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Exploring Servant Leadership Instrument for Social Enterprise (Cooperative)

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Abstract

The purpose of this paper is to describe the development and validation of a multi-dimensional instrument to measure servant leadership in social enterprise (cooperative) context. Based on an extensive literature review, expert's judgment and Exploratory Factor Analysis (EFA), 57 items were formulated and only 27 items yielding to five factors: doing right things, develop vision with others, democratic, develop others potential and develop community. The construct develops purposely for social enterprise (cooperative). The participants of the study consisted random sample of the cooperative's manager in Malaysia.

Keywords: Exploring Servant Leadership Instrument for Social Enterprise (Cooperative)

Introduction

The measurements for the leadership attributes specifically for cooperative's perspective were constructed from the literature review in this research. Although a number of scales to measure servant leadership done by researchers, none has designed a questionnaire to measure servant leadership attributes in cooperative organization. As suggested by Russell and Stone (2002), researchers need to examine the genuine of servant leadership characteristics to different types of industries, higher learning, commercial establishment and non-government. To support this gap, the items of servant leadership attributes are constructed according to literature in servant leadership area to fit with social enterprise (cooperative). This study developed a scale to measure servant leadership in social entrepreneurship context. The servant leadership have similarities with cooperative leader's traits or roles. In addition, this research extends studies that need additional contribution and smaller the gap in servant leadership topic. For example, Russel and Stone (2002) and Drury (2004) suggest researchers should examine the genuine of servant leadership characteristics and measure reliability to different types of industries, higher learning, commercial establishment and non-government. According to Prabhu (2008) social entrepreneurial leaders are individuals who make and manage innovative, entrepreneurial organizations or ventures whose primary mission is the social change and growth of their client group. In addition, Lyn Barendsen and Howard Gardener (2004) have proposed social entrepreneur as the new type of leader who can act willingly on their obligations, able to see things positively, regularly evaluate their work, induce pain in their lives are identified as the challenging task and are reformed into a growth oriented opportunities. This leader measure the impact of their activities with business acumen on the society as indicator - the higher their social impact, the greater is their success. The literature in this study related to the attributes of servant leader done from various scholars. Servant leadership characteristics deeply scrutinized in this literature review to develop the instrument to fit with cooperative principles and values. The development and measurement process in this study used Laura and Stephanie (2011) four steps in establishing valid surveys such as defining the construct, item development and judgement, designing and conducting studies to develop a survey and finalizing the instrument.

Step 1 – Defining the construct

Defining the construct begins with a thorough exploration of relevant literature in the domain. The literature in this study related to servant leadership attributes or characteristics done by scholars. Since early 1990s through 2013, the work of servant leadership focused on identifying themes and the characteristics to operationalize the concept of servant leadership. The idea and origin of theory of Servant Leadership began in 1970 with the publication of the essay "The Servant as Leader" by Robert Greenleaf. Later, Graham (1991) introduced the inspirational and moral dimensions for the servant leader. Buchen (1998) proposed that self-identity, capacity for reciprocity, relationship building, and preoccupation with the future were essential themes to clarify servant leader attributes. Spears (1998) expanded upon Greenleaf's writings and extracted ten common denominators of significant importance characterizing servant leadership. He emphasized the dimensions of listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and community building. Following, Farling et al. (1999) added the importance of vision, influence credibility, trust and service. While, Laub (1999) put forward valuing people, developing people, building community, display authenticity, providing leadership and sharing leadership. Russell (2001) repeating the elements of vision, credibility, trust, service and added modelling, pioneering, appreciating others and empowerment in contrast with Farling et al. (1999). In addition, Patterson (2003) presented the dimensions of agapáo love, humility, altruism, vision, trust, empowerment, and service as the essential dimensions of servant leadership. Blanchard and Hodges (2003) point out selflessness, integrity, honesty, fearlessness, humility, values-driven behaviour, faith in unconditional love, openness to feedback, a sense of community, self-acceptance, act as visionary role, comprising and act as an implementation role. Dennis and Bocarnea (2005), proposed the same domain from others such as empowerment, love, humility, trust and vision. Barbuto and Wheeler (2006) have measured the construct of altruistic calling, emotional healing, persuasive mapping, wisdom and organizational stewardship. Covey (2006) proposed six criteria such as humility, reverence, openness, ability to teach, respectfulness and caring. Moreover, Liden et al. (2008) developed and measured emotional healing, creating value for community, conceptual skills, empowering, helping subordinate to grow and succeed, putting subordinate first and behave ethically. Sendjya et al. (2008) in their study defined and analyzed the criteria of voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spiritually and transforming influence. Reed et al. (2011), proposed new construct of servant leadership related to interpersonal support, building community, altruism, egalitarianism and moral integrity for servant leader manager. van Dierendonck and Nuijten (2011) have measured the construct of empowerment, accountability, standing back, humility, authenticity, courage, interpersonal acceptance and stewardship. Mahembe and Engelbrecht (2013) have developed the servant leadership instrument and test altruistic calling, emotional healing, wisdom, persuasive mapping and organizational stewardship. The summaries of servant leadership attributes shown in table 1.

SERVANT LEADERSHIP ATTRIBUTES	
Greenleaf (1970)	Honest Love Responsibility
Graham (1991)	1. Inspirational 2. Moral
Buchen (1998)	1. Self-identity 2. capacity for reciprocity, 3. relationship builders, 4. preoccupation with the future
Spears (1998)	1. Listening, 2. empathy, 3. healing, 4. awareness, 5. persuasion, 6. conceptualization, 7. foresight, 8. stewardship, 9. commitment to the growth of people and 10. building community
Farling et al. (1999)	1. Vision, 2. influence, 3. credibility,

	4. trust, 5. service
Laub (1999)	Valuing people, developing people, displaying authenticity, offering leadership, building communities, sharing leadership
Page & Wong (2000)	1. Integrity, 2. humility, 3. servanthood, 4. caring for others, 5. developing for others, 6. empowering others, 7. visioning, 8. goal setting, 9. leading, 10. team building, 11. shared decision making
Russell & Stone (2002)	1. Vision, 2. honesty, 3. integrity, 4. trust, 5. service, 6. modeling, 7. pioneering, 8. appreciation of others, 9. empowerment
Patterson (2003)	1. Agapao love, 2. humility, 3. altruism, 4. vision, 5. trust, 6. empowerment, 7. service
Blanchard & Hodges (2003)	Selflessness, integrity, honesty, fearlessness, humility, values-driven behaviour, faith in unconditional love, openness to feedback, a sense of community, self-acceptance, act as visionary role – (doing the right thing), comprising and an implementation role – (doing things right)
Dennis & Bocarnea (2005)	1. empowerment, 2. love, 3. humility, 4. trust, and 5. vision
Barbuto & Wheeler (2006)	1. Altruistic calling, 2. emotional healing, 3. persuasive mapping, 4. wisdom, 5. organizational stewardship

Covey (2006)	1. Humility, 2. reverence, 3. openness, 4. ability to teach, 5. respectfulness, 6. caring
Liden et al. (2008)	1. Emotional healing, 2. creating value for community, 3. conceptual skills, 4. empowering, 5. helping subordinates grow and succeed, 6. putting subordinates first, 7. behaving ethically
Sendjaya, Sarros & Santora (2008)	1. Voluntary subordination, 2. authentic self, 3. covenantal relationship, 4. responsible morality, 5. transcendental spiritually, 6. transforming influence
Reed, Vidaver-Cohen, & Colwell (2011)	1. Interpersonal support, 2. building community, 3. altruism, 4. egalitarianism, 5. moral Integrity
van Dierendonck & Nuijten (2011)	1. Empowerment, 2. accountability, 3. standing back, 4. humility, 5. authenticity, 6. courage, 7. interpersonal acceptance 8. stewardship
Mahembe & Engelbrecht (2013)	Altruistic calling, emotional healing, wisdom, persuasive mapping, organisational stewardship

Table 1: Summary of servant leadership attributes literature

For purpose of this study, seven new dimensions to be validated for a new construct to best fit with social enterprise (cooperative) leadership management. Cooperative organization principles and values seems congruence with servant leadership. Leadership in cooperative is the function to lead the organization on behalf of key stakeholder group – able to formulate the goals through group activity, providing a vision, inspiring, guiding, and listen to both members and the management to achieve the cooperative objectives (Puri, 1979; Parnel, 1995). Thompson et al. (2000) argued even though there are people who are keen to work for their community, but they need leadership qualities and guidance. Thus servant leadership instrument for cooperative organization leadership being develop and measured. The characteristics are categorized according to the similar meaning and most cited criteria among scholars to best fit with cooperative leader. The

new orientation constructed are i) develop others, ii) demonstrate credibility, iii) develop community, iv) democratic, v) do right things vi) develop vision and vii) deliver for others.

a) Develop others

Servant leadership promotes the developing of people growth and they have a keen understanding of human characters and embrace a nurturing teaching style that builds self-esteem. The elements of the growth can be started with the interpersonal skills of the leader to benevolently dispose to others. Greenleaf (1970), Dennis and Bocarnea (2005), Page and Wong (2000) and Covey (2006) all contended that servant leader are always caring and love to others. This contention was supported by Spears (1998), Liden et al. (2008), Barbuto and Wheeler (2006), and Mahembe and Engelbrecht (2013). Greenleaf (1970) and Spears (1998) stated that servant leader concern to the follower's emotion by healing it and listen to them. Barbuto and Wheeler (2006) described emotional healing as the ability to recognize the needs and start a healing process for members of the organization. This character can make leader promoting an environment where followers are safe to voice their concerns.

This confirms the work of Spears (1998), Laub (1999), Page and Wong, 2000, and Liden et al. (2008) that servant leader develops and helps their subordinates to grow for success. Table 3. 7 refers to the above servant leadership criteria cited by scholars. These characteristics are derived from the soul of the leader to build positive relationship with others. Crom (1998) pointed out that servant leaders genuinely care for others and are interested in the lives of followers. They can heal or reduce the emotional pain of others, express concern and care and always find ways to develop others. One of the great strengths of servant leadership is the potential for healing one's self and one's relationship with others. This can be started from listening to others in order for the leaders to understand the need of the people. As Maxwell (1998) stated, the effective leaders recognize it takes sincere effort with compassion to reach someone's heart and they must touch other's heart before ask them for a hand.

Ferch and Mitchell (2001) advocated love as a goal for leaders. Greenleaf (1970) added effective leaders are deeply committed to the profession and personal growth of those around them. This statement supported those criteria mentioned above because servant leaders need internal strength and desire to develop others. They must able to allocate time and talent to that purpose. The elements of emotional healing, listening, love, caring for others, commitment to the growth of people, helping subordinate grow and succeed and developing people are interrelated and reasonable to represent as new dimension called ***develop others***. In other words servant leaders develop others by listening, emotional healing, love, caring, and helping subordinate to grow and succeed.

