of building materials in the United States, participating in projects such as the Empire State Building and the Yankee Stadium. In 1928, he acquired *Il Progresso Italo-Americano* along with many other ethnic newspapers. Furthermore, Pope was one of the most important Fascists propagandist, as publisher of pro-Fascism papers. His Fascist activities, however, were not entirely subsumed by his newspaper. As a man of influence, Pope played a role in legitimizing fascism by his participation in public events that extolled Mussolini and Italian Fascism[4].

One of Pope's ethnic newspapers was turned into the popular weekly The National Enquirer, directed by the son of Generoso, Generoso Jr., while his other son, Fortunato remained at the helm of Il Progresso which was an important part in the business history of another migrant Italian family, in particular two brothers, Agostino and Carlo De Biasi.

In 1872 Giuseppe De Biasi, then a prominent small town lawyer, married in Sant'Angelo dei Lombardi Maria Antoniello. They raised eight children: Ida (1873), Agostino (1875), Pasquale (1876), Mario (1878), Flora (1882), Esther (1890), Bruno (1893) and Carlo (1896) the donor of the collection. Agostino was the first to immigrate to America. Apparently wishing to elude home-town intrigues, he arrived in New York in 1900. Already a seasoned journalist, he

[1] S.M. Scott, Toys and American culture. An encyclopedia, Santa Barbara, CA, 2010, pag. 24.

[2] V.V.A.A., Sharing wisdom, building values. Letters from Family Business Owners to their successors, New York, 2011, pag. 20.

[3] S.M. Scott, Toys and American culture. An encyclopedia, cit., pag. 257.

[4] A.A. Block, Space, time and organized crime, New Brunswick , NJ, 1994, pp. 145-146.

became associated with the Italian language daily *Il Progresso Italo Americano* assuming, a few months later, the post of editor-in-chief. He simultaneously served as editor of *Il Telegrafo* (1905-1907) and founded the Philadelphia daily *L'opinione*. In 1908 Agostino's father died and immediately therafter his mother and sister Flora came to New York. In time, Mario, Bruno, Pasquale and Carlo joined them. The latter arrived in 1913. Bruno became a prominent physician, Pasquale a competent journalist associated at one time with *Il Carroccio* and with *Progresso Italo-Americano*. Mario started a successful business venture, the *De Biasi Advertising Agency*. The bulk of the material founded at the Center for Migration Studies of New York City, however, pertains to the journalistic careers of Agostino and Carlo De Biasi. Agostino De Biasi served his relationship with *Il Progresso* in 1911 and assumed the post of editor-in-chief of *L'Araldo Italiano*, another New York daily. In 1915, he founded the journal Il Carroccio, which for the next twenty years consumed all his energies and finances. A monthly review dedicated to the promotion of Italian national interests and culture, *Il Carroccio* served during the Mussolini era as a potent vehicle for fascist propaganda in the United States. Widely read, and highly respected,it numbered among its contributors some of the best journalists from both sides of the ocean. In spite of Agostino De Biasi's fierce Italian loyalties, he fell out of favour with the fascist regime in 1927[1]. *Il Carroccio* was banned from Italy and completely ceased publication between 1928 and 1931. When it did resume, it was only for a short while. Broken in spirit and financially ruined, Agostino gave up the venture in 1935. Withdrawing from active journalism Agostino continued, nevertheless, to write. During the war years – while still an Italian citizen – he contributed unsigned articles to *Il Crociato*, the catholic weekly founded and directed by his brother Carlo. Subsequently he wrote a weekly column which was carried by dozen of Italian American newspapers from coast to coast. He was, moreover, the author of several books, among them: *Tradition of Italian Nationalism* (1911), *The Gesture of Premuda* (1919), *In defence of victory* (1920), *Kara-kiri* (1922), *The battle of Italy in the United States* (1927). Agostino's main occupation after 1935 was, however, the management of the De Biasi Advertising Agency" founded by his late brother Mario. Agostino De Biasi participated actively in the affairs of the Italian American community in New York. He was, for example, the moving force behind the Italy America Society and founded the Dante Alighieri Society in New York. The Italian government honoured him with the Order of the Crown of Italy in recognition of his many services. He died in 1964 at the age of 89. Carlo De Biasi, unlike his brother Agostino, took out American citizenship shortly after his arrival in the United States in 1913 and served during the World War I with the American expeditionary force in France. He was also a talented writer, translator, and journalist and actively collaborated on many books, journal and newspapers. Under the signature CDB he published a weekly column in the *Progresso Italo Americano* on subjects related to Catholic life and culture. He edited several books for the Vatican City Religious Book Company of New York, translated Archbishop Cicognani's book *Sanctity in America* into Italian and edited between 1920 and 1930 the magazine *La Voce dell'Emigrato* published in New York by Mons. Germano Formica. Carlo De Biasi's life work, however, was the catholic weekly Il Crociato, published in Brooklyn under the direction of Mons. Ciocia. He served as its managing editor from its inception in September 1933 through his retirement some three decades later. Carlo De Biasi was, moreover, like his brother, actively involved in Italian American community affairs. He presided over the "Sant'Angelo dei Lombardi Mutual Help Society" after helping to found it in 1925. From 1931 on, he served as secretary of the Italian Benevolent Institute and Hospital, and during the

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[1] Center for Migration Studies - Archives, New York City, De Biasi Family Paper Collection, Series IV

Second World War he worked on behalf of the Italian prisoners of war. His generous services to the community, the Catholic Church and to the diocese of Brooklyn were duly recognized as St. John's University conferred upon him the Doctorate of Letters and the Catholic Church made him a Knight of the Order of Saint Gregory the Great. After his death in 1971 at the age of 75, his widow generously donated this collection to the Centre for Migration Studies.

Conclusion

A system of economic relations does not arise from nothing but it needs habits, relationships, strong shared interests. Companies established abroad by entrepreneurs of Italian origin increased considerably and engaged millions of people. The role of entrepreneurship in the Italian community abroad, however, was not limited in related annual product (the value of orders entrusted to Italian companies and industries). Through the activities of their companies and their image of successful men, entrepreneurs of Italian origin abroad had, in fact, also contributed to the spread of knowledge of Italian products and the Italian style in their migration countries. They favored the commercial success of Made in Italy, and the cultural success of Italian way of life, often supporting cultural initiatives of Italian origin (from libraries to schools). Still today their heritage help to strengthen the already strong commercial, cultural and social bond between Italy and the United States of America.

Anyways, it is well know that each business community, even if linked to more or less consolidated relation systems, basically remains stateless. It does not feel affected by national values but by a behaviour, a taste, a mentality. Big and small Italian brands affirmed themselves not only as Italians but also because they could convey a fantasy imaginary, a taste, those *savoir vivre & savoir faire* that characterize Italian people and can be reproduced everywhere.

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Online Learning in Algeria: Key and Suggestion to Enhance Effectiveness

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Abstract

The adoption of online learning has increased significantly in recent times, especially after the coronavirus outbreak. In this situation, Face-to-face learning was interrupted partially or entirely and several universities around the globe adopted a variety of remote-based learning approaches. However, with the emergence of new teaching methods and technologies that give academic institutions the tools to mitigate the loss of in-person instruction, most institution in the developing world were not ready for such an abrupt change. In Algeria this transition to online learning has highlighted many challenges due the limited resources, including technological and human resources and the lack of e-culture and computer literacy among students, teachers, administrators and educational leaders. The aim of this paper is to analyze these challenges in order to strengthen the online learning system in Algeria. For this reason, a review of the literature on a set of previous studies will be presented, with the objective of understanding the issues and challenges facing Algerian academic institutions in relation to some countries in the Middle East / North Africa (MENA) region and Asia, followed by a discussion and brief recommendations to enhance the effectiveness of the digital learning in Algeria.

Keywords: online learning, face-to-face learning, developing countries

Introduction

The world has been witnessing for years now a real revolution in information and communication technology, especially related to the uses of the Internet and digital technology, and this is what prompted the various sectors to integrate ICT into their development plans and programs. Among the sectors that have relied on this technology is the education sector. The past few years have seen an upward growth in the popularity of e-learning and e-learning methods in this field, with global EdTech investments reaching US\$18.66 Billion in 2019 and the overall market for online education projected to reach \$350 Billion by 2025 (Li & Farah , 2020).

The distance learning systems have recently known a rapid development that has never been seen before, and the use of e-learning has multiplied tenfold. From students to professionals,

everyone uses digital media! which was and still the most appropriate solution in critical situations, such as the COVID-19 pandemic.

The advent and impact of COVID-19 have changed everything. All schools and universities were ordered to close to contain the spread of the coronavirus. Face-to-face classes have moved to an e-learning mode comprising language applications, one-to-one lessons, video conferencing tools or e-learning software, etc.

In this context, various distance learning approaches used as a response to the covid-19 pandemic. We quote Spain quickly introduced educational content through its broadcast channels; Mexico leveraged its educational television (Telesecundaria) by combining short educational videos with lessons plans (Li and Farah, 2021).

In developed societies, e-learning method is not new, presented by several practices such as Moodle, Google Class, Zoom and other learning management systems. However, in developing societies such as Algeria, e-learning is not popular and there are many problems with its implementation.

In the midst of this health crisis, the transition has been abrupt posing many challenges for students, teachers and school administrations. Higher education institutions in various developing countries including Algeria were and still facing many challenges between continuing education, promoting quality and equality on the other hand. According to (Sharma, 2020) about 65% of lower-middle income countries and less than 25% of low-income countries have been able to set up remote learning platforms. Moreover, only 36% of residents of lower middle-income countries have access to the internet which raises further concerns regarding the reach of remote learning. Even among those who can access these platforms, we know a little about their effectiveness or ability to meet the needs of learners with disabilities, especially in these difficult times.

The Ministry of education in Algeria prompted the will to adopt an emergency plan to ensure pedagogical continuity and to ensure the safety of teachers and students and help the academic community to perform the educational process. Most of the nation's universities moved to education through electronic platforms used Moodle, Zoom and other learning software without taking in consideration the limited resources, including technological and human resources.

In this article, we attempt to review a set of previous studies on e-learning in various developing countries in the Middle East / North Africa and Asia. This will help us to understand the sources of the problems and to know the similarities between these countries and what can be done in general. Then, we will discuss key challenges facing Algeria with the adoption of online learning, and offer suggestions to improve and strengthen the online learning system in Algeria.

Methodology

An overview of the literature review was used as a compilation method, in order to promote and understand the area of interest and the criticism that have been made on the topic. This will help to find the gaps in research gather scattered information and refine the research topic to an understandable level. This method is known as conceptual research with objective to analyze information already present on a given topic. The result of this approach is to build with the help of an exciting literature and studies from which inferences can be drawn.

In our case, this methodology will help identify the different challenges facing the e-learning audience based on the studies and findings of previous researchers from various developing countries, including Algeria, and offer suggestions for improve the online learning system in Algeria.

Literature review

Online learning in developing countries

Many developing countries found themselves forced to keep pace with technological development and changes, especially with the covid-19 pandemic that has greatly impacted students' opportunities to learn worldwide. Students and teachers have been forced to switch from traditional classrooms to emergency online / distance learning.

In this context, a significant number of challenges to overcome, in order to adapt traditional learning practices to purely virtual environments. Here are some research articles from different developing countries and regions including the Philippines, Cambodia, India, Pakistan, Nigeria, Palestine, Libya and Afghanistan, each study describes the challenges encountered in adapting e-learning to their environment.

The first study was conducted in Philippines by Ronnie E. Baticulon et Al (2021), they tried to identify barriers to online learning from the perspective of Medical students' in developing countries. A sample of 3,670 medical students was analyzed. This study found that many students had limited access to technological resources (one in five students does not have a computer). In addition, others barriers such as a power interruption, poor infrastructure and Internet costs have restricted students' access to online content. The researchers also found that in addition to limited internet and device access, students more frequently had difficulty adjusting their learning styles, having to take on responsibilities at home, and poor communication between educators and learners (Al, 2021).

The second paper aimed to found the key challenges facing the Cambodian universities of adapting online learning during covid-19 and making suggestions to enhance effectiveness. According to (Heng and Sol, 2020) institutions, teachers and students were generally not ready to move from traditional to online learning. This atmosphere is due to several challenges related to technological infrastructure and digital competence, socio-economic factors (educational inequalities), assessment and supervision, heavy workload and calculability (some subjects like sports and science require physical interaction) (heng & Koemhong Sol , 2020).

The aim of this third study was to assess the impact and effectiveness of an online Indian faculty development program for nurse educators about remote teaching during covid-19 pandemic. The author seeks to perceive competence in the creation and distribution of E-content using google classroom and other freely available digital tools. The results of this study indicated that the ability of the educator to handle technical tools is one of the major challenges in the implementation of online education. Other studies have shown that instructors' skills in using LMS (Learning Management System) can significantly affect the learning experience. According to (Swaminathan et Al, 2020) also found that designing online courses that consider the needs of learners and clearly describe the learning outcomes contributes to increased learner engagement (Al N. S., 2020).

Another study analyzed the attitude of teachers towards the use of social media (SM) in online learning during the Covid-19 pandemic. The results confirmed that the increased use of social media (SM) during Covid-19 significantly affected attitudes towards the use of these SM in e-learning. According to (Jogezai et Al; 2021) it is clear that there is an opportunity to use MS in learning, and the use of MS could be beneficial for countries that are poor in resources and lack of facilities adequate. We cite Pakistan as a sample where schools exist with insufficient ICT infrastructure and incapable teachers.

The fifth paper investigates the challenges associated with emergency remote teaching in the developing countries of Palestine, Libya and Afghanistan. Findings revealed that the covid-19 widened the digital gap among students and families which created challenges in term of online class attendance. In addition, violation of students' and parents' digital privacy emerged as another key challenge to emergency remote teaching. (Khlaif et Al; 2021).

This latest study was conducted in a Nigerian higher education institution; the aim of the study was to assess the concept of Moodle learning management system. According to (Mustapha et Al; 2020) found that the level of adoption of LMS including Moodle in the higher education institution in Nigeria is very low and the challenges facing LMS adaptation include the following administrative / technical challenges, security challenges, lack of supporting infrastructure such as a bad power supply of computer systems.

For many developing countries, there is a need to develop learning management systems that rely on low bandwidth and can be effectively used with mobile phone devices to reduce device access barriers and improve completion rates. (University, 2020) , there is also unequal access to the internet globally, with about 19% access in the developing world, and the pandemic has glaring magnified these inequalities with commentators arguing that access should be universal (M, 2020)

Online learning in Algeria

As for e-learning in Algeria, little research has been done because this method is a new approach to learning and teaching. In this context, few universities were adopting online learning and it was mainly adopted after the emergence of the Covid-19 pandemic, which forced the transition from traditional face-to-face learning to online learning. The following few studies revealed many problems and challenges faced by students and professors while adopting this method of learning.

A study carried out by us (Celia and Roumadi, 2021) during the preparation of our master's degree in management sciences. The aim of this first study was to evaluate the efficiency of the Moodle distance learning platform (from students' perspective) it was conducted in the management department of the university of Algeries 3. The research had two-fold objectives determining the efficiency of the Moodle platform and evaluating usability issues affecting their learning. The researchers relied on five dimensions to reach the objectives of the study (effectiveness, satisfaction, interactive, ease of use and quality of content). The results showed that the platform was not the main problem, despite the many features provided by the platform, the students found it difficult to understand the lessons and concentrate and found that the educational content via Moodle was not of good quality and preferred traditional learning. In addition; this study showed that the majority of the study sample did not find any creativity in presenting the lessons and it was not motivating for them, most of the professors preferred to present the lectures in PDF format which were long and poor in illustrative

examples, pictures and figures. Moreover, there was also the problem of communication and interaction between teachers and students.

The second study entitled: "Innovative Pedagogies in the Pandemic Era and Beyond", the aim of this study was to shed light on the E-learning experience in Algeria, in particular at the University of Ahmed Daria. Despite certain difficulties, in particular the lack of equipment and experience, the absence of a culture of distance education, the fluctuation of the Internet which was a major obstacle, in particular for students living in remote areas without a coverage network, Ahmed Daria University has been successful in some aspect of using technology in the educational process. (Abdelouafi, 2020)

Another study was conducted by (Zina and Soudani, 2021), the aim of the study was to analyze university teachers' behavior concerning new information and communication technology during the health crisis of COVID-19 and to emphasize on the main handicaps related to online learning in Algeria. The results showed that the distance learning in Algeria requires planning, manipulation, and training for students and teachers. It also reported many obstacles that hinder the implementation of online learning in Algeria starting with the absence of resources, hardware, and software in the most universities. The lack of pedagogical, mythological and technical support for teachers and students, another obstacle was the lack of motivation among female teachers about the use of ICT, and another problem due to the financial obstacle was the resistance to change because of the high cost of acquiring new equipment and the cost of having high internet speed. The teachers interviewed suffer from a lack of practical aspects throughout the online learning process resulting from the failure encountered on the Moodle platform (lack of direct contact, lack of collaborative work, lack of platform management, difficulty in remote assessment and so on.).

This fourth study was conducted at university of Abdelhamid IbnBadis in Algeria. The aim of the study was to investigate the potential of MOOC'S, which can be brought to the Algerian university as well as to scrutinize the students' and teachers' attitude towards their integration into the offline language teaching and learning process (EFL) (Ghemour and Hanane ,2016). The researchers found that a simple rectors' check on the integration of MOOCs would not meet the demanding goals of students, teachers and even the university system, and this is due to several reasons for laziness and lack of interest. These factors can prevent teachers and authorities from implementing MOOCs at university.

Moreover, today, many students and teachers need technological assistance. As a result, the opinions of teachers and students are still technologically illiterate. They do not have a good command of computers, especially students who come from rural areas and especially certain categories of students who are not responsible for their learning because they do not even have an Internet connection at home and nor high-performance computer equipment (Ghemour and Hanane, 2016).

The study conducted by (Beddiaf and al, 2018) aimed to determine the problematic of ensuring the quality of higher education in Algeria, and to study the most important development programs with the European Union. The results showed that despite all the efforts in this area, there are still many gaps that arise on the surface, perhaps the most important is the lack of data needed to carry out various studies. Also, weak financial funds allocated to this sector, especially the generalization of distance learning in all institutions of

higher education requires new structures such as laboratories online and storage facilities and son on.

This last article was carried out at Batna 2 University in the level of the industrial engineering department Zermane and Aitouche (2020). The aim of this article was to analyze digital learning in the era of covid-19 in Algeria. The study showed that the engineering education has undergone profound change during covid-19 pandemic. They needed to turn training into remote practice. In this context, the institution suffers from many challenges the most important one is the financial problems and the inability of some people to join for several reasons. In addition, another problem was the lack of an educationally designed course. This is manifested by the failure of the attempt to put courses on YouTube and on certain sites in the absence of adequate digital platforms. The study also noted inequalities among students, everyone is not lucky enough to have a computer or Internet connection, the more, it is difficult in many families to find a quiet place to carry on their educational activities. In addition, many teachers do not have the methodology required for distance education and have encountered many technical difficulties with the poor quality of the internet and the idea of teaching the whole class on the new platform requires a fairly advanced training (Zermane & Samia, 2020)

Discussion

The aim of this study was to explore the challenges facing the higher education institutions in Algeria in relation with other developing countries in the adaption of online learning in order to strengthen the online learning system in Algeria. It also considered previous research on online models locally, regionally, and in other countries. From the outset, the results allowed to conclude that the sudden transition from face-to-face education to online mode, especially after covid-19 in Algeria and in many other developing countries disrupted the education system, which had already been affected by the weak infrastructure and the poor economic situation. According to (Alqahtani and Rajkhan; 2020) point out that even some institutions that had implemented e-learning before the lockdown struggled to migrate suddenly during COVID-19; it was worse for institutions that had no previous experience. Although teachers and students tried to adapt with the new situation, they sometimes failed because of the digital inequity, the low quality of education which cause low efficiency.

The first key challenge that has begun to receive more intention from researchers with the increasing use of ICT in education in developing countries is the **digital inequity** which become an even more critical topic with the shift to remote learning during covid-19 (Khlaif and al ;2021). Digital equity is conceptualized in the framework of resources distribution, technical knowledge skills and the impact of ICT use (Park et Al, 2016). According to (Rasta et Al, 2018) have suggested that there are five dimensions of digital equity: hardware and software, connectivity to the internet, high-quality digital content in local languages, creation and sharing of digital content, educators who know technology and high-quality research and application. As the results of previous research show, in this article almost all developing countries, including Algeria, face this specific challenge of digital inequality due to differential access to devices and connectivity services in a large band. students and teachers in Algeria, Philippines, Cambodia, Nigeria and all-over developing countries struggle with the digital inequity which is summaries in this obstacle (limited access to the internet and technological resources especially for students who live in remote area with no internet coverage, poor power supply and commuter systems, lack of technological experience among teachers and their ability to handle technical tools).

This last point, bring as to the second key challenge which is **Quality of education**. Quality is at the heart of any education system; a quality education is one that satisfies the basic learning needs and enriches the lives and learners and their overall living experience. In this context, many students in developing countries are not gaining the necessary knowledge and skills and studying online does not improve the situation (Lim et Al 2018). The low quality of education is partly due to the low percentage of qualified teachers, the lack of teaching materials and outdated/ ineffective teaching methods (Lim et Al 2018) and that has been shown in this shift to online learning.

In Algeria, studies have shown that the ability of teachers to manipulate technical tools is a serious challenge that affects students' enthusiasm and desire to learn, as well as their ability to understand lessons. The results showed that the skills of instructors using LMS significantly affect the learning experience, creativity in the presentation and personalization of lessons which improves learner engagement. Despite all the advantages and features offered by digital platforms and tools such as video conferencing, virtual tutoring, open online courses, fixed time online courses, some teachers in developing countries prefer using traditional teacher-centered methods instead of adopting 21 century learning techniques that support critical thinking, independent and learner-based learning that presents lessons.

The third key presented by the level of **efficiency**. As we know, in the age of distance learning, humans use auditory and visual memory. This mode is characterized by difficulty with less interaction and communication between teachers and students and the low quality and creativity in the delivery of lessons will negatively affect the performance of the students and this will lead to low efficiency. Efficiency in education is defined as when an education system can produce the desired result at minimal cost or if, for a given resource, the system maximizes the desired result (Tan P, & Mingat A, 1992). In the case of Algeria, there is not yet any apparent added value in terms of e-learning.

What will the future of online learning look like in Algeria?

Despite the many challenges discussed above, going forward, we will continue to see the rise of e-learning. For this reason, we offer suggestions for improving the effectiveness of e-learning in Algeria. These suggestions can also help other developing countries facing challenges such as digital inequity, low quality and low efficiency. Therefore, they can facilitate discussions between researchers and practitioners on how to rethink education. This operation involves all parties who should be involved in the success of this transformation, namely students, teachers, government and education leaders.

Education leaders

In order to minimize the challenges faced by distance education, this method of learning should be supported by education officials. Beginning with education leaders and the government who must give more importance and support to e-learning system. In Algeria, education leaders can help develop the necessary infrastructure by introducing modern technology, fast internet connection, continuous power supply, efficient security system, regular maintenance and efficient administration with new distance learning security devices (Mahlangu, 2018).

Universities

Universities should prepare teachers and students to participate in the online teaching / learning experience. In Algeria, teachers and students used to learning in the classroom or in a meeting room may find it difficult to adapt to the virtual world. To help them thrive in this digital environment, universities should give them an introduction to online learning; seek feedback knowing how familiar these teachers / students are with technology and e-learning modality. Their missions do not end at this level. For this reason, its role is to explain how this new method is different from the traditional classroom experience by highlighting the different features and functionality, including the online community. In addition, offer training courses to improve instructors' knowledge and ability to manage and use the LMS.

Instructors

The main challenge for teachers is to design and deliver courses that are engaging, interactive, well supported, and responsive to the times. Instructors now need new strategies to ensure that students can have a positive learning experience. We collected together seven-point recommendations to insure a successful online teaching in Algeria that we found important and needed.

Building personal connection with students individually: in traditional face-to-face learning teachers can see and know how their students are doing, but with distance learning and no facial expressions teachers need to take in consideration the mental health of their students and reaching out to students who may need help. If they have questions or concerns and evaluate how their students are doing socially and mentally this kind of support is really important and can be helpful for their students. (Western Governors University , 2020)

Finding ways to increase student's motivation: while some students are self-motivated others may not be. Assignments that are required may be skipped by the latter students (Philips, 2016). Teachers should think of ways to motivate students by giving them extra points; help students understand the importance of the course and how it will help them acquire specific skills.

Addressing equity issues: the shift to remote learning has exacerbated issues relating to equity. Not all students have equal access to technology or reliable, high speed internet connections or to a distraction-free study space and that's one of the biggest issues in Algeria and many other developing countries. Teachers need to be mindful of the challenges students face. They need to be flexible about how students participate in the class, for example by including both asynchronous and synchronous learning opportunities, allowing students to access course resources in multiple ways, allowing them download PowerPoint presentations, view videos at any time or take quizzes on their cellphones. (Mintz, 2020)

Building a learning community: research found that when an online course included an online community component, students were five times more engaged and 16 times more likely to finish the course. Engagement increases when students feel like they belong and are part of something with like-minded people. When an online course requires participation, students have more opportunities to connect with instructors and follow students, discuss coursework, help each other through struggles, share ideas and most importantly become more engaged (WBT Systems , s.d.)

Providing regular feedback: feedback helps students feel a sense of progress and rescues them from isolation.

Presenting clear organized learning materials: students must be able to easily navigate the teacher's LMS to find their course materials, discussions, assessments, and records. Instructors course materials should be organized and labelled in a consistent way to reduce student's confusion. Checklists for each lesson or module help students know how far they've come and how far they still have to go-providing students a sense of progress (WBT Systems , s.d.).

Considering new methods: online   learning and learning platforms gives instructors the opportunity to be creative embrace technology and develop new skills for them and their students. Platforms such as zoom, Microsoft teams gives teachers the ability to video conferencing by setting specific times that their students will log in to view lecture or have class; for teachers who aren't interested in doing live video conference they can always go with pre-recorded videos. The LMS also allows them to send notes to the class, list lesson dates, talk about online courses and lessons, upload assignment and help students turn in their work. Teachers also have the chance to personalize their work by using visual aids, creating interesting projects and add learning games, using virtual reality especially in history and sciences courses. VR helps students understand and engage rapidly. The human brain is capable of remembering 10% of what students read, 20% of what they hear and about 90% of what is being done or simulated (Prakash, 2019). Online learning can be more interesting and efficient than traditional face-to-face class when its used properly.

Students

Students need to develop new skills and qualities for the online model; as a virtual classroom is an important player in educational community they need to adapt in order to succeed. We start with openness and their acceptance of new methods and their desire for change; being able to communicate through writing and feel comfortable in expressing themselves in writing, many students have limited writing abilities which should be addressed before or as a part of the online experience; being self-motivated and self-disciplined sense the online process takes a real commitment and discipline and responsibility to keep with the flow; speaking up when student express difficulty on any level either with the technology or with course content; being able to commit 4 to 15 hours week per course; having the ability to meet the minimum requirements for the program; accepting critical thinking and decisions making (University of ILLINOIS springfield , s.d.)

These suggestions maybe the way to reach effective e-learning and spread e-culture among the education field in Algeria. In this article, we preferred to analyze the issue and give suggestions from different points and give an overview that may help all parties in their transition and adaption of online mode.

Conclusion

The study found that unpredictable entry into the online environment occurs when students and teachers are least prepared to face the new constraints of online learning. The main challenges that emerged from the study include digital inequity with infrastructural and devices deficiencies, rapid migration, communication and skills problems which caused quality and efficiency issues. However, the paper presented a wide range of suggestions and

recommendations to enhance the effectiveness of online learning in Algeria which contributes in to the knowledge body on e-learning implementation. The suggestions in this study can help various parties concerned with online learning including students, teachers, administrators (universities) and education leaders everyone can find valuable information's with their transition and adaption of the digital learning. Due to the lack of studies conducted in this field in Algeria, our paper may be the handbook and a means to help future researchers delve deeper in this subject.

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Assessing Students' Minds: Developing Critical Thinking or Fitting into Procrustean Bed

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Abstract

Standardized tests have been applied as student knowledge assessment in many countries, including Azerbaijan. However, studies have shown that standardized tests are not an effective way of measuring students' knowledge because they limit students' creativity and prevent instructors from applying individual teaching methods due to the pressure of passing the tests. The tests do not consider students with different learning abilities and treat them equally, which may not favor some students. Also, teachers are pressured to ensure their students pass the tests, leading to an excessive focus on the topics likely to be set rather than the whole curriculum. The study recommends implementing different assessment methods with no ranking to ensure that students do not memorize for passing tests, eliminate competition, and promote equality in the education sector. The assessment methods should allow students to debate, compare and analyze ideas through critical thinking, inquiring, and understanding for applying the learned knowledge into real life. Thus, the importance of an inquiry-based curriculum and assessment is stressed.

Keywords: Standardized tests, Creativity, Individualism, Critical thinking, Multiple Assessment methods, Azerbaijan, equality, students' knowledge, inquiry

Introduction

What is knowledge? What kind of knowledge must be assessed? These two closely interlinked questions can set the base for the educational philosophy we need at schools. Today, knowledge assessment heavily relies on standardized testing. However, at the same time, the innovations in education and technology have made it essential to create more modern knowledge assessment tools.

Students' knowledge evaluation has gone through different stages of changes in different societies. It is widely accepted that educators need a tool to evaluate students' academic performance and knowledge level. Traditionally students demonstrate and certify their knowledge by answering questions on past material. What became different in recent years is that the arrival of the knowledge economy and new teaching philosophy, which emphasizes critical thinking, has created more precise knowledge evaluation. In addition, the widespread use of standardized testing has generated questions about its accuracy and efficacy for the demands of modern teaching methods and the job market.

The question of what kind of tests can best evaluate students' knowledge is still under discussion. Unlike the past, when the source of knowledge was teachers and libraries, today, the internet has become a significant source of easily accessible knowledge. As a result, it significantly impacted how knowledge must be delivered, learned, and assessed.

Besides the inquiry into the problem from the general perspective, this paper reflects on the dilemma of standardized testing in Azerbaijan.

Literature Review

The global economy is gradually changing, and every country must emphasize education systems that would encourage innovation and knowledge towards the globalized economy. According to Caroll (2013), some students may perform well in standardized tests and move into high schools; however, they struggle in basic skills and knowledge. Critical thinking is essential in education because it enables students to apply their learned skills to real-life problems. Standardized testing has been applied in various learning institutions as a method to measure student's knowledge. However, Albino (2008) states that standardized testing may not be the most effective assessment strategy since assessments are not merely auditing the student's performance but improving the student's education. Therefore, testing assessments should aim at helping the education stakeholders and the government make informed decisions that would assist in improving the education sector in the country. Caroll (2013) adds that critical thinking is based on students' ability to reevaluate their thoughts, intending to improve them. Therefore, standardized testing may not provide the students with an opportunity to reevaluate their thoughts and skills. Chomsky& Robichaud (2014) argues that standardized testing is politically made to diminish teachers' and students' creativity so that to forge uniformity and control. The study further argues that standardized tests present an idea of privatized power to prevent the majority from reaching the top of the social, economic, and political class.

A study by Shively, Stith, & Rubenstein (2018), which aims to evaluate the benefits of measuring design process creativity and critical thinking in gifted education, states that in standardized assessment, if students were to develop cars, scores would be given based on the speed of the car, distance covered and how it looks. However, these aspects are not adequate to measure the students' skills and knowledge; therefore, various assessment tools should be employed to measure skills, knowledge, and critical thinking. Similarly, Smith & Szymanski (2013) states high stakes and consequences concerning standardized tests. Most education institutions use standardized tests to promote the student to the next grade, to be admitted to a college, or to graduate from high school. For example, several schools have applied standardized testing when selecting students for honors programs in Azerbaijan. A study by Abizada & Mirzaliyeva (2019) notes that Azerbaijan's learning institutions use students' first-year perfomance, the honors-program selection test, and the university centralized admission tests to predict student's academic success in their program. However, it states that these criteria may only be effective in some programs; therefore, there should be different assessment methods depending on the study program. Novinger & Compton-Lilly (2005) argues that standardized tests are unfair because "all kids can't achieve at the same level" (p.195); therefore, standardized testing leads to demeaning of some students, and it would be better if students were given basic tests and only on things they would need to apply in their daily lives.

While these tests make students and teachers accountable, the stakes in the results have been put so high that some students become depressed and demotivated to study (Smith & Szymanski, 2013). A study by Phi Delta Kappa (2015) states that 64% of American parents believe the schools have adopted too much standardized testing, ignoring other aspects of students' knowledge assessment. A study by Shukakidze (2013) to understand how school, family, and student factors impact the students' achievement in Azerbaijan and Estonia noted that standardized testing in Azerbaijan might be unfair to assess students' knowledge. The study used 4600 Azerbaijan students to answer how students' background, family-related issues, and school-related issues affect their scores in standardized testing. The study concluded that several variables impact oral communication, reading, and writing assessment method because it ignores individualism and social variables that influence students' test outcomes.

Phi Delta Kappa (2015) further states that most parents believe American instructors have deviated from giving students the knowledge to "teaching the tests" due to the high pressure of achieving the required minimum. The pressure originates from the public, parents, principals, and education managers. This pressure has resulted in skewed teaching systems aiming to pass the standardized tests even though there are minimum studies on the connection between creative thinking and standardized tests. Smith & Szymanski (2013) states that the level of creativity in America has been diminishing in the last 50 years even though I.Q. test scores have risen since 1990. Most teachers have been focusing on education areas included in the standardized tests, ignoring areas requiring creativity and critical thinking.

Similarly, Berliner (2009) states that a third of North Carolina instructors spent more than 60% of teaching hours preparing students for state standardized tests, ignoring most of the teaching materials they deem may not be tested. This shows that standardized testing harms a country's education system, and there should be alternative ways of evaluating student's knowledge. A study by Moon et al. (2007) to understand the impact of standardized testing on teachers, students, and schools found that students and teachers feel pressured by such tests due to high stakes placed in them. This pressure is the motivation that instructors use to design the curriculum areas that they will teach. Such tests are disadvantaged because schools that underperform in the standardized tests are unlikely to attract new students, and the teachers may be viewed as underworking. Talented and gifted students may fail to exploit their full potential due to the pressure of passing the standardized tests. The Azerbaijan study by Eminli (2019) states that multiple-choice tests dominate Azerbaijan education assessments. They are inappropriate for measuring students' knowledge since teaching should focus on academic writing at the secondary school level instead of multiple choices that can limit student's thinking.

Further, Briggs (2013) states that standardized testing of students harms learning in several ways. Briggs argues that standardized testing is misled and misused because schools and districts in America have been involved in test cheating to get higher grades, especially by giving students tests before the stipulated time or students caught changing their answers in states like Atlanta, Texas, and Washington. The standardized tests also kill knowledge because students may have knowledge but fail to use it. Jorgenson (2012) describes standardized tests as "Sit, Get, Spit, Forget," where students do not demonstrate their skills in explaining, researching, public speaking, and reflecting, among others. University admission in many

countries is based on standardized tests but focuses little on creativity and critical thinking (McCarthy& Blake, S 2017).