Table 2. 5: Measurement scale referred for dimension of develop others by previous studies

The Attributes	Authors
Healing and Emotional healing	Spears (1998) Barbuto and Wheeler (2006) Liden et al. (2008) Mahembe and Engelbrecht (2013)
Listening	Greenleaf (1970) Spears (1998)
Love and Caring for others	Greenleaf (1970) Dennis and Bocarnea (2005) Page and Wong (2000) Covey (2006)
Commitment to the growth of people, Helping subordinates grow and succeed and Developing people	Spears (1998) Liden et al. (2008) Laub (1999) Page and Wong (2000)

b) Demonstrate credibility

Kouzes and Posner (1993) mentioned credibility is the essential ingredient in good leadership. It was supported by Ulrich (1996) that credible leaders have personal habits, values, traits and competencies to engender trust and commitment from those who take their direction. Awareness (Spears, 1998), ability to teach (Covey, 2006), wisdom (Barbuto and Wheeler,

2006; Mahembe and Engelbrecht, 2013), fearlessness (Blanchard and Hodges, 2003), modelling (Russell and Stone, 2002), pioneering (Russell and Stone, 2002) and values-driven behaviour (Blanchard and Hodges, 2003) as mentioned by the scholars can be special values, traits and competencies for servant leader in this study.

According to Barbuto and Wheeler (2006), wisdom is the ability to see and learn from the environment, being able to see how it would affect each member and the organization. This will support (Okpara and Ohn, 2008) which stated that social entrepreneurship leaders must also have traits, which will help them motivate others and lead them in new directions. Thus, this study categorized awareness, ability to teach, wisdom, fearlessness, modeling, pioneering and values-driven behavior characteristics as new dimension called **demonstrate credibility** as shown in Table 2. 6.

Table 2. 6: Measurement scale referred for dimension of demonstrate credibility by previous studies

The Attributes	Authors
Awareness	Spears (1998)
Ability to teach	Covey (2006)
Wisdom	Barbuto and Wheeler (2006) Mahembe and Engelbrecht (2013)
Fearlessness	Blanchard and Hodges (2003)
Modelling	Russell and Stone (2002)
Pioneering	Russell and Stone (2002)
Values-driven behavior	Blanchard and Hodges (2003)

c) Develop community

San Juan (2005) emphasized leader must imagine their duty in terms of relationships and community with aim to change and transform. Several researchers mention about concern of the community (Spears, 1998; Laub, 1999; Blanchard and Hodges, 2003; Liden et al., 2008 and Reed et al., 2011). According to Northouse (2007), servant leadership valued everyone's involvement in the community life because it was there that one fully experienced respect, trust, and individual strength. Spears (2010) posited the servant leader senses that much has been lost in recent human history, as a result of the shift from local communities to large institutions as the primary shaper of human lives. This awareness causes the servant leader to seek to identify some means for building community among those who work within a given institution. This study combines these criteria as **develop community** as these criteria represent the same meaning for servant leader aspiration concerning to community as whole. The summary of this attributes shown in Table 2. 7.

Table 2. 7: Measurement scale referred for dimension of develop community by previous studies

The Attributes	Authors
Building community	Spears (1998) Laub (1999) Reed et al., (2011)
A sense of community	Blanchard & Hodges (2003)
Creating value for community	Liden et al. (2008)

d) Democratic

According to Bugenhagen (2006), leaders should not acquiring power but must concern themselves with being a soothing presence. Greenleaf (1970) mentioned to be genuine leader they must not afraid to share power and quality performance because "power shared is power multiplied, not lessened". Daft (2005) supported that power is not the primary purpose and aim of the leader. The criteria related to sharing the authority with others and acceptance to others opinion can be interpreted as empowering others (Page and Wong, 2000; Russell and Stone, 2002; Patterson, 2003; Dennis and Bocarnea, 2005; Liden et al., 2008; and van Dierendonck and Nuijten, 2011), openness (Covey, 2006), offering leadership (Laub, 1999), openness to feedback (Blanchard and Hodges, 2003), egalitarianism (Reed et al., 2011), respectfulness and reverence (Covey, 2006) and shared decision making (Page and Wong, 2003). All terms stated above are strongly related

and comprise the same meaning. Thus, for the purpose of this study, researcher uses term **democratic** as new dimension of all those characteristics. Refer Table 2. 8.

Table 2. 8: Measurement scale referred for dimension of democratic by previous studies

The Attributes	Authors
Empowering others /empowerment	Page and Wong (2000) Russell and Stone (2002) Patterson (2003) Dennis and Bocarnea (2005) Liden et al. (2008) van Dierendonck and Nuijten (2011)
Openness	Covey (2006)
Offering leadership	Laub (1999)
Openness to feedback	Blanchard and Hodges (2003)
Egalitarianism	Reed, et al., (2011)
Respectfulness and Reverence	Covey (2006)
Shared decision making	Page and Wong (2000)

e) Do Right Things

San Juan (2005) claimed servant leadership imbues relational power with a stature of integrity and strength of character. Nakai (2005) addressed that this leader if lead with integrity, common sense, accountability, respect and compassion, more people will get on board. Both honesty and integrity are integral parts of good leadership (Covey, 1996; Fairholm, 1998; Northouse, 1997 and Winston, 1999). Integrity closely related to ethical (Ker, 1998) and Shaw (1997) supported that leader must practice integrity to build trust. In essence, what people want and what organization needs are leaders with integrity who also have the courage to be honest in the face of challenging and potentially self-damaging circumstances.

Another element that creates to do right things is trust. According to Martin (1998) trust is the root of all great leadership. It is also supported by Mayer et al. (1995) that trust is willingness of a party to be vulnerable to the actions of other party based on expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control other party. Many scholars agree that trust is the most significant factors influencing leader-member relationship, leader effectiveness and enhance productivity (Bennis, 1997; Bennis and Nanus, 1997; Covey, 1990; De Pree, 1997; Fairholm, 1994, 1997, 1998; Martin, 1998; and Ryan and Oestreich, 1998). Servant leadership study by scholars also mentioned about the importance of being ethical and moral. De Pree (2002) posits that without moral purpose, competence has no measure, and trust has no goal. This study highlighted the most attributes in servant leader that are interrelated to guide leader to do right things. They are accountable (van Dierendonck and Nuijten, 2011), authenticity (Laub, 1999; Sendjaya et al., 2008 and van Dierendonck and Nuijten, 2011), integrity (Page and Wong, 2000; Russell and Stone, 2002; Blanchard and Hodges, 2003 and Reed et al. 2011), responsible morality (Sendjaya et al., 2008), behaving ethically (Liden et al., 2008), trust (Farling et al., 1999; Russell and Stone, 2002; Patterson, 2003 and Dennis and Bocarnea, 2005 and honest (Greenleaf, 1970; Blanchard and Hodges, 2003 and Russell and Stone, 2002). Table 2. 9 shows the construct of **Do right things**.

Table 2. 9: Measurement scale referred for dimension of do right things by previous studies

The Attributes	Authors
Accountability	Van Dierendonck and Nuijten (2011)
Authenticity	Laub (1999) Sendjaya, Sarros and Santora (2008) van Dierendonck and Nuijten (2011)

Integrity	Page and Wong (2000)
	Russell and Stone (2002)
	Blanchard and Hodges (2003)
	Reed et al. (2011)
Responsible morality	Sendjaya et al. (2008)
Behaving ethically	Liden et al. (2008)
Trust	Farling et al. (1999)
	Russell and Stone (2002)
	Patterson (2003)
	Dennis and Bocarnea (2005)
Honest	Greenleaf (1970)
	Blanchard and Hodges (2003)
	Russell and Stone (2002)

f) Develop vision

Vision unites organizational members and inspires greatness (Miller, 1995). Greenleaf used term foresight and conceptualizing to describe vision. Developing vision for future helps facilitate organizational change and transform action (Miles, 1997). Reinke (2004) defines vision as the degree to which leaders plan and anticipates for future needs, develop concrete mission or vision statements, and keep situations and problems in perspective with the combination of conceptualization and foresight. Both are strongly related. A number of scholars in servant leadership suggested vision as important attributes for servant leadership (Farling et al., 1999; Russell and Stone, 2002; Patterson, 2003; Blanchard and Hodges, 2003; Dennis and Bocarnea, 2005 and Page and Wong, 2000), conceptualization (Spears, 1998 and Liden et al., 2008), goal setting (Page and Wong, 2000) and foresight (Spears, 1998). These attributes can be grouped as **develop vision** for servant leaders. Refer Table 2. 10.

Table 2. 10: Measurement scale referred for dimension of develop vision by previous studies

The Attributes	Authors
Vision	Farling et al. (1999)
	Russell and Stone (2002)
	Patterson (2003)
	Dennis and Bocarnea (2005)
	Page and Wong (2000)
	Blanchard and Hodges (2003)
Conceptualization	Spears (1998)
Conceptual skills	Liden et al. (2008)
Goal setting	Page and Wong (2000)
Foresight	Spears (1998)

g) Deliver for others

Greenleaf (1972) described stewardship as holding something in trust for one another. Servant leaders, like stewards, are committed to serving the needs of others and emphasize the use of openness and persuasion, rather than control. Reinke (2004) clarified stewardship as the degree to which leaders put the needs of others and the organization before their own personal needs, use a participatory leadership style, and are committed to the growth of employees and the organization. While Bagget (1997) mentioned first and foremost, a good leader serves others. Service is the core of servant leadership (Block, 1993; De Pree, 1997; Fairholm, 1997, 1998, and Greenleaf, 1977). Fairholm (1997) added that leaders prepare others to embrace a service orientation when they model service through their own actions.

Service attributes were mentioned by (Farling et al., 1999; Russell and Stone, 2002; and Patterson (2003). Putting subordinates first (Liden et al., 2008), voluntary subordination (Sendjaya et al., 2008), Implementation role (Blanchard and Hodges, 2003), stewardship/organizational stewardship (Barbuto and Wheeler, 2006; Mahambe and Engelbrecht, 2013;

Spears, 1998; and van Dierendonck and Nuijten, 2011). Then, servanthood (Page and Wong, 2000); altruism and altruistic calling (Patterson, 2003; Barbuto and Wheeler, 2006; Reed et al., 2011 and Mahembe and Engelbrecht, 2013); humility (Page and Wong, 2000; Patterson, 2003; Blanchard and Hodges, 2003; Dennis and Bocarnea, 2005; Covey, 2006; and van Dierendonck and Nuijten, 2011). For the purpose of this study, it is called **Deliver for others** as servant leadership aim is to serve others. The summaries of criteria are shown in Table 2. 11.

Table 2. 11: Measurement scale referred for dimension of deliver for others by previous studies

The Attributes	Authors
Service	Farling et al. (1999) Russell and Stone (2002) Patterson (2003)
Putting subordinates first	Liden et al. (2008)
Voluntary subordination	Sendjaya et al., (2008)
Implementation role	Blanchard and Hodges (2003)
Organizational stewardship	Barbuto and Wheeler (2006) Mahembe and Engelbrecht (2013)
Servanthood	Page and Wong (2000)
Stewardship	Spears (1998) van Dierendonck and Nuijten (2011)
Altruism	Patterson (2003) Reed et al., (2011)
Altruistic calling	Barbuto and Wheeler (2006) Mahembe and Engelbrecht (2013)
Humility	Page and Wong (2000) Patterson (2003) Blanchard and Hodges (2003) Dennis and Bocarnea (2005) Covey (2006) van Dierendonck and Nuijten (2011)

Step 2 - Instrument development process

Seven-point rating scale was used in the questionnaire of this study. The reason of using this scale is it was applied by many researchers in survey research (Davis et al., 1989; Moon and Kim, 2001; Venkatesh and Davis, 2000). In addition, it is also more capable than others point-scale, as it allows greater discrimination and finer differences between people (De Vaus, 2002). Furthermore, respondents' take less time, and easy to answer (McCelland, 1994; Churchill, 1995; Frazer and Lawley, 2000). Cox (1980) recommended that the scale points between five and nine should be used, depending on the particular circumstances. According to Miller (1956), in human brain physiology, human brain has a span of apprehension capable of distinguishing about seven (plus minus two) different items. With a strong clarifications and judgment on point-rating scale, a seven-point Likert scale was adopted in this research based on its popularity, high reliability, and appropriateness.

Before conducting the pilot test, the decision from experts and practitioners' review were used to guide the construction of the instrument items in this study. Face validity is scale content logically appears to reflect what was intended to be measured (Zikmund et al., 2013). Researcher appointed two officers from Malaysian Cooperative Commissions as an expert in this study to review and comment the list of questions in terms of jargon, level of understanding and language used. After the officer validated the items, researcher reviewed the highlighted items to be corrected. The items with distracting or confusing language and grammar were eliminated. Approximately 10 to 20 of the initial items were rewritten and/or edited prior to continuing the process.

Step 3 – Designing and conducting studies to develop a survey

Method

Participants

For the purpose of the pilot survey, 260 participated in this study during the course at Malaysian Cooperative Commissions. According to Baker (1994), a sample of pilot study can be 10% to 20% from actual sample size of the study. As discussed earlier, the actual sample size for this research is 370. For purpose of pilot test, this study used 260 respondents and this number met the required sample size needed.

The strategy of distributing the questionnaires was at MKM during cooperative training and seminar program. Second approach to generate more questionnaire, researcher emailed the questionnaire to the selected sample. The unit of analysis was individual. The subjects were either board of cooperative members or the top level managers of cooperative. They were selected because of their involvement in regards to their participation, operation and their knowledge of the cooperative. In other words, the sample of this study is the representative person from the top management of cooperatives.

This study used the literature on servant leadership as discuss earlier to build set of attributes item, gathered experts to review the questions, added and deleted the item to fit the study requirement. The procedures referred to Laura and Stephanie (2011) steps. The questionnaire was sent to a pool of participants (members of cooperative) database and conducted factor analysis with correlation matrices and scale reliability test to help determine which item to keep for each construct.

Step 4 - Finalizing the scale

Result - Factor analysis and discussion

In testing the servant leadership attributes, the factorability of the inter-correlation matrix was measured by two tests: Kaiser-Meyer-Olkin test of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity. KMO measures of sampling adequacy was 0. 93, above the recommended value of 0. 60, and Bartlett's test was x^2 = 8350. 69, p = 0. 000, thus, the factor analysis can be conducted. The construct validity of the servant leadership attributes questionnaire was examined through Exploratory Factor Analysis (EFA). The result of Varimax with Kaiser Normalization was a rotated component matrix and extracted 5 factors with eigenvalue greater than 1. 0. Exploratory factor analysis indicated that the first factor consisted of 9 items. The second factor consisted of 4 items. Factor three consisted of 6 items. Factor four consisted of 5 items and factor five consisted 3 items as shown in Table 4. 4 (see Appendix G). The total number of items was 27. Finally, the factors are grouped according to the code – "5D's" a) Do right things, d) Develop vision, c) Democratic, d) Develop others and e) Develop community.

Following, Table 4. 5 indicates the mean and standard deviation and alpha α of all items for servant leadership attributes. All items had mean value more than 5. 0.

Table 4. 5: Descriptive statistics of servant leadership

Item	Description	M	SD	α
DT34	Promotes transparency in the cooperative.	5. 53	0. 94	
DT43	Honest in all aspects of work or cooperative transactions.	5. 64	1. 08	
DT44	Refuses to use manipulation or deceit to achieve personal goals.	5. 77	0. 99	
DT45	Enhances members or employees' trust.	5. 72	0. 95	
DT53	Humble to consult others in any situation	5. 43	1. 09	. 93
DT54	Does not centre attention on his or her own accomplishments.	5. 34	1. 06	
DT55	Hold responsible for the work they carry out.	5. 38	0. 98	
DT56	Emphasizes the importance of focusing on the good of the whole.	5. 22	1. 01	
DT57	Places interests of members above self-interest.	5. 46	1. 01	
DV13	Encourages members to dream "big dreams" about the cooperative.	5. 60	0. 99	
DV14	Tries to grab as many opportunities for cooperative's success.	5. 66	0. 90	
DV15	Effectively thinks through complex problems.	5. 65	0. 94	. 88

ISSN 2414-8385 (Online)
ISSN 2414-8377 (Print

European Journal of
Multidisciplinary Studies

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DV18	Prepare cooperative management to make a positive difference in the future.	5. 60	0. 90	
DM26	Enables members or employees to solve problems by themselves instead of just telling them what to do.	5. 23	0. 96	
DM27	Entrusts members or employees to make decisions which make work easier for them.	5. 23	0. 95	
DM28	Open about his/her limitations and weaknesses.	5. 33	0. 86	. 89
DM47	Encourages open exchange of information throughout the cooperative.	5. 30	1. 00	
DM51	Invites constructive criticism during discussion.	5. 57	0. 94	
DM52	Encourages members to come up with new ideas.	5. 43	0. 99	
DO3	Takes time to talk to members or employees on a personal level.	5. 27	0. 93	
DO5	Looks for ways to make members or employees successful.	5. 39	1. 00	
DO6	Nurtures members or employees' leadership potential.	5. 43	1. 03	. 90
DO7	Encourages members or employees to enhance their personal skills.	5. 62	0. 98	
DO8	Demonstrates concern for members or employees' personal well-being.	5. 56	1. 09	
DC19	Inspires others to lead through service for community.	5. 44	0. 99	
DC22	Encourages members to have a community spirit in the cooperative.	5. 28	0. 98	0. 82
DC23	Emphasizes the societal responsibility of cooperative business activity.	5. 27	1. 02	

Appendix G:Table 4. 4 Rotated components and loadings - servant leadership attributes

Code	Item	Factor
	Construct 1 - DT	Factor 1
Q34	Promotes transparency in the cooperative.	0. 62
Q43	Honest in all aspects of work or cooperative transactions.	0. 73
Q44	Refuses to use manipulation or deceit to achieve personal goals.	0. 71
Q45	Enhances members or employees' trust.	0. 65
Q53	Humble to consult others in any situation	0. 69
Q54	Does not centre attention on his or her own accomplishments.	0. 72
Q55	Hold responsible for the work they carry out.	0. 73
Q56	Emphasizes the importance of focusing on the good of the whole.	0. 71
Q57	Places interests of members above self-interest.	0. 68
	Construct 2 - DV	Factor 2
Q13	Encourages members to dream "big dreams" about the cooperative.	0. 64

ISSN 2414-8385 (Online)
ISSN 2414-8377 (Print

European Journal of
Multidisciplinary Studies

January-April 2017
Volume 2, Issue 3

Q14	Tries to grab as many opportunities for cooperative's success.	0. 69	
Q15	Effectively thinks through complex problems.	0. 72	
Q18	Prepare cooperative management to make a positive difference in the future.	0. 64	
	Construct 3 - DM	Factor 3	
Q26	Enables members or employees to solve problems by themselves instead of just telling them what to do.	0. 61	
Q27	Entrusts members or employees to make decisions which make work easier for them.	0. 63	
Q28	Open about his/her limitations and weaknesses.	0. 62	
Q47	Encourages open exchange of information throughout the cooperative.	0. 60	
Q51	Invites constructive criticism during discussion.	0. 61	
Q52	Encourages members to come up with new ideas.	0. 67	
	Construct 4 - DO		Factor 4
Q3	Takes time to talk to members or employees on a personal level.		0. 70
Q5	Looks for ways to make members or employees successful.		0. 71
Q6	Nurtures members or employees' leadership potential.		0. 66
Q7	Encourages members or employees to enhance their personal skills.		0. 66
Q8	Demonstrates concern for members or employees' personal well-being.		0. 69
	Construct 5 - DC		Factor 5
Q19	Inspires others to lead through service for community.		0. 66
Q22	Encourages members to have a community spirit in the cooperative.		0. 66
Q23	Emphasizes the societal responsibility of cooperative business		0. 68

> activity.

Conclusion

As a result to the lack of servant leadership study in social enterprises, this study is to provide empirical findings of servant leadership measurement for social enterprise (cooperative) and to determine the possible attributes of servant leadership that may affect cooperative's performance. It is necessary to clarify exactly the attributes of servant leadership measurement in other study to develop a new construct measurement for this study. Finally, the factors are grouped according to the code – "5D's" a) Do right things, d) Develop vision, c) Democratic, d) Develop others and e) Develop community with 27 number of total items. Two dimensions (Deliver for others and Demonstrate credibility) have been dropped from the dimension due to low factor loadings.

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SMEs' Intention towards Sustainable Entrepreneurship

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Abstract

Environmental degradation could be considered as one of the negative consequences of entrepreneurial activities. As such, entrepreneurs are urged to be proactive in resolving environmental problems through sustainable entrepreneurship. However, this new practice has not been fully accepted and exercised by many SMEs. Moreover, the studies pertaining to sustainable entrepreneurship are also very scarce in the literature. Therefore, this paper was conducted to investigate the contexts that directly and indirectly influence the SMEs owner-managers' intention towards sustainable entrepreneurship. A model was developed based on Theory of Planned Behaviour and Entrepreneurial Event Model. This study surveyed 404 SMEs in Malaysia by using self-administered questionnaires. It found that owner-managers' intention towards sustainable entrepreneurship was rather encouraging. In addition, factors such as positive sustainable value, favourable sustainable attitude, supporting social norm and sufficient governmental legislation directly increased the intention towards sustainable entrepreneurs. Moreover, those factors were also found to indirectly influence the intention through individual's perception. As such, this paper pointed out some critical factors that should be emphasized in promoting and developing sustainable entrepreneurship. Some recommendations for future studies have also been given at the last part of this paper.