In addition, most schools use summative assessment methods, where students are tested at the end of the semester to understand whether the students have met the study objectives (Gardner, 2012). However, Briggs (2013) argues that standardized tests have defined students, equating them to their scores. As a result, the students are influenced to compare themselves with their peers and may put some of the students at a disadvantage; therefore, even though standard tests provide a consistent measurement method, the end product of the tests is not beneficial to all students. Similarly, Moon et al. (2007) argue that some students equate the results of the tests with their self-worth, making those who underperform have low self-esteem and feel demotivated to learn. Orfield (2004) adds that a study at Harvard University found that standardized tests significantly contribute to student dropout. Students at the 10% bottom of the rating scale had a 33% possibility of dropping out of college. They are affected even in their social life. Britanica (2020) adds that standardized tests have been used to create a bureaucracy in China, where those who can pass the tests are admitted to the top social class while those who fail to meet the required marks are ignored. For example, Spann and Kaufman (2015) state that in 2014, Peking, an elite university, admitted only 0.02% of students from Shadong 657,000 high school graduates, meaning that elite universities preserve positions for students coming from the capital than in rural areas. This argument is similar to Briggs's claim that more prominent companies like Google and Amazon look at the school test results before skills when looking for potential employers. Therefore, the impacts of standardized tests go beyond school.

A standardized testing system ignores students as individuals and treats them as a group despite their unique abilities and limitations. Altwerger et al. (2002) state that teachers have abandoned meaning-centered content in favor of commercial instructional schemes that only provide measurable reading skills with quantitative assessment, ignoring the quality of knowledge that the students may have acquired. Students learn differently; learning is relative, and teachers may apply different teaching methods (Taylor, 2021). Therefore, standardized tests may not be helpful in defining learning, ignoring slow learners and those abled differently. Also, Taylor argues that each different setting may call for different modes of teaching, and using standardized tests to evaluate teachers is unfair to both the teacher and students. Thus, instructors would be effective in their testing if they considered each student's background and learning mode to ensure they achieve the study's objectives. Briggs (2013) states that under pressure to perform in the standardized tests, schools ignore teaching areas that are not tested even though they may be part of the curriculum, especially on co-curricular activities. This trend limits the quantity and quality of education that students are given.

The purpose of this study was to test the hypothesis that standardized testing does not promote the creativity and individuality of the students. Thus, there are high stakes in these tests. The study also identifies the impacts of standardized tests on students, schools, and teachers. Recommendations are provided manifest that assessment methods implemented in the future will consider each student individually. The objectives will improve students' skills, enhance their creativity, and develop critical thinking and knowledge that may be useful even after school.

Objectives of the study

To identify the harmful effects of standardized testing on students and teachers.

To identify the impact of standardized testing on students' creativity and individuality.

To provide recommendations on potentially fair assessments methods

Methodology

To demonstrate that standardized tests do not promote critical thinking and do not consider individual abilities and students' individual needs, the study relied on secondary data where it employed evaluation of peer-reviewed journals, a systematic online search using keywords: standardized testing in Azerbaijan, negative effects of standardized testing in schools, effects of standardized testing in the United States, most effective students' assessment strategies, types of students tests, evaluation in education, the importance of tests in school, tests outcomes, tests, and academic success, standardized testing does not promote the creativity and individuality of the students, meaning of student creativity and individualism, among others.

The databases that have been used include Google Scholar, JSTOR, ProQuest, Azerbaijan government education websites, and PubMed. In addition, the researcher employed a desk survey (2) and document analysis (2). A total of 20 publications were thoroughly reviewed to understand their concepts of tests and education research, focusing on the effects of standardized testing on students, teachers, schools, and the primary motive behind standardized testing. The elimination strategy was applied using documents based on their perceptiveness, credibility, and authenticity. The research questions were:

1. What are the harms of standardized testing on students and teachers?
2. What are the potential alternatives of assessments that can promote fairness?
3. How can the education system promote student's creativity and individuality?
4. How effective are alternative student assessment methods

Results

From the qualitative and quantitative data analyzed from various studies, the majority agree that standardized tests do not promote students' critical thinking, creativity, and individualism. McCarthy & Blake (2017) used a standardized test on 11 students and concluded that age played a significant role in student's results and creativity, where younger students were more creative than adults. The study also shows that students who score higher in the tests have a low capturing ability of concepts. Therefore, using standardized tests for students may limit their creativity, especially if they have not captured concepts. Similar, low capturing skills show that standardized tests are an ineffective way of measuring student's knowledge since some students may have high memory skills. Still, after the tests, they forget the concepts, leading to a wrong interpretation of the results. PISA (2021) argues that creative thinking is an essential part of the education system because it gives students the will and the need to change the world positively. Creative thinking helps students adapt to the changes of the world. However, these may not be measured in standardized testing, where students are given specific questions with multiple choices. Also, the studies argue that education should motivate students to show their creativity in answering questions and solving problems.

However, the standardized tests force students to follow specific directions, limiting their ability to express their subject knowledge.

Because of stated rules that students and teachers have to follow in standardized testing, they cage students and teachers to show their creativity in thinking, expression, and problem-solving. Data by Nusche (2013) states that it is challenging to find a neutral and inclusive assessment method; therefore, teachers should implement multiple assessment strategies that promote fairness and promote students' creativity. The use of multiple assessments methods helps students who are not favored by standardized test methods to express their knowledge and skills differently. Nusche (2013) found that in Organisation for Economic Co-operation and Development (OECD) countries, 36% of the primary school principals are likely to admit students based on their standardized test results, while 18% of the principals are likely to transfer students showing low results in the standardized test. This data shows that standardized data leads to discrimination, where test results are used as the only tool to evaluate a student's potential. In addition, there are schools where students are grouped based on their abilities in particular subjects, 55% in OECD countries (Nuesche 2013). In addition, the study has noted that standardized tests make most students be focused on good grades than the concepts of the study. Some students memorize a few facts before the tests, and after completing the test, the information is quickly forgotten (Jorgenson, 2012). Jorgenson shows that standardized tests ignore the fact that students have different learning styles. The tests do ignore public speaking creative skills. Children have no room to elaborate, explain, and debate, especially in countries where tests have multiple choices, like in Azerbaijan.
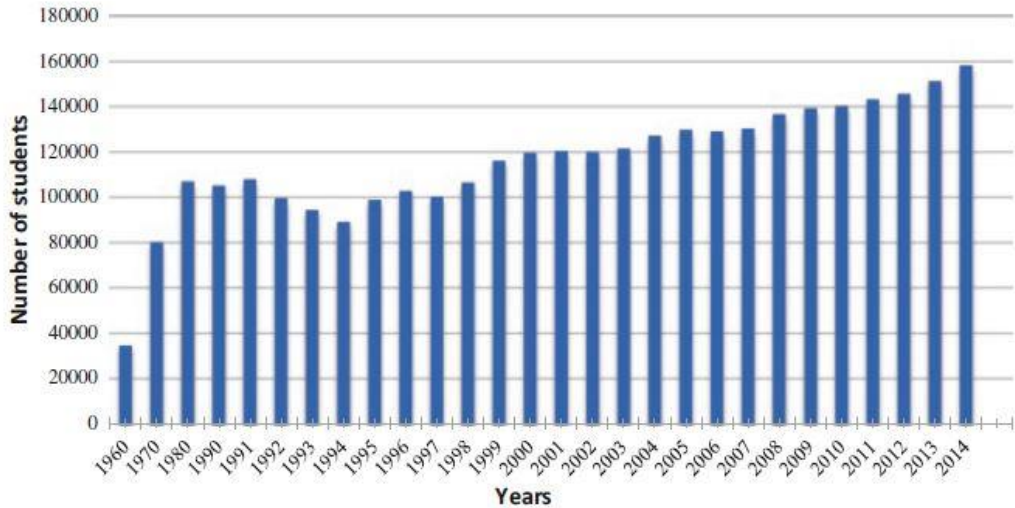
From the above statistics, it is evident that there is a significant increase in the number of students in institutions for higher learning. However, there have been debates in Azerbaijan on efficiency, harm, and effectiveness of standardized tests. There is little room for creativity and individualistic learning for students.

The analyzed studies show that standardized testing has made education a competition rather than a learning activity. In Singapore, students are subject-based grouped using the

standardized test results, which is further used to determine whether they will join a college, university, or technical institute. The trend of a standardized test is common in many countries, including the United States, China, South Korea, Azerbaijan, and the United Kingdom, among others. Instead of thinking creatively and showing their knowledgeability, some students have resorted to cheating due to the pressure of passing the tests, making them unknowledgeable to be regarded as the best students when their results are not a reflection of their knowledge. Also, standardized tests make teachers treat students uniformly instead of assisting them individually, denying some students an opportunity to learn in their way.

Further, students may feel demoralized and have low self-esteem if they do not pass the standardized tests. This means that the tests ignore the student's individuality aspect, and assisting the slow learners may challenge some teachers. Finally, data shows that standardized tests deny the students an opportunity to participate in the curriculum development since the teacher aims to ensure that their students pass the tests, limiting their creativity and individuality in learning.

Discussion

Procrustean bed or fitting all students into one standard assessment tool is what one might define today's knowledge assessment. The origin of standardized testing goes back to the Chinese Han dynasty, employed to recruit staff for the state bureaucracy. Later it was adjusted to the needs of education and adopted first in Europe in the early 19th century and later in the U.S. (Britannica, 2020)

Today employment of standardized tests has become an educational pandemic. In the world of speedy innovations, the approach to knowledge assessment has not significantly changed since then. The definition of literacy has evolved to meet the needs of society. Literacy was once defined as the ability to read, count, and write. In the previous century, when public education became a widespread institution in many states, education was characterized as a tool for adequate work skills and a medium for receiving information about political and social ideals. Nowadays, literacy is linked to the ability to perform specific tasks related to certain industries and a more sophisticated understanding of the political, economic, social, and cultural environment.

Therefore, tests are also changing – they are becoming more unified, complex, and sophisticated but not necessarily creative. Standardized tests cannot measure students' creativeness because, in preparing students for the test, the idea of individuality and uniqueness of each student is lost. Teachers' loss of freedom in the learning process hinders the ability to inspire students to develop their abilities individually and cultivate critical values. Moreover, teachers must devote much of their instructional time to preparing students for standardized tests rather than promoting creative, innovative, and critical thinking.

The problem of standardized testing is multifaceted and can be examined through different perspectives depending on what we consider a challenge of this type of assessment and what these tests are applied for. Whether they are applied for obtaining professional diplomas or applied at educational institutions to test students' literacy, it is not arguable that we need some standard knowledge. The problem is how we teach and assess that knowledge.

Teaching students to fit into the standard knowledge assessment box without considering their individual needs and suppressing critical views also undermines the values of

democracy. Children explore the world through touching, sensing, and asking multiple questions. That is how they learn and develop. It has to be understood that an adult's best way of learning still stays the same - through inquiring and applying the knowledge. Inquiry is a part of critical skill, which brings progress.

Altwerger and Strauss (2002) stress that big corporations are behind the promotion of standardized tests. Their interests go beyond the profit-making from test textbooks and testing industries. It also goes beyond interest to recruit skillful workers with demanded knowledge. Big corporations have interests in establishing a social order, which serves their benefit.

Novinger and Compton-Lilly (2005) illustrate through many stories told by parents that standard curricula harm children's ability to advance, reduces diversity, and deny differences. Instead, it promotes intellectual compliance and textbook industries, "serve[s] particular interests while silencing competing voices" (p.198). Novinger and Compton-Lilly further argue,

Too many schools are fixated on passing tests. Thousands of teachers are currently constrained by the discourses that position them as testers and technicians rather than as thoughtful individuals who work alongside parents for children (p.198)

Rees (2001) believes that forcing instructors to address content measured in standardized tests and avoid more analytical material hinders learning. Test preparation mania, which swept the American schools and is spreading further across the globe, endangers our diversity. Tests cannot measure critical thinking and truthfully evaluate students' knowledge.

Moreover, sometimes guessing and cramming can allow students to pass tests without deep knowledge of the subject. Special training actually can help pass the test. Chomsky and Robichaud (2014) argue that:

Teaching for tests instead of cultivating one's intrinsic interest is just inconceivable from a humanistic point of view, considering that students are being trained instead of encouraged creatively and individually. By doing so, with standardized practices, it tends to undermine any likelihood of the child wanting to learn or gain the capacities to proceed on his own (p. 5)

There are some other arguments about the efficacy of standardized testing. The test is a measurement taken at a particular time. A student taking the test can be sick, hungry, nervous, frustrated, or disturbed by some events in their personal life. The question evolves around evaluating students' past learning experience appropriateness within a 2-3 hours period.

The problem of standardized testing and curriculum should also be approached from a political viewpoint. Teachers lose the freedom to implement the teaching material, foster skills, and enhance knowledge creatively. While teachers must inspire students to constantly inquire in their learning process, they are more and more seen as facilitators of test preparation and fact-based curriculum implementers. This issue is not only related to the problem of what is best for students. It is the question of democracy, too. Rees (2001) argues that he is entitled to academic freedom as an instructor at an educational institution.

Case of Azerbaijan

In the Soviet Union, the high school diploma was called the "Certificate of Maturity " (*Attestat Zrelosti*). The knowledge assessment was based on oral and written exams. The name of the

diploma speaks for itself. The students were supposed to demonstrate more than just standard knowledge and prove that they were mature enough to step into graduate studies. The primary issue with this type of education was that the educational system was politicized, indoctrinated with Marxism, and thus not intended to bring up critical thinkers, as it did not serve the cause. Therefore, the Soviet schools did not foster dissent opinion.

After the collapse of the USSR in 1991, many countries adopted standardized knowledge assessment. Azerbaijan embarked upon reforms in education; trying to westernize the system had created many frustrations and positive changes. One of the major reforms was the implementation of standardized university admission testing. The positive consequence of this standardized testing was that it helped eliminate corruption for admission exams. Students had to pass standardized tests through the country-wide central testing commission, which did not depend on university admission.

Incrementally testing became one major tool for evaluating students' knowledge in all educational institutions, not only part of university admission. Comparing the evaluation system of the universities before adopting the standardized testing, one can notice that the old system considered a more individual approach. The teachers had a huge role in evaluating their students, thus knowing their needs and abilities. Moreover, the exams covered inclusive spectra of knowledge.

Testing became a mechanical system of evaluating knowledge. Giving the students the opportunity of multiple-choice has diminished the demand for creativity and a broader understanding of the subject because the students could sometimes guess the answers. Unfortunately, when teachers' jobs became preparing to pass the test successfully, their status diminished in the learning process.

In the initial period after the collapse of the Soviet Union, the evaluation system at the university was still based on the Soviet approach, i.e., the teachers examined the students themselves based on the specially prepared exam questions. Certain subjects even consisted of two types of exams: oral and written. In the end, the teacher was the authority to grade the students. Based on the student's overall performance and the exam results, the teachers marked them considering their knowledge and performance during the term. Thus, it gave freedom to teachers and valued the teachers' input during the term.

When the university introduced standardized testing for evaluating students after each term, the teachers lost the authority to evaluate the students' performance. Thus, teachers taught them during the whole term, and in the end, students took one standardized test based on multiple choices. Based on collective work, one test was prepared for the entire faculty relevant for every level. Teachers from different faculties proctored the testing procedure. Although this type of knowledge assessment eliminated corruption, it diminished the role of the teacher and creative approach in students' knowledge assessment. Another shortcoming of this type of standardized testing was that teachers had to prepare students for specific tests. Literacy became a matter of secondary importance, as the students had to prepare to pass a test based on textbooks. Enhancing students' knowledge became more challenging to achieve, especially because of the psychological pressure students endured in preparation and passing tests. Teachers' role was reduced to test preparation merely. While a teacher was supposed to increase the students' literacy, they had to care about bureaucracy. Chomsky and Robichaud (2014) argue that:

Standardized educational practices represent an attack on humanistic and critical education, as they are politically made to annihilate students and teacher's creativity, individuality, and autonomy to create more effective measures of uniformity and controls (p.1)

Changes in the educational system are still in progress, and even though universities and schools have introduced different types of knowledge assessment, tests are still part of it. For example, standardized tests are still applied for university entrance the same as in the West.

Limitations

This study solely relies on secondary data that was collected at different times from different countries. Therefore, there may be variability of the information and the present time. Also, the populations of various studies are small; therefore, it may be challenging to use the conclusions for the general students' population. Additionally, there is no generally accepted definition of students' learning and creativity and; therefore, creativity in this context has been defined as the ability of students to express their knowledge in a unique format; or diversely express their thoughts. Data analysis was challenging for the study because samples are different, and there are many variables involved. This study has used a theoretical approach, and there is a possibility that the results may vary if questionnaires and random sampling from the students' population were conducted. Therefore, there should be further studies on the impacts of standardized testing on students, the country's economy, and teachers for a particular country.

Recommendations

The government should incorporate multiple assessment methods such as oral tests, essay writing, designing prototypes while standardized tests are made the last assessment option. A study by Eminli (2019) notes that there is no perfect method of testing students' knowledge; therefore, using multiple forms of tests in a single assignment such as essays and multiple choices may be a relatively better way of assessing students' knowledge.

Students' knowledge should be assessed based on their critical thinking and creativity.

Tests should not be used as determinants of academic success and could be used to redefine the curriculum.

Redesigning the curriculum to promote inquiry-based learning could foster developing better knowledge assessment methods.

There should be no ranking of students based on the tests; instead, teachers should hold the scores as tools for strategizing to teach the students effectively.

Conclusion

Like the famous figure of Greek mythology, Procrustes, who was trying to fit people into standard beds by cutting the limbs or stretching them, the concept of standardized testing might follow the consequences of his approach. The educators need to promote an inquiry-based education process instead of memorization.

Education needs to change the attitude of treating students as a whole and not as an individual. Instead of enhancing literacy, the educational system is more concerned about fitting into the standards without considering the students' cultural and intellectual backgrounds and considering the students as individuals with unique abilities. Suppose the teachers were given

a chance to evaluate students' knowledge based on their ability. In that case, it could have subdued many frustrations and brought more benefit to developing creativity, enhancing knowledge, and preparing them for the modern job market.

Trying to improve the educational system, Azerbaijan, like other countries, was trapped in standardized testing. It is an example when the countries trying to improve the system do not necessarily have to copy the West as the West has created its problems on the way of advancement. The positive outcome of the standardized test was that it eliminated the corruption for university admission in Azerbaijan.

In the modern world of innovations, the knowledge is constantly changing, and a skillful learner or employee needs to be able to find the "knowledge," to apply the "knowledge," and to change the "knowledge" if needed. Unfortunately, the standard knowledge assessment does not yet meet the requirement of this new concept.

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Use of Steroids by SUT Students

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Abstract

Through the survey carried out with SUT students we seek to assess how much they know about steroids, their use, benefits and side effects. These students are active: as athletes in various disciplines, in coaching and after graduation as teachers of physical education and health. 201 SUT students, 113 males and 88 females were randomly included in the survey. This topic was selected because these substances can be easily found and used without prescription of a specialist in Albania. Raising the awareness of SUT students is important for their health and as future educators serve as a promoter of healthy living to every child at school or peoples engaged in sports.

Keywords: steroids, students, SUT

Introduction

Anabolic androgenic steroids AAS are synthetic derivatives of testosterone, which is the primary male sex hormone. Anabolic androgenic steroids are used to enhance athletic performance and appearance. Adverse effects include those on the liver, serum lipids, psyche/behaviour and reproductive system.

Through the survey of the target group, students of SUT, we seek to assess how much information they have about steroids, their use, benefits and side effects. Students are athletes of various disciplines, are engaged in physical activity as part of a job, stay active for personal pleasure and the rest engage in physical activity only during the school practice classes. After graduation they are employed as teachers of physical education and health, as personal trainers and as coaches in various sports disciplines serving as a link between physical activity and health of any age.

Public health problems are also increasing in our country, given the IPH's National Health Report 2014. Meanwhile, according to studies carried out it has been confirmed that physical activity and exercise improves quality of life, prevents and is used to treat many diseases but mainly in the field of mortality reduction, CVD risk factors and micro vascular complications, etc. For all these reasons, there is an increasing interest in our country to include the population in physical activity, therefore our mission is to prepare professionals with knowledge and information on how to select accordingly physical exercise, its duration by

taking into consideration certain health conditions, nutrition and supplements, etc, and thus ensuring satisfactory quality and results for each individual.

Material and methods

In the survey there were included 201 SUT students from all years of study, aged 19-26, who were randomly selected and the respondents are 113 or 56.2 males and 88 or 43.8% females.

This topic was selected because: according to our knowledge there is no national study on the use of steroids for the Albanian population, we addressed a contingent with a young age and that engage in physical activity as these two factors have a considerable affect in the use of steroids. Moreover, in the school curriculum these substances are dealt with only in a few lectures in the third year of bachelor studies. Another reason is that these substances in our country can be easily found in the black market or authorized stores and are used without the recommendation of a specialist doctor as the latter is nonexistent.

The questionnaire used was structured and drafted in collaboration with psychologists and with the aim to be applied to students who deal with public health (e.g. nurses) and our intention is to understand whether we should intervene in the curricula or if the information they actually receive is sufficient.

The survey was distributed, filled and collected via Google forms.

Results and discussions

We need to clarify that the period when the questionnaire was distributed was during the pandemic, thus students have less opportunity to perform physical activity or to be briefed before answering the questionnaire as this survey was online.

According to the responses given we have obtained the following important results:

According to the place of residence 183 (91.04%) live in cites and 18 (8.96%) live in villages, so they have the opportunity to engage in physical activities.

This is confirmed in the next question where 177 (88.1%) engage in physical activity while 24 (11.9 %) don't. Those who engage in physical activity at a frequency of 0-2 times a week do exercise / physical activity 55 (27.4%) of them and 66 (32.8%) do fitness, so they are not athletes but amateurs and the rest 80 respondents (39.8%) are engaged in various disciplines.

Q: Do you know the substances called "steroids"? A: Yes = 183(91.0%), No = 18(9.0%)

Q: If yes, where did you get the information from?

A: Internet = 140 (69.9%.): TV = 35: Friends = 73: Literature = 45: Medical staff = 26:(12.9%.)

Based on the answers received we assume that the students may have received and looked up for information on steroids at the time of completing the questionnaire. This raises the need for curriculum review not only at the University but perhaps even in the earlier stages.

Q: Do you think anabolic steroids increase muscle mass?

A: Yes = 170 (84.6%), No = 31 (15.4%),

This is a topic of conversation between people who engage in physical activity, strengthening the fact that (36.3%) have received information from friends and colleagues.
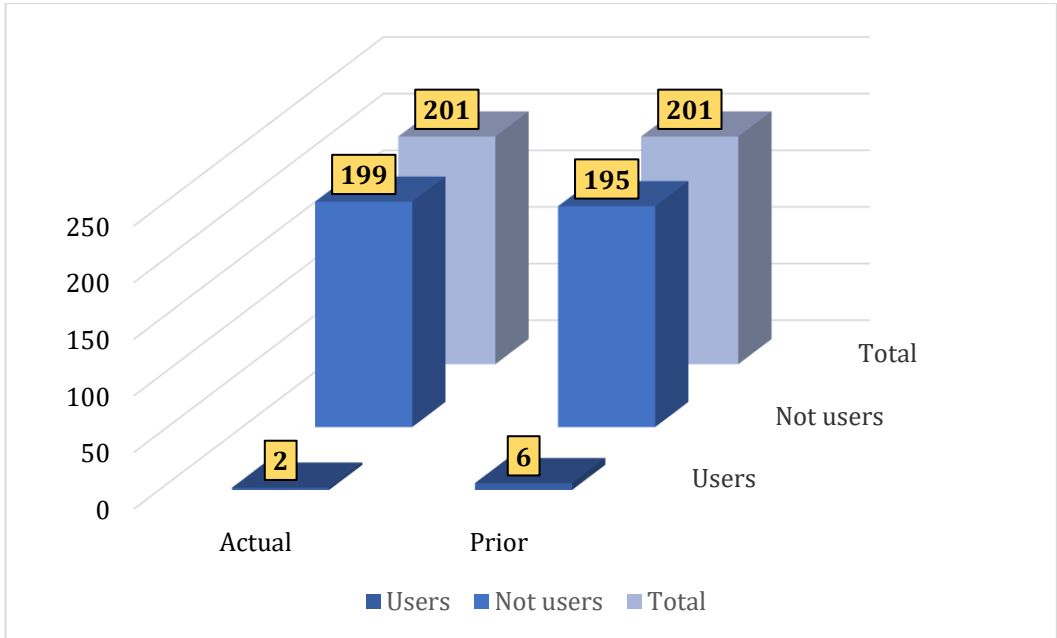
Diagram 1: Previous and Actual users of AAS
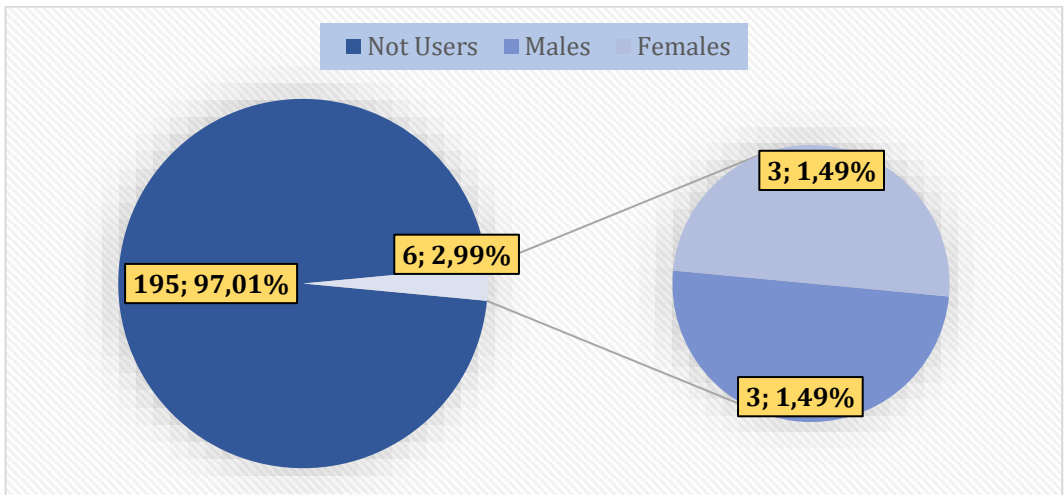
Diagram 2: AAS Users divided between males and females

Diagrams1,2 show that the users of AAS are actually only 2(1.0%) but 4 other respondents have consumed them sometimes in their lives but fortunately are at a low percentage respectively at 2.99%. However, it needs to be highlighted that both genders have consumed

them equally. Another fact worth highlighting is that these 6 subjects are engaged in a sports discipline.

Q: When did you first use AAS?

6 answers are given by respondents aged between 15-20 years which correspond to other studies which state that this is the age group with a higher tendency to use these substances.
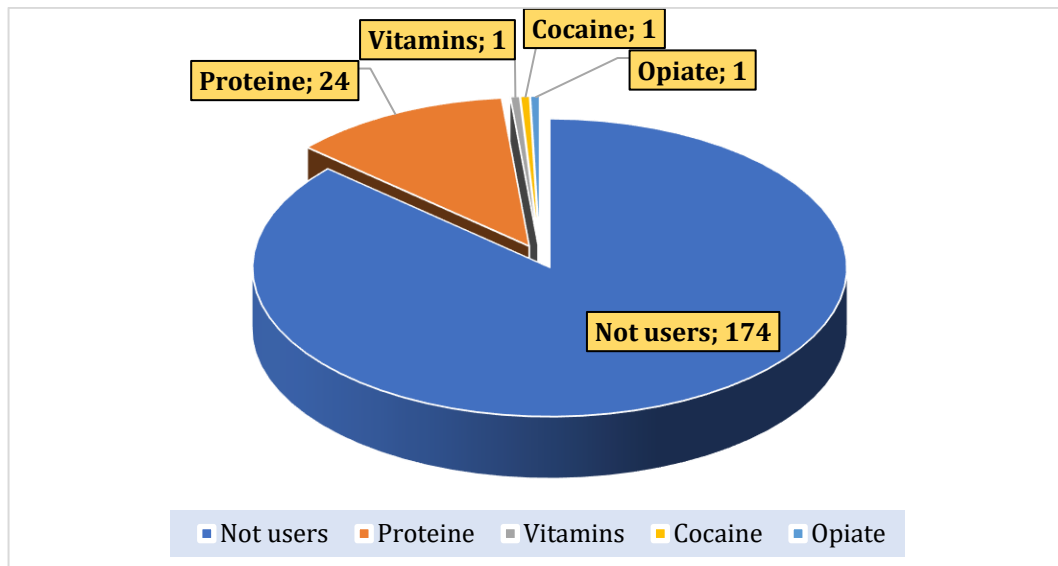
Diagram 3 Users of others substances

As shown in above diagram the question: Do you use substances other than anabolic? Is answered accordingly: Yes = 27(23 = Protein as supplement: 1 = anabolic hormone + Protein as supplements: 1 = Vitamins: 1 = Cocaine: 1 = Opiate)

No = 174 (86.6%),

The answers to this question emphasize once again that our students tend to use supplements, mostly healthy, but still it is worrying the fact that these are taken without a doctor's recommendation. 12% of them use supplements in the form of supplements, of which 50% go to the gym, so they tend to increase their use when exercising at the gym, as well as the ones who engage in football and boxing.

Q: Do you know anyone who uses AAS? A: Yes = 66 (32.8%), No =135 (67.2%),

Q: What is the main way in which you / your acquaintances obtain these substances?

A: Shopping in authorized stores = 104 (60.5%), at illegal market = 68 (39.5%), No answer = 29

Q: How are these substances taken?

Orally=70: Injection = 106: No answer = 25

Q: Do you know the side effects of AAS on physical health?

A: Yes = 20 (9.9%), No = 65 (32.4%), No answer = 116 (57.7%),

57.7% have not answered indicating that they do not know the side effects as they do not even know these substances.
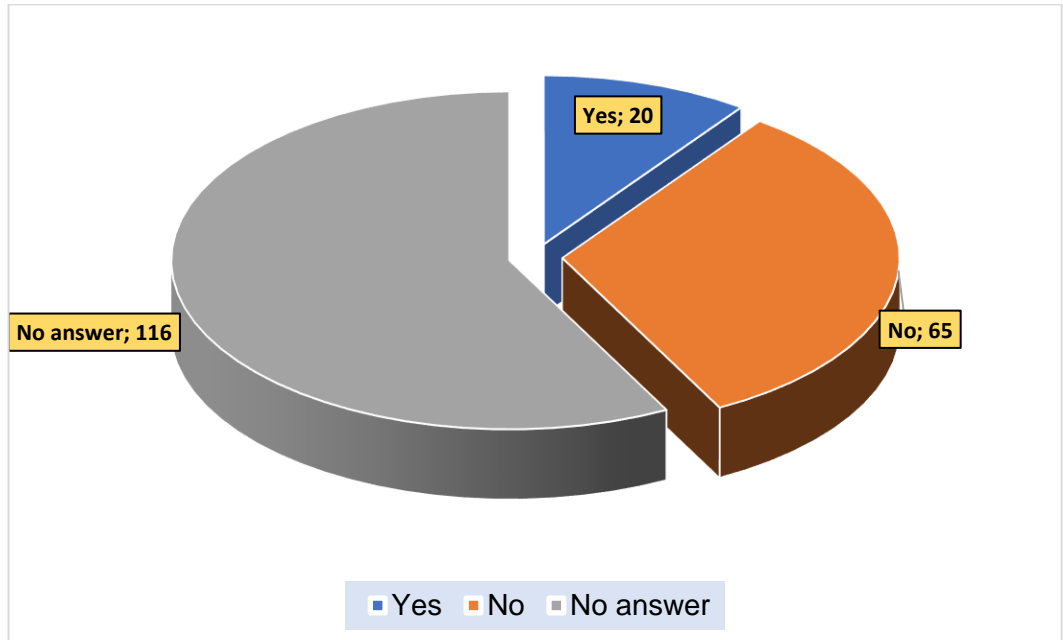
Diagram 4: Information about side effects on physical health

This fact is clarified by the answers to the following two questions:

• What is the reason that these substances are used, according to you?

A:

To improve physical appearance = 86

To improve physical performance = 105

No answer = 10

Q: Do you think anabolic affect in the following? (choose one or several alternatives according to your information)

A:

Body weight = 80

Muscle size = 138

Muscle strength = 81

Increases fertility = 24

Increases breast = 39

Affect the heart = 98

Cause acne = 32

Cause behaviour change = 45

Cause mood swings = 48

Cause different types of cancer = 48

Results

The results of questionnaire are as follows:

- 177 engage in physical activity, 24 don't.
- Q: Do you know the substances called "steroids"? A: Yes = 183, No = 18
- Q: Do you use these substances? A: Yes = 2, No = 199
- Q: Do you use substances other than anabolic? A: Yes = 13, No = 188
- Q: Do you know anyone who uses AAS? A: Yes = 66, No =135
- Q: How are these substances taken?
  - A: Orally=70: Injection = 106: No answer = 25
- Q: What is the reason that these substances are used, according to you?

A:

To improve physical appearance = 86

To improve physical performance = 105

No answer = 10

Conclusion

Students have information but not thorough knowledge on what steroids are, what they cause in the body; they know very little about the positive effects and almost all the negative ones, so we suggest that the curriculum should be reviewed not only at University level but maybe even earlier.

The student subjects who practice a certain discipline are 39.8%, so on the light of this fact the users of steroids are in small percentage only 2.99%.

Our students tend to use supplements, mostly healthy, but again worrying is the fact that they are taken without a doctor's recommendation.

As we suspected in our country steroid substances are also found on the black market as 39.5% of the respondents have confirmed it.

This study exceeded our expectations by raising the claim that perhaps the time has come to undertake a national study on the use of steroids for people who engage in physical activity, adolescents or the Albanian population in general as abuse of these substances is considered a matter of public health. At the same time, in order to prevent the use of AAS, we must insist on improving the knowledge and awareness among health care workers and employees engaged in physical activity, educational interventions, by updating respective legislation and using appropriate doping screening tests.

Disclosure Statement

The author declared no potential conflicts of interest concerning the research, authorship, and/or publication of this article

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Perceptions of Students for Sudden Movement from Face-to-Face Teaching to Online Learning Environment: A Regional Study in Conditions Affected by the COVID-19 Pandemic

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Abstract

This paper is focused on exploring the learning experiences of students of Faculty of Education Sciences, University of Elbasan, Albania, during the period of sudden movement from teaching in auditorium to the online learning environment due to the COVID-19 pandemic. **The purpose** of the study was to identify the positive and negative aspects of online learning as experienced by students, as well as to find out their preference for the most appropriate form of higher education delivery (face-to-face, hybrid, online) for young people of digital age. **The methodology** used in this study included an item-based questionnaire to collect *data* which was developed through a web-based application known as Google Forms and was delivered to students via Internet. Qualitative and quantitative analysis was undertaken for the answers obtained by the open-ended and closed-ended questions. **The results** of the study showed that the biggest challenge for all students was the immediate adaptation to the form of distance learning. Most of them had perceived the online learning dominated more by negative experiences than positive ones. The study **concluded** that new reality created by COVID-19 tested the current capacity of Higher Education Institutions regarding the ICT integration process in teaching. As this process was progressing very slowly, universities were found unprepared to transfer the teaching process from the auditorium to the online environment with the same quality. In order to meet the demands of the future, **it is imperative** that every university to plan strategically the increase investment towards its digital transformation.

Keywords: student learning experiences, online learning, face-to-face teaching, hybrid teaching model, higher education digital transformation.

Introduction

Online learning has shown significant growth over the past decade at most universities in the world. According to a Tracking Distance Education Report in the United States (Seaman, J., et al., 2018) it was estimated that more than half of students (52.8%) took at least one distance course. Referring to the recent Online Education Trends Report (*Venable, M., 2020*) it is learned that the number of students enrolled in "at least one distance education course" is increased by more than 6% (Ginder, et al., 2018).

In Albania, except rare cases of experimenting with online platforms as a part of Erasmus+ projects, there are no other data on the development of online learning in higher education before the onset of COVID-19 pandemic.