Keywords: Entrepreneurship, Intention, Perception, Small and medium enterprises (SMEs), Sustainability

Introduction

Environmental degradation is a serious problem that requires the attention from all parties. Market failure from the entrepreneurial activities is believed to be a cause of environmental degradation (Cohen & Winn, 2007). As such, entrepreneurs are urged to play a proactive role in transitioning the current economy to a sustainable economy (Parrish & Foxon, 2009). In fact since 1970s, business firms have been continuously showing great efforts in improving environmental quality (Keijzers, 2002). However, many environmental issues are still unresolved and they would definitely leave a great impact on our mother earth. Although much efforts have been put forth to encourage high participation in sustainability practices among business firms, its result is still far from satisfactory. For instance, Kyoto Protocol has long been implemented; unfortunately, its result is still slow (Greenpeace International, 1998; Grubb & Depledge, 2001; McKitrick & Wigle, 2002). The earth continues to suffer from over development, over deforestation and overused of non-renewable resources.

Realizing that environmental problems could bring disastrous effects to us and our future generations, businesses are urged to be active in resolving environmental problems (Palazzi & Starcher, 1997; Dean & McMullen, 2007). This has given birth to a new concept known as sustainable entrepreneurship. In business practices, sustainable entrepreneurship can be considered as something new (Cohen& Winn, 2007; Richomme-Huet & Freyman, 2011) which requires further investigations due to its low number of studies in literature (Hall, Daneke, & Lenox, 2010; Shepherd & Patzelt, 2011; Nowduri, 2012).

Sustainable entrepreneurship can be regarded as a practice which links entrepreneurial activities to sustainable development (Schaltegger & Wagner, 2008). It is a new practice in business (Richomme-Huet & Freyman, 2011) which transforms the businesses from being profit-centred to sustainability-centred (Crals & Vereek, 2004; Smith & Sharicz, 2011). It could also be regarded as a possible solution to sustainability issues through business activities. However, to most business firms in Malaysia, practicing sustainability in business is still considered as something new (Moorthy et al., 2012). Specifically, small and medium enterprises (SMEs) regard sustainability management as costly and difficult to implement (Omar & Samuel, 2011). This has caused the low participation of SMEs in practicing sustainability.

From the theoretical perspective, entrepreneurship is regarded as a process of doing something new and it is affected by individual's cognitive aspects. Since entrepreneurship is regarded as a process, the development of sustainable entrepreneurship can be deemed as a challenging effort that involves multiple processes. As such, the first step could be focusing on understanding people's intention in the process of becoming sustainable entrepreneurs. However, there is a lack of studies which investigate the people's entrepreneurial intention because the topic is commonly neglected and under-exploration (Casrud & Brännback, 2011; Zachary & Mishra, 2011).

From the extant literature, sustainable entrepreneurship studies are mainly focusing on the practices (e. g. : Crals & Vereeck, 2004; Cohen & Winn, 2007; Richomme-Huet & Freyman, 2011, etc.) or contributions (e. g. : Dean & McMullen, 2007; Parrish & Foxon, 2009; Hockerts & Wüstenhagen, 2010). Those studies have successfully explained how people practice sustainable entrepreneurship and what their contributions are. Unfortunately, the psychological aspects, such as intention and motivation that drive people towards sustainable entrepreneurship have not been fully addressed in the current literature.

Therefore, this study is geared towards investigating the contexts that influence the entrepreneurs' intention towards sustainable entrepreneurship. Specifically, it focuses on determining the factors that directly and indirectly influence the intention towards sustainable entrepreneurship among SMEs owner-managers in Malaysia.

Literature Review

Sustainable Entrepreneurship

Sustainable entrepreneurship is considered as a sub-field of entrepreneurship. It is considered as a new practice in business due to the increasing awareness of sustainability development among business practitioners (Hall et al., 2010). Over the years, researchers have used many terms interchangeably, such as sustainable-minded entrepreneurs (Gagnon, 2012) or sustainability-driven entrepreneurs (Majid et al., 2012). Generally, sustainable entrepreneurship is a practice which links sustainable development to business activities (Schaltegger & Wagner, 2008). According to World Commission of Environmental Development (WCED, 1987), sustainable development is regarded as "development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs". Therefore, sustainable entrepreneurship could be deemed as business or entrepreneurial activities that emphasize on nature preservation, life support and community welfare for achieving current and future economic and non-economic gains (Shepherd & Patzelt, 2011).

Sustainable entrepreneurship is very much related to the concept of triple- bottom-line (TBL). TBL emphasizes on creating value through economic prosperity, environmental quality and social justice (Elkington, 2004). It has also been widely adopted by researchers in explaining sustainable entrepreneurship (Schlange, 2006; Dixon & Clifford, 2007; Hall et al., 2010; Hockerts & Wüstenhagen, 2010). However, some important domains have been overlooked in this concept (O'ʒeill, Hershauer & Golden, 2009). As such, some researchers have suggested that sustainable entrepreneurship should encompass an equal footing on four domains, namely economic, social, ecological and cultural (Majid & Koe 2012).

Factors Affecting Intention

Entrepreneurship has a rich collection of literature in regards to entrepreneurial intention. Past studies have also developed various models to explain the factors influencing the individual's entrepreneurial intention. However, the most widely used models are Entrepreneurial Event Model (EEM) and Theory of Planned Behaviour (TPB) (Krueger et al., 2000; Liñán et al., 2005). As such, this paper utilized the two models as the underlying models.

Shapero and Sokol (1982) explained in their EEM that entrepreneurship is an event in which new venture is created. However, the creation of new venture is affected by the entrepreneur's perceived desirability and perceived feasibility. Over the years, many researchers have adapted the model in studying entrepreneurial intention, for examples Krueger *et al. (*2000), Audet (2004) and Fitzsimmons and Douglas (2011), just to name a few.

Ajzen (1991) developed TPB to explain the relationship between intention and behaviour. TPB explains that human behaviour is a result of intention. Thus, it regards intention as a predictor of human behaviour. The theory delineates that there are several factors that affect a person's intention, such as personal attitude, subjective norm and perceived behavioural control. Many researchers have adapted TPB in predicting individual's entrepreneurial intention (e. g. : Engle *et al.,* 2010; Shook & Bratianu, 2010; Moriano *et al.,* 2011, etc.) and also individual's pro-environmental intention (e. g. : Kaiser & Gutscher, 2003; Kaiser *et al.,* 2005, etc.).

Both EEM and TPB could be considered as reliable models in investigating entrepreneurial intention, but they are not without any limitations. For instance, they only explain the direct influence of various factors on intention and not the indirect influence. Also, the application of both models in studying sustainable entrepreneurship has not been widely performed as well. Furthermore, more variables should be incorporated into the models to increase their predictive utility. Therefore, the models require an extension.

Theory of Reasoned Action (TRA)

Human do not behave in certain manner without any triggers. Theory of reasoned action (TRA) could be considered a reliable early theory which explains human behavior (Fishbein & Ajzen, 1975). Greene (2009) further explained that TRA illustrated the cause-and-effect relationship between people's cognition and behavior. Simply put, the theory delineates that human behavior is an effect of their behavioral intention. Thus, individual's intention can be deemed as a stimulant for one's behavior. Over the years, TRA has showed consistent results in various fields of studies such as dental hygiene, education, contraceptive behavior, smoking, blood donation etc. (Vallerand, Deshaies, Cuerrier, Pelletier, & Mongeau, 1992).

Based on the theory, it is believed that intention is a good predictor of behavior. Intention is further affected by attitudinal and normative factors. As Hale, Householder and Greene (2002) mentioned, TRA could be used to explain volitional behaviors. Engaging sustainable practices in business is definitely a voluntary, intentional and planned behavior; as such, TRA is deemed appropriate for this study.

Research Model and Hypotheses Development

In predicting intention towards sustainable entrepreneurship, this study adapted the attitudinal and normal factors from TPB as well as the perception factors from EEM. In addition, two variables were added, namely sustainability value and government legislation (Figure 1). The discussions below explain the development of research model and hypotheses.

According to McGee *et al.* (2009), personal values and beliefs affect one's entrepreneurial intention. Besides their ability in influencing entrepreneurial intention, they can also be regarded as important factors that affect people's environmental considerations (Schlange, 2006) and engagement in sustainability (Spence *et al.*, 2011). Sustainable value plays a vital role in motivating sustainable entrepreneurship (Tilley, 1999) because it is a driving factor for entrepreneurs to attach to sustainable practices (Gagnon, 2012). Therefore, this paper hypothesized that:

H1: Sustainability value (SV) positively influences intention towards sustainable entrepreneurship (ITSE).

According to Ajzen (1991), attitude is a determinant of behavioural intention. Many studies have also proven the positive influence of individual attitude on entrepreneurial intention, for examples Schwarz *et al. (*2009), do Paço *et al.* (2011), Moriano *et al.* (2012), just to name a few. In addition, attitude was also found as an influential factor of intention towards pro-environmental behavior (Stern, 2000; Tonglet *et al.,* 2004; Bamberg & Möser, 2007). As Chen *et al. (*2011) pointed out, whether or not people would engage sustainable practices was affected by their positive or negative attitude. Thus, it was posited that:

H2: Sustainability attitude (SA) positively influences intention towards sustainable entrepreneurship (ITSE).

External stimuli could also affect an individual's behavioral intention (Yoon & Tello, 2009). In fact, Fishbein and Ajzen (1975) and Ajzen (1991) have agreed on the positive effects of social factors on intention. Interestingly, the positive relationships

between social norm and sustainable practices were further confirmed by Meek (2010) and Yaacob (2010). Therefore, the hypothesis below was suggested:

H3: Social norm (SN) positively influences intention towards sustainable entrepreneurship (ITSE).

Apart from pressures or influences from the society, governmental rules and regulations also stimulated entrepreneur's sustainable behavior (Moorthy *et al.*, 2012; Rasi *et al.*, 2010). Indeed, one of the obvious reasons that caused businesses to practice sustainability was governmental influence (Delmas & Toffel, 2004). Specifically, sustainability policies established by government were treated as the guidelines to most entrepreneurs in maintaining business gains ad environmental quality (Schlange, 2006). Worthington and Patton (2005) also mentioned that suitable pro-environmental regulations could drive entrepreneurs to respond to environmental issues. As such, it suggested that:

H4: Government legislation (GL) positively influences intention towards sustainable entrepreneurship (ITSE).

People's perception which affects their entrepreneurial intention consists of perceived desirability and perceived feasibility (Shapero & Sokol, 1982). Truly, the increased in both perceived desirability and perceived feasibility did inspire the creation of new ventures (Krueger *et al.*, 2000). Chuluunbaatar *et al.* (2011) further found that these two perceptions were strongly and significantly related to entrepreneurial intention. Without doubt, past literature has confirmed the positive and direct relationship between perception and intention. However, Shepherd and Krueger (2002) explained that there are various external factors that influence one's intention through perceived desirability and perceived feasibility. As supported by Liñán and Santos (2007), social factors affected individual's intention through perceived desirability and perceived feasibility. The mediating role of perception between the influencing factors and behavioral intention was further verified by Izquierdo and Buelens (2008) and Liñán *et al.* (2005). Therefore, this paper hypothesized that:

H5a: Perception (PERC) mediates the relationship between sustainability value (SV) and intention towards sustainable entrepreneurship (ITSE).