Due to the situation created by COVID-19, all universities in Albania were being moved rapidly from face-to-face teaching setting to online learning environment. The use of online model was considered by the academic staff and higher education management authorities as the only solution of the moment in the extraordinary conditions of social isolation.

The focus of this paper was to explore the academic experience of transition from face-to-face teaching to online learning, based on the perceptions of students who were attending the study programs in the field of teaching in the Faculty of Education Sciences, at the University of Elbasan, Albania.

The notion that learning only takes place in real environments (e.g., classrooms, laboratories) has since been challenged and overtaken by the use of the Internet and network technologies (Stacey et al, 2004). The access to digital technologies that allow interaction between subjects at different times and spaces has opened precedents for new ways of teaching and learning. One of them was the creation of the Virtual Learning Environment (VLE), an electronic classroom, interactive, flexible and decentralized, in which learners and tutors participate in online interactions of various kinds, including online learning (*Carmo&Franco, 2019*).

Online learning or E-learning (*Glossary of Online Learning Terms, 2019*) refers to an instructional strategy in which the learners are geographically separated from the instructor, and the instruction is delivered totally through the computer (*WCET, 2004)*[1]. Studies have identified practical and pedagogical benefits from applying online teaching to universities. The online classes are seen as an effective way with reduced costs to offer study courses. They allow more flexibility, particularly to the non-traditional students who may have family or work obligations (Arias J., Swinton, J., Anderson, K., 2018). The accessibility of the internet and flexibility of online courses have made online education an integral part of higher education (Kebritchi, et al., 2017; Devine, J., Gordon, M., 2020).

However, moving from face-to-face teaching to online teaching is a complex and challenging endeavour for the higher education institution, academic staff and students as well. Adapting to the online learning environment takes time, energy, patience, and a willingness to try new teaching strategies and new tools (Boettcher, J., Conrad, M., 2010).

Given that the online education is expected to be critical for the future of higher education institutions, this paper is also interested in examining students` preferences towards the various forms/*modes* of education delivery at the university (face-to-face, online, hybrid). A better understanding of this trend can help the higher education institutions, in particular the faculties that prepare future teacher to build a new culture of teaching and learning that best responds to the needs of digital age students.

Materials and Methods

This study was conducted with students who were attending a Bachelor or Master Study Program in the field of teaching for various specialty subjects, in Faculty of Education Sciences, University of Elbasan, Albania. All study programs were offered full time for the academic year

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[1] Cited from Mansour, B. E., Mupinga, D. M., (2007)

2019-2020 which means that they would be developed through the direct form of teaching in the auditorium.

This study was designed to explore the students` experience affected by the sudden movement from teaching in auditorium to online learning environment during the period of social isolation caused by COVID-19 pandemic.

The purpose of the study was to identify the positive and negative aspects of online learning as experienced by students as well as to find out their preference for the most appropriate form of higher education delivery (face-to-face, hybrid, online) for young people of digital age.

The methodology used in this study was consistent with social research and the previous studies with similar topics. After reviewing the relevant literature, an item-based questionnaire was developed to collect data through a web-based application known as Google Forms. In order to ensure the validity of the questionnaire, its first draft was subjected to a review and pre-testing (pilot) process on a small size of representatives from the students` population to which it was going to be administered. After that, the final questionnaire was developed with 7 items covering the following components: (1) The data on the academic profile of the participants; (2) Students` perceptions towards online learning; (3) Level of mastery of the digital competence; (4) The web-based applications most used for online learning; (5) The difficulties with online learning; (6) Students` preferences towards the various modes/forms of higher education delivery (face-to-face, online, hybrid) in the future, and (7) Something else to add.

In the questionnaire were used a total of 5 closed-ended questions with the option to choose from a set of pre-determined answers, including a five-point Likert Scale as well, and 2 open-ended questions that allows to be formulated the response as a text written by the own student.

This questionnaire was delivered to 118 students via the Internet respecting the anonymity of each study participant in order to get more accurate information. A total of 86 (n=86) questionnaires (73%) were collected in return, where 70 of them (81%) were completed by students who were pursuing a Master Degree and 16 questionnaires (19%) were completed by students who were pursuing a Bachelor Degree. The questionnaire started in early May, 2020 and after two reminders, data collection ended in early June, 2020.

Quantitative analysis was undertaken for the results derived from closed-ended questions which were expressed as percentage of occurrence per item and were calculated by the Google Forms Program. The answers obtained in the open-ended questions were extracted from the written text and were analyzed quantitatively for repeated themes and finally summarized.

Results

The core findings of the study were presented statistically, analyzed and discussed as follows. The data collected by the questionnaire were expressed as percentage of occurrence per item and were organized using visual aids in order to make the results more easily understandable.

The response rate in this study was 73% (n=86) or a total of 86 responses out of the 118 online delivered questionnaires were returned. This result could be justified not only by the fact that participation in the study was voluntary, but also by the isolation situation caused by COVID-19, where not all students could have access or a stable internet connection from home.

3.1. Students' perceptions towards online teaching/learning

The study results regarding the students` perceptions for the sudden movement from teaching in the auditorium to online learning are summarized in Figure 1.
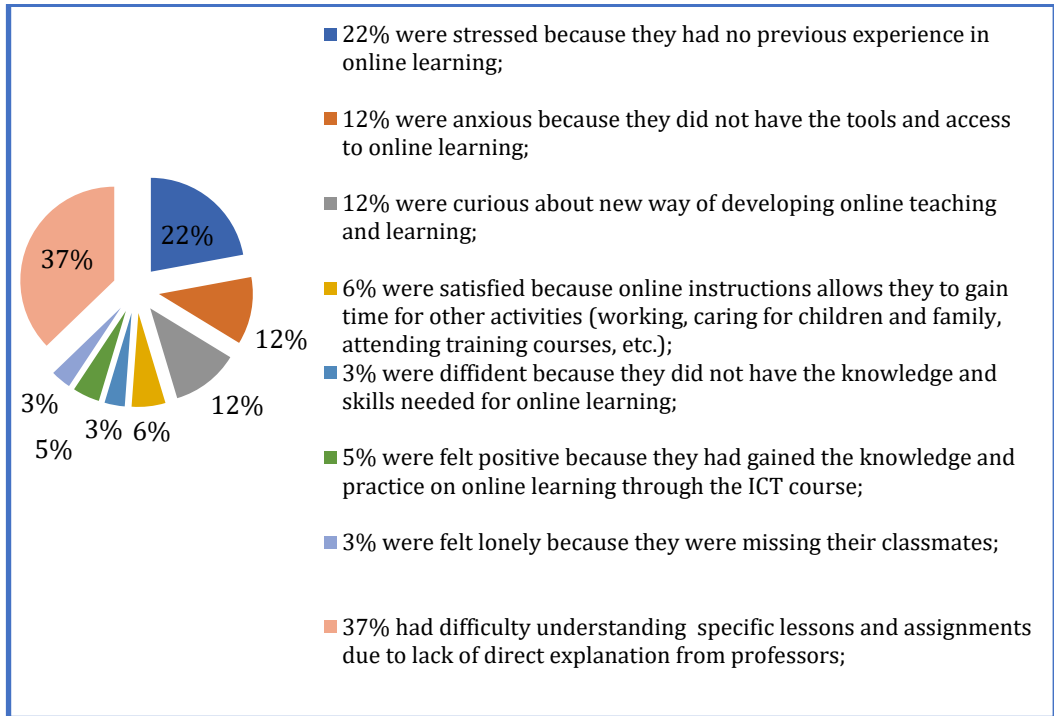
Figure 1: The perception of students for the sudden movement from teaching in the auditorium to online learning.

As it can be seen from Figure 1, approximately 23 % of students reported the positive experiences in online learning which were expressed with attitudes such as positivity (5%), curiosity (12%), satisfying (6%).

Positive experiences reported by students toward online learning were mainly related to factors such as the attractive nature of the internet-based learning model, its flexibility that allowed individuals to gain time for other activities, self-confidence about the knowledge and practical skills gained in the field of ICT.

Almost 77% of students reported the negative experiences in online learning. They showed that had found themselves in difficulty (37%), stress (22%), anxiety (12%) diffident (3%), and loneliness (3%).

Negative experiences were mainly related to factors such as lack of previous experience in online learning, lack of available digital tools and internet access, lack of needed knowledge and digital skills, feeling of isolation and lack of interaction with classmates, difficulty understanding the specific lessons and assignments in terms of independent learning.

A comparison of study findings showed that the new online learning situation was perceived by the vast majority of students (77%) as dominated more by negative experiences than by positive ones.

3.2 Level of mastery of digital competence rated by the students themselves

One of the issues investigated in this study was also the assessment of students` level of digital competences by their own perception. A five-point Likert Scale was used to assess the level of mastery of students` digital competence. The competence levels were ranged from a minimum of 1 point (very poor) to a maximum of 5 points (excellent). The statistical data are presented in Figure 2.
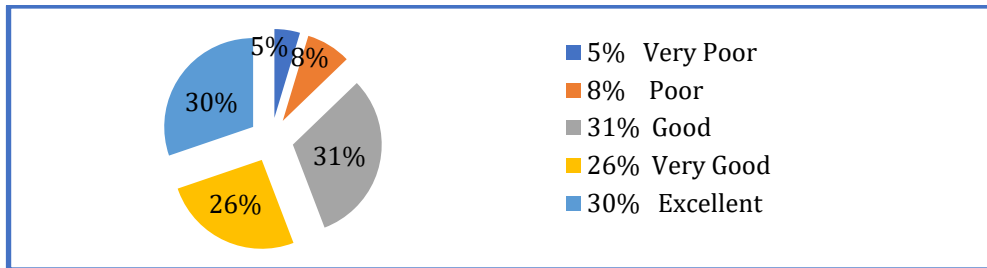
Figure 2: Level of mastery of students` digital competence rated by students themselves.

As can be seen from the data presented in Figure 2, more than half of respondents (56%) in total rated themselves at an excellent level (30%) and a very good level (26%) of digital competence. There were 31% of respondents who rated themselves at a good level of digital competence. Only 13% of all respondents self-reported a poor level (8%) and a very poor level (5%) of digital competence.

To summarize, there were 87% of all students who admitted that they had a high level of digital competence, compared to 13% who admitted that they did not possess it sufficiently.

Web-based applications more used for online learning

One of issues included in questionnaire for study purposes was the investigation of web-based applications more used for online learning. Statistical data are presented in Figure 3.
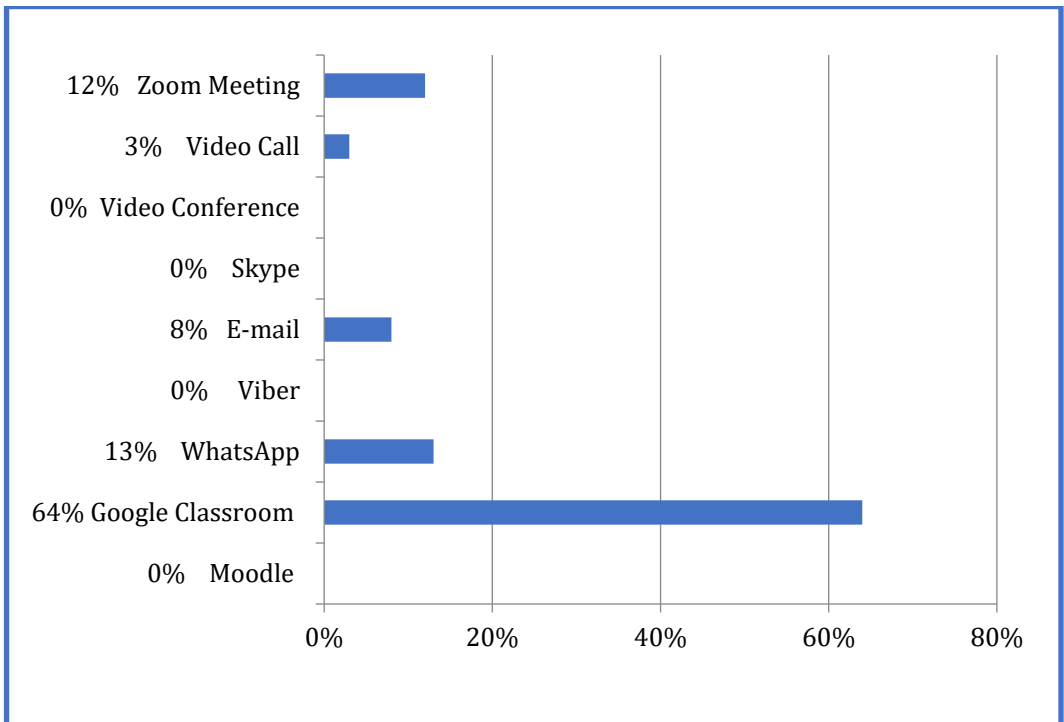
Figure 3: The more used web-based applications for online learning

As is indicated in Figure 3, there were some of types of web-based applications more used for online learning during period when the teaching in auditorium was interrupted due to COVID-19 pandemic. Majority of respondents (64%) reported the use of Google Classroom for online learning. There were 13% who reported the use of WhatsUpp application and 12% declared the use of Zoom Meeting. The web-based applications rarely used for online learning were E-mail (8%), followed Video Call (3%).

The results showed that more used web-based applications for online learning was Google Classroom, followed by WhatsApp and Zoom Meeting. In particular, Google Classroom and Zoom Meeting are recognized as the cost-effective teaching platforms that can be easily used if professors and students would have an adequate level of digital competence.

The difficulties with online learning

The study also focused on identifying potential difficulties that students could have encountered during online learning. The data obtained from students in response to the open-ended questions were extracted from written text and were analyzed quantitatively for repeated themes, as well as were categorized and presented in the Figure 4.
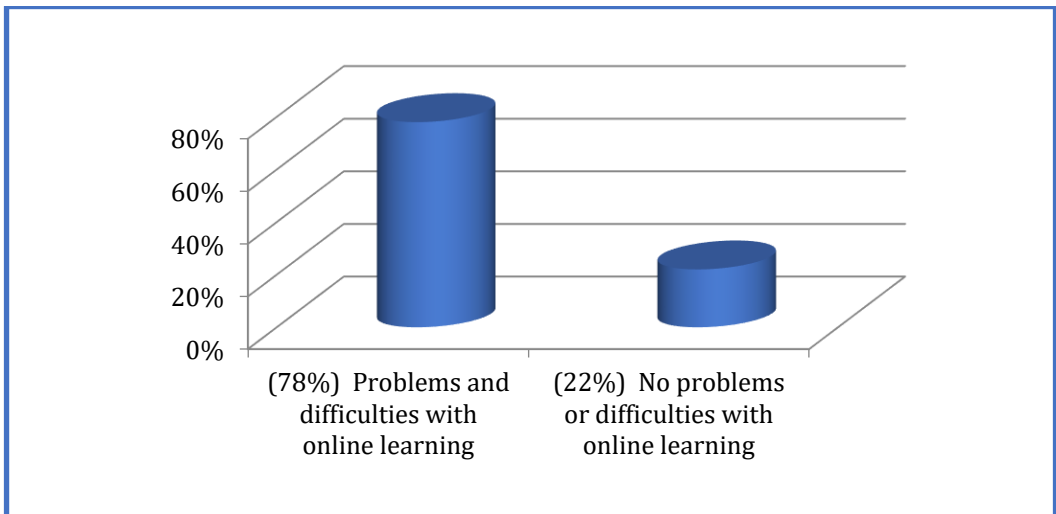
Figure 4: The percentage ratio between the students with and no problems/difficulties with online learning.

Most students (78%) reported encountering problems or difficulties with online learning, and the rest (22%) reported that they had not encountered any problems or difficulties. The nature of problems and difficulties that students had described in their answers fell into two categories, as presented in Figure 5.
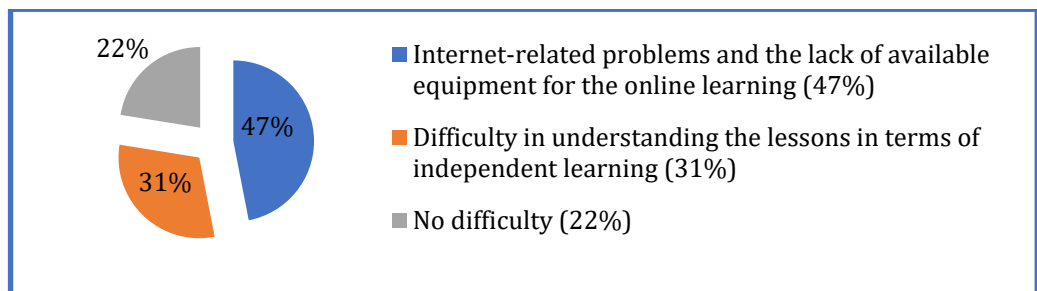
Figure 5: The nature of problems and difficulties that students faced with online learning.

Approximately 47% of students reported having internet-related problems and difficulties caused by the lack of an available device to attend online learning, as follows:

Lack of internet connection at home;

Poor quality of internet distribution on various regions of country;

Lack of a personal computer (PC) or laptop to attend online learning at home conditions;

Low family income which does not allowed the students to benefit from purchase of telephone packages to navigate the internet;

Difficulty in using mobile phone during all hours of online teaching;

Writing and reading assignments for a long time on the small screen of mobile phone have caused eye strain, fatigue, frustration;

Inability to adapt quickly to the use of different online learning applications for different subjects, because one subject was taught in Google Classroom, others in Zoom Meeting or WhatsUpp or E-mail;

There are significant statements among students` answers to internet-related problems, such as:

"Online learning had its difficulties. Not all students have the financial means to secure a computer, laptop or continuous internet connection. Most students used cell phones because they did not have a computer at home".

"Of course online learning could be effective, but as long as most students do not have a laptop at home this complicates their learning process. How do you learn a topic or do a task with a phone? I have personally experienced eye strain every time I interacted with the small cell phone screen".

The lack of internet at home and available equipment for the online learning has exposed a significant number of students (approximately 47% of them) with unequal opportunities to participate in distance education.

While, 31% of students reported the difficulty in understanding lessons and assignments in terms of independent learning, such as:

Overloading with individual assignments by a part of professors;

Lack of online services by university library;

Difficulty in finding online literature to perform the individual assignments;

Need for additional explanations by professors about materials of their lectures;

Longing for classroom meeting and interactions with peers;

Some of significant statements among students` answers regarding difficulties to learn independently are:

"In conditions of study from home we have worked only with reduced literature send by email by our professors. The university library still offers no possibility to use online textbooks".

"Doing lesson only with online way was not very effective, because the lack of necessary textbooks creates a very big gap in getting most complete knowledge".

"I suggest that online learning be done properly because otherwise it may not be effective. We were found overwhelmed with assignments while not having access to internet and tools needed to complete assignments".

"I hope to be back in auditorium as soon as possible and have the opportunity to meet my classmates and professors".

It seems that high number of assignments given for independent work in the context of online learning was perceived by a considerable part of students as overload. The lack of lecturer-student and student-student interaction has influenced them to take responsibility for their

own learning. The lack of service in university library to provide online textbooks of various subjects may have pushed students to find other online sources to obtain information needed to complete assignments. All of this situation, as well as the need to interact with classmates, seem to have influenced students to perceive certain levels of difficulty in understanding lessons and performing assignments independently.

Students` preferences towards the modes/forms of higher education delivery

The results regarding students` preferences towards the modes/forms of higher education delivery (face-to-face, online, hybrid) are presented in Figure 6.
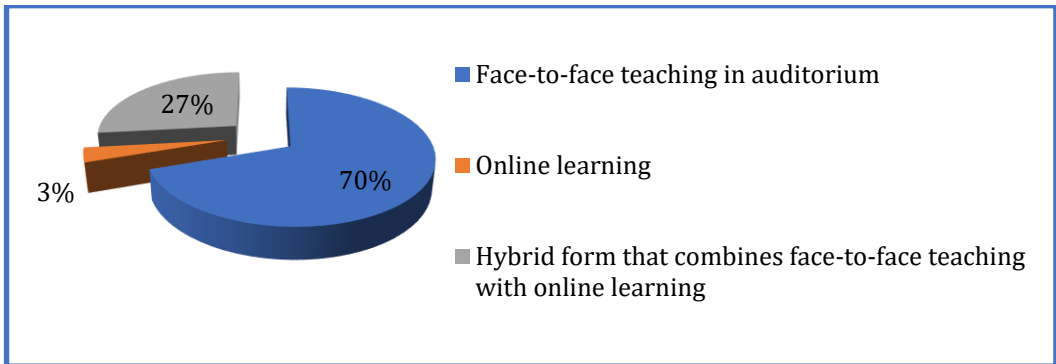
Figure 6: The students` preferences towards modes/forms of higher education delivery (face-to-face, online, hybrid).

As can be seen in Figure 6, the vast majority of students (70%) had preferred the face-to-face teaching form in auditorium compared to online or hybrid teaching form. But, 27% of them had preferred the hybrid teaching compared to other forms. Only 3% of students had preferred the online learning form compared to teaching in auditorium and hybrid teaching form.

Among students` answers regarding their preference towards the forms of higher education delivery, a participant noted "I like online learning because I`m at work and cannot attend university class full time. During the period of pandemic, I benefited from online learning because it allowed me to manage my time to learn independently". Someone has written "I think that teaching in auditorium is more effective than online one. In class we have opportunity to listen to the professors` explanations and discuss with classmates about various subject matters". Another stated "Teaching in auditorium does not compare in terms of values with online teaching! There is no possibility in a virtual world to concretize the laboratory lessons or teaching practices". Others suggested "It would be better to combine teaching in auditorium with online learning".

As noted, partly students have showed a positive attitude towards the integration of online learning at university as a necessary approach in the digital society, but without underestimating face-to-face teaching.

It was possible that students` initial personal experience with online learning have influenced their attitude and preference for the most appropriate mode/form of higher education delivery (face-to-face, hybrid, online).

Discussion

The primary purpose of study was to examine students` perceptions of their online learning experience during the sudden transition from teaching in auditorium to online learning environment in conditions of social isolation caused by COVID-19. A further aim was to find out their preference for most appropriate form of higher education delivery (face-to-face, hybrid, online) for young people of digital age.

The study findings indicated that the biggest challenge for most of students was the immediate adaptation to the form of distance learning. Almost 77% of all students had perceived the online learning situation dominated more by negative experiences than positive ones, and only 23% of them had perceived the online learning situation as a positive experience.

Also, there were 78% of students in total who reported having encountered problems or difficulties with online learning, and the rest (22%) reported that they had not encountered any problems or difficulties. The nature of problems and difficulties that students had described in their answers fell into two categories: 1) internet-related problems or difficulties caused by the lack of an available equipment/device to attend online learning (47%), 2) the difficulty in understanding the lessons and assignments in terms of independent learning (31%).

Statistical analysis of study data revealed a significant correlation between the value in percentage of students (78%) who reported a range of problems or difficulties with online learning, and the value in percentage of students (77%) who perceived online learning as a negative experience. The strong association between these two values can be considered as an important indicator of study reliability.

The positive and negative experiences such as those perceived by students in this study could also be explained not only in terms of advantages and disadvantages of online learning compared to face-to-face teaching or opportunities and digital skills that students had to attend online course from their home, but also by availability of university`s digital infrastructure to support distance education, as well as the capacity of academic staff to transfer immediately teaching courses from auditorium to the online space. Recent studies have suggested that an online class will be as effective as face-to-face class if it is designed appropriately (Nguyen, 2015).

Despite the internet-related problems and various difficulties, the transfer of teaching from auditorium to online environment has brought more focus to student-centered learning. Qualitative analysis of results derived from open-ended questions showed that the high number of assignments given for independent work and the lack of the subject textbooks offered online seems to have induced students to take more responsibility for self-direction of their learning process. Previous research has pointed out that students who have this sense of responsibility tend to have positive online learning experiences (Blackmon, S.J., and Major, C., 2012). However, e-learning may lack real interactions between instructors and students (Mansour, B.E., Mupinga, D.M., 2007).

According to study results, 31% of students reported the difficulty in understanding lessons and assignments in terms of independent learning, especially in cases where in the online learning context the lecturers had increased the amount of academic workload for their students and where there was a lack of instructional interaction between lecturer and

students. Given that independent learning is essential prerequisite not only for the management of online learning but also for lifelong learning it is very important to be cultivated in students. To succeed in an online learning environment, instructors should implement good teaching through good online course design, provide thorough explanations, define goals clearly and seek continued feedback from students (Crews, Kelly, et al., 2015).[1] Several studies have noted that instructors also have a strong influence over student experience, in large part through their accessibility and through their efforts to provide opportunities to connect with peers (Blackmon, S.J., Major, C., 2012). In this framework the online teaching model may have the potential to improve the quality of university learning in the future, but it need to be seen more carefully before it is applied.

Regarding web-based applications used for online learning, the majority of respondents (64%) reported that Google Classroom was the most frequently used. It was a surprising finding the use of social media platforms, such as WhatsUpp, E-mail and Video Call, for online learning purposes. The use of such social media may be seen by lecturers as an easy quick way to communicate with students, rather than as an effective opportunity to teach online. However, these approaches may be a potential for further research in future.

Although the experiences with online learning platforms were new in faculty, the analysis of findings showed a much higher dominance of student population (87%) who admitted that they had a high level of digital competence compared to student population (13%) who admitted that they did not possess it sufficiently.

Since the success of online learning depends primarily on mastery of digital competence, this result can also be seen as a significant indicator of the readiness of the majority of students to attend the web-based learning courses in future. However, there are other factors identified by research that influence the student readiness for online learning such as self-directed learning, self-efficacy, digital engagement, and motivation for learning (Doe, at al., 2017).

The data analysis showed that a vast majority of students (70%) preferred face-to-face teaching and a minority of them (30%) preferred other forms that integrate online technology. There may be a number of reasons why students showed an extremely strong preference for teaching in auditorium. However, it seems that this choice has been largely influenced by problems and difficulties they encountered during immediate transition from face-to-face teaching to online learning, where according to present results of study, almost 77% of all students had perceived the new situation of online learning dominated more by negative experiences than positive ones, as well as 78% of all students had reported problems or difficulties with online learning. While the rest of respondents (30%) who showed more preference for the hybrid or online teaching/learning forms seems to have been able to explore or appreciate some of the advantages of distance education offered by university during the period of social isolation caused by COVID-19 pandemic.

It is known from research that online learning offers several advantages over traditional classroom learning. Among these are the elimination of barriers of time and space. The online learning environments offer flexibility of instructional pace, and more control over which learning activities are more appropriate to engage in (Alexandra, 1996).[2] In contrast to these

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[1] Cited from Carnasciali,M., Erdil,N., 2020

[2] Citet from Mansour,B.E., Mupinga,D.M.,2007

findings many still feel that online learning excludes some within society, the poor/less well-of, the socially disadvantages, who are unable to effort the equipment that is essential to this mode of study. The arguments against online learning are focused mainly on the concern for loss of traditional classroom face-to-face interaction, and potential feelings of isolation (O`Donoghue, et al., 2004).

Conclusions and Recommendations

This study is in line with other studies which have contributed to the idea that student opinion is essential for improving quality of distance learning in the higher education system.

Hence, the findings of present study on the favorable and unfavorable perceptions by students regarding online learning can be considered as important indicators of quality of teaching transfer from classroom to the online environment. However, some recent studies focusing on educational situation influenced by COVID-19, have suggested that this new experience should not be seen as a threat by students and educational institution based on conventional teaching, but should serve to adapt the benefits of online education system to their teaching (Ramirez-Hurtado, et al., 2021).

The study concluded that the new reality created by COVID-19 tested the current capacity of higher education institutions regarding the ICT integration process in teaching. As this process was progressing very slowly, universities in countries like Albania were found unprepared to transfer the teaching process from the auditorium to the online environment with the same quality.

Therefore, the academic initiatives to apply in the near future a full approach to online teaching still seem difficult. However, more research is needed to examine the current needs of higher education institutions in Albania regarding the improvement of infrastructural conditions that support distance education as well as training needs of lecturers about adapting the course content and developing innovative materials and methods to deliver online teaching.

The evolution of online instruction and continuous search to incorporate the best educational methods from both traditional and virtual environments has led to many institutions adopting a "hybrid," also known as blended learning (Dziuban, et al., 2004). The goal of blended learning should be to unite the best features of in-class teaching with the best features of online learning, to promote active, self-directed learning opportunities for students (Garnham & Kaleta, 2002)[1]

In order to meet the demands of the future, the recent studies have recommended that every university should set up in its strategy clear and concrete goals towards its digital transformation, taking into consideration three main areas: its digital infrastructure, the development of its academic staff`s skills to use digitally-based methods in their teaching and the improvements of its students` digital skills (Grosseck, G., Malita, L., Bunoiu, M., 2020).

Limitations

This study has some limitations which can affect generalizing study results in other contexts. The participants in study were students of a faculty at University of Elbasan, Albania. If the

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[1] Cited from Joutsenvirta,T., Myyry,L.,2010

study had been extended to other universities of country, than results of study could have been different. Also, the study is carried out in a very short period of time attempting to take a snapshot of a changing situation. Students` perceptions can change over time. The recorded results are limited to time, place and culture where the study was conducted. However, this study may serve to promote in future the further studies on online learning at university.

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Promotion and Protection of Childhood and Adolescence - The "Child Contact Centre"

Giorgia Caruso

Abstract

This paper wants to study in deep one of the existing services to help and to improve the parent-son's relation: the "child contact centre". This centre is a place where children can meet their parents after different family problems, from parental conflicts until violence and abuses. It's very important that each child could have the possibility to continue to live with his family as reported by the "UN Convention of childhood and adolescence's rights" (1989). The history of these meeting centres is very recent and, in the same way, also the role of the social workers. For this reason, research of peculiarities of this place and the rules of the operators involved is very important. In particular, the history moment where we are living today with the "Covid-19" spread all over the world, has caused many problems in the families and it has compounded family situations already compromised. The choose of this theme is also born from the need of study in deep the organization and the functioning of a child contact centre. This is one of the services most complex and heterogeneous and that's why even today again it doesn't exist one guideline that is the same in each contest. Finally, the paper wants to describe this service and, mostly, it wants make some proposals about the best practises or operations that could improve it.

Keywords: Promotion, Protection, Childhood, Adolescence

Introduction

The child's evolution in the story of pedagogy until the UN Convention

In the story of pedagogy, the child has changed different visions from the society and the government. Particularly, in the Middle Ages parents considered their sons as manpower in the family workers as agriculture, farm and home care. In 1989, with the "UN Convention of childhood and adolescence's rights", children have got their rights until today, although not in the same way all over the world. The Convention defines the child as "*every human being under the age of eighteen, unless he has reached maturity earlier by virtue of the applicable legislation*".[1] However, it's necessary to take a look at the past in order to observe and analyse all the phases that have characterized this path of growth and consolidation of the figure of the child. In fact, in the Middle Age and in the Modern Age, the religious institution possessed great power of influence in the society so as to be able to spread its negative view of the child, that is, it supported the belief that every new-born was corrupted by original sign and for this, if it had not been "corrected" by the adult with violence, it would have spoiled. The maternal figure took care of the physiological care of the child without devoting himself to the relational

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[1] UN Convention of childhood and adolescence's rights, 1989, in
https://www.standup4humanrights.org/en/

and playful aspects: the game was considered a waste of time rather than an added value to the parent-child relationship and to a moment of wealth and entertainment for the child himself. As soon child reached such maturity that he could already start working, he followed his father in the chores so that he could contribute to the family well-being. Between the 1700's and the 1900's, the attention of the children's theme grew more, even if very slowly. Mainly, what changed was the mentality of society: the female figure was valued, infant mortality decreased, marriage was seen as a free choose and not an imposition, also thanks to the introduction of separation and divorce. Romanticism and Enlightenment greatly influenced a new vision of the couple and the family. The age of Enlightenment was relevant in the development of pedagogy since at that time, various scholars and doctors began to take an interest in the subject. Among these, we remember Jean-Jacques Rousseau with his work "L'Emilio" (1972) and later, also Jerome Bruner with his work "The role of tutoring in problem solving" (1976) published in the "*Journal of child psychology and psychiatry*".[1] Only from the 1900's the child got a deserving consideration and, for this reason, the name of "century of children" is attributed to this period, a concept coined by Ellen Key with the publication of her volume[2] (1906's), in which the author addresses parents as those points of reference who should get as possible to children, so as to be able to know them and support in their growth.

A lot of authors studied the child as a human with rights and deserving to receive love and cares by his family and society. Between these, there was Philippe Ariès that with his work "Father and children in medieval and modern Europe" (1981), he investigated the concept of "enfant" and that of "sentiment" as the feeling that developed towards childhood from the Middle Age to the Modern Age.

From the United Stated, the representative of these psychoanalytic studies was Lloyd deMause who, with his work *"The history of childhood" (1983), provided his contribution to argument: "The story of childhood is a nightmare from which we have only recently begun to awaken. The further one goes in history, the lower the degree of attention for the child appears, and more frequently it falls to him the fate of being murdered, abandoned, beaten, terrified and subjected to sexual violence. Our task here is to see how much of this childhood story can be recovered from surviving testimonies".*

There was the need to differentiate the childhood from the adult age, as two different life stages, characterized by different needs and abilities but both deserving to receive the due attention. In this way, between the twentieth and the twenty-first centuries, we begin to consider the child as a "real child" and lo longer as a "representation of the adult". It is very difficult to outline a coherent and precise childhood story, as the continuous changes in society and in the vision of things have hindered to recovery of an acceptable historiography. In the middle of 1900's, the image of childhood, underwent a change: the sentiment of childhood did not improve but changed compared to before. The child came more, integrated into the family life and considered as a being not separated from the adult but remained not free to be himself but continuously influenced by the adult's requests.

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[1] Bruner J., The role of tutoring in problem solving in Journal of child psychology and psychiatry, Vol. 17, 1976, pp. 89-100

[2] Key E., Ellen Key and the Birth of a new Children's Culture in Journal of theories and research in education, Vol. 11 No.2, 2016, pp. 1-26

Turning our gaze to current events, it is clear that the conception of childhood and child still exists characterized by strong ambiguity despite the various successes achieved in this regard. Even today, in fact, there are episodes and behaviours that are detached from the desire to consider the child as a being deserving and worthy of his own serenity. Every day, from multiple sources, reports of abuse, mistreatment, abandonment and paedophilia are very frequent. Moreover, outside Europe, cases of refugee and militarized children still occur today. Even if globalization has tried to homogenize the whole world and make it as similar as possible, on the subject of childhood, still today there are still strong differences and discriminations. Several years passed before the child received a deserving consideration, perhaps the cause would be attributed to the absence of a juvenile right recognized and inviolable? At the international level, the first steps taken towards the child were taken in England, where the Child's Charter was born in 1888, aimed at protecting and controlling the working conditions of minors in English fireplaces. To denounce this condition was the writer Charles Dickens who, in his work "*Oliver Twist*"[1] (1837), described the exploitation and poverty that those children were forced to carry out.

Then, was enacted the "Declaration of Geneva" (1924), adopted by the League of Nations, which was developed through five articles:

"*The child must be given the means necessary for its normal development, both material and spiritual;*

The child who is hungry must be fed, the sick child must be treated, the child must whose development is backward must be helped, the minor offender must be recovered, the orphan and the foundling must be housed and rescued;

The child must be the first to receive assistance in times of misery;

The child must be put all in conditions of earning a living and must be protected against forms of exploitation;

The child must be raised in the awareness that his talents must be put at the service oh other men"[2].

After lots of conventions and declarations about children's rights, in 1989, in New York, was approved the "New York's Convention" by the United Nations Assembly in September 20th. The United Nations (Un) included all the other peace-loving states which accept the obligation of this Statue and which, in the opinion of the Organization, are capable of fulfilling it. The rights of the child enshrined in the New York Convention concern their well-being, its autonomy, the right to education, the right to rest and recreation, the right to cultural and artistic participation, the freedom to associate, gather, express oneself, seek, receive, disseminating information, freedom of thought, conscience and religion, the freedom to be heard and to express their opinion on any issue that interests them. Family relationship of the children are recognized as optimal where they are built on adequate care. The Un Convention represents the goal of consideration for many years deserving of the child in society and, for this reason, the 20th of September of each year is celebrated the "International day for the rights of children and adolescences.