H5b: Perception (PERC) mediates the relationship between sustainability attitude (SA) and intention towards sustainable entrepreneurship (ITSE).

H5c: Perception (PERC) mediates the relationship between social norm (SN) and intention towards sustainable entrepreneurship (ITSE).

H5d: Perception (PERC) mediates the relationship between governmental legislation (GL) and intention towards sustainable entrepreneurship (ITSE).

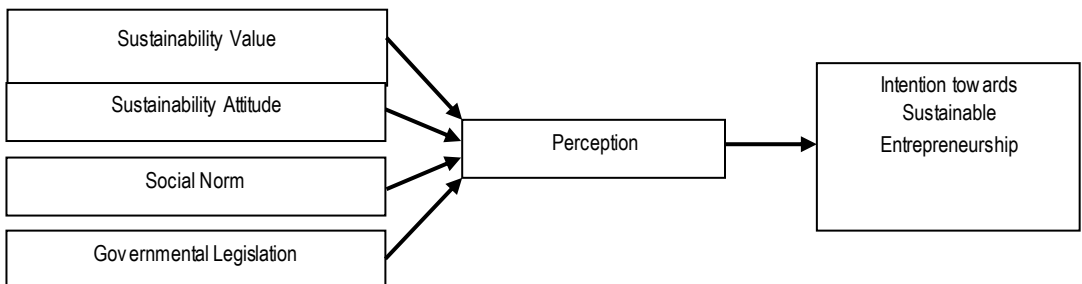**Figure 1: Research Model**

Research Methodology

This study selected the sample from the list of SMEs in the directory of SME Corp Malaysia, a reputable and reliable agency responsible for SME development in the country. From a total of 1600 questionnaires distributed, 404 returned responses were deemed completed and usable. Thus, the response rate was about 25%. The respondents were mostly male (79.

21%), mainly in the serving sector (63. 12%), operating a sole proprietorship business (73. 76%), employed less than five full-time employees (57. 43%) and have established for five to ten years (37. 87%).

Since this research employed a questionnaire survey method, the instrument used was a self-administered questionnaire. It consisted of 80 items pertaining to respondent's background (5 items), sustainability value (SV - 13 items), sustainability attitude (SA - 15 items), social norm (SN - 8 items), governmental legislation (GL - 7 items), perception (PERC - 26 items) and intention towards sustainable entrepreneurship (ITSE - 6 items). All the items were adapted from previously established questionnaires to ensure their reliability and validity. The items used 10-point Likert-type rating scale, in which 1 denoted strongly disagree and 10 indicated strongly agree. The goodness of measures was achieved because all constructs recorded a Cronbach's alpha value higher than 0. 70 and; exploratory factor analysis also grouped the items into their respective group.

Findings and Discussions

The preliminary data analysis revealed that the data were approximately normally distributed and have obtained linearity and homoscedasticity. Thus, they were suitable for multivariate analysis. Table 1 summarizes the means and standard deviations of each variables as well as correlation coefficients (r) of pairs of variables. The descriptive results found that the ITSE among SME owner-managers were rather high (M = 7. 045; SD = 1. 737). Meanwhile, the mean values for other factors ranged from the lowest 6. 461 (GL) to the highest 7. 464 (SV). The Pearson correlation results revealed that the r-values for each pair of variables were between 0. 303 (GL-SA) and 0. 694 (PERC-SN). The results confirmed that all pairs of variable were significantly associated (sig. < 0. 01) and the highest r-value was 0. 694 (PERC-SN); as such, the issue of multicollinearity was not existed. Thus, the variables were suitable for regression analysis.

Table 1: Mean, Standard Deviation and Correlation

	M	SD	SV	SA	SN	RG	PERC	ITSE
SV	7. 464	1. 285	1					
SA	6. 809	1. 277	0. 455**	1				
SN	7. 313	1. 459	0. 526**	0. 496**	1			
GL	6. 461	1. 665	0. 332**	0. 303**	0. 501**	1		
PERC	7. 160	1. 321	0. 636**	0. 483**	0. 694**	0. 532**	1	
ITSE	7. 045	1. 737	0. 341**	0. 387**	0. 477**	0. 364**	0. 593**	1

**. Correlation is significant at the 0. 01 level (2-tailed).

Table 2 illustrates the results of regression analysis to determine the influence of SV, SA, SN and GL on ITSE. The F-statistics obtained was 38. 323 (p-value < 0. 000), indicated that the data fitted the model. The value of R^2 was 0. 278, which showed that 27. 8% of the variance in ITSE was explained by SV, SA, SN and GL. In particular, SN was the most important factor (β = 0. 283; sig. 0. 000), followed by SA (β = 0. 172; sig. 0. 001), GL (β = 0. 149; sig. 0. 003) and SV (β = 0. 116; sig. 0. 028). Thus, hypotheses H1, H2, H3 and H4 were supported.

Table 2: Regression - Influence of SV, SA, SN and GL on ITSE

	Standardized Coefficients (Beta)	t	Sig.
SV	0. 116	2. 272	0. 028
SA	0. 172	3. 382	0. 001
SN	0. 283	4. 935	0. 000
GL	0. 149	3. 013	0. 003

F = 38. 323 (0. 000); R^2 = 0. 278; Dependent Variable: ITSE

For the purpose of testing hypotheses H5a to H5d, A four-step Baron-Kenny Approach was employed. The first step of the approach was determining the influence of SV, SA, SN and GL on ITSE. The results were presented in Table 2 in which all the four independent variables significantly influenced dependent variable. Meanwhile, Table 3 shows the results of second step, whereby the influence of SV, SA, SN and GL (independent variable) on PERC (mediating variable) were found positive

and significant. Specifically, SN recorded the highest β-value at 0. 373 (sig. 0. 000), followed by SV (β = 0. 332; sig. 0. 000), GL (β = 0. 210; sig. 0. 000) and SA (β = 2. 268; sig. 0. 024).

Table 3: Regression - Influence of SV, SA, SN and GL on PERC

	Standardized Coefficients (Beta)	t	Sig.
SV	0. 332	8. 822	0. 000
SA	0. 083	2. 268	0. 024
SN	0. 373	9. 003	0. 000
GL	0. 210	5. 885	0. 000

F = 164. 361 (0. 000); R^2 = 0. 622; Dependent Variable: PERC

Table 4 depicts the results of regression for third step in Baron-Kenny Approach. In step 3, the result successfully proved that the mediating variable (PERC) significantly influenced dependent variable (ITSE) (β = 0. 512; sig. 0. 000).

Table 4: Regression - Influence of SV, SA, SN, GL and PERC on ITSE

	Standardized Coefficients (Beta)	t	Sig.
SV	0. 105	1. 990	0. 047
SA	0. 129	2. 716	0. 007
SN	0. 092	1. 571	0. 117
GL	0. 041	0. 861	0. 390
PERC	0. 512	7. 947	0. 000

F = 48. 067 (0. 000); R^2 = 0. 377; Dependent Variable: ITSE

In step 4, the mediating effects of PERC were determined through comparing the β-values of SV, SA, SN and GL in Table 2 to Table 4. The shrunk in β-values of SV (0. 116 to 0. 105), SA (0. 172 to 0. 129), SN (0. 283 to 0. 092) and GL (0. 149 to 0. 041) indicated that PERC recorded partially mediating effects in the relationships between the of the above factors and ITSE. In addition, the results of Sobel's test (Table 5) denoted that the mediation effects of PERC were significance (sig. < 0. 05). Therefore, hypotheses H5a, H5b, H5c and H5d were partially supported.

Table 5: Sobel's Test Results

Variable	a	Sa	b	Sb	z	Sig.
SV – PERC – ITSE	0. 341	0. 039	0. 673	0. 085	5. 869	0. 000
SA – PERC – ITSE	0. 086	0. 038	0. 673	0. 085	2. 176	0. 030
SN – PERC – ITSE	0. 338	0. 038	0. 673	0. 085	5. 914	0. 000
GL – PERC – ITSE	0. 167	0. 028	0. 673	0. 085	4. 764	0. 000

The results from the above analyses supported the previous studies in which SV, SA, SN and GL were playing significant and influential roles in determining ITSE. Specifically, the findings confirmed the predictability of variables in TPB on behavioural intention. It also supported that both internal factors (i. e. : SV and SA) and external factors (i. e. : SN and GL) could affect an individual's intention. In addition, the partially mediation effects of PERC in SV-ITSE, SA-ITSE, SN-ITSE and GL-ITSE relationships clearly showed that PERC accounted for some, but not all of the intervening role in the formation process of ITSE. Therefore, PERC successfully explained the process of how SV, SA, SN and GL led to ITSE. It also

supported the previous finding that a person's intention was indirectly influenced by various internal and external factors through perception (Shepherd and Krueger, 2002; Liñán and Santos, 2007).

Conclusion

This study was conducted with aim to investigate the contexts that influence the entrepreneurs' intention towards sustainable entrepreneurship. The results found that SMEs owner-managers in Malaysia showed a rather encouraging level of intention towards sustainable entrepreneurship. In another words, they favoured sustainability and were quite positive towards being sustainable in their business activities. This could be deemed as an encouraging result because it could support our country's development agenda in building a sustainable society.

Moreover, based on the model developed, this paper also found that factors such as positive sustainable value, favourable sustainable attitude, supporting social norm and sufficient governmental legislation were not to be left out in the effort of developing sustainable entrepreneurs. Of course, the intervening role of perceptions such as perceived desirability and perceived feasibility was also vital in ensuring a high intention towards sustainable entrepreneurship among SMEs owner-managers. Thus, the mental or psychological factor should be emphasized as well.

There are some limitations of this paper. For instance, the independent variables included in the study were internal and external factors, some other factors may have been overlooked. Thus, future studies should include more factors. Furthermore, this study considered only one single mediating variable, i. e. : perception. Therefore, future researchers should adopt a multi-mediator model to further explain the intention process.

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Recognition of a Person's Rights and Ethical Fulfilment

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Abstract

Man's ethical fulfilment often faces objective obstacles in the deprivation of rights. The negation of the recognition of certain fundamental rights, or worse, the radical misrecognition of man, which translates into different forms of violence, often artfully disguised both on an individual and collective level, produces devastating consequences in the private life of a person upsetting all forms of positive self-esteem. The recognition of human qualities, accompanied by the right to express and extend them, is an integral part of the ethical life of each individual and, at the same time, constitutes a fundamental moment in the construction of a responsible civilized community. In this dissertation, I aim to analyse the connection between ethical life and human rights in order to draw attention to the repercussions that the recognition and misrecognition of liberty produce with regard to man's ethical fulfilment. From this perspective, I intend to highlight the importance of the existence of favourable juridical and institutional conditions to ensure ethical fulfilment. At this level, I will underline that the deprivation of capabilities is often the main cause of the profound sense of discontent affecting individuals in their desperate attempt to realise a type of existence which corresponds to their ambitions.

Keywords: recognition, misrecognition, right, capabilities.

Introduction

Self-fulfilment, born of personal growth, is attained within one's inner being, but it can not occur outside the civil community or without experiencing challenges. Therefore, it is through debate and dispute with the collective, in the plural sense, that an individual can enhance self-awareness and the sense of belonging in the world in order to best pursue an ideal of the "good life".

There is one unavoidable "socratic" question that man feels the duty to answer: "How should one live?". All ethics centre on this interrogative which constitutes the point of departure and return. This question intimately deals with the conscience of an individual and arises out of self-examination. It forms the basis of ethical and existential action and allows man to contemplate his life according to the way he would like to live it. When an individual reflects upon the way he would like to live, he thinks, with varying degrees of awareness, about what the "good life", or the "best possible life", consists of for him. Paul Ricoeur defines the ethical consideration as "*the perspective of the "good life" with and for others within fair institutions".* (Ricoeur, 1990: 202). Thus, ethical fulfilment is not only placed on an individual level, but exists on an inter-personal level through multiple relations with the collective. Such inter-personal relations can either be direct, in other words with people one knows, or relating to the institutions.

Through the institutions, it is possible to come into contact with other "yous", people that one has never met. The idea of institution, claims Ricoeur, is characterised by the ethical order of common customs and not by coersive rules. By means of the institutions it is possible to go beyond direct relations in order to achieve fair and equal distribution among individuals. Since the "good life" is related to the problem of justice, it depends on the sphere of the institutions.

Struggle for recognition and ethical fulfilment

The notion of the "good life", which an individual gradually becomes aware of during his lifetime, originates from discussion and dispute with multiple different social dimensions mixed with heterogeneous cultural and symbolic forms which are also extremely changeable and dynamic. The attempt and effort to pursue the good life is enhanced and impeded by the different contexts of inter-personal and institutional relations. In these spheres, man engages in a real "struggle for recognition". During the period of Jena, Hegel spoke about this matter and Axel Honneth (1992), through an update of the hegelian

perspective, emphasised the multiple dynamics. Social life, according to thinkers like Machiavelli, Hobbes, Hegel and Marx, inevitably implies a struggle. For the two former philosophers, this struggle is for self-preservation and it is nourished by the desire to conquer power. Marx sides with them by claiming that such self-assertion is of an economic nature. On the other hand, Honneth observes that for Hegel the struggle among men does not only take place for power since it is rooted in ethical ground concerning the *desire to be recognised*.

According to Honneth, the conflicts between men cannot be explained solely in the sense of the struggle for resources, for the accumulation of wealth or the assertion and expansion of power. Wanting more, the impulse for power, that Nietzsche placed as an intrinsic motivation in life itself, for Honneth this does not completely consume the infinite contention amongst men. In the persistence of conflicts there is the struggle for self-assertion, but if the struggle continues this is because assertion is incomplete if recognition by others is not gained. At the basis of social conflicts there exists, therefore, a struggle to be recognised by others, there is a lack of recognition (misrecognition).

The struggle for recognition contributes significantly and, in certain cases, is decisive in structuring personal identity thus enabling man to learn how to relate to himself as an individual in possession of certain qualities and capabilities. This struggle, as analysed by Honneth, is present in different relational spheres: firstly, in primary emotional relationships regarding family, friends and sexual partners; and, more vastly, in social and juridical life. In this study, I will examine the struggle in the context of rights focussing the issue on their direct consequences from an ethical perspective.

Ethical Value of the recognition of rights

Ethical life and liberty are intimately linked. In order to put into concrete terms the answer to the ethical question "*how should one live?*", the possibility and the conditions to be at liberty to pursue one's ideal of a good life need to exist to realise the type of life which satisfies one's ambitions. The recognition of certain fundamental rights is therefore essential from an ethical point of view. Their misrecognition constitutes a serious danger to self-fulfilment up to the point of representing an attack on an individual's human integrity.

In juridical recognition, there lies the juncture between the universal validity of the norm and the singularity of the individual. From this connection new individual capabilities are derived. With the enlargement of the sphere of a person's recognised rights there is an extension of the field of capabilities that individuals can recognise for themselves. The extension of the field of rights and the expansion of individual capabilities are closely linked processes which have historically been achieved through struggles for recognition.

The extension of the normative sphere of rights has occurred in the fields of the *enumeration* of personal rights and the *attribution* of these rights to different categories of individuals or groups. Juridical science divides the rights into three categories: civil rights, political rights and social rights. To understand the principle aspects of this division, Isaiah Berlin's distinction between negative liberty (liberty from) and positive liberty (liberty to) is fundamental (Berlin, 1969). In view of this distinction we see that civil rights guarantee a negative liberty in the sense that they protect an individual's liberties, life and property from State influence and coercion. The second category encompasses the positive rights regarding participation in the processes of the formation of public will, whilst the third concerns the positive rights which allow equal participation in the distribution of fundamental assets. Positive rights guarantee the liberty of choice and action, of expression of one's capabilities and they widen an individual's horizons regarding opportunities in life by offering the chance to modify and transform one's place in the world. From an ethical point of view, a person's rights can not only be considered in terms of a code of conduct, in the sense of limitations ("do not violate the rights of others), since, they are, above all, *values* to guarantee and promote human qualities in the context of a responsible civilized society.

Deprivation of rights and ethical-existential consequences

Unfortunately, these rights are still infringed upon in many parts of the world and even in the democratic nations they are often denied because of the absence of the necessary social and civil conditions. It is well-known that the abolition of discrimination on the grounds of gender, skin colour, politics, religion, social and economic conditions etc. still seems an illusion. Such discrimination represents forms of unprecedented violence which frequently finds no power to be heard or political representation. Such forms of misrecognition, which debase the lives of millions of people, lead not only to economic but also to ethical and cultural alienation and degradation. The deprivation of a right has negative repercussions on an existential level and on the recognition of other rights. For example, the deprivation or limitation of the right to education has significant consequences on the social and cultural conditions of an individual by limiting the range of social

possibilities and opportunities, and by compromising the possibilities and capabilities of playing an active part in the process of political formation of the general will. An individual's practical self-esteem is invalidated. It is easy to understand that there are numerous examples with pertinent considerations regarding the consequences of deprivations of recognition. I intend to emphasise that the different forms of misrecognition, as highlighted by Honneth, negatively affect the positive relations a man might have with himself and with the world.

Honneth claims that the deprivation of civil rights results in humiliation, where the exclusion from participation in political life leads to frustration and, finally, the feeling of exclusion is derived from the denial of access to elementary assets.

The various forms of deprivation of recognition negatively influence an individual's self-respect resulting in serious emotional instability and negative feelings. Such mental conditions produced by misrecognition lead to reaction and activism. The indignation, which harms self-respect, can be disheartening and, in certain cases, may degenerate into exasperation and anger leading to violent reactions. However, more constructively, in other cases, indignation may convince an individual to take part in the struggle for recognition and instill in him the determination to provide a moral response to the violation. The "self-respect" generated by victory in the wars of liberation by oppressed populations, according to Ricoeur, deserves "the name of pride". The feeling of pride is linked to the capability *to put forward claims* and this is what we call *human dignity* (Feinberg 1980).

The right to capabilities and ethical fulfilment

The poor are not lacking in capabilities, they are not "good for nothing" nor, worse still, are they inferior beings. Often they 'only' lack one fundamental condition which is freedom of choice. It is the lack of rights which constitutes the precondition for hunger in the world. Amartya Sen (2009) observes that the existential conditions of many people could improve greatly if society granted them favourable institutional conditions, if they were offered concrete possibilities to make choices. A. Sen's studies have shown that natural calamities like famines do not originate from the lack of food but from the shortage or absence of freedom. Those nations devoid of rights are fertile terrain for such poverty (together with violence).

Rights have an active value as they have a fundamental effect on ethical and economic development. Economic development corresponds to the production of wealth but, as Sen warns, material wealth can not be considered as an end in itself in life, but rather as a means (Sen 1987). Material assets are the means "to be more at liberty to lead they type of life that, for one reason or another, we value". In accordance with Sen, material poverty is strictly related to "non-freedom", or the denial of liberty. In his view, poverty constitutes a condition of *deprivation of capabilities* (Sen 2009).

Millions of people are deprived of the fundamental right of survival, to access medical care, to receive an education, to have a safe and dignified job. All these forms of "non-freedom", and many others, jeopardise a person's conditions of life, their physical and mental health and their relationships with others. The possibilities of imagining and achieving an ideal of the good life are drastically limited and the individual capabilities which form the basis of both the improvement of material conditions and ethical development are reduced. In this sense, ethical self-fulfilment requires capabilities, in other words, the liberty-possibility to choose and ponder the type of life one appreciates and values most.

It is therefore necessary to ensure that equal economic distribution encompasses also an equal distribution of liberty, the rights of capabilities. In addition, according to Sen, this distribution constitutes the same condition for economic development. At this point the problem of justice is posed which, related to the ethical issue, can be specified as a matter of *equality*. Equality that can not be reduced to a material level is being dealt with as it extends to the sphere of the institutions in as far as the latter regulate the division of roles, functions, advantages and disadvantages, and responibilities among the members of society. The distribution must also involve the order of rights, obligations and responsibilities. It is not a mathematical equality that needs to be established but, as John Rawls in *A Theory of Justice* (1971) states, a proportional equality according to which a fair division, even if it is unequal, will balance the increase in the advantages for the most favoured with the reduction in the disadvantages for the least favoured.

Ethics and institutions

MacIntyre (1981) has a beautiful definition of the good life in the socratic sense: the good life is life devoted to the pursuit of the good life. However, the pursuit of the good life requires fair institutions to guarantee the right to take action and choose. Even a person who possesses material wealth may experience obstacles in their effort to fulfil their ideal of the good life. Rights are values as they allow an individual to organise their worldly actions from a practical viewpoint in

combination with their inner impulses comprising a complexity of emotional states, thoughts and narratives which form the basis of the elaboration of the notion of the good life. In the absence of this possibility a dangerous fracture between the individual and society, the citizen and the State, is created. This fracture widens and becomes more dangerous according to the degree of the deprivation of recognition of rights. Such a fracture also erodes a person's inner well-being since the misrecognition of liberties – together with the misrecognition of human qualities – ends up straining our forever fragile human identity from the point of view of self-respect.

The right to education, health-care, credit and social opportunities constitutes a human value which is an essential part of man's integral development since it affects both the economic and ethical dimension. The economic advantages gained by being able to rely on positive rights can therefore be considered in the more comprehensive context of self-fulfilment as a means to achieve one's ideal of life and the world. Self-recognition as a person capable of certain fulfilments represents a fundamental existential moment in the recognition of the rights of capabilities.