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[1] Dickens C., The adventures of Oliver Twist, Ticknor and Fields, London, 1868

[2] Society of Nations, Declaration of Geneva, 1942, in https://www.savethechildren.org/

Protecting and safeguarding a minor means staying away from the shadow of silence and making visible all those situations in that minor could experience in a context of discomfort and prejudice. Reporting to the judicial authority, social service, school or trusted people is the first step towards obtaining serenity and well-being in the child. The right of the child to live in his or her origin's family is one of the most debated topics in recent years, a theme characterized by lights and shadows, family rights and the rights of the child that do not always appear on the same wave line. The child must be free to live in his own family context but to do it, he must receive the right care and attention.

The evolution of social services

Before analysing the characteristics of child protection services, it is necessary to take a step back and look at changing societies from the point of view of assistance. In order for a welfare society to develop, it is essential that there is a society the is open and willing to accept welfare and help in all its forms. The term "charity" comes from the Latin "caritas" which means "dear to whom one attaches greats interest, to whom one feels bound" and differs from love and friendship since charity is acted upon towards people who do not, they are part of their family. The first welfare state interventions emerged through welfare, charitable, religious and philanthropic forms: the welfare state is the type of state that provides services and regulations aimed at protecting the rights of citizens, including health care, public education, family subsidies, defence of the weak and the environment, etc... The religious aspect has significantly impacted the issue of assistance as priests were recognized as protectors of the weakest, orphans and the sick.

The arrival of capitalism then meant that welfare was halfway between the religious and the secular as several owners of land and industries began to hire needy people as a workforce. A first attempt in favour of the welfare state was made by England which, starting from the fifteenth century, began to introduce forms of assistance to the poor on a welfare level thanks to the "Poor Law" promulgated in 1601. The turning point came when these activities ceased to be simply voluntary commitments and became real professions. The rationalization of welfare works towards the poor has consequently promoted the rationalization of social work. The "Charity Organization Societies" (COS), developed in London in 1869 and founded by Mary Richmond[1], had the purpose of bringing together all the associations that offered help to the needy; to follow, in 1877, they also developed in New York. Alongside the Cos, another concrete intervention was implemented by the "settlement" phenomenon, that is, housing settlements of rich people in poor areas of the city. In this way, the proximity between people of different social classes would have caused rejection reactions in the face of inequalities and consequent reduction of social distance. The first "settlement" born in the United States was the "Hull House", founded in 1899 by Jane Addams in Chicago after being spread to Great Britain; its importance in history is evident from the fact that the subject "Settlement's work" was present within the first school of social work, founded in Amsterdam in 1899. The "working houses", on the other hand, represented a more concrete aid intervention towards fragile subjects: from the "poor law", in Great Britain, real houses were established to host people in difficulty, helped in education to work and in improving one's status. The first schools of social work were founded following a conference held in Paris in 1928,

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[1] Richmond M., Social Work Pioneer, Administrator, Researcher and Author in Social Welfare History Project, in https://socialwelfare.library.vcu.edu/social-work/richmond-mary/

among which we find the "International Association of Schools of Social Work", the "International Council on Social Welfare" the "International Federation of Social Workers "; in 1983 the "IFSW" inaugurated the international day of "social work" which is celebrated every third Tuesday in March. In order to try to spread the foundations of social work all over the world, in 2000 the main international schools organized a convention that will be held every two years in a different country, creating a "global social Agenda" on which to place all future events.

The importance towards the child, as we well know, has gone through centuries before obtaining the relevance it deserves. Thanks to the contribution of studies in the humanities already present and the construction of the welfare state, new interventions were experimented in favour of children such as foster care, educational communities and home and territorial interventions. Interventions in favour of children can be of two types: those in the spontaneous context and those in the judicial context. In the first case, the request for help comes from the family itself, from parents in particular who are aware of being in a precarious or prejudicial situation and accept the help of operators to improve themselves. In the second case, however, the social workers receive an assignment from the Judicial Authority and, without family consent, activate interventions with the aim of protecting a minor in a situation of hardship. The interventions can be activated on minors living in their family such as home and territorial educational interventions and the activation of monitored and protected meetings with the non-custodial parent. In the case of meetings monitored by operators, one of the main objectives, in addition to the protection and protection of the child, is to promote change by supporting the recovery of the parent-child relationship. These meetings are held within a "neutral space", that is called "the child contact centre" that it is neither the home of the minor nor that of the parent.

The story of the child contact centre

The child contact centre has its roots not so long ago and, for this reason, unlike other services already active for some time, it has some peculiarities probably not yet well defined and clear. It is as if there was a surface of doubts and non-words that make this service still not too concrete and clear. Hence the intention to analyse its history, in order to bring out its deepest peculiarities as well as its purposes. From an international point of view, there is talk of a "protected encounter" in France, through the implementation of the "espaces-rencontre" or meeting spaces, born around the end of the 1900s. The different models depended on the four great strands that revolved around the concept of the child contact centre. The first is the legal one, which focused on the aspect of marital separation, parental custody and the right of access of the minor. The second is the psychological one which was concerned with the effects of parental separation on the minor and on the emotional ties with the custodial parent and with the non-custodial parent. The third is the social one which investigates how to support minors and families in which there has been a parental separation and how to deal with the issue with them, promoting the well-being of the nucleus. The last aspect is the protectional one conceived as the protection of the minor from a non-custodial parent who has acted prejudice against him and, consequently, in approaching him, must be protected. In this way, subsequently, it was decided to unify all these intentions in a single model that was the result of the sum of the four strands listed above. This is how in France the child contact centre became a space in which the purpose was to guarantee the continuity of ties, in which the operators involved provided the service for both the minor and the parents and guaranteed

protection for the child. The new "single" model provided for the presence of social workers, social workers, psychologists, family mediators and lawyers; a way to make the four fundamental aspects that revolve around the child contact centre exist at the same time. Simultaneously with the French situation, Child Contact Centres developed in Great Britain by the National Association of Child Contact Centre (NACCC) founded in Nottingham in 1991. "*To keep children in contact with parents after separation in a safe environment because parenting should not end when relationships end*" [1]is the mission of the NACCC association. Furthermore, the focus of the association is neutrality that must be respected both in the environment or in the context offered but above all among the operators who, for this reason, are different from those of the other services involved in the network. It is precisely in Nottingham that, in 1985, the first "Child Contact Centre" was born thanks to the intuition of a magistrate, Mary Lower, who, observing a son who met his father weekly at the McDonald's in the city, managed to create an informal space that it could be entirely used for those family gatherings. Initially, within these centres there were religious volunteers who took care of mediating in the relationship and during parent-child meetings. Subsequently and thanks to the spread of these centres in many other countries, the NACCC association began to invest in its human resources, offering training courses for the operators of this service. The "Child Contact Centres" have spread to other countries such as Ireland and Wales, reaching a total of 350 parent-child meeting centres. In Great Britain, there are two types of "CCC": the first deals with promoting and supporting family gatherings; the second, on the other hand, focuses more attention on the protection and protection of the minor who is in a relationship with a prejudicial parent. The English experience, unlike the French one, placed greater importance on the aspect of protecting the minor rather than maintaining the family bond. In this way, the perspective changed and the focus shifted from the adult and his relationship with the child to the minor himself. For this reason, a new way of viewing the meetings was being developed which drastically changed the view by ensuring that in parallel with the "Child Contact Centres" there were also the "Supervised Child Contact". The peculiarity of these supervised meetings referred to the fact that the meeting place was held inside the family home so that parents felt more comfortable in getting involved in front of specialized operators. With a view to the protection and protection of the child, meeting places that approached the English ones were spreading in America and Canada. In 1992, in the face of a strong spread of abuse and maltreatment of minors, Anne Reiniger, founder of the "New York Society for the Prevention of Cruelty to Children" gathered specialists from all over the world at a conference in order to find a way to meet safe for all those children who had suffered injurious acts. Unlike the French and English experience, the American protected encounters had the sole purpose of protecting the minor from inadequate adults; for this reason, most of the children who were present in these meetings came from parents with conflictual separation or were victims of crimes committed by the parents themselves. With this vision, the "Supervised Visitation" was founded whose key concept was expressed in this ideology: "*the service provider can provide parents and guardians with information and help to ensure that children have safe, comfortable and satisfying visits. Following the rules and guidelines of the service is the first key to this. Foster parents / guardians should be positive and encourage children to enjoy their visit. After the visit, they should be willing to listen if the children want to talk about the visit, but they should never ask the child for information. The visiting party should be prepared to have fun within the limits set by the service provider. Children seek displays of love and acceptance; the other factors are*

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[1] National Association of Child Contact Centres in https://naccc.org.uk/

not that important to them"[1]. After analysing the various historical and geographical phases, we intend to focus on the peculiar characteristics of work within a child contact centre. To address the characteristics of a child contact centre service, it is necessary to identify the focus and main purpose of the same which, thanks to historical and experiential sources, we can trace back to the protection and protection of the minor during meetings and the promotion of the parent-child relationship. In some cases, the neutral place team is created within a social service, selecting operators who take care of that particular service. In other cases, and especially more recently, it happens that the public body entrusts this service to an external cooperative or association. In both cases, however, the continuity and monitoring by all the operators involved in the situation represent the driving force behind the intervention in support of that family unit. A first feature to consider is the user. Social changes occur repeatedly and so rapidly as to create confusion and bewilderment in personal services; this happens because social change is brought about by people who, in the same way, change quickly and consequently their problems and needs also change. The users who come to a child contact centre are varied and heterogeneous: you may encounter prejudicial parents who have abused that child, parents with many parental skills but very fragile, who abuse alcohol or drugs. You could also meet people with psychiatric diagnoses who struggle to manage their children or even with parents who, following separation, cannot find a meeting point to be able to peacefully continue their life and that of their child. What unites the people who find themselves within a service like this is almost always the sending by the judicial authority: it is the Judge who, by issuing a provision, orders the start of the meetings in a child contact centre. Another common component is the amount of trouble existing in the lives of such people which on the one hand affects adults but, almost certainly, goes to rage in the daily lives of the little ones. The reaction to being sent to this service is always linked to resistance and rejection: adults tend to belittle the situations their children are forced to live in or do not realize the importance of being able to recover and improve the parent-son relationship. The other side of the coin is the reaction of the children to this measure: some of them may experience that meeting positively but many others do not, for fear of that parent or for the concern of hurting the foster parent. A second feature concerns the operators involved and, as has already been reported, the child contact centre is a recent service with respect to the evolution on the subject in history, in the same way the role of the operator involved within the aforementioned service is also a novelty. The heterogeneity of the functioning of the child contact centre also affects the organization of the work of educators. However, there are "best practices" or good practices, key points or guidelines useful for carrying out the task of an operator within a neutral space. We speak of an "educational relationship" when it comes to sharing of daily life, from the recovery and educational enhancement of the meanings of routine activities, from the use of unexpected events and uncertainties, from the interpretation and processing of events. An educational relationship exists only if there is therefore an interaction between two people that must be supported by a well-structured structure aimed at pursuing objectives. In this case, we speak of "educational planning" when the educator, together with the beneficiary of the intervention, stipulate a project with one or more objectives to be pursued to improve the current situation. To draw up an educational project, it is important to recognize what are the needs of the beneficiary and what are the resources available to offer in order to work together on the pursuit of the objectives. The child contact centre's operator usually works both as a team and individually. Teamwork is useful

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[1] Supervised Visitation in Supervised Visitation Network in https://www.svnworldwide.org/

for discussions between professionals in view of the development of the project to be implemented, in parallel with the networking that unites the various operators involved in the case. The educator then works individually on direct work, or on the location of the parent-child meeting. In parallel to the educational project, there is the consent that the parent undertakes to sign as a sort of "pact" or "contract", regardless of whether the activation of the child contact centre has been ordered by the court or is desired by a free choice. The four main functions that an educator should perform within a child contact centre are:

- Promoting change
- Control and observation
- Relationship support
- Function of building a daily life

The role of the educator in the child contact centre service can therefore be defined as flexible, heterogeneous and variable. In addition to the external functions expressed above, there is the internal dimension, that is, that of all the personal and transversal skills that an operator could possess. Among these, listening, attention, availability, welcome, openness to others, the ability to adapt and above all empathy can be emphasized. To ensure that the aspects related to one's professionalism remain and improve over time, it is essential to offer the educator a training course and a supervision course. Furthermore, the educator must possess the skills for a profitable and structured network work that can become a strength in achieving the objectives. The child contact centre's operator collaborates, in taking charge, with the other professionals involved such as the Social Services, the Courts, specialist services such as the drug addiction service, the health service, psychology and neuropsychiatry services, etc... Despite the presence of various social workers who may have a certain situation in a load, the social actor with whom the educator must interact more frequently and with whom he must collaborate for the success of the project is the family. For this reason, the educator should be trained on issues related to family mediation, the evolution of family models in history, clinical work with pathological families and with immigrant families.

In addition to the "best practices" detailed above, there are several techniques, some still on an experimental basis, to be implemented within a CCC to promote and facilitate the parent-child relationship. These techniques do not represent guidelines to be followed as their use is determined by the type of organization of that service and by the choice to activate or not activities to support the relationship. Among these techniques we find the "*Photovoice*"[1], that is a method of investigation that, through photography, directly involves the subjects, inducing them to reflect on specific issues and on the ways to produce a change. The photographed image constitutes the synthesis of concepts that could be in some cases, or for some groups of subjects, difficult to express through traditional communication channels, such as speech and writing. Furthermore, the image is able to synthesize stories, emotions and ideas and uses an easily understandable language. The photovoice was used to carry out needs assessment, programs with participatory methodologies and to communicate requests and proposals to decision makers. In this sense, the technique lends itself to being used as an educational method, and therefore for empowerment, as it is able to activate the subjects in the expression and in the search for solutions to their problems (Wang 1998).

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[1] Photovoice, The Integration of Photovoice in Graduate Social Work Education in Taylor & Francis online, Vol. 33, 2014, pp. 1017-1036

Conclusion

This paper wants to do a time travel and to investigate the evolution of the child's vision. Unfortunately, today, despite the different results obtained, child doesn't still have the value he deserves. The society still thinks that the child doesn't deserve to be value and listened; so, the social workers should mostly work with families to convey the importance of considering him as a precious being. Also in the child contact centre, the main function of the educator is that to promote change. Each change can involve suffering and pain but it is from that pain that something magnificent can happen!

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Emergence of Non-Traditional Financial Service Providers in the Market - A Threat or An Opportunity for the Georgian Banking Industry

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Abstract

Each banking institution has a customer-oriented strategic plan, although the sudden emergence of competition does not allow them to relax. The explosion of new technologies and the rise in consumer demand have been putting pressure on banks since the 2008 recession. Retail banking customers are constantly expecting new, improved, affordable, convenient continuous service from the bank. In an environment of increasingly competitive, innovative financial services, banks need to be able to maintain not only customers but also brand awareness. The emergence of non-traditional financial service providers in the market such as FinTech, NEO Banks, Challenger Banks, BigTech, which reduces the relationship between banks and their customers, completely changes the banking industry. Today we face a new open ecosystem of consumers, traditional banks, FinTech and BigTech companies, regulators, developers, non-banking firms and other players, with customers at the center. Banks will have to significantly change their commercial and operating models to retain customers and remain active players in the market. The presented paper examines the development trends of new players in the financial industry - non-traditional financial service providers and the readiness of the banking industry to respond to these trends. The paper is a study of the impact of digitalization of financial services on the banking sector based on the study and analysis of reports of the various international organizations, local policy documents, reports and regulations of the National Bank, the papers of various researchers and their secondary data. Based on the research, suggestions have been made on how Georgian banks should strategically approach non-traditional providers of financial services to avoid losses, withstand competition and remain active market players.

Keywords: BigTech, FinTech, bank industry, financial services, consumers, digitalization, open banking

Introduction.

The internal (micro) and external (macro) environment of banking institutions, which determines the competitiveness of the banking sector, has changed significantly since the 2008 crisis. Among the major recent micro-changes that have undoubtedly changed the bank operations and vision are: a) the emergence of a new generation of banking customers and increased customer expectations and b) increased competition from new players in the financial industry - non-traditional financial service providers - FinTech, NEO Banks, Challenger Banks, BigTech (SWACHA-LECH, 2017). They are focused on the new generation

of consumers and their expectations. These changes are forcing the banking sector to significantly change its commercial and operating models in order to retain customers and remain active players on the market. The trend accelerated even more in the wake of the Covid-19 pandemic.

The emergence of a new generation[1] of customers (Generations Y and Z) and rising new customer expectations are pushing large banks to completely change their approaches. New generations are constantly demanding the services offered to be refined, and they expect more from financial institutions than their previous generation.

Generation Y- the so-called Millennial Generation – was born in 1981 - 2000. This generation cannot imagine their own home without technology. Millennials believe that they are changing the world. They will probably succeed. They have already overtaken Generation X in the labor market.

Soon Generation Z born in 2000-2020 (the so-called iGen) will catch up with this generation. As of today, Generation Z members are under the age of 20, so at this point, it is difficult to analyze their financial habits and behavior. However, it is important for banks to start monitoring the behavior of Generation Z, of the youngest customers whose demand for banking services will undoubtedly increase gradually in the coming years.

It seems that identifying the needs of Generation Y, (the so-called Millennials) and Generation Z (the so-called iGen) based on their age, number, and technological interests is very important for today's banking business. This generation is now young and becoming new users of financial institutions. These are the young generations who are constantly striving for innovation. This is a generation that is important both in size and in their great demand for banking services. The younger generation, unlike the older generation, grew up in a different society, culture, religious beliefs and formed their own, different behaviors and attitudes from the older ones towards various issues, including finances.

Six out of five millennials surveyed say they prefer to communicate through social media; According to the survey, millennials make up the largest percentage of mobile banking customers - 47%. Given this trend, banks need to pay close attention to the expectations of generations. They should expect that future generations, starting with Gen Z, will invest even more in technology and increase their demand for relationships with the bank through various technology channels. For comparison, Baby Boomers and senior members of Gen X, as a rule, value human relationships and prefer to physically go to bank branches and settle their affairs on the spot (Wingard, 2018). This is a challenge for banks, as they must be able to meet the expectations of both older and younger generations of bank customers at the same time so as not to hurt the expectations of investors. Interested parties should be aware that they will receive a return on their investment or equity. To do this, banks must make a profit. This in

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[1] Generation - A group of people born 20 years apart who have three similar criteria:
• They are intersected in one historical epoch. They have to experience the same historical event or social change in a similar age category;
• They have similar attitudes and patterns of behavior.
• Based on similar experiences, they are combined with a sense of belonging to a generation (Strauss & Howe, 1997)

turn is related to customer expectations. Satisfied customers are the key to business success - the more satisfied customers are, the more satisfied investors will be.

It is difficult for traditional banks to cope with this challenge. Non-traditional providers of financial services are the ones who fill the gap that exists between the expectations of the customers and the services offered by the traditional banks. The reason why customers buy services from non-traditional providers of financial services is the speed of services, cheapness and customized service. The absence of intermediaries is the biggest tool of FinTechs (PwC, 2016).

Research Methodology

The presented paper examines the development trends of new players in the financial industry - non-traditional financial service providers such as FinTech, NEO Banks, Challenger Banks, BigTech. Etc and the readiness of the banking industry to respond to these trends. The paper is a desk study of the impact of digitalization of financial services on the banking sector based on the study and analysis of reports of the various international organizations, local policy documents, reports and regulations of the National Bank, the papers of various researchers and their secondary data. Based on the research, suggestions have been made on how Georgian banks should strategically approach non-traditional providers of financial services to avoid losses, withstand competition and remain active market players.

Literature Review

The landscape of most industries has changed dramatically in recent years, affecting both existing and start-up companies. In such an environment, traditional approaches to management are outdated and need to be re-evaluated in order for companies to remain competitive. Financial industry experts point out that financial institutions operating today are experiencing increasing global pressure not only from fintech and digitalization, but also from new disruptive entities such as social media platforms, e-retailers, robotics, tech companies, startups, artificial intelligence and large ICT. Changes in consumer behavior and industry regulation are also to be considered, and transformational changes are needed instead of improving existing processes. More than 80% of banking leaders believe that their business is in jeopardy and that revolutionary newcomers are changing institutional logic in a way that threatens existing actors. While managers of operating companies generally acknowledge the threat, many businesses are finding ways to manage it. Some operating financial institutions are not even in a hurry to take drastic, radical measures because they believe that they are operating in a sufficiently highly regulated market. However, this market is now approaching the level where competition intensifies and not everyone can survive (Strandvik, Holmlund, & Lähteenmäk, 2018).

The emergence of new generations and their dependence on technology has greatly contributed to the emergence and rapid growth of Fintech and Bigtech companies on the market. Today, the number of FinTechs on the market and the number of customers of their innovative financial services tailored to their customers is growing. Increasing competition from FinTechs is one of the major challenges facing the banking industry today. There is no doubt that at the present stage Fintech companies have a great impact on the competitiveness of the banking sector. FinTech companies are typically start-up firms that focus on using software to deliver financial services. Fintechs are growing at lightning speed on world markets due to low cost, speed and other positive factors. The market capitalization of 10

leading American Fintechs increased by 50% in 2018. Goldman Sachs predicted that the annual revenue of these startups would exceed $4.7 trillion, which will be mainly at the expense of traditional financial service companies. These new members of the industry are forcing many financial institutions to look for partners and/or merger opportunities to avoid the financial problems caused by Fintech competition (Tea Kasradze, 2017). In order to stay competitive, traditional banks and credit unions need to learn from FinTechs who have achieved success/customer confidence by providing them with streamlined services. (Wingard, 2018).

During the Covid-19 pandemic, the number of users of Fintech services increased even more. E.g. Within 6 months of the pandemic in the USA, the number of users of Fintech services increased by 6% to 42% (before the pandemic 36% of financial decision-makers said they used Fintech accounts). If we look at it in terms of generations, the number of Fintech users increased by 14% in Generation Z, by 8% in the Millennials, by 7% in Generation X and by 2% in Baby Boomers (Krivkovich, White, Townsend, & Euart, 2020).

Fintech companies provide financial services through computer software and technologies so that customers can plan, manage and control their own finances more easily and quickly. This ensures informing the customer timely, which in turn reduces costs and improves existing business models and services. Online mode offers customers a wide variety of financial product choices and gives them more independence. Also, with the help of technology, financial organizations have more detailed databases about their customers. Accordingly, they offer the client the most favorable and acceptable product/service (Alfaidze, 2019).

Fintech's operations include financial management, payments, international transactions, cryptocurrency, blockchain, loans and deposits, Peer-to-Peer (P2P) loans, investments, financial markets, trading and risk management.

Fintechs are an alternative to banks in terms of financial services. They try to offer customers much-simplified savings or lending services. For example, the depositor app automatically saves money after each payment. The simplicity of the process and the result fascinate the customer. Fintechs also issue loans much more easily than banks. A P2P loan platform connects the borrower and the lender without a financial intermediary. A P2P platform can provide services such as search, screening, evaluation, payment processing and execution or escrow deposit with a third party until certain conditions are met. The loan is issued through P2P at the interest rate indicated on the website at any time, continuously. It is a flexible and easy alternative to finding resources, making it popular with both startups and students.

When a third party is not involved in the transaction, there is a greater risk that the service provider will not provide the service at all or its quality will not be what the customer expects, or the buyer will be insolvent, or one or both parties will benefit from asymmetric information. This additional risk represents the additional transaction costs for the P2P transaction. The buyer, seller, or both may pay the price of the service or may offer the service for free and generate income in another way (Meparishvili, 2019).

P2P lending platform works on the principle of quick identification and elimination of risks from both parties. The platform determines the interest rate based on the risk assessment of the individuals wishing to borrow. When using the P2P platform, the lender is guaranteed no losses if the borrower is late in paying. The lender is also insured against currency risks as the investment is made only in hard currency.

The emergence of serious competitors in the form of Fintechs and the technological innovations introduced by them in financial services are forcing the banking sector to change the traditional accumulation and lending practices. Today, banks have started to actively provide financial services through mobile, Internet and various software applications. Bank customers can use their mobile phones to control their financial funds, promotions, stocks, make daily transfers, manage insurance and conduct other financial transactions.

Another serious competitor to the banking sector on the market is Bigtech companies (the term Bigtech combines Big and Technology to highlight the names of the world's largest technology companies). BigTech firms - large companies of established technology platforms - are playing an increasingly important role in the financial system and have begun to provide financial services (FSB, 2019). Over the past decade, some BigTech companies have grown rapidly and today are larger in terms of both the number of customers and the amount of capital than the world's largest financial institutions.

The difference between Bigtechs and Fintechs is mainly related to equity. Bigtechs are owners of large capital, own more advanced technologies, and are more widely represented around the world. Fintechs are firms created specifically to provide financial services, financial services for Bigtechs are a small part of their broader business. Bigtechs have a major business in information technology and consulting, from which they receive 46% of income, and income from financial services accounts for about 11% of total income (BIS, 2019).

Bigtechs have access to a large amount of user data which allows them to "swim in" the financial market. BigTech firms benefit from building existing large customer databases and collecting or analyzing their customer data (FSB, 2019). They can use this to quickly reach a scale in a variety of business areas, including financial services. They also have significant financial resources and often have access to capital and financing at a lower cost than some large financial groups (FSB, 2019).

It should be noted that by the end of 2019, the market capitalization of the 200 largest banks was only slightly higher than the market capitalization of the seven largest BigTech companies (Amazon, Facebook, Microsoft, Google, Tencent, Alibaba, Apple) and the capitalization of both groups was about $6 trillion. Such a large difference is not surprising, as the price-to-book ratios of Bigtechs were more than 5.0 throughout 2019, while the price-to-book ratios of banks varied in the range of 0.8 to 1.2 over the last ten years. In 2020 this gap widened further. By the end of July, the market capitalization of only the seven largest BigTechs exceeded $8 trillion, which was almost twice the market capitalization of the top 200 banks (Mckinsey&Company, 2020). Investors also seem to prefer technology over banks.

When discussing competition or cooperation between the banking sector and non-traditional providers of innovative financial services, we can not ignore the open banking system.

Over the past decades, there have been many startups in the banking and financial sectors that are often better able to introduce digital financial innovations than banks. However, often such

startups are either not ready or do not want to become a bank. In order to promote this competition, an initiative was launched in Europe to oblige banks to make information about the client's bank accounts, payment implementation, etc. available to these companies. The bank is obliged, at the request of the customer, to give a third party access to his/her information - this may be another application, startup, etc. Open Banking allows customers to use a range of services whereas these services are not offered by their preferred bank. Open Banking, on the one hand, increases competition on the market between traditional and non-traditional financial institutions, on the other hand, it has become a major catalyst for innovation in the banking sector as it paves the way for easier access of global platforms to the sector. Open Banking in Europe is regulated by PSD2 (Payment Services Directive 2). Since 2019 there are 474 registered institutions in Europe that are involved in open banking (BOG Fintech, 2021).
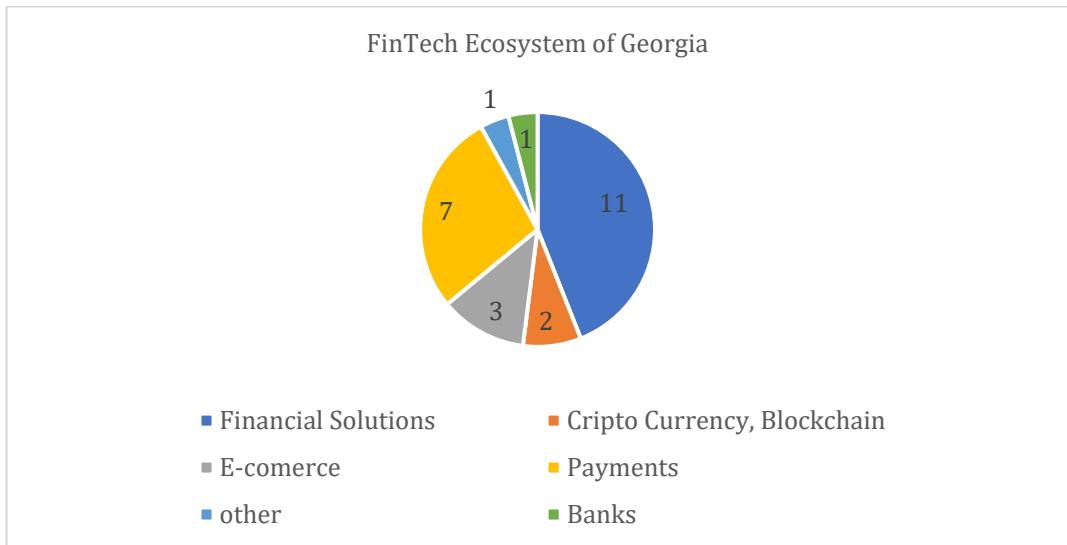
Discussion and Findings

Experts believe that in recent years, Georgia has made great strides in terms of technology, and today we can say that Georgia is one of the most attractive places for Fintech opportunities in the post-Soviet space. Georgia is an attractive place for the world's largest Fintech companies to invest, as they see that many large companies are already operating successfully in the country. There is a great variety of Fintech companies in Georgia. Innovative financial services are successfully offered to customers here by both newly established startups and large companies providing traditional financial services. The banking sector in Georgia quickly realized the need and importance of financial innovation for consumers and it began to provide online banking programs to customers in cooperation with Fintechs, through which customers can easily perform various operations in a short time.

Today there are payment provider companies, as well as lender and cryptocurrency trading platforms in Georgia. Since 2018, the first Georgian neobank, fully digital bank Space Bank has also operated, only as a mobile application, without any traditional physical branches. Through this app, customers can get a full range of retail banking services such as loans, payment cards and saving products. The customer-oriented daily banking system has completely changed the access of the Georgian population to financial services and boost financial inclusion (Kasradze, 2020).

The number of online transactions with payment cards is gradually increasing. E-commerce is also quite popular in the country. In Georgia, consumers often use e-commerce websites such as eBay, Amazon and AliExpress to purchase items through e-wallets and credit card payments. Consumers today can also avail P2P loans.

Unfortunately, no Fintech market research has been conducted in Georgia at present. Official statistical information, the analysis of which would confirm the success of Georgia in the revolutionary development of innovative financial technologies given in the above information, is scarce. The probable reason for this is that it is difficult to define the boundaries of Fintech services, which makes it difficult to quantify the market size of Fintech services. An additional problem is the difficulty of separating/differentiating Fintech services from other services by traditional financial sector companies.

According to the Georgian FinTech Association, the Georgian FinTech Ecosystem currently has 25 FinTech companies, which is not much. See Fintech Ecosystem on Diagram 1:

Source of Informatin: FitTech Assosiation of Georgia

https://nbg.gov.ge/en/media/news/panel-discussion-on-open-banking

And the percentage distribution of Fintech companies in Fintech ecosystem are presented in Diagram 2:

Source of Informatin: FitTech Assosiation of Georgia

https://nbg.gov.ge/en/media/news/panel-discussion-on-open-banking
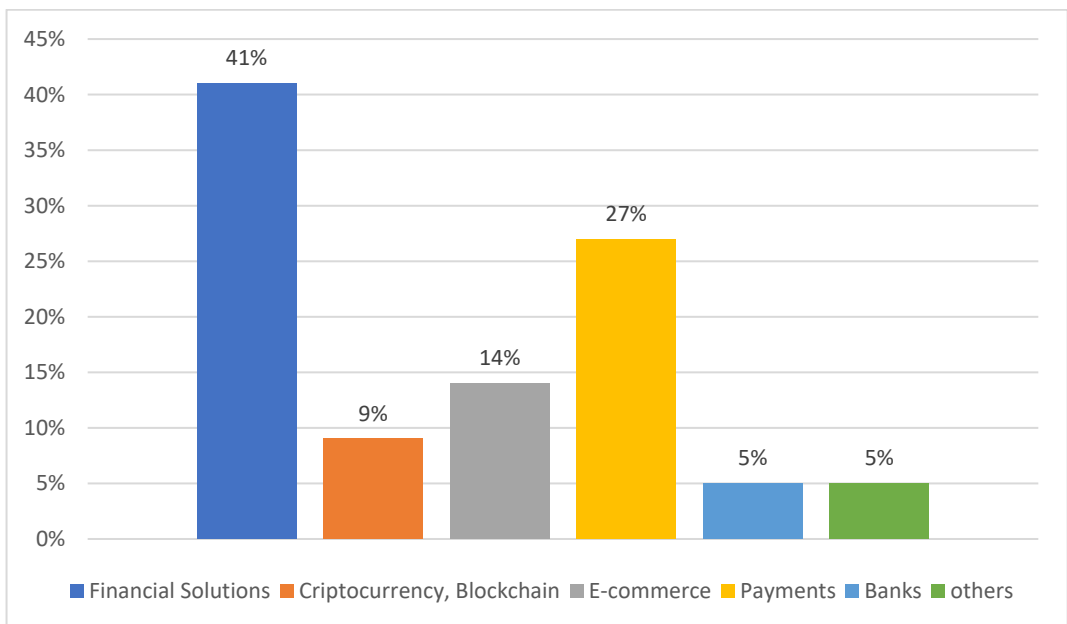
By 2015, the volume of online alternative finances in Georgia amounted to 103 million euros. In 2016, the volume of alternative credits in Georgia was 113 million USD, in 2017 it increased to 196 million USD, while in 2018 it decreased to 193 million USD. Alternative credits include the sum of Fintech credits and Bigtech credits, however, the volume of Bigtech credits in Georgia is equal to 0 and this indicator is the total volume of Fintech credits. (Giulio Cornelli, Jon Frost, Leonardo Gambacorta, Raghavendra Rau, Robert Wardrop and Tania Ziegler, 2020).

According to the National Bank, today 93 active payment service providers are registered in the market. However, the delivery of innovative financial services is not limited to a new, independent company, and is often done under the umbrella of existing organizations. Since banks and microfinance organizations are also aware of the importance of technological innovations in their business they are making significant investments in the development of financial technologies (Kasradze, Tea; Zarnadze, Nino, 2019).

The main challenges of the innovative financial service industry in Georgia are:

A) The main obstacle to the development of a competitive market in Georgia is the lack of clear regulatory standards. Regulations are somewhat hindering the activities of Fintechs. The permission/license from the National Bank is required for the activity. In case of a payment system provider, the requirements for obtaining a license are relatively light, while Fintechs wishing to lend and obtain a deposit will be required to obtain a digital banking license from 2020.

The introduction of an open banking system, on the one hand, will encourage the expansion of Fintech activities, on the other hand, will significantly change the traditional banking business models and keep the hegemony of the classical banking system in the past (Abuladze, 2018).

Pursuant to the Association Agreement between Georgia and the European Union, the National Bank of Georgia started the introduction of open banking in Georgia in March 2021 within the framework of the implementation of the Second Payment Services Directive (PSD2 - Payment Services Directive 2) It will be fully operational by the end of 2021 and will be available to non-banking institutions as well as individuals, which, on the one hand, will increase competition between Fintechs and banks, and, on the other hand, will give them better cooperation opportunities (National Bank of Georgia, 2020).

B) Restrictions on access to data. Open Banking allows Fintechs to easily access client data and embed banking services in their digital products. As a result, the consumer will get the most customized and safe product for them. At this point, this service is only available to banks. For Fintech companies, the business environment is not so favorable in this respect. Up to now, the banking sector only exchanges credit information with one another through credit bureaus.

C) Lack of trust in customers is another challenge for non-traditional financial service providers. Although the interest in technological innovations is high, a large part of consumers still prefers the services of large financial institutions, which is due to the relationship and trust established over the years. Newly established Fintech organizations need to gain the trust and goodwill of customers with high quality, fast, cheap and transparent service (Zarnadze & Kasradze, 2020.

D) Qualified staff is also a problematic issue for non-traditional companies providing innovative financial services. To work in the field of Fintech, a person needs some knowledge

in both finance and technology (Tea Kasrade, 2021). Due to the high level of education, this problem is less common in Europe and America, but in the developing world, adequate human resources are another challenge for non-traditional financial service providers. Access to an educated and cheap workforce in Georgia is a kind of advantage of Georgian Fintech companies (Tea Kasradze, 2018).

E) And finally, access to capital is a serious challenge not only for Georgian companies but for the whole world (the only exception in this regard is China) (Kasradze, Tea, 2018).

Conclusions and recommendations

Thus, after the crisis of 2008, there is an explosion of new technologies in the financial sector and an increase in consumer demand, which put pressure on traditional banks. Retail banking customers are constantly expecting new, improved, affordable, convenient continuous service from the bank.

Given the need and popularity of technologies, trends and their current/future impact on the financial sector should be considered. Banks, if they want to stay in the market and be competitive, must perceive financial technologies as the next stage of evolution and be actively involved in simplifying and improving financial services.

The traditional banking system will be able to overcome the growing competition from Bigtecs and Fintechs only through innovative technologies, offering continuous digital banking tailored to the customer; by increasing cyber security measures to prevent theft of all kinds of information or technological fraud; with digital signatures that replace the paper and ensure the authenticity of the user's signature that the signed documents are 100% legal and valid without the need to go to the office; by collecting and processing data to better understand customer requirements and needs, and offer customized products; by gaining reputation and trust through offering any financial product to customers easily, quickly and cheaply; by educated, qualified staff.

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Financial and Fiscal Reporting, the Effect on the Financial Statements: The Case of Vlora

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Abstract

Understanding and analyzing accounting and fiscal reporting practices is by no means simple, as they are characterized by complexity and ongoing dynamics. The relationship between accounting and fiscal reporting and the correlation that exists between them is one of the most debated and analyzed phenomena worldwide. It is an early relationship that has evolved over time and has often been accompanied by discussions about its convergence and divergence. The fiscal system has also undergone numerous changes, which has given its impact on the reporting of economic entities. These changes are an integral part of the process of reforming the fiscal system, which has faced many challenges, which definitely require high efficiency and effectiveness, led by the aspiration to be as close as possible to European standards. Often these changes in the fiscal system have not provided scope or do not converge with the accounting rules, which have served as the beginning of the creation of dual models of accounting and fiscal reporting. In this paper, both primary and secondary data were used. Primary research was based on quantitative research through the distribution of questionnaires and qualitative research through interviews with financial experts of entities and tax administration officials. On the other hand, economic development and the intention to be part of European countries, has brought the need for global integration of the capital market. Global investors are interested in cross-border financial reporting, making it a necessity to implement International Accounting Standards and adapt them to the spaces created by our country. The information needs of global investors have forced accounting professionals and institutes to work for harmonization. The result of the work is the construction and testing of an important conceptual model that dictates the potential factors of creating differences in reporting, as a result of dual reporting models. Therefore, there has long been a need for companies around the world to communicate using a common accounting language. Country-specific principles are so diverse that the aspiration for an integrated global capital market can only be fulfilled through a uniform financial reporting code.

Keywords: Financial Reporting, Tax Reporting, National Accounting Standards, Harmonization.

JEL classification: M40, M41, M48, K34, **Discipline:** Accounting

Introduction

The relationship between accounting and taxation is a relationship that has existed, exists and will continue to exist therefore more interest has been added to questions about the intensity, interrelationship and mutual consequences between them. Therefore, it is of a great importance that the information on the elements included in the financial statements is correct, coherent and based on legal regulations. When accounting is crossed with taxes, there are many topics that can be discussed. Variables such as income, expenses and profits are used by both financial accounting and taxes. They measure and report on the same transactions and circumstances. Sometimes they are calculated in the same way, but often there are circumstances in which different figures are appropriate for each of the systems. The basic point of course is that accounting and taxation exist for different reasons. Accounting involves the preparation of information for audit and decision-making purposes and may require interpretation as well as recording of factual information. Whereas, the main purpose of taxation is usually revenue collection. Taxation is also used as an instrument of government economic and social policy. For a tax system to function successfully within the law requires a degree of assurance that may not always be appropriate for financial and commercial accounting. Furthermore, there may be alternative methods of preparing accounts that are equally acceptable in terms of accounting standards, but the choice of which may be inappropriately affected by tax implications. In recent years, decisions in some cases seem to have shown a move towards an even greater reliance on accounting for tax purposes. Although commercial accounts prepared on the basis of financial reporting standards may often be the most appropriate basis for tax reporting and the preparation of tax returns, this is not always the case. For as long as there will be changes it seems that perfect harmonization between taxation and accounting will not be able to happen. The global move towards International Accounting Standards can also be seen as a reason to review the close relationship between accounting principles and tax practice and law, as well as a step towards harmonizing the tax base. There are different levels of dependency within countries and no country is able to avoid the difficult relationship between accounting and taxation. The evolving tax law influenced by many factors may deviate from the initial intentions of tax policymakers. It is therefore suggested that tax law should be constantly reviewed to ensure that it is meeting the needs of modern business practice and the principles and integrity of the tax system.

Purpose of the study

The purpose of this study is to show the relationship between financial reporting and tax reporting, focusing on some elements of financial statements to show what is the right way to present them and how they are classified according to Lamb et al. which expresses the influence of laws on the manner of fair reporting. Their relationship is so close and essential to stakeholders that the topics of discussion are very diverse. This study touches on some elements that affect the creation of dual reporting models, consequently the differences in these reports and where they are most evident in the financial statements.

Objectives

- Establishment of a theoretical and practical basis on the possible differences between financial and fiscal reporting and the potential factors that influence their creation, and consequently the creation of dual reporting models.

- To study and analyze which are the main components where the differences are most evident in the accounting and fiscal estimates of entities, presented in the financial statements.
- Indicate the impact of the law on accounting and how it is classified according to Lamb et al.

Research questions

Based on the above, accounting and fiscal reporting (valuation) are considered as a very important element in the decision-making process. However, given the current gaps in the literature, more studies are needed. As such, this study addresses the following questions:

1. How are the economic units operating in the Region of Vlora oriented towards the application of accounting and fiscal rules in the assessment of their activity and financial situation?

2. Are there duplicate models and differences in financial and fiscal estimates in entities and what are the main factors influencing their creation?

3. Where are the differences in accounting and fiscal estimates most evident in the financial statements of entities?

Financial reporting and tax system

Despite the continuing tendency of entities to pay lower taxes, the tax system needs to play its role as a regulator and be in continuous progress in terms of harmonization with accounting standards. The relationship between accounting and taxation is evolving and more complex than it initially seems. According to Green S.(1995): "Financial accounting and tax accounting are not the same. They have different objectives, are subject to different rules and serve different purposes[1]. In addition to the existing difficulties, both accounting and taxation are in an ongoing development process. The different degree, method and direction in which each develops the resulting conflicts between the two systems continue. The relationship between accounting and fiscal is an early relationship that has evolved over time, which has often been accompanied by discussions and debates about its convergence and divergence. The internationalization of the economy leads to economic globalization which is interpreted by the totality of its components, but for us, a special interest is the globalization of accounting and taxes. Although there was a synthesis in the beginnings of creating the "relationship" between accounting and fiscal reporting, today the financiers and accountants of entities need to work harder in order to coordinate and coordinate objectives that often appear to be conflicting.

Currently, as a result of globalization, the development of economic relations between countries, witnesses of a process of cooperation are seen in tax institutions, as well as the increasing role and involvement of the Organization for Economic Cooperation and Development (OECD) and the European Union (EU) in direction of drafting common rules of conduct. Depending on the nature of the prevailing tax, they may differ as follows:

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[1] Green S. (1995) " Accounting standards and Tax Law: Complexity, Dynamism and Divergence" , page 445-451

- Tax systems with a predominance of direct taxes, as specific to governments which are more favored from an economic perspective and which are based on global income tax and income tax of legal entities;
- Tax systems dominated by indirect taxes, as specific to underdeveloped countries or those subject to an economic crisis;
- Tax systems with a complex predominance, as specific to economically developed countries, with balanced systems: social - economic systems, social - democratic political regimes;
- Tax systems which are dominated by general taxes, as specific to more developed countries, tax authorities and accounting structures are well organized. These systems are dominated by income tax and value added tax (VAT)
- Tax systems where special taxes dominate, where taxes are set according to different income categories and vary in types.

Over the past two decades, our country has undergone major changes. Political, social and economic changes created the immediate need for an immediate review of budgetary and fiscal policies. Of course, our fiscal system has also become part of these changes, which has given its impact on the reporting of entities and the tax system, shortcomings that had to be overcome in order to expand the private sector and promote tax reform.

Methodology

In the realization of this work, both primary and secondary data were used. Primary research is based on quantitative research through the distribution of questionnaires and qualitative research through interviews with financial experts of entities and tax administration officials. Also, in the paper I used the qualitative method. On one hand, theoretical analysis has been carried out in the form of comparison and description between the two forms of reporting (qualitative research). This paper is also based on a qualitative method, the purpose of which is to identify the importance of studying financial and tax reporting in order to identify and avoid overlaps in the financial statements. The resources provided are primary and secondary. Literature and in-depth interviews with financial experts and heads of entities have served as the basis for building the questionnaire, as a very important instrument in primary data collection. Secondary sources consist of scientific articles, texts of professors in the field, foreign literature, and reports from institutions. Which is the result of reviewing an extensive and contemporary academic literature, foreign and domestic, regarding accounting arrangements, accounting / financial standards, fiscal system and fiscal reporting, as well as the relationship between these two reports? From the analysis of this literature, the main dimensions of the orientation of the relationship between accounting and fiscal (consequently the relevant estimates) were identified. The literature was extensive and helped me a lot to focus on many different issues.
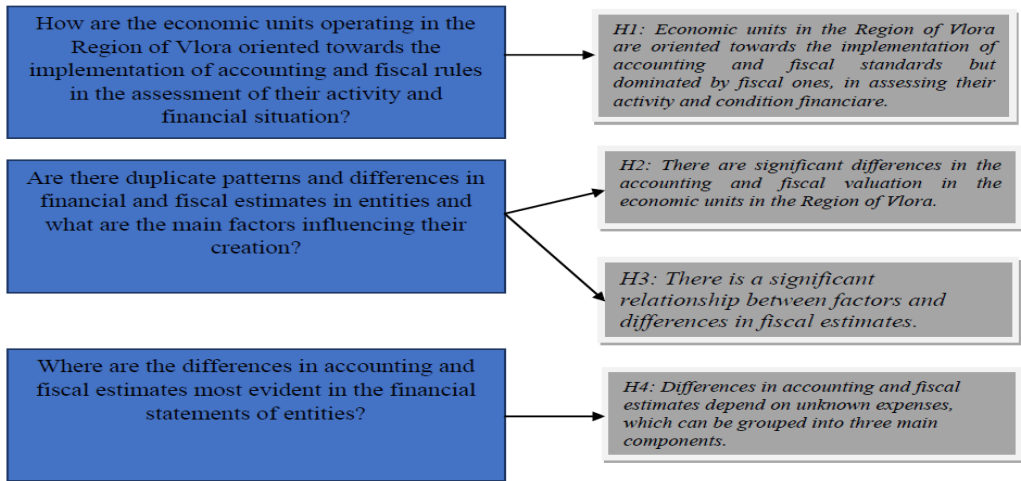
Figure 1: Designing the relationship between research questions and hypotheses

Variables

The variables considered in the paper are: The dependent variable in this paper is the differences in accounting and fiscal reporting (estimates).

The independent variables in this paper are:

- Impact of accounting standards
- Frequency of changes in fiscal legislation
- Different accounting and fiscal purposes
- Integrity and professionalism of the tax administration
- Tax rate
- Complexity of fiscal rules
- The culture of taxpayers
- Trust in fiscal policy and implementing institutions
- Size of economic units (the basic classification criterion is that of turnover according to the fiscal classification, specifically in small business without VAT, small business with VAT, large business and VIP)

Bartlett's Test of Sphericity- which is based on the examination of the observed variance-covariance matrix. According to this test it is checked if this matrix is an identity matrix. A matrix identity is a matrix in which the elements on the diagonal are one and the elements outside the diagonal are zero. If they are going to be one, that means the group variances are the same, so there is no variation between the variables. In the same matrix the diagonal elements show the covariance. If they will be zero or very close to zero this means that the variables are not correlated. If the test turns out to be insignificant, then this means that the correlations between the variables are zero or close to zero, so the variables cannot form groups or factors. When it gets a value less than 0.05 it indicates that factor analysis can be useful for our data. Kaiser-Meyer-Olkin (KMO) - The KMO indicator varies between 0 and 1.

Multiple Logistic Regression Analysis- In testing the third hypothesis, the questionnaire data were processed in order to test and explain the relationships that exist between the factors and the dependent variable difference in accounting and fiscal estimates. These relationships have been studied and tested using the statistical model of multiple logistic regressions. This type of regression has similarities to regression in the form of a linear equation. In the simplified form, when there is only one independent variable, the form of the logistic regression equation estimating the probability of Y is given:

$$P(Y) = \frac{1}{1 + e^{-(\beta_0 + \beta_1 X_1)}}$$

P (Y) - is the probability that a certain attribute of Y occurred,

e- is the basis of natural logarithm

βi -are coefficients from a linear combination similar to a simple linear regression.

Logistic regression can also be with many independent variables, which can write:

$$P(Y) = \frac{1}{1 + e^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_n X_n)}}$$

Model evaluation: measured between the Wald test

This statistic has a special distribution, known as Hi-square. Both the t test in linear regression and the Wald statistic show whether the coefficient b is significantly different from zero. It is mainly used to ascertain whether the variable is an important predictor of results (Field, 2009).

$$\text{Wald} = \frac{b}{SE_b}$$

The simplest way to estimate Wald is to look at the significance level and if it turns out to be less than 0.05 it is concluded that this variable has a significant contribution to the prediction of the independent variable (Field, 2009).

Data analysis and findings

The questionnaire was distributed to the accounting officers of economic entities operating in the Region of Vlora and only 95 of them returned answers. In the surveyed economic units (41%) they exercise activity in wholesale or retail trade. At the same time, this is the largest sector of the surveyed units. The next largest group consists of those operating in manufacturing (22%) and then ranks the service sector with about 14% of the surveyed units. On the other hand, the construction sector occupies about 11% of the units that completed the survey. Meanwhile, the transport and public services sector accounts for 8% of the volume of surveyed units. The rest consists of those operating in the finance and insurance sector (3%) and agriculture, forestry and fisheries (1%).

Checking the first hypothesis

From the survey conducted in the economic units it results that all the dimensions presented in the evaluation questionnaire receive a higher than half of the Lamb scale, implying that in general the economic units that exercise their economic activity in the Region of Vlora "tilt" or "tend" towards evaluation according to the category where fisk dominates.

The total rating for the various aspects of reporting on a scale from 1 to 5 reaches

Level 4,354 out of 5 in totals, which mean the dominance of fiscal regarding unit valuations and reporting. According to the survey results, entities are oriented towards the application of the rules of accounting and fiscal standards but dominated by fiscal ones in assessing their activity and financial condition. **This means that the hypothesis raised is accepted.**

Control of the second hypothesis

To study the differences in the accounting / fiscal reporting of entities, respondents were asked to express their agreement (according to the Likert scale from 1 to 7) regarding the statement: "There are differences in accounting estimates and those fiscal during the exercise of the activity in the evaluation of the activity and the financial condition of your business "

The results from the questionnaire show that there are significant differences in the accounting and fiscal reporting during the exercise of the activity in the evaluation of the activity and the financial condition of the business since the collected answers reach the measure **6.08** out of **7** maximum. This serves as a dependent variable to check other hypotheses following the paper.

The following are statistics on differences in financial and fiscal estimates. There are **95** cases and their average rating is **6.08** on a scale of 1 to 7. The standard deviation indicating for rating fluctuations is **0.754**. It is confirmed that there are significant differences in accounting and fiscal reporting during the exercise of the activity in assessing the activity and financial condition of the entity. ***In this way the second hypothesis gets the answer: it is accepted.***

Control of the third hypothesis

Data collected from the questionnaire and results from the analysis so far. First, the question related to differences in financial estimates (reporting) serves as a dependent variable. We transform this question in the service of further analysis. On the other hand, in the questionnaire the design and composition of questions to gather the information needed to present the factors (independent variables) and to answer the above hypotheses is done as focusing on several dimensions according to the treatment in the chapter of methodology.

First, we recode the dependent variable of differences in estimates according to the format of a dummy variable with values 0 and 1, where the latter is taken for cases where the difference is estimated at the level above 4 and vice versa.

Second, we have the transformation of the model independent variables. To achieve this we use the dimension reduction procedure, which allows us to "compress" questions into a single variable.

The Model Summary table informs about the coefficient of determination of the variance of the dependent variable through independent factors. Since the dependent variable is dichotomous, ie dummy, then the R-square does not carry the same interpretive power as in

the one-factor or multivariate linear regression, but nevertheless there are some R-squares, which are:

• Cox and Snell R2, which relies on the final model log-likelihood and the base model log-likelihood and data count.

Specifically:

$$R^2_{CS} = 1 - e^{\left(-\frac{2}{n}log-likelihood_{final} - log-likelihood_{baz\ddot{e}}\right)}$$

Nagelkerke's R2 suggests another type of measurement as follows:

McFadden's R2 is an alternative statistic for measuring the variance of the dependent variable and is calculated:

$$R^2_N = \frac{R^2_{CS}}{1 - e^{\left(\frac{2log-likelihood_{baz\ddot{e}}}{n}\right)}} \qquad R^2_{MF} = 1 - \frac{log-likelihood_{final}}{log-likelihood_{baz\ddot{e}}}$$

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	35.378a	.685	.915

For the regression estimated through SPSS we see that Cox and Snell's R2 is 0.685, while Nagelkerke's R2 is 0.915. The latest test shows that about 91.5% of the dependent variable variation is explained by the independent variables in the model. A value above 0.20 or 20% calculated for R2 is considered a good measure for explaining the variation of dummy variables. This means that we are satisfied with the level of R2.

Chi-square (Hi-square) statistics ratio with degrees of freedom if this ratio

Turns out to be greater than 1, and then the over distribution is present in the model. In this case it is 0.345 <1 then it is said that in the evaluated model there is no over distribution. Consequently, the model meets the conditions for assuming the independence of the error term.

The analysis of the logistic model reports that, taking into account all the factors listed, with the exception of the variable the impact of accounting standards all others are important in explaining the differences between accounting and fiscal valuation for entities.

This is true for a level of statistical significance of over 90% or a tolerance of 0.1 (10%) 33. The model table summarizes and groups the factors according to the level of importance (90%, 95% and 99%) that they represent in relation to the dependent variable.

Of all the hypotheses formulated, only Hypothesis 1 is not accepted or rejected. Others are accepted. Because we have the acceptance of at least one hypothesis, then **the third hypothesis is also accepted**.

Control of the fourth hypothesis

The two main tests are the Bartletti sphericity test and the Kaiser-Meyer-Olkin (KMO) sample suitability test. From the analysis of the data in this paper, the KMO and Bartlett test informs that the sample suitability index (KMO) for the whole sample is 0.815, which we will interpret as the sample is above average in terms of suitability for the type of analysis we are performing. There are eight questions that do not exceed the above limit since these questions do not meet the above condition, then they leave the factor analysis and consequently they are not integrated in the analysis that follows.

Also the variables (questions) are listed from those with higher value loads to those with lower value loads. This is done to facilitate interpretation.

Finally, there are three factors that measure the dimensions of unknown expenditures. They are:

- Debt expenses;
- Expenses for recognition of assets;
- Unjustified expenses with documentation. Finally, there are three factors that measure the dimensions of unknown expenditures.

Component Transformation Matrix

Component	1	2	3
1	.978	-0.653	-.023
2	.051	.967	-.294
3	.048	.279	.948

In conclusion, this factorial analysis suggests creating 3 variables instead of some questions related to business costs and expenses. These variables are Debt Expenditures, Asset Recognition Expenditures and Unjustified Documentary Expenditures.

This means that the unrecognized key expenses that affect the calculation and assessment of the entity's profit tax are those expenses that are related to debt expenses, asset recognition expenses and unjustified documentation expenses, which the tax authorities do not recognize them or recognize them in part, despite the fact that they are accounting for real expenses.

Conclusions and recommendations

The conclusions generated are in line with the objectives of this study. The following are the main conclusions of the study:

Entities that exercise economic activity are oriented towards the application of the rules of accounting and fiscal standards but dominated by fiscal ones, in assessing their activity and financial condition.

As a result, we can say that these units during the exercise of their activity, tend to be classified in the fifth category, according to the taxonomy of Lamb: in those rating systems in which, in conflict cases where accounting and fiscal rules provide interpretations of different, then the fiscal rules should be resolved (in this case it is said that fiscal reporting dominates, ie tax rules are used in determining tax and accounting profit). This is justified by the argument that such a trend is evident in Eastern European countries, where there is a strong correlation between accounting and fiscal estimates and that financial element were more classified in the fourth and fifth categories. The relationship between accounting and fiscal in Albania is supported by the principle of the link between fiscal and accounting. They are interdependent (hence the relevant reporting). This dependency relationship exists where accounting / financial estimates are based on fiscal rules or fiscal profit is determined by accounting / financial estimates.

The results from the questionnaire show that there are significant differences in accounting and fiscal reporting during the exercise of activity in assessing the activity and financial condition of entities. This can be translated by the fact that these units are "forced" to be part of a reality based on dual reporting models. In other words, entities in the preparation of financial statements pay more attention to the tax result and less to the accounting result; this is the reason for the differences in reporting. The entity attaches more importance to the tax result, because the application and enforcement of fiscal legislation brings tax effects to them, while non-compliance with MRS rules does not bring these tax effects, although this is always at the expense providing complete and reliable accounting information. The relationship between these accounting and fiscal reporting is characterized by a dynamic and a good treatment of this area requires a study extended over a long period of time.

The factors influencing the creation of dual models (based on the results of the analysis) are generally in line with the expectations of the literature reviewed.

The divergences between the accounting and tax methods of valuation in economic units in Albania are influenced, among others, by factors of subjective, decision-making, cultural, psychological character, factors related to inheritance, related to mentality, factors that have relate to the professional lifestyle of accounting professionals.

In fact, the expectations were that national accounting standards would have a significant impact on creating differences in accounting and fiscal reporting. This was not accepted during the analysis of the results despite the fact that the standards themselves have brought many innovations related to valuation, such as great dynamism and progress in accounting valuation, using fair value or market value.

The relationship between the creation of differences and the frequency of changes in fiscal legislation turned out to be significant and is explained by the fact that the more frequent these changes are, the more likely we are to have differences in reporting.

The analysis of the results showed a significant relationship between the creation of differences and different accounting and fiscal goals: the more different the perceptions that the accounting and fiscal goals are different, the greater the chances of having duplicate models reporting. Undoubtedly, tax legislation aims to generate as much revenue as possible.

The results from the factor analysis suggest that the three main components, where the differences in accounting and fiscal reporting are most evident, are debt costs, costs for

recognizing assets and those unjustified by documentation. It is these expenses that are recognized according to the accounting rules and are not recognized at all or in part by the tax authorities; as a result they produce differences in estimates, thus not presenting the true and honest picture of the entity.

Recommendation

The harmonization of accounting and fiscal rules will reduce the duplicate reporting of entities when drafting the FS.

We think that it is important in making changes to get the opinion of professionals in order to improve the "shortcomings" in time in order to increase the quality of reporting such as adding illustrative examples, continuous access to the online package of standards and guidelines.

Consider the possibility of harmonizing and unifying as many accounting and fiscal rules as possible, in such a way as to minimize the gap created between these two reports.

Any changes in fiscal legislation should be made through consultations with stakeholders, especially the business community. The opinion of the business community is very important for building mutual trust.

All actors such as: drafters of FS, tax administration and accountants' associations, should require entities to complete the financial statements according to the improved NAS, because only in this way, the financial statements will give a true picture the reliability of the financial position, financial performance and cash flow of the reporting entity and its reliability to external users.

Interaction between institutions such as the KKK, the Ministry of Finance should be increased so that laws speak in the same way on specific reporting issues.

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Post-Secular Re-Dimensioning of Religion

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Abstract

From a sociological point of view, this paper deals with the consequences brought by the narrowing of religion in the secularist period and the need for its expansion in social aspects. With the beginning of the modern era religion lost the direction of social and cultural life. It is argued that, religious institutions were forced to limit their activity to private matters, genuinely religious. In the middle of the last century, the revaluation of the positions of religion in society began. It is argued that, a range of sociologists, such as; Peter Berger, Jürgen Habermas, Charles Taylor, Jose Casanova, etc., analyzed the secular period, and raised a number of post-secular problems. Based on the opinion of sociologists it is argued that, scholars had done an insufficient examination of religion, failing to identify a range of opportunities it offers in the trajectory of social activities. Sociologists also took note of the positive attributes, which appeared in many directions during the period of secularism. It is argued that, in Albania, the policy towards religion went in the opposite direction. The 1976 constitution *de jure* sanctioned what had been done *de facto*, in the years of the monist regime, by outlawing religion. Based on the opinion of sociologists, it is argued that, the period of pluralistic developments requires learning to live together in a diverse world and the role that religious knowledge can play in this process. Still, good intentions to acquire satisfying competencies are vital but insufficient. People, whether believers or laymen, feel pleasure when they manage to manifest something good. This requires finding a common denominator between secular and non-secular, despite different traditions. The potency of society requires the discovery of ways in which the collaborative framework can be realized. Secular citizens can and should recognize and appreciate the religious heritage of the country and world culture. This can be achieved by placing religion in its cultural context. Organizations, believers, and clergy themselves have an obligation to engage in social engagement and public debate. This would require not only commitment, but also contemporary skills in dealing with social problems. The study is based on the qualitative research method. The study is located in the Region of Tirana. Due to the potentials that this region has, opportunities are created to make generalizations at the national level.

Keywords: Post-Secular developments, pluralistic developments, social aspects, religious culture, public discourse.

Introduction

Religion, during its existence, has faced many challenges. The post-secular society, which started at the end of the last century, requires the adaptation of the conservative nature of religion to the conditions of democratic pluralism, as a plurality of democratic thoughts, ideas

and practices. The topic of re-dimensioning religion in post-secular society is of increasing interest in the sociological literature. Religion serves believers both in the individual spiritual aspect and in their socialization. Religion has a wealth of experience in promoting peace and social stability. On the other hand, it is thought that some culturally based conflicts also contain a religious component. Pluralistic democratic developments require the constant transformation of the public sphere. These are some reasons for religion to increase its contribution, as a social structure, to the function of society. This is of common interest, both to religion and to society as a whole.

Aim of this paper is for religious organizations to be acquainted with the new paradigms of contemporary developments and to adapt them in function of the life of the believer. Theoretical bases are works of early and young sociologists on the advantages and disadvantages of secularism. From a sociological point of view, this paper addresses the sociological analysis of religion in secular terms. The religious organization is obliged to record the advantages and consequences that the secular paradigm brought to the narrowing of religion in private life; The state of religion in the conditions of democratic, pluralistic developments, in the circumstances of globalization; the need for the expansion of religion in social aspects, in the circumstances of Albania, but not only.

Secularism and narrowing of religious positions

Secularism arose as a need to reconsider the position of religion, in the context of modernist developments. In principle, secularism did not seek to attack the principles of religious beliefs, as can be found in some harsh atheistic variants, which were also applied in Albania, but the mutual respect of institutions. Secular principles required the creation of the necessary framework for ensuring the equality of believers and non-believers, at all levels of social status. According to secularism, also supported by the relevant laws, anyone can choose to practice or not practice any religion, and neither the government nor religious institutions can interfere in their choice.

Modern freedom thinkers rejected authority and dogma, especially in religious thought. Generally, in their reasoning, secularization, or the attempt to separate the church from the state, is considered one of the pillars of modernity. Promoting reason required a rational investigation of phenomena, of any nature. Thus, secularism was born as a movement oriented towards modernity, which, in one way or another, differentiated it from traditional religious values. The Reformation required a rethinking in the light of real life experiences of how biblical interpretations promoted the freedoms of human beings.

Secularism appeared in the West and there received a more complete development. The paradigm of religious the religious beliefs encompassed all kinds of faiths, both Christian and Islamic. Nevertheless, the secularization of society did not become a global phenomenon. The Islamic world had from the beginning expressed reservations about secularism. From a different point of view, an increase in the role of religion in public life was envisaged.

There was an intermediate view, accepting a new form and function of religion. Closely related to the Enlightenment era in Europe, and given that it has played a major role in Western societies, in the Muslim world, secularism is considered, somewhat foreign to Islam. It was initially regarded, mostly as a foreign political regime. Secularism and modernity, developed within an Islamic framework, despite some effort, did not go as deep as in the West. However, it must be said that during the Middle Ages, in the Islamic world, as a result of the spread of

ancient culture, there were secular states. This is because secularism has its intellectual roots in Greek and Roman philosophers and medieval Muslim erudites.

To see Islam and secularism on the same level, one needs a tercium comparison that is neither Islam nor secular. This tercium is the relationship between religion and society, as becomes clear when viewed in the common conditions and problems of reference that underlie Islam and secularism. (Zemin F, 2019: 11) Regarding the relationship between Islam and secularism, Florian Zemmin points out that: "From a secular perspective, Islam can function in part as secularism, while secularism from a modern Islamic perspective, can function in part and Islam." (Zemin F, 2019: 11) Which of these options becomes hegemonic depends mostly on socio-political circumstances. (Zemmin F, 2019: 11) Islamic positions focus on the relationship between religion and society "... both Islam and secularism are general guiding ideas to work out the modern distinction between religion and society." (Zemin F, 2019: 3)

Many thinkers have tried to explain the factors that enabled the transition to the new modern order. It was generally thought that religion would not stand the test of time. Contrary to expectations, religion resisted the changes of the time. Time has shown that not everything went according to Enlightenment predictions. One of the reasons for survival was proliferation and social support.

Regarding religious belief, different attitudes emerged, which see religion, from inside or outside it. From within religion began a movement to defend its interests, which were thought to be harmed by secularism, or by its improper implementation in practice. From the beginning of the last century there was a re-dimensioning of the role of the church, which sought to give religion a new social role. According to the Pope's concern, Pope Leo XIII, in the Vatican Encyclicals, had sought the engagement of the church in social life. By presenting secularist pressure, the Catholic religion justified the increase in the presence and activity of church workers in social institutions; in preschool education, assistance in hospitals, prisons and asylums.

Sociological thought about the religious perspective

By the middle of the last century, some sociologists believed that thanks to modernist and rationalist developments, the mission of religion would move towards completion. Based on this premise, a set of arguments was formulated on the issue of the continuity of religion in the future. Sociologists, from the earliest ones, Durkheim and Weber, predicted the decline of religion. Maxs Weber connects the transition from the old pre-modern to the modern order with rationalism. Intellectuals, according to him, tend to seek meaning in reality through rational ways (Weber M., 1966: 125).

Charles Taylor, argues that before secularism, being a believer was considered a condition for having a natural order. After that, the natural order would be called the secular one. (Taylor C., 2007: 530). Karel Dobbelaere, deals with the role of secularism in the loss of control of religious institutions over other social subsystems, such as: politics, economy, family, education and law. (Dobbelaere K., 2011: 600).

One of the main themes of secularization is that of *social differentiation*. Talcott Parsons analyzes society as a system immersed in an ongoing process of differentiation. In this process the new institutions take on the necessary tasks in a society to guarantee its survival while the original monolithic institutions fade away. This is devolution from single institutions, less

differentiated into an increasingly differentiated subgroup of institutions. According to David Martin (2005), "Parsons saw differentiation as a separation from the ecclesiastical control of each social sphere: state, science and market, law, welfare and education.") (Martin, D., 2005: 20). Analyzing the secularist effects, David Martin notes that the concept of social differentiation has been its "most useful element." (Martin D., 2005: 20)

By the end of the last century there is a revival of religion in public life. This was considered an argument against the growing crisis of modernity. According to Peter Berger, "The world is as religious as it has ever been" (Berger P., 1999: 2). According to Habermas, 2008, modernization changed the shape of the family and the way it operates in society. With the creation of a new, weaker community, according to Habermas, 2008, the role of family institutions diminishes. As a result, families and parents are receiving less religious support. For many groups, traditional family values have been overshadowed. Which means that children have become more independent of families, kinship ties.

Jürgen Habermas gives arguments on how the process can be realized, from a methodological point of view. He argues that the inclusion of religion in the public sector requires secular citizens to be open to religious influence. This is also due to the fact that the identity of Western culture is rooted in Judeo-Christian values. Religious and secular should not exclude each other, but learn from each other and coexist with tolerance. To accommodate this coexistence, modern societies that have considered themselves completely secular must change value systems accordingly. (Habermas Jürgen 16 September 2008: 1).

Habermans adds the problem of the participation of religion in the public sphere in communicative terms. Stakeholders, through will and discussion, can give their opinion within the public sphere which can be achieved on the basis of respecting the norms and principles of constitutional democracy. According to him, the decisive force is the "binding force of the best argument" (Habermas J., 1996: 103). In this meeting, according to Habermans there should be a positive connection between religious morality and the secular morality of society. The lay citizen acknowledges the impossibility of proving the irrationality of religious worldviews, just as the believer does not attack the theory of evolution.

Bitter experience of religion in Albania

The analysis of adaptation to the current conditions is also triggered by the bitter experience that was applied in Albania. The totalitarian state, which was established after the Second World War pursued a repressive policy towards religion. In the monist system that Albania went through, religion was hit hard. The fight against it took place in two phases: 1945-1967 and 1967-1990. The 1976 constitution de jure sanctioned what had been done de facto, in the years of the monist regime, by outlawing religion.

The 1976 constitution *de facto* banned religion. According to the constitution: The state does not recognize any religion and supports and develops atheist propaganda. To attract the attention of the masses, the state placed the fight against religion in line with the fight against backward customs. According to the constitution, the following are prohibited: "Fascist, anti-democratic, militant activities and propaganda, as well as incitement to national and racial hatred. (Constitution, 28 December 1976, Articles: 36, 55).

The monist state went against human rights. In the wake of the tragic events of World War II, the 1948 Universal Declaration of Human Rights was formulated as a general ideal to be

achieved by all peoples and all nations. Article 18 of the Declaration states that: "Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance."

Democratic state and religion

The new democratic system, after 1990, pursued a policy of religious tolerance. In the pluralist system reciprocal relations have been developed between the state and religion. They are based both on respect for the freedom of religious conscience and on its development against the complex background of preserving secularism and consolidating the modern nation-state.

The Albanian state has recognized the European Convention on Human Rights of the Council of Europe, which includes the right to religious freedom. Article 9 of the Convention also defines Freedom of thought, conscience and religion. According to the Convention: "Everyone has the right to freedom of thought, conscience and religion; this right ... may not be subject to restrictions other than those provided by law and which constitute necessary measures in a democratic society in the interests of public safety, the protection of public order, health or morals, or for the protection of the rights and freedoms of others", (European Convention on Human Rights, June 2010. p. 11).

The Constitution stipulates that there is no official religion in the Republic of Albania; that the state is neutral in matters of faith and conscience and guarantees their freedom of expression in public life. Article 10, point 4 stipulates that: "The state and religious communities mutually respect each other's independence and cooperate for the benefit of each and everyone." (Constitution of the Republic of Albania, 2016, p. 3).