The institutions and the powers of the State should be enlightened by ethics, in other words, the idea of the good life. Ethics, in the form of solidarity and responsibility should be instilled in man's thinking and actions. As a final thought, the implementation of rights should contribute to the realisation of a more responsible and fairer world favouring the implementation of capabilities and ethical fulfilment.

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Public Procurement in Albania, Germany, Macedonia and Kosovo

Ervin Salianji

Abstract

The public procurements is a developed field in the countries which had blooming economic development trends. It is a very important field for the governments as every government is a buyer of goods, services and performance of works. During the last years in all the countries public procurement occupied an important space as through it the expenses of public money is performed. This trend of development during this period is more emphasized especially in the countries which had a transition from the planned economics to market economy [1]. For the eastern and central Europe public procurement these last 20 years was a new term as the economy of these countries was planned and centralized.

Keywords: Public Procurement Albania, Germany, Macedonia Kosovo

Introduction

Albania

1. National Legislation Approach on Public Procurement

Being that public procurement is a great political and public debate, the legislation of public procurement has continuously been changed amending the legislation in effect. In 2006 the old legislation which entered into effect in 1995 was repealed and it was amended for so many times so that it appeared as a new law in accordance to the acts of European Union. Even though 10 years passed from the approved law, this law has been changed for so many times impacting its fundamental provisions.

1.1 Law no. 9643, on 20.11.2006, "On Public Procurement"

The law no. 9643, on 20.11.2006, "Public Procurement", as amended, is the basic law on the performance of the procurement procedures in Albania. This law was compiled in the frame of membership of Albania in the European Union, where our country has, among others, the obligation to approach the legislation on public procurement with the European Union one. The obligation to fully approach the Albanian legislation on procurement with the respective directive lies in time. Therefore being that this model came from a template UNICITRAL, it was decided that the transformation of the directive would not be immediate as the contracting authorities and economic operators would have difficulties in adjustment. From the other hand, the directive left spaces to the decision- making institutions, contracting authorities, which could create abuses in conditions of Albania. Therefore it was decided for an escalated approach of the directive in the Albanian legislation. The purpose of this law as provided in its article 1 is a) to increase efficiency in the procedures of public procurement, performed by the contracting authorities; b) to provide the good use of public funds and to decrease the procedural expenses; c) to promote the participation of economic operators in the procedures of public procurement d) to promote concurrence between economic operators e) to provide for an equal and non- discriminative treatment for all the participants in the procedures of public procurement f) to provide for integrity, public trust and transparency in the procedures of public procurement, through electronic manner of procedures.

Starting from 2009, the procedures of public procurement in Albania is performed electronically through the electronic system of procurements. This laws defines the principles of public procurement, which will be explained, pursuant which the selection of winners of public contracts is performed by non- discriminating and treating in an equal manner all the bidders or candidates. Transparency in the procedures of procurement and equal treatment of requests and obligations

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[1] Thai V. Khi, Advancing Public Procurement: Practices, Innovation and Knowledge Sharing PrAcademics Press Boca Raton, Florida, USA

are the core of public procurement procedures. The law defines the organization of public procurement dividing the role of institutions: policies maker concretely the Agency of Public Procurement; quasi judgment based on the requests from economic operator- Public Procurement Commission and the notions on the two main entities in procurement, the contracting authority and economic operators. The law presents a clear view on how the procedures of public procurements are developed, how many types of procedures are there and the cases when they can be valid. Also the law sanctions the winner's selection procedure until the signature of the contract.

1.2 Decision of Council of Ministers No. 914, on 29.12.2014 "On the approval of the public procurement rules"

This decision repealed the existing Decision of the Minister Council. At the second chapter "General Rules of Procurement" there are defined the monetary boundaries where: a) the high monetary boundary - 1.200.000.000 (one billion two million) ALL for contracts on public works. At the third chapter there are defined all the Tender Standard Documents (hereinafter TSD) from the invitation on bids, winners' signature forms, complaints etc. The fourth chapter explains in details the frame agreement which is a necessity to perform tenders with continuity as characteristic (such as airplanes tickets for the authorities). The following chapters treat all the procurement procedure phases from the issuance of the order from the Representative of the Contracting Authority to the signature of the winning bid. The disciplinary measures for every violation and the relevant penalties constitute a special chapter.

1.3 DCM No.918, on 29.12.2014 "On the performance of the public procurement procedures electronically".

Since 2009 the public procurement procedures were performed electronically. Through the DCM no. 45 on 21st January 2009, of the Council of Ministers "On the performance of the public procurement procedures electronically" all the procedures of public procurement would be performed online except the procurements with a small value. In 2013 through an amendment of this DCM it was decided that also the procurements with a small value would be performed through the electronic procurement, except the cases of emergent purchases under 10.000 ALL

The current decision defines that all the procurement procedures are developed through electronic means except:

a) procurement procedure "negotiation without preliminary announcement of the contract";

b)second phase of procurement procedures "consultancy service" and "Design competition";

c) procedures of procurement for a small value under 100 000 (one hundred thousand) ALL which are also developed in emergent cases;

ç) procurement procedures with the object "Purchase of electric power"

Part of public procurement procedures are also the guidance extracted from the Agency of Public procurement as well as Tender Standard Documents[1].

Agency of Public Procurement. It policy making and monitoring role.

The Agency of Public Procurement if a central body, public legal person depending from the prime minister and financed by the State Budged. Its main duties as policy making body is to present to the Council of Ministers propositions on the rules of procurement. It has the duty to promote and organize the qualification of employees of central and local governance involved in the public procurement. One of the duties that public procurement legislation attributes to this institution is the compilation and publication of Public Announcements Bulletin. The Agency of Public Procurement announced in the Public Announcements Bulletin the list of excluded economic operators. It compiles pursuant the Rules of public procurement the tender standard documents to be used in the procurement procedures. According to the request from the contracted authorities which undertake a procurement procedure it gives advices and technical assistance. This agency is entitled to monitor the law implementation and in cases it ascertains violations it decided on penalties or proposes to the directors of the contractor authority or higher instance bodies disciplinary measures for the persons which have committed violations. Also the Agency of Public Procurement when found in front of the cases provided by PPL, excludes an economic operator from participating in the procurement procedures, despite the penal case for a period from 1 to 3 years[2].

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[1] DCM No.918, on 29.12.2014 "On the performance of the public procurement procedures electronically".

[2] Law no. 9643, on 20.11.2006, "On Public Procurement"

5. **Public Procurement Commission**

The Law on Public Procurement, defines the construction and functioning of the Public Procurement Commission. Article 18/1 defines that Public Procurement Commission is the highest body in the procurement field which reviews the complaints on procurement procedures, pursuant the requests defined in the PPL. The Public Procurement Commission, at the termination of complaints review makes decisions which are administratively final.

6. **The Central Purchasing Body**

When more than one contracting authority need the same goods, works or services they make decision such as a) they may appoint to one of them the duty of procurement of these goods, services of works on behalf of the thirds b) guide the central purchasing body created in accordance to the procurement rules, to perform the relevant selection procedures of selection of the contract winner. The Central Purchasing Body is now created designated as "General Directorate of Concentrated Purchase", as a directorate at the Ministry of Interior.

 Differences between the European Directives and domestic legislation in foreseeing procedures.

The procedures of public procurement foreseen from PPL, were taken from the relevant directives on procurement. But it must be emphasized that there are some amendments related to some of these procedures. So for example, the limited procedure is provided from the LPP also from the directive, but the cases of using this procedure are different.

✓ Pursuant PPL this procedure may be used only if certain conditions are met, while pursuant the Directive this procedure may be used in all the cases judged from CA, same as the open procedure.

✓ The other difference has to do with the procedure of Consultancy Service, which pursuant the Albanian legislation is foreseen as a special procedure, while pursuant the directive, there is no such procedure, but this contract object is treated same as all the other services. From the other hand LPP does not provide the procedure of Competitive Dialogue, which is provided from the Directive as a special procedure.

Germany

Public procurement includes the sector which the governmental agencies act as contracting entities for their works and services. With a volume of 17% of gross product of Germany, the sector of public procurement has a great importance for the economy. Referring to the above information it must be emphasized that in the tender procedures the principles of transparency, concurrence and peer treatment are applied[1]. The Law of procurement in every of its phase aims to assure the application in an economic manner of public resources, to avoid the wrongful application and corruption and to prevent private companies from concentrating public procurements. The value of contracts in the German public sector is about 300 billion dollars per year, giving to the public procurement the potential to be in high position.

The procurements field summarizes laws, international agreements sublegal acts several acts adopted by the European Union institutions. The law of public procurement has its roots in the national system and the European one. During the last years, the laws of European Union are made more important. above all the Directives of Procurement have a significant impact in the procurement sector in Germany. The legal structure of German public procurement is compounded by the Directive 2004/18/EC, Directive 2004/17/EC, Directive 2009/81/EC, the provisions of which were implemented in the Law against limitations of competences[2]. This law paid a great importance to the development of small companies and medium ones, as it is very important that these companies have access at the public notifications in order to enter into contracts in the field of public procurement[3]. It is foreseen the possibility to form the bidders association. Specific conditions were provided for the companies which perform different inventions.

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[1] Martin Burgi, Public procurement Law in the Federal Republik of Germany, Ius Publicum, nr.2/2012, fq.1. http://www.ius-publicum.com/repository/uploads/09_02_2012_9_43_Burgi.pdf
[2] Fabry B., Meininger F.,Kayser K, Vergaberecht in der Unternehmenspraxis, Ëiesbaden, 2007, page 13.
[3] Fostering Innovation through public procurement, http://www.bmwi.de/EN/Topics/Technology/Strong-policy-frameëork/fostering-innovation-through-public-procurement.html

The German lawmaker in accordance to the European directives as well has set monetary limits to certain sectors that which is the amount to perform public procurements in accordance with the European directives. We can mention as examples: works related to water supply, energy starting from 414,000 euro, contracts of services starting from 193,000 euro, contracts in construction starting from 4.850,000 euro. If in the mentioned areas the value of the contract is lower than the amounts reflected above the obligation to perform the notification of the tender will be considered as according to the law only if made in Germany. These directives set the criteria of the value on public procurement and in a direct manner they set for the applicable law the winner of public contract. If the value of the contract is equal or more than that the amount appointed at the directive on the limit set for the public procurement therefore the contract must be advertised in all Europe. The fundamental rules and basic principles of public procurement are: concurrence, transparency, peer treatment, economic efficiency, competence and ability of the bidder, right of bidder to be according the rules of public procurement, consideration of medium competences[1].