The government, in 2002 and 2008, entered into agreements with the Sunni and Bektashi Muslim communities, the Catholic and Orthodox churches, and the Evangelical Brotherhood of Albania. Bilateral agreements serve to codify agreements relating to official recognition, restitution of property, exemption from income tax, donations and religious property, and exemption from the submission of financial records for religious activities.

Methodology

The treatment of religion as a social reality enables to see the way how sociological literature can approach the work of the religious organization. In methodological terms, research questions are: How is the religious organization in the Republic of Albania updated with the post-secular paradigm? What is the contribution of the religious organization in examining contemporary ideas and practices in the life of the organization? How are believers conveyed in social life: family, community and society?

In this paper we describe and compare the most common qualitative methods. These include observations, conversations and interviews. They are also used other qualitative methods, include document studies, key informants, alternative (authentic) assessment, public records and case studies. According to Durkheim, but not only, "... there is nothing better than observing the behavior of individuals in a group to be convinced of the 'invigorating' action that social groups exert on their members" (Borlandi, M, 2012: 367 - 385)

The county, in terms of demographics, has some features. 1/3 of the population of Albania lives there. The total population of Albania is estimated at 3 million (July 2017 estimate).

According to the general census of 2011, regarding religious affiliation, in the territory of Albania are 56.70% Muslims, 10.03% Catholics, 6.75% Orthodox, 2.09 are members of the Bektashi Order (a form of Shiite Sufism), 0.14 evangelicals. While 5.49 are self-declared as unqualified believers and 2.5% atheists. The number of those who preferred not to answer for their religious affiliation is 13.79% of the total population.

Object of the study: five communities (with Muslim, Catholic, Evangelical, Orthodox and Bektashi believers and Jehovah's Whitnesses) of Tirana Region, from 2016 onwards. 38 people were interviewed. The phenomenon was generally studied within religious communities, but observations and conversations were made with believers outside the communities as well.

Numerous conversations took place, especially with Muslim believers. This is because they are generally identified through appearance and can be found outside the community. They were open to conversation and showed a desire to express themselves. In some parts of Tirana, you can meet Jehovah's Witnesses who have set up stands to advertise religious literature which created the opportunity to observe their behavior with bystanders, as well as to enter into conversations with them.

Findings and reflections

From the literature review and fieldwork with religious communities, some findings can be identified. Believers show interest in social issues. They think that different cultures are not divisive but unifying, because they are united by the idea of God, who is one and everything is done by his will. In Albania, religious communities are in harmony with each other.

The explosion of the masses, which was observed in the process of transition from monism to a democratic system, showed that repressive attitudes could not lead to the elimination of religion. Religion in Albania was revived, after the collapse of the totalitarian order. This is due to both the tradition and the support from the external factor in the organizational units. Also, business believers, whether inside or outside the country, have helped the religious communities with donations.

The heads of religious institutions, on holidays, promote both religious and social values, emphasizing the fraternal spirit and the language of understanding at the national level. The leaders of religious communities, especially on holidays, congratulate all believers, regardless of religious beliefs. Worshipers of different faiths congratulate each other. The spirit of understanding has made the different communities in Albania live in harmony. Which is also pointed out by the international factor, Albania is taken as an example of religious coexistence. This is also evidenced through this study.

Belief in the great God comes first. Then others come." M. A., 67, married, said "Religion is more important than the national issue; a man without religion is like an animal without bridle." Believers generally think that man is a creature of God and then come connections, desires and other social and national relationships. At this point, Bektashi believers differ. Their leader, Baba Mondi said: Without Homeland there is no religion! (TV Ora News, 22 August 2021). This expression is in the tradition and platform of the Bektashi program.

Muslim believers do not support the recruitment of some individuals who joined the Islamic State (ISIS) or similar violent extremist groups. F. A, Muslim believer said: "They are jihadists. We have nothing to do with them. "There are people who deviate, but they do not represent our faith." While the Muslim cleric Y. G, in an interview said: The return of 19 Albanians from

the Syrian camps is good news. Holding a critical attitude he added: "The Muslim community had to be the first to care about their fate" (Report TV, 2 August 2021)

Believers generally say that they have no problem marrying a person of another religion, but in fact, they are generally married within the same faith. To the believer every attitude is an expression of their inner conviction. But, from the analysis of the phenomenon it turns out that religious traditionalism also contains the latent factor.

In Tirana there are many people from the cities and provinces of Albania, who carry their culture and believe. In the Region of Tirana, different believers pray and in conversations and interviews with them, they bring the religious experience of the cities and provinces from which they have moved. In the religious institutions of Tirana, it is often the case that believers who live in Tirana, as well as believers who are temporarily there, pray. Even this group of believers has been ready to talk about the organization where they live. Even from the review of these cases it results that the religious problem in the Region of Tirana is similar to that of the believers, who come from different cities and regions of the country.

Another factor for generalizations is the fact that religious morality, in content, with all the mosaic religious, cultural, is the same, as it is permeated by divine inspiration, which knows no ends. For them there is only one God, who determines their destiny, despite religious, cultural divisions and everything else different. From the contacts with the believers, the uniformity in the treatment of the social dimension of the religion is noticed. This can be explained by the conservative character of religion. From what was said above, the special demographic parameters of the Region of Tirana enable to be achieved in generalizations at the national level.

Conclusions

Sociological studies on this topic are a great help to the organization, believers and the general public. Community leaders inspire believers to be good believers and devout citizens. Especially on holidays they exchange congratulatory messages for a better life for the whole. Believers respect the family, following both religious and social norms. Believers generally value the national cause, but having faith in God, they think that everything comes after it. Bektashis think differently. Their motto is: Without a homeland there is no religion! Religion has the potential to challenge knowledge and experience in public settings. Sociological concepts should be clearly and simply explained, based on the educational, cultural formation of believers.

Recommendation

Adapting to the new pluralistic and globalist conditions requires commitment and dedication from organizations and clergy. It happens that some clergy, focusing on belief in God, attack the theory of evolution. This does not go with the current requirements. The religious organization is obliged to be updated with the spirit of the time, maintaining righteous attitudes towards some sharp issues related to abortion, same-sex marriages. Clerics and lecturers and society as a whole, with relevant factors and actors, have an important role to play when dealing with social phenomena.

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Interfaith cooperation: An Albanian experience

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Abstract

Traditional religious communities in Albania have recently made intensive efforts to preserve and strengthen religious harmony in the country. These efforts have also been supported by international organisations and programs that endorse the development of interfaith dialogue in the world. Thus, with the support of the World Conference of Religions for Peace, the leaders of the four traditional religious communities in Albania drafted and signed the Declaration of Common Moral Commitment (2005), in which they publicly express their common views of preserving and strengthening religious harmony in Albania as well as the desire and willingness to engage in concrete action to achieve this goal. Following this Declaration, the religious leaders worked for the establishment of the Interreligious Council of Albania (IRCA), based on existing models of such councils, including the Balkans. This Council, whose foundation became formal in October 2007, would serve as the highest forum for interfaith dialogue and joint initiatives on issues of common interest including the issue of return of property to religious communities as a priority concern for all religious communities in Albania.

Keywords: Albania, interfaith, dialogue, interreligious, tolerance.

Introduction

Albanians are people among whom both Abrahamic religions, Christianity, and Islam, coexist, together with their respective branches. Today, parts of the Albanian population belong to three Christian communities, the Eastern Orthodox Christianity, the Roman Catholic Western and the Protestant communities. Likewise, there are also two Islamic communities, Sunni Muslim and Bektashi. Albania also has atheists and believers who do not practice any specific rite and are not part of any religious community or belong to mixed families of several faiths. During the first half of the 20th century, there was also a Jewish community. Officially, Albania is a secular state, and according to the country's Constitution, Albania does not have any official religion. However, the state has not abdicated responsibility for the creation of favorable conditions for the revival and development of religion. The religious void under communism created conditions that caused, after freedom, various interferences and different goals could create discontent even within the same religion and community (Kruja, 2020a, p.76).

The way of value exchange between civilizations is present among Albanian people. In this aspect, among Albanians there values interaction such as: the relations between Albanian subcultures influenced by Christianity, Islam and the relationships of Albanian culture with the culture of its neighboring peoples, which have coexisted within the Albanian people since

the XIV century. They are present in the lives of Albanians and therefore require objective and deep approach by competent professionals, as they have left deep traces in various fields of scientific disciplines and in the lives of Albanian people in general. This coexistence is found in art, architecture, language, beliefs, and so on (Kruja, 2020b, p. 191).

In fact, apart from several joint statements, participation in international conferences and some routine meetings of the executive committee, this council has not been very active sticking more to the traditional line of participation with each community's official names in various interfaith meetings rather than participating and coming out with a single name (IRCA), which seems to have diminished the media power given by traditional names of each party.

Strengthening religious harmony also requires a favourable climate of public life, where religious differences are recognized and respected as values and are not seen as indisputable sources of conflict (Kruja, 2018, p. 109). The Project on the Perfection of Values of Religious Harmony supported a number of activities which aimed at creating such a climate: production of documentaries that record values of religious harmony and highlight the commonalities of religious values among the young in various religions, meetings and trainings with journalists and students, facilitation of dialogue among religious leaders, journalists and academics, as well as research into interfaith relations in Albania. Analysis of the above mentioned programs and of several other attempts such as a program about cultivating interfaith dialogue in the country's religious schools has shown that such attempts face several challenges and limitations (Fuga, 2010, p. 51).

Religious Communities in Albania

All religions in Albania have had or have their communities of followers organized in different forms. Sociologist Max Weber and religious historian Ernst Troeltsch were the first to make a classification of religious organisations, which has later been completed by contemporary sociological studies.

Troeltsch wrote that official religious organisations are stable and well integrated within their societies. They are not officially affiliated to the state and today in Albania there are five religious communities, four of which are traditional and have a special treaty with the Albanian state ratified by parliament.

Religious communities in our country, the Muslim Community of Albania, the Autocephalous Orthodox Church of Albania, the Catholic Church of Albania, the Bektashi Order and the Evangelical Protestantism, are official religious communities and organisations independent of the state.

Teki Selenica was the first researcher to include religious reports in his study *Albania in 1927*, which found that 67 % of Albanians were Muslims, 21.5 % were Orthodox and 10.8 % were Catholics (Hysi, 2006, p. 224). Even according to official data published in 1937, Muslims made up 70 % of the population, while Orthodox and Catholics made up 20 % and 10 % respectively (Dervishi, 2003, p. 99).

In 1941, the quisling administration published a document confirming the specific percentage of each religious community in Albania.

Even after World War II, in 1945, the state provided data on the population according to religious convictions. In all cases, documents confirm almost the same percentage of religious affiliation in Albania.

After the 1990s, there were debates about these percentages, but there was never a precise reference to this percentage after decades of no census. A national census was taken in 2011 but it was highly debated regarding organisation, the questions and other major issues. About 13.79 % of the population boycotted the questions about religion. Meanwhile, many others remained uncounted, as the author of this book points out; the irony was that even the family of the head of Muslim Community of Albania, Hafiz Selim Muca, were not counted. There were strong objections from both the Muslim Community and the Orthodox Church regarding these issues.

The census data showed that 56.7 % of the respondents reported they were Muslims, 10.03% Catholics, and 6.75% Orthodox. 2.5 % reported they were atheists, 2.09 % Bektashis and 0.14% Evangelicals. The data collected about 2.43 % of the population were either not well-defined or invalid. While 5.49 % reported that they believe but do not belong to any particular religion, 2.5 % reported that they were atheists, that is, they do not believe and do not belong to any religions (INSTAT, 2011, p. 71).

These results led to heated debates, which had begun prior to the census and affected the census results, with about 14 % of the participants boycotting the questions about their religious affiliation. I think that debates about the percentage of population according to religion do not serve the spirit of interfaith coexistence, understanding, harmony or dialogue.

Interfaith dialogue and co-existence are challenging goals. In recent years, Albanian governments have been trying to move forward, playing an active role in keeping interfaith coexistence healthy. One of these steps has been the opening of Islamic, Orthodox, and Catholic theological programs in Albania so that religious leaders and experts can be educated and trained within the countrry. Another important project of the Albanian government has been the idea to include a course on religion, where dialogue in middle and high schools aims to support, sustain, and maintain healthy harmony between the various religious communities in the country, and to provide a good example for others (Kruja, Zaimi, Gjana, 2021, p. 335).

Religions in today's democratic conditions

The current social structure of the Albanian society should be a guarantee of a peaceful coexistence between religious groups in the country. Political and economic interests that prevailed in Albania after 1990 disregarded religion-related issues considerably. Unlike politics and its elite, reassessment of the positive historical tradition of interfaith coexistence and relations made attempts to facilitate and improve the path and quality of Albanian democracy.

The political, economic and social changes that have occurred in Albania since its opening to the westerns world, call for more will in recognizing and accepting the diversity of Albanian society. The expectation that the state and religion in Albania will find an essential consensus on various political and religious changes remains a rational idea. Political institutions should operate in such a way that they respect the differences between communities, whether subcultural, ethnic, gender or religious as well as to ensure that state policies show equal

respect to the values, forms, practices, and, even the requirements of each religious community.

It must be admitted that we are guided by a priori assumptions: we are different from other countries of the world and in this country, there has not been and there will not be conflicts of religious nature. If this remains absolute, then, you can hardly talk about real impacts of various meetings, discussions or seminars organized by NGO-s, which are often characterized by infertility. It is worth noting that there are also concerns of representation at the local and national level in Shkodra and beyond, which provoke or tend to further improve religious harmony and peaceful coexistence. When there are such concerns, we can and should acknowledge them, discuss them openly and make joint efforts to address them.

With the restoration of freedom of religion in Albania, many people embraced other religious fractions, cults and practices. Social and economic factors seem to have been decisive. In addition, their rebirth or expansion came as a result of the gap vacuum created by the multiyear ban on religious beliefs in Albania (Gjuraj, 1997).

Religious symbols and interfaith harmony

Symbols play an important role in a country's social life. At the same time, religious symbols in a multi-religious country can become objects for a competition of symbols opening up areas of influence among believers of different religions, which may also lead to possible conflicts such as in Bosnia, Kosovo and Macedonia. This is also seen in Albania, a traditional multi-religious country known for its tolerance and interfaith understanding among the three religions, majority Muslims, Orthodox and Catholics.

After the 1990s, with the reopening of places of worship, construction of mosques and churches began throughout the country, even in remote mountainous areas. There were also new tendencies such as building churches in places where there were no Christian believers. In addition to these, the country saw the entry of various religious sects and denominations from around the world, which, perhaps carried out other missions under the umbrella of religious propaganda.

As in some other cities in Albania, construction of places of worship began in the capital too, and surprisingly, they were called the Great Catholic Cathedral, the Great Orthodox Church and the Grand Mosque (especially by the media), as if it were a race for the biggest place of worship and the one who won the race would be the leading religion.

In addition to this, they continued to build huge crosses in the mountains and cliffs of Albania, similar to the giant cross of Skopje built on the top of a high mountain around the city. At the end of July 2004, a cross was placed in the hills of Krraba, a territory within the administrative jurisdiction of the municipality of Bradashesh, on the outskirts of the village of Fikas, which initially caused surprise and then concern, not only among the Muslims but also in the public opinion of the city of Elbasan. The concern raised by the cross, especially among Muslims, was not a manifestation of intolerance or rudeness towards Christians. This apparently problematic concern is irreplaceable in solving the problems arising from the placement of the cross. These problems are not caused by the cross itself as an essential part of the Christian doctrine but by the deviation from the concept of the cross and crucifixion in the said case.

It would be indiscreet to say that the local group identified with this cross are the inhabitants of the village of Fikas. For this answer to be sincere, the cross would have to be placed

somewhere near the inhabitants' dwellings in order to demonstrate the connection between the symbol and the identity it belongs to.

There is neither a house of this village, nor a single sign of the presence of the village at the point where the cross is placed. At the best case, instead of serving as a symbol indicating a particular religious group and the existence of such a group identity, the nine-metre cross serves to imagine and invent the group to which this identity belongs (in this case, Christian identity). At the very worst, since the village of Fikas does not show from where the cross has been placed and since the only settlement visible from there is the city of Elbasan, the nine-metre cross only serves to show or imply that the group identified with this symbol are the inhabitants of Elbasan. And since this city has a Muslim majority population, however loyal or trustworthy people may be, this cross was considered a provocation.

The main principle of tolerance, of which Albanian society, is rightly proud is that the various social, ethnic and religious groups have a range of characteristics and meanings, which distinguish them from one another. These features are not a priori inviolable and immutable; they are conditioned by several premises that balance one another.

After the case of Elbasan, another ten-metre cross was placed in the area of Butrint without permission either from the government or the authorities. When the construction inspectorate tried to remove this huge cross, it was met with reactions from some organized residents. Then, it was the *Omonia* organization, which protested publicly calling the act of the construction inspectorate political and religious. It was also said that the cross was not big enough to become a concern.

In fact, Albanians want to live in peace and harmony with one another, as they have lived throughout their history; therefore, harmony must be protected from provocations. Referring to the media, these crosses, which continue to provoke, have been raised in Korca, Shkodra, Malësi e Madhe, Lushnja, Saranda and Gjirokastra, and most likely in other territories of which the author of this book is unaware. Religious tolerance is maintained when it is sincere and mutual and in the hands of the official centres of religious communities in the country. What would happen if Muslims demanded the construction of a high minaret in the hills of Elbasan? A race of symbols would certainly not be in the best interest of the country or of understanding. Both Muslims and Christians have largely kept silent about these decisions so that no discord or misunderstanding arises, which could result in ordinary believers or particular individuals going out of control. Therefore, interfaith harmony and coexistence in Elbasan was not tempted; it offered new values of civilization and coexistence in peace and harmony among its nearly 500 thousand inhabitants.

Shkodra – a model city of interfaith tradition and harmony

Interfaith understanding in Albania, especially in Shkodra, has ascertained and confirmed over the centuries by many foreign scholars, linguists, historians, ethnographers, missionaries and diplomats who have visited or lived in Shkodra for months or years. When the national flag was raised in Shkodra, on November 28, 1913, (the first anniversary of independence), Muslim and Christian brothers joined the rally and chanted together: "Long live Albania". That night the bell tower of the church of Fretën was connected to the minaret of the mosque of Fushë-Çelë through a wire where the national flag fluttered in the long line of red and black lanterns (the colours of the national flag).

Fishta wrote*: "About 20 thousand people had gathered along with gentlemen from Shkodra, the most selected ones… That day my heart rejoiced not only to see Muslims and Christians fraternized under the flag of Albania, but also at the bravery and generosity this people was showing in the best interest of Albania, their own country. This is how it should have always been for Albania: a lot of people and work, but as little noise as possible*" (Hylli i Dritës, 1914, p. 131).

Patriot, publicist, and fighter for national education, Sali Nivica came to Shkodra and found the traditional warmth, generosity and love of Shkodra regardless of faith. There he felt as if he were in his hometown, Vlora. He was assassinated, which shook the whole city of Shkodra. The honourable Hamid beg Gjylbegaj, Father Gjergj Fishta and Jonuz Tafili spoke at his funeral which was attended by both Muslims and Catholics. Below is an excerpt from Gjergj Fishta's speech at Sali Nivica's grave:

"*The predatory death did not allow you to enjoy the fruits of your hard work, to see Albania as you had always desired. But what can we do? This is what our Lord has made lawful for you in His judgement. While wandering in the hills of Paradise, your pure soul will rejoice at Albania, which we hope will be blessed with the help of God. May your soul rest in peace, Salih! May God have mercy upon your soul!*" (Populli, 1920, p. 4).

This speech clearly demonstrates excellent religious patriotism and tolerance. Father Fishta speaks with pathos at the grave of a Muslim patriot and, he deliberately uses Muslim terminology such as "Jannah" (Paradise) and "rahmat" (Mercy) instead of Catholic terms. Attendance at the funeral was interreligious too; both Muslims and Christians paid their last respects to Sali Nivica and mourned the loss of such a great patriot from Nivica in Vlora.

On December 30, 1940, when father Gjergj Fishta passed away, everyone, regardless of faith, gathered at his grave. Two prominent personalities of Albanian culture and patriotism gave their funeral speeches. One of the most touching speeches at the ceremony was the one by Hafiz Ali Kraja. This funeral was an excellent demonstration of unity and interfaith brotherhood. Among other things, Hafiz Ali Kraja pointed out:

"… *Your work, o poet, will be an excellent page in the political history of the Nation! Be confident, you great poet, that Albanians will always be proud of "Lahuta e Malcisë" (Highland Lute), as Helens are of the "Iliad" and Persians of "Shahnamen"… Today, the intellectual youth with your "Lute" in their hands, take the oath to always preserve and keep your lofty ideal of the Albanian nation as a sacred moral thing*" (Kruja, 2015, p. 29).

The book of a well-known Muslim cleric contains arguments for interfaith harmony in service of national unity. The very title of the book *Do we need religion, does it prevent national unity* (published in 1924) is very significant.

Sheuqet Muka, author of several articles, delivered the speech *The work of Gjergj Fishta on national awakening* at the 1931 symposium organized on the occasion of the 60th anniversary of the birth of Father Gjergj Fishta. Fishta had a very good relationship haji Hafiz Muhamed Bekteshi (Zëri i Ditës, 2006).

One of the most prominent figures of Catholic clergy as well of Shkodra and Albanian citizenship, Father Pjetër Mëshkalla, experienced the ordeal of suffering and torture in the prisons of the totalitarian communist regime (1944-1990). Below is what a citizen from Shkodra, who knew him closely, wrote about him:

"I remember one day seeing him at the doorway and according to tradition, I invited him in, but he refused; he told me he was leaving to pay visits on the occasion of Eid al-Fitr. He said he was first going to visit Hafiz Ali Kraja and then the Muslims with whom he had good memories of the prison time. They would also return their visit, but what I would like to point out is something else: when he went to prison for the second time they remembered and helped him materially until the day he came out of prison.

They say that when there were debates in prison about theological issues between different faiths, Hafiz Ali Kraja, one of the most knowledgeable Muslims, would always say: - This issue is like this because this is what P. Meshkalla has said" (Radovani, 1993).

The elderly in Shkodra say that Catholic tradesmen closed their shops at the Bazaar in the month of Ramadan, especially pubs and restaurants. This act is evidence of the generosity, mutual respect, the interfaith tolerance and harmony that prevailed among the citizens of Shkodra. Fishta wrote in *Hylli i Dritës*: "...There prevails complete tranquillity among the Muslims and Christians of the municipality of Shkodra. The statute and the convention that the Albanian state has with the League of Nations is also of the same opinion" (Hylli i Dritës, 1924, p. 384).

Regarding the brotherhood and harmony among believers of different religious faiths, especially the highlanders, Fishta wrote: "*The houses and neighbourhoods there may have various (religious) elements which separate them, but when it comes to other matters, things are different; because they have a common assembly, common weddings and funerals ; they go to the stream together, they visit each other on the occasion of various feasts and holidays, they also put up ambushes (of blood feuds) together.*" Or*: "In the North of Albania there is a Bajrak (the Bajrak of Hoti), where everyone is a Catholic except for one family, that of the Bajrak leader, who are Muslims. In 1904, the church of this bajrak remained without a priest for many days. One day, the bajrak leader and a prominent figure from the region went downtown straight to the head of friars, and the Muslim said: - By God, sir, our church has been left without a priest. There is no one to bless our souls while alive, nor our graves when we are dead. I request from you to send us a priest as soon as possible because we desperately need one. The Muslim bajrak leader was very interested in the issue of sending a Catholic priest to that church!*" (Hylli i Dritës, 1930:1947).

One of the main market days in the Old Bazaar of Shkodra (one of the largest bazaars in Rumelia) was Sunday. As it was a day of rest and rituals for the Christians, the city leadership decided that Wednesday and Saturday would be the main market days.

Another expression of interfaith harmony and brotherly attitude among the citizens of different religions is that, in addition to Catholic students, the Xavier College (Jesuit school) was attended by 159 Muslim and 99 Orthodox students (these figures are until 1928). We learn from the book *50th anniversary of the Xavier College* that Islam was also taught as a subject to Muslim students by Muslim teachers and leaders such as Musa Efendi Boriçi (1883-1897), Ismet Efendi (1889-1898), Fejzi Efendi (1899-1903) and Fejzulla Efendi (1905-1907). Meanwhile, Muslim teachers such as Ethem Osmani, Beqie Sejdia, Hajdar Sejdini, etc., taught different non-religious subjects.

Some of the Muslim students were Faik Konica (1875-1943), writer, publicist and encyclopaedist, Tahir Dizdari, a great linguist and prominent Balkanologist, as well as Teofik Bekteshi, patriot and collaborator of the temporary *Djalëria*. Well-known paediatrician

Salaudin Bekteshi and pioneer of national education, publicist, historian, folklore researcher, ethnographer and translator Hamdi Bushati also studied at this school. Other prominent Muslims who attended this college were writer and researcher of Albanian literature Arshi Pipa, as well as patriotic and democratic lawyer Myzafer Pipa. Dozens of other Muslim students, who later graduated in different fields of culture and science, also studied at this school. Some Muslim girls also studied at the Stigmatine sisters' school.

The Ottoman school, which was inaugurated in the autumn of 1902, was attended not only by Muslim students but also Catholic students such as Patuk Saraçi, Lec Shkreli, Kolec Deda, Tom Çeka, Zef Haxhija, Zef Ashiku, etc. They celebrated St. George in the school by organizing a school trip to Zalli i Kirit. Muslim, Catholic and Orthodox parents and authorities attended this event organized by the school administration.

As it can be seen, the very composition of the contingent of students and teachers is not homogeneous in terms of religion; on the contrary, the mixed contingent demonstrates religious coexistence and harmony in this region.

On April 7, 1858, Archbishop Topich blessed the cornerstone of the Cathedral at the inauguration of the construction commencement of the Grand Church, which was attended by Dom Ejll Radoja, parish priest, and other prominent priests. Daut Boriçi, a Muslim leader, prominent patriot, and director of education in Shkodra and Istanbul, delivered the keynote speech. He called the inauguration of the construction of the Cathedral a great joy for all Shkodra residents, regardless of religion.

Later, patriot Filip Kraja sent the Vienna government a note of protest against General Trolman's aggressive acts towards Muslim highlanders of Upper Shkodra, through the mediation of patriot Bajram Curri. Consequently, Trolman left Albania and the Muslim highlanders were released from prison and returned to their homes thanking Filip Kraja from the bottom of their hearts.

The reopening of the first church and the mosque in Shkodra in November 1990, after an almost quarter-century ban, were also an expression of interfaith harmony and brotherhood against the communist regime, which was still in power. Many young Catholic and Muslim boys collaborated in a Catholic Church cemetery. Someone said rapid intervention forces were coming to arrest the young people who were working. One of the Catholic guys told his Muslim friends: "Leave! At the very least, save yourselves! We are determined to die here in the church." "If it is a matter of death, we will die together", replied the Muslim boys. "We will not leave until they take away our souls!"

Although I was then a a thirteen-year-old boy, I still have fresh memories of those days; many Catholic volunteers worked along with Muslims to prepare the Mosque of Plumbi (Lead Mosque) for the first Friday prayer ceremony at after the decades-long ban. Who can tell whether there were more Catholics than Muslims in that endless gathering of people attending the first Mass held by Dom Simon Jubani? Who can tell whether there were more Muslims than Catholics among the tens of thousands of attendees in Hafiz Sabri Koçi's first sermon on November 16, 1990? What do these facts show? Do they show disruption or religious unity and brotherhood against the communist tyranny which had closed down all religious places and institutions for a quarter of a century?

On April 25, 1993 Pope John Paul II kissed the Albanian soil. He was welcomed not only by Catholics, but also by Muslims.

Even at the beginning of 1997, when Albania was plagued by usury and its fatal consequences, a very interesting event was recorded in the city of Shkodra, to which I am an eyewitness. On March 13, in Shkodra, as throughout Albania, where tranquillity and peace had prevailed until that day, a group of residents gathered in front of the city hall demanding weapons to protect the city from possible vandalism and looting following the word that had spread in the city after the bank crisis earlier that year. After the government's official silence, a group of people broke into the weapons depot and thus Shkodra joined other cities where only gunshots were heard.

The next day, Friday 14th, although on a dangerous day of unrest, the mosque was filled with worshipers from all the mosques of the city, because of an anonymous letter sounding the alarm that the mosques would be blown up that night. On the same day, the news spread that the Great Church of Shkodra, built in 1857 during the Ottoman rule, would be blown up too. After the Friday prayer had started at the *Abu B*akr mosque, representatives of the Catholic Church entered the mosque and waited until the end of the prayer to be received by the mufti of Shkodra, the deceased H. Faik Hoxha. They went together to the mufti's office where they discussed and put forward possible alternatives to face the challenge of disrupting interfaith coexistence and harmony as well as potential violence if something as terrible as the blowing up of the Muslim and Catholic places of worship occurred. One of the alternatives was for the Catholic side headed by the priest to guard the mosque at night, while the Muslim side headed by the imam guarded the church, so that if a group of vandals came to commit such an act in the name of religion they found the leaders of their own religion at the other party's place of worship. In the end, since people who might do such acts could not have any connection with any religion and in order to achieve their goal they might even blow up the religious leader, it was decided that the believers of each community guarded their respective places of worship. Thus, that night mosques and churches were protected by believers who were ready for the trenches.

Although it turned out to be false news and nothing happened, it was a dangerous provocation with unpredictable consequences. In addition to this, a suspicious fire broke out in the wooden church of a small Orthodox community in Shkodra, but it was definitely not used as provocation.

The most specific example of interfaith harmony was in March 1997 when the leaders of the three religious communities dressed in their religious clothing, together with the Mayor of Shkodra, Bahri Boriçi, took to the streets of the city and called on the citizens to maintain composure and prudence and not to fall prey to the various provocations aiming at disrupting the city's interfaith coexistence and harmony. This is a unique example in Albania and perhaps in the region and beyond; with the state powerless to maintain order and provide protection, the local government seeks the help of religious communities requiring them to influence citizens with their calls for maintenance of calm and preservation of interfaith coexistence in the northern metropolis of Albania.

In Shkodra, Eid, Easter and Christmas are celebrations for the whole city. Muslims and Christians congratulate each other and exchange visits; it is not only the highest representatives of each community that pay visits to the headquarters of the other community,

many citizens visit friends and comrades of the other faith in their homes, too. Almost all foreign artists, tourists and scholars have confirmed interfaith coexistence and harmony in Shkodra. This is also evidenced in many travellers' notes, reports and entire fragments of several books.

Foreigners praise and marvel at everything human in Shkodra including interfaith harmony.

Shkodra is one of the typical examples in the world where monotheistic faiths meet: Christianity and Islam. Sharing the tradition and the modern, they continue to exist next to each other to this day. Traditionally, Shkodra may be considered a challenge for many theories about the dubious coexistence of different religious groups within a multi-religious society (Gjuraj, Tonin. 2003, p. 121).

Albanians' ability for dialogue and assistance from religious organizations

Religion aims at cultivating man's spiritual dimension creating new opportunities of enrichment and perfection beyond traditional temporal and spatial boundaries. In its broadest sense, it inspires not only through preaching and rituals but also by supporting human fragility, overcoming the fear of the unknown and stimulating thought towards the depths of the irrational.

In Albania, there is religious pluralism, which has shown that it has the right doses of mutual tolerance just as there is a well outlined background of interfaith harmony which is partly inherited from the past and partly continues to be protected thanks to religious communities' praiseworthy work to preserve and develop its almost unique values.

Albanian life is multifaceted. Despite the state's secularity, religious life occupies an important place with broad influence at the national level, and perhaps, for Albania more at the international level. If we want to further promote, for example, the existing interfaith harmony, we need to know in detail the setting in which it is born and develops. This requires the contribution of not only the media but also of religious communities which must inform the media about the basic lines where interaction and harmony among and between them are conceived.

Thus, in the conditions of market economy, media should create a positive religious agenda which is at the same time interesting to the reader and the viewer. Building such an agenda requires intensive interaction between both parties; above all, it requires joint commitment to properly understand and appreciate the role of religion in public life and, consequently, the role of interfaith harmony in its perfection.

To perceive such sensations means to be able to raise to a theoretical and operational level a historical practice of understanding, which has produced not only an almost self-acting interfaith harmony but also the characteristic tolerance of Albanian people in general.

In a world where religious tensions employed by politics carry great potential for bloody conflicts, Albania is rightly seen as an island that owns one of the most precious assets of all times – interfaith harmony. A nation that is able to secure such a wealth, is definitely capable of and has the necessary authority to radiate messages of peace, tolerance and understanding.

Even the Spanish Foreign Minister's proposal that Albania should mediate a resolution to the interfaith conflict provoked by the cartoons of Prophet Muhammad (pbuh), should probably be seen from this point of view (ability to dialogue about interfaith harmony). There are

certainly other factors that influence our steps to undertake such initiatives, but in this case the essential thing is that our interfaith harmony and its positive potential have not gone unnoticed by the civilized world as a value it would necessarily like to make part of its general culture of dialogue. It seems that Albanian diplomacy has also become aware of this significant fact. Albania's initiative, articulated by the Foreign Minister in 2006, to negotiate with Iran is to be welcomed. It is based not so much on the fact that we are a Muslim majority country, but rather because we are a country with proven interesting potential for dialogue which can be used to resolve moments of international crisis. Perhaps we are used to it and do not notice it, but interfaith harmony within a country (politically considered as society's internal capacity for dialogue) has many credits in the process of evaluating this country's role in regional, continental and world communities.

Religion and the Albanian national issue: myths and reality

Seeking to give an explanation to the superficial but generally accurate findings mentioned above, we must first explain the relationship between religion and nationalism in Albania.

The answer to the question why Albanians do not have religious problems is strongly related to the character of the national Albanian movement. Unlike its neighbouring countries such as Serbia and Greece, where nationalism was born as an anti-Ottoman movement calling on religion for help to the extent that the Serbian and Greek nationalisms as well as the Serbian and Greek Orthodox churches could hardly be separated at that time, Albanian nationalism was born in another historical and religious context. Albanian nationalism as a political movement began with the League of Prizren (1878) after the breakout of the Russo-Turkish war, primarily as a need to unite Albanians against the risk of division of their lands between Serbia and Greece. Albanians of three faiths lived on these lands. In this context, the Albanian nationalism faced some problems not only difficult to solve, but also fraught with sharp contradictions: the need to create a national identity that would unite all Albanians faced three religious identities; the need for this identity to be different from the Serbian or Greek identity, in terms of religion, led more to Islam, but on the other hand, the need for this identity to separate them from the Ottoman identity, as it had already become clear that the Ottoman Empire was disintegrating and Albanians were in danger of disappearing along with it if they did not strengthen their national identity. Thus, the attempt to forge Albanian identity beyond ethno-linguistic identity, in other words, in terms of religious identity, was a process that followed a different path from that of the other Balkan countries.

After the violent and long separation through the communist dictatorship's ban of religious rituals and closure of churches and mosques, under the new conditions, reconstructed religious communities should be oriented towards harmony and understanding towards each other and cooperation for common values and interests. After a long period of lack of religion and freedom of religion, there were also various external religious influences and feeds with different purposes and goals, which could create dissatisfaction within a religious community and its followers. The debate often arises whether the old church ruins belong to the Byzantine or Roman rites, whether it should be a church or a mosque, or whether Albania is East or West (seen religiously rather than scientifically). At the very best, they can be called sporadic or controllable acts that do not affect inter-community relations (Nesturi, 2007). However, with no intention of sounding the alarm, leaders of all religious communities must from time to time coordinate their work and activity in the name of coexistence and a common future. Leaders of all religious communities have already created the Interfaith Council, a joint forum,

which meets periodically, and where not only a will consistent message of peace and harmony between believers of all communities be articulated, but also their work and activities on behalf of coexistence and common future will be coordinated. While leaders of the world religions gather to eradicate hate speech and defuse conflicts in the name of peace and tolerance in the world, why should this action not be firstly performed here, in Albania, where history and tradition demonstrate that we have always been close to each other.

Understanding and religious coexistence - a national security

Religious understanding and coexistence lie at the foundations of our security and, despite its vital significance, this issue has never been a problem of national security. An exception in this respect is the communist regime, which banned all religious practices, though, even in this case, the existence of different religious traditions was considered a threat to the communist ideology and regime, not to the country itself. The post-1990 years of religious freedom and recovery have followed the old path of religious understanding and coexistence (Bumçi, 2004: 59, 62-65).

Efforts are being made internationally to spread the idea of the existence of a global religious conflict between Islam and Christianity or between Muslims and Christians. We have witnessed the manipulation of religion for political projects and efforts to create a political union based on anti-Western sentiments. Due to globalization processes such as the information revolution, these developments have also reached our society. In the framework of this division created between Muslim majority countries and the West, there have been attempts to impose the religious dividing line even in the Balkan countries, with more influence on Bosnia, where religions were employed for political purposes, with their content not considered at all and only their superficial differences pointed out.

In the case of Albania, as a society with a pluralistic religious tradition, exploitation of religion might have a catastrophic impact as it would affect both religious tolerance and the process of state and nation building (Xhaferri, 2004).

Albanians' religious tolerance and religious beliefs as anti-assimilation factors

As a result of complex historical developments from the 15th century to the present day, Albanians religious affiliations have been Muslim, Orthodox and Catholic. In such a complex socio-religious context, the question naturally arises: How have religious differences affected the progress of political, social and cultural developments of our people in the Balkans, historically fraught with various disagreements and conflicts?

Various invaders and anti-Albanian political circles of neighbouring countries have always tried to incite religious conflicts among Albanians aiming to facilitate realization of their plans to keep our land under their rule or to divide them. However, always putting the national ideal above religious differences, Albanians have worked and fought together for the cause of nation and homeland, regardless of religion. These joint efforts with pens and arms forged interfaith tolerance, one of the most precious values of traditional Albanian culture, which later transformed into interfaith harmony, coexistence and understanding..

Many Albanian and foreign scholars have argued that religious beliefs in Albania have also played a significant anti-assimilation role. The Catholic and Islamic faith have for centuries been among the most active spiritual factors against Anti-Albanian occupation and denationalization policies of Serb-Montenegrins. The Albanian Muslim population in the South

of the country has always played an important role in the fight against the constant efforts of Greek political circles to annex the lands of Southern Albania. "Islamization of Albanians, - argues Italian scholar Roberto M. Roka, - has served as an ambush to foreign pressure, just as acceptance of Catholicism had earlier prevented Hellenization, aided by Byzantine Orthodoxy" (Dervishi, 2006, p. 95).

Conclusion

National identity and religious consciousness

Albanians' multi-religious affiliation makes national identity richer and more complex. This is also evidenced by countless data on Albanian people's material and spiritual culture. In addition to making it richer and more compound, multi-religious affiliation can undoubtedly make the Albanian national identity more vulnerable, certainly if any of these religious beliefs are particularly favoured by political and state institutions, as has occasionally occurred after the 1990s.

One of the most common phenomena in the social life of Albanians is undoubtedly free expression of religious awareness, which was forbidden in the communist period, and this is a precious fruit of the development of democracy in our society. Having lived at the crossroads between the East and the West for centuries, Albanians have been influenced by both Christian and Muslim civilizations. This combination of different cultures has enriched Albanian culture making it special in the region and in the world.

Roots of cultures and civilizations are profound: they lie deep in the ground and are both of a material and spiritual nature. In the age of globalization, it is true that these roots are weakening: people throughout the world are increasingly living the same, entertaining the same and thinking and talking about more and more common things.

Speaking about dialogues and self-evident agreements between civilizations, as modern anthropologists and ethnologists also say, humanist Carlos Fuentes underlines that "there are no low or high cultures; there are only different cultures, which meet the needs and desires of their members each in their own way" (Qosja, 2006).

Everything that is happening and spoken about in the field of religions, and everything that is happening and is being said in general in the field of national policy in recent years, seems to prompt questions such as:

- Do we have a clear place for religious beliefs in our national life?

- Has our national policy strategy been well-defined?

One response to these questions, for someone perhaps a very controversial one, can be found in this other question:

- Are we perhaps forgetting that the geostrategic position of our lands, in which we have lived and will live, and the multi-religious composition of our people should make us think that our historical fate is predestined to materialize the reconciliation of contradictions between the East and the West and to synthesize their civilizations?

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The Approach and Treatment of Interest-Bearing Loans (Interest/Usury) in Various Doctrines and Religions

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Abstract

The discussions on Interest-Bearing Loans (interest/usury) are as old as the history of mankind. Considering this, I think it is important to shed light on the origination, development, and evolution of this issue over different eras, in order to present a broader panorama about the approach that different philosophies, cultures, ideologies, doctrines, and religious beliefs have had on the loan of interest and usury. Since the issue of loans is closely related to the economic development of society, it has always been a dynamic issue and as a result, over the centuries, it has evolved and taken on different dimensions according to time periods. But its legitimacy has always been controversial and never has it reached a unifying and widely accepted opinion. As a result, each era is characterised by different approaches and treatments. While some see the issue of interest-bearing loans and interest as a taboo that should be avoided at all costs, others see it as a simple economic transaction and argue that it does not differ from the rent.

Keywords: usury, religion, beliefs, history, economics

1. Introduction

The issue of interest-bearing loans and interest rates is one of the most discussed issues, as throughout the history of mankind it has been among the determining factors and an important component of the economic and social system. In the holy books of heavenly beliefs such as the Old Testament, the New Testament, and the Qur'an, loans of interest and usury are forbidden. Nevertheless, in different periods theologians and religious institutions, in their interpretations have had the tendency to overcome these theological barriers. The reason why it is such a controversial issue is probably related to the fact that there was no precise and well-accepted definition and as a result, the confusion created around this issue has created diverse and different reactions according to different approaches. For example, in the philosophical context, in his work "Laws", Plato defends the idea that the loan of interest is immoral and because it damages the ideal structure of the state, it should be banned. Also, Aristotle in his work "Politics", based on the principle "money cannot give birth to money", emphasises that it should be used only as a means of exchange and that its use as a source of income is an act that deserves mostly to be despised.

What stands out as a very important aspect in relation to this issue, is the fact that religious beliefs are a key factor in determining this issue in social life. By the very fact that, as the famous economist Alfred Marshall points out, religion and economics are the two core institutions that profoundly influence each other and that, together, shape the history of humanity (Marshall, 1920). Today, despite the existence of secular states and secular institutions, religion remains an important factor influencing the determination of the rules of social life. Therefore, we often encounter a critical approach to the influence of religion on these issues. According to the principles of religions, especially the heavenly-Abrahamic ones, the Creator, through the prophets, has sent to mankind some principles and instructions that regulate and determine the norms of social life, including economic and commercial ones. In this way, religions are involved and have become an important factor in determining the rules of social life.

In general, with regard to the regulation of social issues, religions hold a pro-protection attitude towards the common good. In particular, the principles and morals of heavenly beliefs do not strongly conform to the political approach and expectations. Whereas the political will is behind the power and does not hesitate to use every source of well-being that serves this purpose, and on the other hand, leave the needs and expectations of the society in the background. Inevitably, this approach serves as a source of conflict between religion and politics. On the other hand, many politicians, among others, have considered religion as a powerful tool and as a result, important, that manages to keep society under control by eliminating it. Therefore, as evidenced by the history of mankind, often, when politics has felt the need to implement religious principles in order to fulfil their desires and expectations, it has interacted with the clergy, who have played an important role in interpreting and implementing the religious principles, alienating and transforming them according to the desires of the political and personal will. In other words, numerous cases prove that political actors and clergy, unfortunately, have not hesitated to misuse religious teachings and norms for their own political and personal purposes. As a result, the transformation and misuse of religious provisions in this way, instead of serving to extinguish conflicts and social problems, become a problem in themselves.

In the following part, we will briefly describe how the issue of interest-bearing loans and usury in different religious beliefs is handled. The paper concludes that religion and economics are the two core institutions that influence each other and together they shape the history of humanity.

2. archeological **Interest-bearing loans and interest in the Sumerian Period**

The Babylonian legal texts of the Hammurabi period, found in archeological excavations, show that in that era special importance was attached to the terms and legal issues related to the interest-bearing loan relationship. These laws have been valid for nearly a thousand years and were decisive in regulating the social life of the ancient Babylonian and Sumerian societies in southern Mesopotamia. They explain in detail the legal codes that regulate social and commercial life. The most obvious example of this is the archeological tablets, called the 'Codes of Hammurabi', which also deal with issues of interest-bearing loans and usury, setting out the rules for commercial transactions as well as lending grains and setting interest rates for those who did not repay it according to the rules (Finegan, 1969). According to him, in these laws,

terms such as 'repaid' or 'forgiven' are often encountered, which describe the obligations of borrowers and sanctions for offenders. Among others, Tosun and Yalvac (1989) report that, mainly in Babylonian and Sumerian laws, the term 'interest' is used as a punitive element that determined the amount to be added to the loan for the following period until total repayment. They also provide various sanctions for offenders, such as loss of liberty through the enslavement or imprisonment of debtors who did not repay the loan on time.

In Antiquity, although not always permitted, religious temples enjoyed the right to administer agricultural land. Thus, the temples functioned as the only institutions that, in addition to religious services, were also engaged in the administration of agricultural lands, and as a result, their major interest coincided with the granting of interest-bearing loans to residents (Renger, 1979). In this context, religious temples can be considered as the first financial institutions (in the sense of the term according to the context of the time), and this model is known as Temple-State Theory & QUOT, the elaboration of which was first done by researcher Adam Falkenstein Deimel (Makkay, 1983). In difficult economic times, people felt the need to borrow, which was offered to them by temples with a high interest rate, against the mortgage of real estate, family members, or the life of the borrower. In this lending, the temples followed the policy of enslavement of the people by defining as payment terms periods that did not coincide with the harvest of the crops, thus pushing them towards slavery through the seizure of the few properties they owned, or by enslaving the members of the family or the borrower himself, left as collateral for the loan taken. Faced with economic hardship and unstable climatic conditions, which often caused natural disasters and, as a result, crops were severely damaged, farmers' bankruptcy cases were frequent, as the loan rate was high and they could not repay it. As a result, people were enslaved to religious temples that practiced usury. These economic crises, on the other hand, served as a golden opportunity for the emergence of usurers, who, taking advantage of the dire economic situation and enslaving the population from religious temples, began to lend at a lower interest rate than temples and thus, the profession of usurer was born, which was very attractive for the time (Hudson 2000; Uhlig, 2006).

However, the presenters of this difficult economic situation were not only the usurers but also the secular state structures which were against the practice of enslaving by temples. They made some legal arrangements to encourage the people to borrow with a lower interest in state structures, giving them a better opportunity and a blow to the religious temples they had claimed so much. Among other things, this aggravated economic situation frequently caused popular revolts. Benefiting from the uprisings of the enslaved people, the contender for power promised amnesty to the usury which was described with the term 'Amarga'. In Sumerian, this term, literally, means 'return to origin' ('to return to the mother'), which has freed a slave from any obligation as a result of the amnesty of government benefits (Graeber, 2009). It is ironic that the concept of 'freedom', the most significant intervention for humanity, derives from the context of borrowing and usury (Graeber, 2009).

3. Interest-bearing loans and interest in Buddhism

Buddhism is a doctrine established in Nepal, in the fifth century BC, by the son of the king of the Shakya tribe, named Siddharta Gautama, later known as 'Buddha', which in Paul means 'achieved' in the way of truth (Gombrich, 2006). After a journey in search of answers to the questions that tormented him about the life of this world, the Buddha began lecturing on this doctrine. which did not consist in establishing a new faith, but in building a philosophical

system of thought based on morality, love, mercy, and positive thinking that makes it possible to achieve and escape from the sufferings of this world by finding the "middle ground" for each issue, staying away from extremes (Laumakis, 2008). It is thought that about 400 years after his death, the Buddha's sermons were published in Sri Lanka and renamed 'Tripitakas' (Lopez, 2004), in three works called 'Vijana Pitaka', 'Sutta Pitaka' and 'Abhid Hamma Pitaka', which are the texts that form the basis of the thought of Buddhist doctrine by treating it in three disciplines (Crandall, B., 2012; Gombrich, 2006).

In Buddhism, economic issues, unlike the approaches of classical economics, are treated psychologically, on the emotional perspective, which orient economic activity, where the ethical aspect and environmental awareness take on special importance (Titthithit et al, 2018). The world is seen as a place of suffering, which cannot be extinguished only through the desire to get rich, but by achieving the harmonization of material well-being with the spiritual (Payutto, 1994). Material well-being is undoubtedly important, but dependence on it and unbridled consumption enable transient pleasures that serve only to enslave and increase the human ego (Mohapatra, 1985). According to this doctrine, man's unbridled desire only to become rich severely harms the individual and the environment in which he lives and spreads suffering. With his advice from experience, the Buddha draws attention to human virtue and morality (Titthithit et al, 2018).

In the period of the birth of Buddhism, in the region of India, commercial activity was weak and there was a typical agricultural economy, where people were divided into hierarchical classes according to the work they did and the privileges they enjoyed (Hutton, 1963). Starting from the head, the hierarchical order was: 'Brahmana', (clergy) nobles; 'Kshatrija', (soldiers) nobles; 'Vaishja', (merchants) bourgeois; 'Sudra', (working class) workers/slaves (Bhargava, 1935; Wilson, 1979). In this pyramidal system of social division, the passage from one class to another was forbidden; no human relations were established between members of different classes (Buhler, 1886), occupation and debt were inherited from father to son, thus creating a permanent obstacle to the professional development and entrepreneurship of the individual (Thakrar, 2001). Although Buddhism was born as an opinion that opposed the division of society into classes and was against the monopoly of the clergy, over time, it began to spread in parallel with the existing social and cultural structure. In the society of the time, the privilege of borrowing with interest was known only to the bourgeois class and it was not considered ethical for members of this class, who had an acceptable economic level, to provide income from interest-bearing loans to the needy. Following these well-known privileges, interest rate practices spread in parallel with the growing social demand for loans thus becoming the impetus for the birth of a new financial sector. Interest began to be seen as a tempting and risk-free way of earning and very quickly attracted the attention of wealthy people who owned capital, who began to secretly practice this activity (Mukerjee, 1958). After the spread of this phenomenon, all those who wanted to work from the working class were allowed to practice this practice, but on the condition that they move to the bourgeois class of the 'Vaishjas'. Although Buddhist society did not accept the activity of usury as ethical, the failure to find other ways to secure capital led to the further spread of this practice, followed by the intervention of the authorities to regulate and limit the lending of usury in certain percentages for each social class (Bhargava, 1935). In any legal adjustment undertaken to regulate the issue of interest and usury in Indian society in the period when Buddhism prevailed, the authorities often found themselves between the pressure of moral values and the increasing market demand for loans. Following these adjustments, the issue of interest-

bearing loans begins the process of institutionalization to reach the present-day financial sector that exists in India (Wilson, 1979).

With the exception of the monks, who preferred to live in monasteries by giving up worldly life, for whom the Buddha advised to earn a living by begging (Spiro, 1982), Buddhist doctrine has no negative approach to money, but has always had a contemptuous attitude towards wealth created unfairly and ruthlessly taking advantage of the difficulty of the other (Spiro, 1982). The Buddha suggested that monks make a living from the money donated to them, adding that donors, by spending their wealth on monks, became part of their way of life and thus, would attain eternal salvation and happiness (Anguttara-Nikaya, II: 53).

There is no definition or provision in Buddhist teachings that prohibit usury in a taxing manner, but providing a living by harming people and the environment is considered unethical, as one is valued and positioned according to one's impact and contribution to society (Ainslie and Elster, 1985). In Buddhism, everything is valued according to the respect it shows for the rights of every creature other than itself and for the benefit that the act brings to society, as financial activities have social effects. Consumption of interest in order to increase well-being and achieve happiness is an action that, instead of fulfilling desires, causes harm and pain to others and is categorised the same as crime, extortion, fraud, betrayal (Barua, 2015). Desires are like inexhaustible rivers, and people, out of lack of knowledge, become attached to transient and changeable things, thus achieving only transient pleasures, which then again give way to pain and suffering. This state, which takes a cyclical form, ends only when Nirvana is reached, and therefore in Buddhism, the emphasis is on the fact that wealth does not belong only to the individual, but to all beings (Walshe, 1995) and must be shared with others. On the contrary, the desire to get rich only turns into suffering (Mohapatra, 1985).

4. Interest-bearing loans and interest in Hinduism

Hinduism is considered by many theologians as a polytheistic faith with ethnic origin, which, according to Roderick Marshall (1946) and Sharma (1986), it is difficult to be defined as a religion as it is vague, amorphous and subjective and as a concept, it includes many types of beliefs and practices which are in conflict with each other. So, it seems more like a spirit to live up to certain norms. According to Sharma (1986), some approach it as an emotional formation, some as a doctrine, and some as an institution. Hinduism does not have a prophet and a holy book, like the heavenly religions, but it has a rich range of scriptures, dating back to the ancient 'Vedas' period and is prevalent mainly in the Indian subcontinent (Chattopadhyaya, 2000). In this polytheistic belief, discussions about the interest-bearing loan relationship are early and there are numerous norms that regulate and motivate this issue both morally and financially. In the sacred texts of Hinduism, which are accepted to be among the earliest in the history of mankind, there are conceptual and terminological definitions and detailed methods of applying this relationship.

The basic texts that discuss the loan relationship are the 'Permanent Rules', otherwise known as the 'Dharma-Satra', which form the source basis for this topic (Mukerji, 1958). Debt treatment in Hinduism does not focus only on the dimension of financial debt, but treats it in three dimensions: (1) debt to God, which is repaid through sacrifices, (2) debt to educators, which is repaid through the reading of sacred texts and (3) debt to the former, paid off through labor (Dixit, 2012). According to him, the issue of debt occupies a very important place in

Hinduism, because in the concepts of 'death' and 'rebirth', which constitute the core of the philosophy of 'Karma', debt takes a cyclical and continuous form: non-repayment of debt, signifies the fall to a lower degree in the afterlife. Also, in the sacred text 'Rigveda', widely accepted by all other texts, non-repayment of debt is considered a great sin. On the other hand, even in Indian philosophy, non-repayment of debt is a punishable act and two terms are used to determine the type of debt: (1) 'rina', a term with a broader meaning both moral debt and material and, (2) 'Kushida', a term referring only to material debt. In the sacred texts, debt is treated as a means of giving and receiving accompanied by friendly feelings in order to achieve a benefit. More broadly, although some of the early sacred texts speak of debt, there are no restrictive terms that prohibit the relationship between interest-bearing debt and usury. In them, beyond the issue of interest, the emphasis is on debt repayment (Dixit, 2012). Among other things, the sacred text 'Kalavilasa' mentions the case of a trader who pretends to be deaf in order to escape the debt, which means that in such cases, the borrower is left at the mercy of the lender. In addition to these negative cases, the difficult conditions in debt repayment and the lenders' doubts about not repaying the loan, served as an incentive for lenders to seek interest on loans granted. According to Jamwal, (1995), this situation shows a lot of why the sacred texts of Hinduism attach great importance to the debt relationship. More specifically, the issue of debt is constantly regulated through sacred texts called 'Smriti', which were composed in the Classical period and in the early Middle Ages. These texts are extremely important as they regulate the issues of daily life and in periods when there was no monetary system, 'Smriti' dealt with the issue of debt and focused on not leaving the borrower at the mercy of the lender. Also, considering the need to determine the economic conditions, the necessary terms related to the issues of loans and interest have been defined. In this way, while on the one hand the moral dimension of interest-bearing debt was regulated in order to prevent social injustices, on the other hand, the issue of interest-bearing lending as an economic need was regulated in order to develop the economy and improve social life. As a result of these adjustments, two concepts arise: "Vardhusa & QUOT"; and "Kushida & QUOT". The first (usury), means the enslaving interest that goes beyond the norms and is punishable, while the second, refers to the term 'Vaishja', the material debt of interest up to a reasonable and acceptable percentage, known religiously, amnestied with thus sins that lower the rank in the afterlife (Dixit, 2012).

Political authority, caught between the approach of Indian philosophy that emphasises the non-accumulation of wealth and the emergence of need in terms of time for loans, in an attempt to find a middle way to settle debt relations, gives preference to terms 'Vardhusa' and 'Kushida'. The first refers to high interest, in other words, usury, prohibited, while the second, refers to legal interest. According to Sharma (1986; Mukerjee, 1958), the sacred texts 'Gautama' and 'Smriti' mention six types of interest: common interest, periodic interest, conditional interest, commercial interest, daily interest, and mortgage interest, for which changes in terminology and practice are observed. Debt settlement through labor, a form of slavery, is prohibited in terminology, but it is a form that applies in real life. While in the sacred texts 'Manu', 'Nara' only four types of interest are mentioned. 'Nara', has a negative attitude and condemns the types of common interest, conditional interest, and commercial interest.

So, in the religious view of Hinduism, interest in enslaving norms and usury, as in many different cultures, philosophies, and beliefs are forbidden, but social and economic changes have led to erosion of this approach and in later periods, starting from the early religious basic texts to 'Smriti', composed in later periods, a legitimation of them is observed.

5. Interest-bearing loans and interest in the Ancient texts of Judaism

According to the theological sources of Judaism, economic success in this world is considered a religious obligation. Therefore, a Jewish believer attaches special importance to the issue of money, as money, as a source of well-being, is a determining factor in man's relationship with God. In the Talmud, a narration is explained, according to which, when the Jewish believer goes to paradise, the Creator asks him: "Were you honest in business dealings?" (Klein, 2020; Jafri and Margolis, 1999).

In Judaism, good behavior is encouraged and interest-bearing loan relationships between people of the same faith are not allowed. But despite these prohibitions, in the natural course of life, interest is a defining element in loan relations (Levison, 1999) and, in fact, at no period in human history has it been possible to completely prevent the establishment of the relationship of interest-bearing loans (Calder, 2016).

Despite the fact of being forbidden in the holy books, man has never given up on providing for financial needs even through interest. For this reason, often, the clergy have found it difficult to insist on the principles proclaimed in the holy books. Also, the concept of interest has different connotations according to cultures and is perceived in different forms. And yet, although the etymological source of the term is often disputed, in Judaism, the term used to define interest carries meaningful and highly educational meanings for Jewish believers. In the sacred texts of Judaism, the term "nesiha" is used to determine interest, the etymological source of which is derived from the word "neseh", which is used to explain the snake bite. By this metaphor, it is implied that when a serpent bites a person in the heel, he may not feel pain, but over time the venom spreads throughout the body, to the point of paralysis and dislocation. So, in this sense, this message is attributed to the negative aspect of interest-bearing lending, a practice which, accumulatively, can create great burdens and thus, cause irreparable damage by unbalancing the order of social life (Ahmad, 1981). This, as the practice of the interest-bearing loan relationship, may at first seem like a simple financial transaction, but as it spreads, it begins to poison the entire financial system and disrupt social balances causing inequality and social chaos. To prevent such situations, the clergy take a series of measures in the light of the interpretation of the sacred texts, referring to the verses set forth in various Old Testament texts: (Exodus, 22:25): "lend money to one of your people, the poor who is with you, you will not treat him as a usurer, you will not impose any interest", (Leviticus, 25: 35-37): "35-In case your brother becomes poor and is close to you, you will support him as a stranger and as a friend so that he can live near you." 36- "Do not derive any benefit or benefit from it, but fear your God, and your brother will live with you. 37- "You will not lend your money with interest, nor will you lend your food to derive any benefit", (Deuteronomy, 23). "You may lend to foreigners at interest, but not to your brother, so that the Lord your God may bless you in all that you do in the land where you owe it. you are entering to conquer it", (Ezekiel, 18) 8-" if he does not lend at interest and does not lend ... ", 13- God says:" will he live, ... who gives with interest and usury?". 17- "contains the hand not to oppress the poor, takes neither interest nor usury, obeys my decrees and walks in my statutes, he will not die because of the iniquity of his father; he certainly has to live, (Proverbs, 28). 8- "Whoever increases his wealth with usury and unjust gain, ...". These are biblical verses that leave no possible path to securing income through interest and usury.

Despite these verses forbidding usury, it cannot be said that in practice, this prohibition has been fully implemented by the believers, a situation that leaves room for criticism (Silver,

1975). Perhaps this was born out of necessity as the Jews, throughout their history have been persecuted. Persecution and exile from territory to territory, and consequently, difficult living conditions, have pushed them to master various professions and to succeed in the trade. As a result of this difficult journey, according to historical evidence, the Jews perfected themselves in the pursuit of lending activity with interest, spreading it throughout Europe. Perhaps driven by the difficult and painful journey of the Jews, various scholars such as Tokarev (1976) and Sombart (1913), who research on issues of religious beliefs, defend the idea that, in Judaism, which is considered the first link of Abrahamic beliefs, the system of exploitation and slavery is defended and that, the capitalist system, is built from Jewish capital. In the same context, Attali (2003) draws attention to Judaic theological sources, emphasising that they are rich literature and that they originate from the beginning, Garden of Eden. According to him, God forbade man two things: "Fruits of the Tree of Knowledge" and "Tree of Life". With his economic decision to eat the forbidden fruit, the man embarked on an irreversible journey into the world of suffering, where nothing can be achieved without effort and sacrifice.

Despite these interpretations of scholars, as noted by the above verses, except in special cases, the granting of interest-bearing loans and usury is prohibited, especially among brothers of the same faith. In the broader interpretations of this issue in Judaism, approaches are observed that treat the issue with great delicacy. For example, it is pointed out that the lender has to be extremely careful with the borrower. For example, if they accidentally face each other on the street, the lender should show caution in the tone of voice as he greets the borrower, so as not to affect his dignity (Jafri and Morgalis, 1999). Yet despite this, in essence, Judaism encourages solidarity with the needy by supporting him financially without expecting a return from it, but hoping for the reward of the Creator.

6. Interest-bearing loans and interest in Christianity

Among the basic literature on theological interpretations in the Christian faith is the work "Summa Theologiae" by St. Thomas Aquinas (Aquinas, 1948), which is an important figure in the Christian world. In this work, in addition to theological issues, he also addresses issues of wealth, interest, and usury, bringing interpretations that have played an inherent role in the lives of Christian believers. He mentions the terms "money" and "trade" as the main arguments of economic life and, among other things, considers dangerous the tendency towards money, as it damages man's relationship with God. He considers the unbridled ambition to get rich and earn money from money as a moral problem because, according to him, this tendency is always a potential source for great evils, and therefore, he calls it virtue, cleansing from these feelings. Among other things, he emphasises that the continuation of human material life is related to the fulfilment of certain needs, but these needs are the only means and not an end in themselves. He adds that if a person becomes rich on a large scale, some important religious feelings can be negatively affected such as love, loyalty, and fear of God. But, despite this opinion, he states that an ideal religious lifestyle would not be possible to live in conditions of poverty, as it is easier for the poor to be snatched away by the magic of wealth. Therefore, in this point of view, he rejects the extreme opinion that "the poorer a person is, the more perfect he becomes". On the contrary, it emphasises the usefulness of owning wealth (the ability to help the needy) and that its lack is tragic for the believer.

Christian theology forbids interest and usury and considers them as sources of ugly income. So are the other heavenly religions, in addition to establishing loan relationships of interest, emphasising the contribution and assistance to the needy without expecting any return, but aiming for reward from the Creator and emphasising the fact that this is virtuous and beneficial to society (Matthew, 5:42). Jesus, in his sermon known as the "Sermon on the Mount," emphasises unselfish help to the needy. St. Thomas Aquinas, while interpreting the sin of usury, emphasises that God requires people to improve their spiritual condition and not their material one, as this would be to the detriment of the people. In response to the Jewish sanction of non-interest-bearing lending and the prohibition of usury for other Jewish brethren (Leviticus 25:37), he presents a broader perspective and extends the Jewish "brotherhood" argument beyond these limits. It also forbids the lending of interest and usury to all mankind, using the argument that Christians are neighbours to all and that whoever is considered a brother of the same faith remains to be determined by God on the Day of Judgment. Also, even in response to those who support the legitimacy of interest and usury through civil laws in secular systems, the answer is that this contradicts the truth (Aquinas, 1948), taking a firm stance in favour of theological sanction.

Like St. Thomas, another prominent figure of the Christian world, Martin Luther, who stood out for the reformist movement in Christendom and influenced religious and political life in the 16th century, despite the practices applied to the economic system by aristocrats the Romans, and high clergy, whom he considered deviant from theological sources, opposed them strongly defending the idea that people should obey only the commands of Christ, rejecting some practices legitimised by the clergy of the time. He drew attention to the practice of some unclear financial issues, which, according to him, behind the uncertainties were hidden narrow interests and remained the mania of the leaders and the clergy to get rich. Luther stood firmly against interest and usury, but considering the risk of repaying the loan, he considered reasonable an interest rate of 4-6%, which he did not treat in the context of interest and usury (Edwards, 1983).

But, despite the basic theological sources, in Christianity, the issue of treating the loan with interest and usury has been treated in different forms, according to the interpretations of the leaders and clergy of the time. Prohibition practices have also been interpreted in many ways, including theological and economic. Ekelund et al. (1989) explain the fact that the Roman Church banned usury as a model aimed at rent; The church was a borrower and therefore wanted low-interest rates. It was at the same time the lender and in this case, used the prohibition of usury to stop the competition. Noonan (1957) also suggests that the Church is on average a lender and considered the prohibition of usury as harmful not only to it (church), but also to all its supporters. On the other hand, Glaeser and Scheinkman (1998) explain that the perception that the Church decided to ban usury to monopolise the loan market is inconsistent as the bans were mainly imposed on the clergy themselves

According to Noonan (1957), the prohibition of usury by Catholic Rome can be divided into six stages. Period I - (500-1050): During this period usury was initially banned for the clergy themselves. In this period usury itself had a very poor definition. "It was never said that usury is a sin against justice, nor was the return of usury seen as an obligation to justice," while taking usury was treated as a grave sin and denounced as a form of stinginess or lack of charity.

Period II - (1050 - 1175): Usury was declared a sin forbidden by the Old Testament and the New Testament. All interest rates greater than zero were considered usury. Even the desire

for a return beyond the good was declared a sin. Usury was demanded to be returned in full before salvation came. Even high lending prices were considered implicit benefits.

Period III - (1175 -1350): Usury became an important concern of the Church. The culmination of the ecclesiastical attack was reached at the Council of Lyon in 1274 and the Council of Vienna in 1312. Penalties for usury included refusing to confess, burning Christians, and ousting the rulers and magistrates of states or communities that allowed usury.

Period IV - (1350-1500): A somewhat more relaxing period began in several ways. Professional usurers were allowed to attend Church services and be buried in Church cemeteries. Numerous types of loan contracts were clearly declared as non-usury and the sin of usury was being applied more and more with high-interest rates.

7. Interest-bearing loans and interest in Islam

It would not be wrong to point out in the introduction that Islam is the only religion that still, to this day, has a strict attitude towards the practices of interest-bearing lending and usury, at least in theory. The Holy Book, the Qur'an, strictly forbids the lending of money interest (usury) leaving no open path in this direction (Qur'an, 2: 275-279; 3: 130; 4: 161). Specifically, the Qur'an states: "Those who take usury will be resurrected (on the Day of Judgment) as one whom the devil has driven mad with his touch because they say that trade is the same as usury." But Allah has permitted trade and has forbidden usury. He who receives advice from his Lord and avoids usury, let him keep what he has already earned and his destiny is in the hands of Allah. As for those who return to usury, they will be the dwellers of the Fire, abiding therein forever", (2: 275). Furthermore, in the holy book, it is stated that those who take usury will be punished on the Day of Judgment, despite claiming that interest is the same as trade, but God has permitted trade and forbidden usury (2: 275), directing calls for people to give up interest and in case of repentance, it is incumbent upon them to receive only the initial capital (2: 279). In the case of a loan, the Qur'an stipulates that it be done through the signature of the parties in agreement, in the presence of witnesses, and draws attention to the care that the borrower must show to repay the loan in full and on time (2: 282). Also, the Qur'an, through the verse "Allah deprives usury of all benefits, and increases the benefit of charity" (2: 276), while strictly forbidding usury, on the other hand, encourages the believers to do charity to the needy, encouraging the giving of wealth them without fear of impoverishment as God will reward them (2: 274). Also, in cases where the debtor is in distress, the Qur'an advises that the repayment period be postponed, but that the forgiveness of the debt would be more beneficial for the lender (2: 280). Also, in Islam, giving away wealth to the needy is sanctioned. One of the five pillars of Islam is Zakat, which stipulates that every believer is obliged to give 1/40 of the annual wealth saved to the needy.

In this context, Prophet Muhammad in his "Farewell Sermon" which is the last sermon addressed to the Muslim believers, on March 9th, 632, before he passed away, spoke about many different issues such as human dignity, justice, family, tribal ties, brotherhood. and respect for the other. He was also briefed on the issue of debt, interest, and usury. In this speech, which contains essential principles that guide the behaviour and life of believers, he reminded them that the holy book, the Qur'an, forbids usury and that, "the lender should take from the borrower only what he has indeed lent to him." Among other things, he encouraged the believers to extend the repayment period to the borrowers who are in difficulty, and if they are able to forgive the debt, then it would be even better for them. Among other things,

in his speech, he drew attention to the way to act in cases of lending: "When you are obliged to pay the debt, pay it on time, and when you make the agreement, do it in writing, accurately and faithfully state the payment deadline" (Islamic Encyclopedia).

In later years, the four basic schools of Islamic law, in dealing with this issue, although they fall into some controversy about the content of the term 'riba', which describes interest in the Qur'an and the Prophetic hadiths, some of the schools treat this term in the sense of "surplus" and some others refer to it as "unit of measure", but in the end, all conclude that interest is prohibited. The only difference between Islamic law schools is in the range of commercial goods. Also, on the other hand, there is no lack of opinions of late theologians, which support the idea that interest is allowed for the purchase of basic items/services needed to provide a living. Among them, we can mention the Fatwa of the Council of Islamic Studies, dated October 31, 2002, issued under the direction of the Chief Mufti of Egypt, Tantawi, for allowing the bank interest with the argument that: 1), the bank interest is based on the agreement between the bank and the individual; 2), the bank uses the individual's money in the capacity of the client's representative and 3), no interest liability arises between the individual and the state (see: El Azizi, 2003).

8. Conclusions

The discussions on Interest-Bearing Loans (interest/usury) are as old as the history of mankind. This paper demonstrated that religion and economics are the two core institutions that influence each other and together they shape the history of humanity. Since the issue of loans is closely related to the economic development of society, it has always been a dynamic issue and as a result, over the centuries, it has evolved and taken on different dimensions according to time periods. But its legitimacy has always been controversial and never has it reached a unifying and widely accepted opinion. As a result, each era is characterised by different approaches and treatments. While some see the issue of interest-bearing loans and interest as a taboo that should be avoided at all costs, others see it as a simple economic transaction and argue that it does not differ from the rent.

Furthermore, the issue of interest-bearing loans and interest rates is one of the most discussed issues, as throughout the history of mankind it has been among the determining factors and an important component of the economic and social system. In the holy books of heavenly beliefs such as the Old Testament, the New Testament, and the Qur'an, loans of interest and usury are forbidden. Nevertheless, in different periods theologians and religious institutions, in their interpretations have had the tendency to overcome these theological barriers. The reason why it is such a controversial issue is probably related to the fact that there was no precise and well-accepted definition and as a result, the confusion created around this issue has created diverse and different reactions according to different approaches.

As a conclusion, although in their basic texts, especially of the heavenly religions, interest and usury are forbidden, religious judgments have changed depending on the circumstances and social conditions. In their interpretations in different periods theologians and religious institutions have had the tendency to reinterpret the theological texts and as a result confusion and different reactions have been created around this issue.

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Customer Incivility and Work-Family Conflict of Frontline Employees: Mediated by Negative Emotion and Moderated by Emotional Regulation

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Extended Abstract

Frontline employees are the face of the organizations since they are the first individual to deal with customer in all related matters. They hold customer relations in the palm of their hands and play a crucial role in determining service quality satisfaction. However, frontline employees typically deal with multiple interpersonal stressors such as customer incivility. Customer incivility can be defined as low intensity deviant behaviour, perpetrated by someone in a customer or client role with ambiguous intent to harm the target in violation of social norms of mutual respect and courtesy. Although customer incivility is known as low intensity deviant behaviour, but when coupled with the fatigue of fighting the current issues of Covid 19, it is capable to impact negatively the psychology and physiology of frontline employees in the workplace. In addition to the negative effects of customer incivility on employees' work-related outcomes, current study expect the impact of customer incivility may spill-over to employees' nonwork lives. Spill-over is the process by which experience of one role affect the other role. Literature investigating spill-over effects from work to home reveals that stressful work events have negative impacts on employees even after they leave the workplace. As such, it is plausible that customer incivility at workplace may have negative spill-over effects on employees' nonwork lives which trigger the work-family conflict.. Work-family conflict is a form of inter-role conflict in which demands from the work domain interfere with employees' ability to fulfil the demands of the family domain. Therefore, this study will contribute to the understanding of why customer incivility is linked with work-family conflict. Further, although few studies examined a mediator and moderator in the relationship, it still remains largely unclear on the underlying mechanisms linking customer incivility to work-family conflict. In addition, the inconsistent findings between few researchers on the relationship between workplace negative event and work-family conflict suggested that additional research is needed to strengthen the understanding of the relationship between customer incivility and work-family conflict. Thus, this study incorporate Conservation of Resources (COR) theory with Stressor-Emotional Model to answer the recent calls in identifying the mediator and moderator of the effects of customer incivility on work-family conflict. Given that the experience of customer incivility is unpleasant and interferes with employees' goals for successfully completing work tasks, it can potentially deplete employees' important resources such as time, energy, and social relations. In addition, customer incivility violates workplace norms for mutual respect and thus is likely to deplete individuals' personal resources such as dignity, respect, and pride. Building upon COR theory, when employees experience depletion of these resources, their ability to accomplish family responsibilities might be impaired. making them less capable of coping with potential

demands from family. Furthermore, individuals who experience customer incivility are likely to experience negative emotions before leaving work due to depleted resources, and this negative effect can spill over to their time after work. Customer incivility may create stressful situations when frontline employees appraised the situation as harmful, threating, or challenging which leads to the negative emotions such as anger, fear and sadness. This argument is in line with the Stressor-emotion Model, when employees consider customer incivility as a stressor that poses a threat to their well-being and prevents them from accomplishing their task goals, they are apt to experience negative emotions.. Empirical evidence from previous studies on workplace negative event such as abusive supervision, incivility and other mistreatment has been found to have detrimental effects on employees negative emotion which may leading to high levels of psychological, physical, and behavioural strains. Negative emotions can be described as any feeling which causes employees to be miserable including anger, fear, and sadness. High psychological pressure or strong negative emotions in their work role may affect their family role and eventually contribute to an imbalance or even conflict between work and family. A large body of research supports the spill-over effect of negative emotions from work to home. As such, experienced negative emotions at work might spill over from the workplace to the family domain. Employees may arrive home with negative emotions felt at work, which subsequently impact their attitudes and behaviours in the family domain, such that they may be unable to effectively fulfil family-related responsibilities or are less likely to engage in family social interactions. Given the negative consequences of customer incivility, it is important to theoretically understand the boundary conditions where the detrimental effects of customer incivility can be tempered. Based on the Stressor-Emotion Model, individuals' control perceptions regarding the work events help them deal with the negative emotions associated with the stressors. The perceptions of control can result from either personal factors or situational factors. Although previous studies have examined individual differences as moderators of the relationship between workplace negative event and the outcome, little knowledge exists about how emotional regulation may influence the relationship between negative emotion due to customer incivility and work-family conflict. As such, this study examine whether the ability to regulate their emotions or emotional regulation assist employees to alleviate the negative chain effects of customer incivility on work-family conflict. Employees with the ability to regulate their emotions at work are likely to affect how they react to emotion-depleting experiences such as customer incivility. Therefore, this study examine whether individuals' ability to regulate his/her emotions could suppress negative emotions and may lessen the negative effects of customer incivility on work-family conflict. Thus, the purpose of this study is to examine the spill over effects of experienced customer incivility on frontline employees' work-family conflict and to test the mediating effect of negative emotion and the moderating effect of emotional regulation. As noted by the integration of COR theory and Stressor-emotional model, the loss of resources and the stressful situation leads to increased negative emotion such as anger, sad and fear. Further, this study believe that emotional regulation could strengthen employees' reactions to customer incivility experiences because emotional regulation are likely to augment individuals' resources and coping with the stressful condition. Thus, for individuals perceiving stronger emotional regulation

ability, they are likely to control the work-family conflict. Data were collected from frontline employees of few service sectors in Malaysia i.e. banking, telecommunication, Employees Provident Fund Agency and GLC Grants for SME Agencies. Partial least squares structural equation modelling with Smartpls 3.0 was used to test the hypotheses. This statistical technique was chosen because the objective of this study was prediction, and this study sought to test the mediation and moderation effect. The results showed that customer incivility were positively related to frontline employees' work-family conflict, and negative emotion mediated these relationships. In addition, emotional regulation, defined as the extent to which individuals perceive they are able to control their emotions and suppress negative emotions at work, moderated the relationship between negative emotion and work-family conflict; specifically, the positive relationship was weaker for employees who perceived a higher ability of emotional regulation. This study contribute to the literature by simultaneously demonstrating the mediating effect of negative emotion and the moderating effect of emotional regulation in the relationship between customer incivility and work-family conflict from a resources and stressor perspective which providing a more holistic picture on the effects of combination positive and negative underlying mechanism.

Keywords: Customer Incivility, Negative Emotion, Emotional Regulation, Work-Family Conflict, Conservation of Resources (COR) Theory, Stressor-Emotional Model

Acknowledgement

Recent Issues in Social Sciences

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Abstract

Social sciences cover a very wide range of subjects, as they focus on the branch of science dedicated to the study of societies, human behaviour and the relationships among individuals within those societies. In the 19th century, the term was used mainly to refer to the field of sociology. However, nowadays, it covers an extensive range of academic disciplines, including anthropology, archaeology, economics, history, human geography, linguistics, management science, political science and psychology. The purpose of this presentation is to identify what are some of the recent trends of research in social science, showing the direction of future development, mainly on the fields of business and economics. The business subject includes accountancy, finance, commerce, management, human resource management, marketing and organizational studies. The economics embraces, among other topics, the macroeconomics, microeconomics, and socioeconomics, as well as behavioural, energy, entrepreneurial, environmental, financial, green, international, managerial and welfare economics. In this context, we conduct a bibliometric analysis, describing the evolutional research studies published in digital libraries in the last recent years, trying to contribute to a better understanding of the challenging topics on social sciences, mainly in the domain of business and economics.

Keywords: Recent Issues, Social Sciences

The Impact of the Pandemic on Consumer Behavior: Data-Driven Tendencies Shaping the Future

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Abstract

Pandemics result in a disruption in the lifestyle and purchase pattern and adversely impact the global economy. As we close out the second decade of the 21st century, the disruption levels in the retail industry have never been higher. The world is rapidly changing, giving way to new solutions, while consumers increase their power. This paper intends to highlight the data-driven trends shaping the future of consumer behavior. Thanks to Consumer Neuroscience and Advanced Analytics, a new perspective goes beyond rational verbatim to investigate real deep nonconscious convictions that people may not even be fully aware of, which cannot be covered by traditional opinion surveys. By providing evidence from Portugal, this study offers an extensive literature review and unique primary data to analyze the changes in consumer behavior, showing the increasing importance of trust and convenience, and proving that consumers recognize the effort that was made by the retailers during the pandemic. However, features connected to social responsibility and eco-friendly solutions are still not as popular as was expected. The paper aims to assist and inspire effective marketing strategy, as well as to provides valuable insights for both practitioners and researchers in brand management and retail.

Keywords: consumer behavior, consumer engagement, pandemic, tendencies, retail, brand management, iCode, consumer neuroscience, data science, marketing

Implementing Social Service as a Project-Based Learning Approach into the Curriculum

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Abstract

Project-based learning (PBL) is a teaching approach which creates an opportunity for students to apply knowledge and develop learning skills through engaging in projects, so-called "learning by doing" (Schuetz, 2018). According to Almulla (2020), PBL approach helps improve student engagement through enabling knowledge, information sharing, and discussion. As the impacts of PBL approach on students are found significant, Jalinus, et al. (2017) offered seven steps of PBL model consisting of: (1) the formulating the expected learning outcome, (2) understanding the concept of the teaching materials, (3) skills training, (4) designing the project theme, (5) making the project proposal, (6) executing the tasks of projects and (7) presentation of the project report, validated by Aiken coefficient significantly (0.796). In their previous studies, Tsay and Chen (2020) concluded that service learning reinforces college students' civil engagement. The study therefore aims to probe into the relationship between social service and the PBL model where service learning was employed as a project and integrated into the course curriculum. A semi-structured interview was employed to find out whether the social service was carried out appropriately through looking into the seven steps modeled by Jalinus et al. (2017). As university social responsibility has become a top issue for higher education just like corporate social responsibility to the society, the importance of shaping and modeling the structure for implementing a social service as a PBL approach is urged. The results of the present study showed that college students benefitted a lot from participating in the project, specifically in relation to multi-disciplinary context of the real world. Furthermore, the seven steps of PBL have to be explained to the students not just in the beginning, but also throughout the entire project, to ensure that the common goals agreed were clear.

Keywords: project-based learning (PBL), service learning

Surface Tensiometry Evaluation of *Ex-Vivo* Permeation Process of Active Substance Using Solid-like Method

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Abstract

The Solid-like method (SLM) is capable to use a perfluoropoliether (PFPE) both as a solid substrate and a test liquid determining the contact angle between a liquid and the surface of a PFPE liquid film (PFPEf). The contact between liquid and PFPEf led to the formation of a meniscus without the application of external forces and the surface tension properties of the liquid. The dimension of the meniscus is called Rossi number (*Rn*) capable to characterize the deformation of the PFPEf. Our aim was the application of *Rn* on the permeation process of an active substance (a.s.) released from a test ointment across an *ex vivo* biological membrane. The quantitative analysis of a.s. was carried out by a HPLC apparatus equipped with an Evaporative Light Scattering detector. *Rn* was carried out by contact angle analysis of acceptor solutions collected from each of 5 Franz's cells in 3÷12 hour range time. The results demonstrated the applicability of *Rn* on the analysis of the surface tension properties of liquid system because the high correlation degree between Rossi number and a.s. concentration in Franz cells A (R^2=0.9967), B (R^2=0.9794), C (R^2=0.9671), D (R^2=0.9678), and E (R^2=0.9975). The analysis of the deformation of liquid film confirm the high capability of SLM to detect in non invasive and rapid way the variations of liquid systems in relation to the addition of a substance over the time. SLM also confirm to be a new tool for the characterization of the permeation process in pharmaceutical technological field.

Keywords: liquid film, contact angle, HPLC, Rossi number, Franz cell, surface tension

Anti- Psychotic Drugs Consumption in the Primary Health Care in Albania, 2004-2019

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Abstract

Aim: This study evaluates the use of antipsychotic drugs at the primary health care level in Albania, focusing on new antipsychotics and differences of prescription patterns over a period of 16 years, from 2004 to 2019. The relation between the consumption data of antipsychotics and psychosis morbidity is also investigated over the same period. **Methods:** We retrieved the data from the Health Insurance Institute in Tirana, Albania and analysed them for the period 2004-2019. The consumption of drugs was expressed as a number of Defined Daily Dose (DDDs)/1000 inhabitants/day. We also analysed the data of imported and domestically produced drugs, which represent the total consumption of Antipsychotics in the country. **Results:** The consumption of Antipshycotics was 2.19-3.75 DDD/1000 inhabitants/day during 2004-2019. The most prescribed Antipsychotics are the atypical generation drugs with values of 0.59-1.96 DDD/1000 inhabitants/day. New generation atypical Antipsychotics included in the reimbursement scheme are risperidone, clozapine, and olanzapine. Meanwhile the consumption of typical (old) generation of Antipsichotics results 1.60-1.79 DDD/1000 inhabitants/day. **Conclusion:** Based on the values of consumption, we conclude that in Albania, these drugs are consumed a few times less as compared to the majority of other countries, suggesting that there is maybe an under-diagnosis and under-treatment of psychotic disorders in our country. Around 20-30% of the consumption flows out of the scheme. Meanwhile, in the domestic pharmaceutical market do actually circulate other new Antipsychotics, consumed out of the scheme, such as piperazine, quetiapine, sulpiride. Psychosis morbidity data indicate that there exists a correlation statistically significant between this disease and the trend of consumption of Antipsychotics.

Keywords: anti-psychotic, drugs, DDD, consumption, psychosis

The Effect of the Piezography Technique on Removable Dentures

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Abstract

Introduction. One of the main issues of the total removable dentures, especially in the lower dentures is their   stability. The **aim** of our study was to evaluate and compare the stability of the dentures constructed in the   traditional way and the dentures constructed with the third impression procedure. **Materials and Methods**.   44 patients who came in the University Dental Clinic were selected. The selection criteria were edentulous patients, denture wearing patients and patients with severe residual ridge resorption. Their main complaint   was the loss of stability and retention. 44 total and subtotal removable dentures were constructed with the   third impression procedure. Ufi Gel P was applied on the outside surface of the wax dentures and the patients   were instructed to make phonetic exercises and functional movements. Through a silicone or stone mold the   impressions left during this procedure were reflected in the final denture. After one month of denture delivery,   stability, mastication efficiency and speech ability were evaluated. **Results**. Based on the clinical and subjective   examinations 90,9% of the patients had an increase of the denture stability. An improvement of the   mastication efficiency and speech ability was observed as well. **Conclusions**. Based on the data of our study,   the third impression technique is a simple and effective technique. Its use is important especially in the lower   dentures and in clinical cases with unfavorable anatomical factors such as in patients with severe resorption of   the residual ridges.

Keywords: third impression, total removable dentures, stability

Epidemiological Surveillance of Prevention and Eradication Program Covid-19 (Evaluation Study in Sukabumi City, Indonesia)

Budiman

Public Health Program Stikes Jenderal A. Yani Cimahi Indonesa

Mindy Puspita Dewi

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Abstract

The Covid-19 pandemic has spread to various parts of the world, including Indonesia, on March 2, 2020, the first positive confirmed case of Covid-19 was found. Currently the distribution is up to 499 (97%) districts/cities including Sukabumi City with the incidence rate during 2020 reaching 1888 cases. The purpose of this study was to determine the implementation of epidemiological surveillance of the Covid-19 prevention and eradication program in Sukabumi Regency, West Java Province, Indonesia. The research method uses descriptive qualitative with an evaluation study design. The research subjects were 3 health workers at the Sukabumi City Health Office, Indonesia. Research instruments with filled out forms and activity checklists sourced from data from the health office report. Data analysis uses the calculation of the effectiveness and efficiency of program implementation. The results of the research research subjects have carried out the collection and processing of surveillance data, the target of health service coverage is 109,963 households (348,945 people. The effectiveness of program achievement is 28.67% and program achievement efficiency is 19.41%. Conclusion Covid-19 disease in Sukabumi City is a finding The new cases did not match the target coverage that had been set so that it had an impact on the uncontrolled Covid-19 pandemic in Sukabumi City, Indonesia.

Keywords: Surveillance, Covid-19, effectiveness, efficiency, evaluation study

Educators as Paradigm Shift Change Agents in a Period of Pandemonium Toward Achieving Charge for Education Pursuits and Dreams During Uncertain Times

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Abstract

While the COVID-19 pandemic moved quickly through the global community as many try to struggle to understand its seriousness, educators were not given the luxury of researching, writing, and lecturing at a normal pace – rather we, as change agents, had to reinvent our teaching modus operandi and assist a huge or monumental re-shifting of educational priorities and create our own "educational paradigm shifts" to meet the needs of all stakeholders, especially our students who looked towards us to be the pillars of light and knowledge. While little time and preparation was given to hundreds of thousands of educators who were forced to the forefront of this battle to win over critical health concerns, ranging from Pre-school up to High school teachers to college professors, all of us had an educational mission. We could not keep our nation's students at home learning on their own, rather these brave and global educators and to create new pathways and learning paths, as well as construct new organizational learning structures in the campaign of successful transfers of learning and growing. Consequently, they were also enabling many new frontiers for their students to reflect on later in their lives to realize what happened during the perilous COVID-19 pandemonium period. Also, these educators were also learning more about their "inner learner" as well as becoming more "practical learners" themselves to combat the daily adversities and challenges as they faced an ever-changing world as the pandemic continued to escalate. As the winter of 2021 awakened new medical discoveries and various vaccines – it did not move fast enough for educators to let down their guard as they also relied heavily on the wisdom of the medical community in their steadfast commitment to offer quality education, while debating the looming questions when would be a good time to return to a physical (real) classroom, if ever. As many school systems debated this issue and others prepared to return to the physical classrooms, many educators learned many new things about their own inner abilities and skills, equally important, many realized that times were still not safe and legal, political, and economic factors also were critical elements that prevented the timely return to the normal schooling process. Thus, this presentation will focus on where we were, how we got here, what did we learn along the way, and share what we discovered along the way. Finally, further discussion will focus on what new changes needed to happen to best preserve the learning experience, but yet to continue our struggle for quality education in the most productive, conducive, and safe environment for all stakeholders and move victoriously forward and never look back, rather look forward and plan for our future educational needs for all learners.

Keywords: Educators, Paradigm Shift Change Agents, Pandemonium, Education Pursuits and Dreams

The Sonority Dispersion Principle in Albanian

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Abstract

An important pattern that is based on the sonority relationship is the Sonority Dispersion Principle (SDP) formulated by Clements (1990). This principle can serve as the basis for classifying syllable types in terms of relative complexity. The notion "dispersion in sonority" clearly defined within a demisyllable. According to this principle, the sonority slop from the onset to the syllable nucleus is maximized and from the nucleus to the coda is minimized. The purpose of this paper is to provide some data on the Albanian language by dividing the sounds within the demisyllable, by analyzing the combinations of sounds in the onset and in the coda. According to SDP, in Albanian the optimal syllable structure with 2 elements is $C_{[stop]}V$, while among the optimal structures with 3 elements, the types $C_{[stop]}VC_{[glide]}$, $C_{[stop]}C_{[liquid]}V$, $C_{[stop]}C_{[nasal]}V$ and $C_{[fricative]}C_{[liquid]}V$ predominate. The analyzed data are important and serve to deeply recognize the characteristics of phonological system of Albanian and can also serve for its approach to typological level.

Keywords: Albanian language, syllable types, optimal syllable, demisyllable, Sonority Dispersion Principle

Zein Extraction and Zein-Based Conjugates Synthesis

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Abstract

Prolamins are the major storage proteins in cereal grain such as maize where more than 60% of the total endosperm protein belong to zein. Based on their molecular weight and solubility, zeins are classified into four different zein classes (α, β, γ, δ). However, the major components express in literature are α and β-zeins. Beaing a natural compound, zeins has the advantage of being used in diferent fileds, such as: industrial, food and pharmaceutical. Morover, recent studies showed that zein had a good controlled-release characteristic in drug delivery systems such as films, micro-encapsulation, gels as well as release of biocompatible anticancer and anti-coagulant drugs. The most defining characteristic of zein consist in their insolubility in water and the high solubility in alcoholic solutions, such as 65% ethanol to 95% ethanol. Due to the vast genetic polymorphism of the starting material and to the extraction conditions, analysis of their compositions requires a combination of the latest and modern analytical methods such as SDS-PAGE, 2D gel electrophoresis and mass spectrometry. Therefore, we report here a new process consisting in successive grinding and sieving of corn seeds to obtain different maize flours, with different chemical compositions and protein contents based on particle hardness. The zein extraction was aslo investigated using 65-95% aqueous ethanol under ultrasound conditions. Besides, the extracted zein and the commercial zein protein were used for different conjugates synthesis. We have applied proteomic based approaches such as MALDI ToF mass spectrometry, SDS-PAGE electrophoresis and FT-IR spectroscopy to characterize the extracted zein. **Acknowledgements:** „This work was supported by a grant of the Ministry of Research, Innovation and Digitization, CNCS/CCCDI – UEFISCDI, project number *PN-III-P1-1.1-PD-2019-0442*, within PNCDI III".

Keywords: zein, mass spectrometry, electrophosesis, conjugates

Qualitative Research of the City: Sarajevo Experiences

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Abtract

This presentation tackles the author's experience of conducting field research on the multicultural properties of the urban space and social as well as (cross)cultural dynamics of Sarajevo (as a case study). Empirical examinations and exploration of the city (urban) space of Sarajevo allowed to reconstruct the social-cultural potential and the human capital within the material space, as places are (re)constructed according to the accepted cultural-social discourse through local discourses, occurrences, and social practices. Pedagogy of is one of the key explanatory theories of this research project, yet examinations and research are interdisciplinary referring to cross-cultural education, social pedagogy and place-conscious education. The reflections (and findings) encompassed issues related to the key pedagogical issue of the influence of material environment (i.e., place, city, public sphere) on shaping social and individual identity (and personality) prepared to encounter cultural difference, that is increasingly manifested in the contemporary discourse of the European cultures.

Keywords: Sarajevo, qualitative research, case study, pedagogy of place, urban pedagogy

The Evolved Urban Fabric Around Farm Ponds Next to Train Stations

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Abstract

The farm ponds represent a sustainable utilization of water resources and systems that had been resilient to the topological change in plate elevation over time. This research aims to study the resilience of farm ponds based on the quantitative estimation of the evolving urban fabric in the neighborhoods of train stations in Taoyuan, Taiwan. The historical development of Taoyuan was inspected by the evolved urban fabric from the percentage of disappearance of pond area in two stages: between 1989 and 1921, 1921 and 2021, under the impact of urbanization. Inspection was made to the area near eight old railroad stations. The percentage was found between 0 and 40 in the period of 1989-1921, and between 56 and 100 in the period of 1921-2021. A significant decrease of the farm ponds occurred due to the transfer of original land use for other purposes. Many of the ponds are now obsolete and draw people's attention. We concluded that the land use around train stations changed dramatically. The planning of railroad system had accelerated the urbanization, with farm ponds being changed to different types of land use. The ponds near train stations were usually filled for construction. Moreover, the ponds located far away from the stations were also filled as agricultural land.

Keywords: Evolved Urban Fabric, Farm Ponds, Train Stations

Eating Breakfast and Actual Situation in Children (6-15 Years Old) in Tirana

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Abstract

Study shows that the body is really a cooperative colony of trillions of cells, each of which has an existence and energy needs all its own. Heredity play role in this topic and has significance it is we do not know. Today the eating habits taught by parents are thought to have more impact in terms of the ways in which food is used, rather than the kinds of food selected. The main objective of this study is to understand the real attitude toward eating behaviour especially breakfast, knowing that is very important for a healthy child, BMR (basal metabolic rate. It was organized standard questionnaires delivering in 10 schools in Tirana in total 1540 children, in elementary and middle school (boys 754, girls 786). To the question– how often children eat breakfast, data show that in total for every day are 65,6 % of children (boys 67.3%, girls 63.9%) especially in elementary school 75.8 % and in the middle school 52%. In conclusion of this study, data show a large number of children not eating breakfast day today and this may be a holistic problem toward obesity in later life of our children.

Keywords: obesity, eating behavior, breakfast, children

Comparison of Dimensional Stability Between PMMA and PMMA-POSS Dentures

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Abstract

Introduction. Polymethyl methacrylate is the most used material for the construction of the removable denture base. One of its main disadvantage is shrinkage during and after polymerization. The **aim** of the study was to evaluate and compare the dimensional stability between the traditional PMMA dentures and PMMA-POSS (Polyhedral Oligomeric Silsequioxane) dentures. **Materials and Methods**. Two groups of dentures were constructed: Traditional PMMA dentures and PMMA-POSS dentures. Thirty six maxillary stone casts were constructed based on the same maxillary preliminary impression. Two layers of wax were positioned over the master cast, by creating the first wax denture. A negative of silicone mold was constructed from the first wax denture, from which, thirty six identical wax dentures were constructed. The same set of artificial teeth was used. Metallic reference pins were situated in the first molars and in the central incisors. The distances between molars, incisors and incisor-molar were measured before, after polymerization and 1 and 4 weeks after the polymerization process with digital caliper. A conventional heat curing cycle was followed. **Results**. M-M, LI-LM and RI-RM movements were significantly greater in dentures prepared with the conventional resin than in POSS resin group. No significant differences in I-I movements were observed among both groups. **Conclusions.** The conventional resin group showed significant linear dimensional changes throughout the procedures. Based on the results of our study we can conclude that PMMA-POSS dentures had a higher dimensional stability compared to PMMA dentures.

Keywords: removable dentures, PMMA, POSS, dimensional stability

Application of Hindu Inheritance Law in British India and Its Consequences on Capital

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Abstract

Hindu inheritance law was implemented in British India. This paper will look at the application of Mitakshara and Dayabagha doctrines in the late 19th and early 20th centuries and examine the impact on capital accumulation in Hindu joint families. We will also examine changes within Hindu inheritance law: first, the change in the testamentary powers of the male head of the family; second, increasing power of females over property; and finally, the changing relationship between individually and collectively held property in joint families. The social and economic effects of these changes will be discussed. Evidence will be provided from legal cases from the High Courts of British India.

Keywords: Hindu Inheritance Law, British India, Consequences, Capital

Application of the Blue Economy: Bioplastics

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Abstract

This teaching experience is designed for the subject "Principles of Economics" of the Degree in Political Science, but it can be used in any subject of economics of other degrees. Education about and for sustainability is one way of addressing sustainability issues among students. This study investigates students' reasoning about the life cycle of (bio)plastics. The aim is to find out students' perceptions of the sustainability of (bio)plastics by revealing their arguments and the type of scientific knowledge they use. The topic of (bio)plastics has been chosen because students encounter (bio)plastics in everyday life and waste management of (bio)plastics is a well-known topic in society. Three research questions are addressed: (1) What knowledge, scientific and otherwise, do students use to reason about the sustainability of(bio)plastics?; (2) What components are present in the students' reasoning, i.e. what assertions, endorsements, refutations and qualifiers can be identified?; (3) To what extent does the activity designed for the students make them aware of the complexity and multidimensionality of the sustainability issue? Analysis of the bioplastics market and its relationship with other markets. In this stage, knowledge acquired about market demand and supply, taxes, subsidies, price and income elasticity of demand and willingness to pay will be put into practice. This teaching project connects to what is now known as the Blue Economy. The Blue Economy goes beyond the globalised economy and the Green Economy. Time has come to shift to a competitive business model that meets everyone's basic needs with what is available locally.

Keywords: bioplastics, economics, blue economy, willingness to pay

How One of the Most Traditional Economical Sectors Survived - The Case of the Canned Fish Industry in Portugal

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Abstract

This paper brings light into a very traditional sector - the canned sector - and describes its importance to the Portuguese economy. It shows this sector's relevance in the last 2 centuries and explains how it was embraced by the political regime during the second world war. Among other things, this paper identifies all the canned fish companies operating in Portugal, their locations, how much they produce, main markets, and it reveals their impact on Portugal's Trade Balance and how it affected consumer's preferences all over the years. This paper will show how – with lack of raw material and lack of specialized labour fource - it was possible for the canned fish companies to survive.

Keywords: Traditional Economical, Canned Fish Industry, Portugal

The Influence of Technology on the Language Use

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Abstract

Always vivid or not all technology influences a language. As technology is a means to extend man's achievements, then it is necessarily linked with a language, in the sense that both natural languages and technologies give opportunities to perform things in almost any area of human activity. We are getting used to the idea of rapidly developing technologies altering the way we do things. Though technologies inevitably affect our language and these changes determine our speech and way of thinking. The field of second and foreign language education has witnessed the impact of computer technology for decades, but efforts to integrate technology have at times presented various challenges to educators due to rapid advances in technology and occasional changes in language teaching methods. The opportunities and challenges connected with the technology use in language education need to be identified. At a regular basis the technology allows the user to differentiate among possible interactions he or she is willing to utilize. As a result, this enables the designer to necessarily employ the features users find most useful. While studying language and technology, the technology influences on the language use is clear, but one should not assume that the use of technology to mediate the language necessarily changes everything.

Keywords: influence, technology, foreign, language, use

Mobile Assisted Language Learning: Learners' Attitude, Acceptance, and Barriers Amid the Pandemic Crisis

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Abstract

Mobile assisted language learning (MALL) has received much attention among the teaching community during the past decades, even more attention has been given during the COVID-19 pandemic crisis in the past years. Face-to-face education at all levels has been forced to shut down. Educational institutes are seeking alternatives, trying to function well under this crisis. Online learning, using electronic devices and internet access to learn synchronous or asynchronously, has come to rescue. Mobile devices are one of the many electronic devices that have been greatly applied in online learning, such as smartphones, tablets, notebooks. They are ubiquitous and portable, which not only provide great flexibility, attractiveness, easy accessibility for learners, but also empower learners in their own learning. Mobile assisted language learning allows learners to decide when, where and how they want to learn their target language. If they like, they can review the target language lesson they learn at their own pace as long as they have their mobile devices in hand. Rather than seeing it as a disturbance in class, more and more language teachers are integrating m-learning tools, such as Kahoot!, Quizizz, Moodle or Teams, into their curriculum and teaching activities inside and outside of their classrooms. Students are often asked to submit assignments, share ideas via forums, and interact with teachers and peers online. While a few studies have shown students' high level of satisfaction of using mobile phones as learning devices in class (e.g., Darsih & Asikin, 2020; Nuraeni, Carolina, Supriyatna, Widiati, Bahri, 2020), the researchers found that many students display reluctancy and unfamiliarity with the use of mobile applications. Thus, the purpose of this study is to investigate that, when face-to-face education is not possible, what attitude college students' hold toward mobile assisted language learning in an English department. A mixed method was applied, including questionnaire survey, observation and interview. The questionnaire adapted from Gonulal (2019) was administered to a group of English majors. Researchers' observation as language teachers and interview with several English majors were collected and analyzed. The results indicated that while the participants showed positive attitude in mobile assisted language learning, they also expressed certain worries, barriers and uncertainty. The results also revealed that while implementing mobile-assisted language learning, teacher and learners' familiarity of the new technology, course design and planning, and class management are crucially important. This study highlights the possible future challenges not only in language education but in all

education fields, and it is hoped that the results of this study could provide insights and references for policy makers and teachers to better prepare and implement mobile-assisted language learning and technology for the future of education.

Keywords: Mobile Assisted Language Learning, Learners' Attitude, Acceptance, Barriers, Pandemic Crisis

Motor Skill Training Effects on Eye-Hand-Subject Coordination and Reaction Time in 6 - 16 Years Old Children with ASD and down Syndrome (DS)

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Abstract

ASD is becoming one of the most common paediatric cases in the world and several research studies report an increased ASD prevalence. DS is a genetic disorder caused when abnormal cell division results in an extra full or partial copy of chromosome 21. Main objective of this study was to investigate motor skill training effects on eye-hand-subject coordination and reaction time in 6 - 16 years old children with ASD and DS. 21 children with ASD 20 children with DS became part of this study. 3 tests were used to evaluate the motor skills: 1. Grooved Pegboard Test (mod 7446). 2. Box and Blocks Test. 3. Ruler Drop Test. A 12 weeks exercise training program twice a week including; cardiovascular exercise, short and fast jogging, flexibility exercises and gross motor control exercises. Each group was assigned to an exercise station (total 5 stations), with a total of 20 min. The ANOVA procedure was used to compare the means of the comparison group. Results showed a significant improvement ($p<0.05$) in overall performance and in hand coordination tasks after exercise intervention for the following tests: Box & Block Test (60 sec/piece); visual control - Ruler drop test; and Grooved Pegboard Test. Children with ASD compared with those with DS often faced difficulties maintaining balance due to muscular hypo tony and muscle imbalances problems. Nevertheless, this study results outlined an improvement on overall physical ability due to engagement in a variety of different exercises.

Keywords: ASD, DS, motor skills, coordination and reaction time

Promoting An Inclusive Innovation Ecosystem for Sustainable Development in Nigeria Through Technical and Vocational Education and Training (TVET)

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Abstract

The changing world of work and dynamic future of jobs due to the increasing advancement in technology comes impacts on all facets of human endeavours requiring proactive adaptations by governments, corporations and individuals to harness the potentials of technology for sustainable development. The ability to innovate and produce ideas has become more powerful than the ability to produce products, or mine resources. Intellectual resources have become the fundamental resources and education a formidable resource base for wealth generation that can use or create resources for sustainable development. Nigeria needs knowledgeable and technically-skilled workforce with the ability to proffer innovative solutions to problems and challenges arising from their immediate environment in response to changing circumstances within and outside. This workforce is currently inadequate or unavailable in the country as a result of the long-term neglect of Technical and Vocational Education and Training (TVET) system. Using the eclectic enquiry method, this study explores the trajectories of TVET in Nigeria and the existing prospects within and outside Nigeria, for the country to nurture knowledgeable, skilled and innovative workforce needed for receiving and harnessing the dynamic changes in science and technology for achieving the country's sustainable development goals; identifies the disconnect between Nigeria's development plans and the education system and recommends that the country needs to upscale investment in effective and inclusive TVET strategically synchronized with the national development plans thereby providing the requisite innovation ecosystem for sustainable development in the country.

Keywords: Nigeria, TVET, Ecosystem, Sustainable Development

A Mathematical Analysis of Memory of Human

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Abstract

While data is generally stored in computers chronologically as a series of 0s and 1s, human memory is registered irregularly regardless of time or space. The authors describe the human process of memory registering and recalling with a recursive Heaviside step function formula (RHSF), instead of registering formulae in machine learning. The RHSF function represents how human stores what she or he experienced through five sensory organs (ear, eye, nose, mouth, and skin), without limitation as to size of hard disk in a digital computer. Humans recognize, recall, and associate something by measuring similarity between what they experienced and a partial derivative of RHSF with respect to current time.

Keywords: Mathematical Analysis, Memory of Human

Flushing Fluid for Cleaning the Engine Oil System

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Abstract

The article discusses the causes of deposits in pipelines of the engine oil system, the factors affecting the conditions of their formation. The qualitative and quantitative composition of the sediment formed in the pipe of an automobile engine is given. A reagent method for its elimination is proposed, which ensures the removal of sediments from the pipeline using special flushing liquids. The offered liquid is prepared on the basis of low-viscosity used motor oil with the addition of surfactants. The dependence of the interfacial tension on the concentration of the investigated reagent is shown. The similarity and efficiency of washing the test liquid with other washing liquids is revealed. It is recommended to operate the liquid according to the established instructions. As a result, the test fluid reduces the viscosity of deposits, their surface tension and leads to an increase in fluidity of the fluid in the pipeline of the engine oil system.

Keywords: flushing, fluid, cleaning, engine, oil system