The different legal acts of procurements are divided from the doctrine in three categories: The first subcategory there are acts related to the budged and concurrence, the second category there are decisions related to the procurements and at the last category there different guidance which contain the most important procedural provisions for the contracting body of public work sand services. The regulations are not approved by the legislative authorities and therefore there must not be considered as laws pursuant the German legal system. The regulations were created by committees of public procuration, The specific character of public procurements is the fact that the price is known as the acceptance of an offer. Actually no rules of public procurement are applied to the price, but only rules of ordinary civil law. The most important conditions are related to the selection of winning conditions. The contracts given to the operators which are suitable for the object of the contract. The bidder is considered as reliable if he has technical and efficient knowledge. The tender will be won by the person who submits the most useful offer, the price is not a determinant factor, but it is the most important factor to select the most economically favorable offer[2]. Pursuant the law of German public procurement, the efficiency is the most important criteria to perform all the purchases. The maximal efficiency will be the determinant criteria to win a contract and not only the lowest price. The procedure of procurement may be completely performed electronically through the modern means of information and communication. The public buyer must allow that the offer is submitted not only via mail but also via email. In this case the public byer must specify in the notification or in the tender development documents that the offer is possible to be realized in electronic way as well. When the electronic offers are accepted it must be warrantied that it content is not made public until the time of offers submission terminates.

Kosovo.

For the first time in Kosovo the notion of public procurement appeared after the war of 1999. In Kosovo the first document which regulated the field of public procurement was extracted by the Administration of United Nations in Kosovo on 15th December 1999 known as the Instruction of Financial Administration no. 2/1999 on Public procurement. It was based on the procurements rules of World Bank and Law on International Trade of United National "UNCITRAL". While the law on public procurement in Kosovo entered into effect on 9th June 2004, which was based in the Directives of EU on this matter. The highest body of public procurement is the Regulative Body of Public Procurement, which prepared and publishes all the documents of procurements procedures, makes the interpretation of legal provisions of this field as well as reviews the complaints of economic operators. Also another body which acts in this filed is the central unit of procurements which approves the deviations from normal procedures of procurement.

Their functioning will be explained at the following

2.1 Legal framework of procuration

The fundamental legislation of public procurements in Kosovo was prepared by the Mission of United Nations in Kosove "UNMIK" on 15th December 1999 known as the Administrative Financial Guidance (UAF") No. 2/1999 on public procurements using the Consolidated Budged of Kosovo. With the Financial Administrative Guidance No.1 these two instruments set the base of public procurement in Kosovo. UAF is based in the Template Law of Procurement UNCITRAL 22 and then on the Guidance of World Bank on Procurements and Consultants. Initially This guidance was thought to be

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[1] Khi V. Thai, Handbook of Public Procurement, CRC Press, Nju Jork, 2009, page 313.
[2] Martin Burgi, Public procurement Laë in the Federal Republik of Germany, Ius Publicum, nr.2/2012, page.3. http://ëëë.ius-publicum.com/repository/uploads/09_02_2012_9_43_Burgi.pdf

a temporary legislative frame but it remained in effect for more than four years until 9 June 2004, a time when the Law No. 2003/17 entered into force. This law was prepared based on the Directives of Procurements of EU and it was amended in a considerable manner compared to the changes and modifications of the Law No. 02/L99, until the convention approved a completely new law on 30th September 2010, which entered into force on 1st December 2010[1].

 Pursuant the Progress Report of EU on Kosovo the law contained a number of provisions which deviated in a considerable manner from the directives of public procurement and which exposed the officials of public procurement to the political interference and pressure destroying the transparency and creating possibilities for corruption. Therefore, The government of Kosovo, was engaged to compile the amendment of the law in order to treat gabs which made this law to be different from the directives of procurement of EU. The amendments were approved by the Parliament through the law No. 04/L-042 on 29th August 2011. THE new law was published at the Official Gazette on 19th September 2011 and entered into force after 15 days. The law of Kosovo on Public Procurement since the first approval in 2003 was amended eight times until February 2016. These continuous amendments in the legislation made its application difficult for the officials of procurement and monitors of civil society, media and citizens. The procurements system in Kosovo is highly decentralized what makes the cost bigger due to the big number of contracts between parties[2]. The bodies involved at the procurements process are : Regulative Commission of Public Procurement, Review Body of Procurement, Central Agency of Procurement and over 170 contracting authorities. TO make the economization of the procurement process, the law maker in Kosovo upon the latest legislative changes in 2016 at the article 21/A performed a type of concentration of public procurement which some small institutions do not deal with public procurement. The article 21/A provides that "For purposes of economization of the activities of procurement, The Government of the Republic of Kosovo and relevant Ministries perform the procedures of procurements of Agencies which respond to the,, which have less than 50 employees 2) For the independent agencies which respond to the Convention of the Republic of Kosovo, which have less than 50 employees, the procedures of procurements are performed by the Central Agency of Procuration"[3].

Macedonia

In 2-14 it was created a body called "The council of Public Procurement" which is an unique body in the application of public procurement procedures in Balkan. It is under the competence of government and not under the competence of the Bureau of Public Procurement and Ministry of Finances. No country in Balkan and Europe has such a body[4]. Every institution which desires to buy products must pay to the Council of Public Procurement and then it approves the public procurement. The first legal regulation on Public Procurement in Macedonia was made in 1998, when the first law on public procurement was approved. It was in effect until 2004 when the law on public procurement regulating the main types of procedures was approved.

Also this law had incorporated widely suggestions and recommendation of World Bank. In practice it was noticed that due to the administrative burocracy it resulted as impossible to perform special procurements. The law of public procurements was approved in 2007 and it implementation started to be applied in 2008 and has adjusted the terminology used in the legislation such as "economic operator". "contracting authorities" etc. The law No. 136/2007 on public procurements provides these types of procedures:

a.　open procedure

b.　limited procedure

c.　competitive dialog

d.　procedure with negotiation without preliminary announcement of notification

e.　procedure with negotiation with preliminary announcement of notification

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[1] Duli, Ilaz. Public Procurement Reform in Kosovo; Prishtina: 2011; page 23

[2] Duli, Ilaz. Public Procurement Reform in Kosovo; Prishtina: 2011; page 38

[3] Drita Kacandolli –Gjonbalaj, Myrvete Badivuku-Pantina, Procurement phases in the process of procurement in Kosovo, Lex ET Scienta International Journal, nr. 1/2010, page.327.

[4] Aneta Daneva Mostrova, Prokurime publike, JOFI SKEN, Shkup, 2011, page 12.

f.   procedure for accumulation of offers with announcement of notification

g.   procedure for accumulation of offers without announcement of notification

Despite that Macedonia is still a candidate state and does not have any obligation to transpose in its internal legislation the criteria of the value provided the EU Directives, it has foreseen its criteria of value which in some cases is even more strict. The law on public procurement is applied on every procurement which is over the extent of 500 euro. For the procuration which catch the value 500 to 5.000 Euro, it is applied with the use of the request for accumulation of offers without announcement of notification (8 days) From 5.000 to 20.000 euro (goods and services) and 5.000 to 50.000 Euro with request for accumulation with announcement (14 days). On these edges there are applied open, limited, procedure with negotiation (an announcement), competitive dialog[1].

The open procedure is a procedure which gives bigger possibility of participation to the bidders. This procedure has some formal aspects applied (short communication in formal manner for the submission of the bid, opening of the bid in public manner etc.) Starting from 2007 there are required at minimum two offers.

The limited procedure is applied in two phases, it is a regular procedure, and usually it is applied for the procurement of goods, works and services where the object of the contract is completed and specific and where the procedure would be prolonged. in order to increase transparency from 2005 it was created the unique register for the publication of the data of entered contracts. This register contains data related to the supplier, bidder, the value of procurements, objects of procurements etc. These data as well as other data are applied in the Official Gazette of the Republic of Macedonia. The procuration procedure has the following stages:

1)   Publication or invitation for participation

2)   Documentation of tender or preparation of offers

3)   opening of offers and assessment of offers

4)   realization of contract and surveillance of realization of Contract

Starting from 2004 the Law on Public procurement provides that in case of disagreements between the parties, there is a possibility that they address to the court. In that time the administrative court was not established yet. in 2007 the Law on public procurements provides that for the cases which are not provided explicitly in the law on administrative court the ordinary courts will be competent.

In 2005 The Republic of Macedonia started to use the electronic public procurement with the aid of a project directed by USAID, while the first electronic public procurement was performed in 20006. While the electronic auctions were applied in 2007. In Macedonia it is possible to use the electronic auction only in the criteria of the lowest price. The system through which the electronic procurements are applied is constructed in such a manner that the auction is performed only for the part related to the price. The European Commission in 2000 upon the placement in use of the electronic public procurements is optimist as this procedure creates a new simplified possibility (without any papers and additional expenses- attestation, signatures etc.). Until 2003, the statistics showed that 25 percent from the transactions in the field of public procurement in EU, were applied through electronic means.

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[1] Tiziana Bianchi, Valentina Guidi, The comparative survey on the national public procurement systems across the PPN, Istituto Poligrafico e Zecca dello Stato S.p.A, Rome, 2010, page 131.

Verbal Groups of Telic Action in Albanian Language

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Abstract

In this article I introduce and analyze the syntactic behaviour (compatibility and restrictions) of achievement and accomplishment verbs in standard Albanian, according to Aktionsart[1]. The Aktionsart is a system of classification of verbs into verbal classes morphologically distinct from each other, in which at the basic meaning of the verb are added different values of space, quality, etc. The accomplishments and achievements in Albanian have comparable action meaning and syntactic behavior, such as to justify their inclusion in the class of telic verbs. A telic verb is that one which presents an action or event as being completed in some manner. On the other hand, these two subclasses of telics are also characterized on the basis of a series of distinctive elements that lead us to lay a certain distinction between them. An accomplishment verb is a form that expresses that something or someone has undergone a change in state as the result of the completion of an event. On the other side an achievement verbs express an instant action that changes the state of the subject. By using the categories and procedures of textual linguistics I focus on the semantic and syntactic features of some groups of verbs.

Keywords: Verbal groups of telic action in Albanian language

Introduction

Verbal groups of punctual action

The verbs of this class indicate sudden action, very fast, in the moment of its conclusion. They are completely telic. In this class, in the Albanian language, are included those verbs called punctuals such as: *bie* 'fall', *çel* 'open', *dal* 'leave', *flak* 'throw away', *godas* 'hit', *këpus* 'knock off', *kyç* 'seal' , *ngordh* 'die', *pushkatoj* 'shot', *qëlloj* 'hit', *vetëtin* 'flash', *vdes* 'die ', *shkreh* 'shoot', *zgjohem* 'wake up', *gjej* 'find', *refuzoj* 'refuse ', *çuditem* 'wonder', etc:

[1] E *gjeti* shtëpinë/ *Vdiq* nga sëmundja/ *Çeli* sytë/ E *flaku* në tokë/ etj.

 (He/She) found the house / (He/She) died from the disease / (He/She) opened the eyes / (He/She) thrown down/ etc.

There are included here even the terminative[2] verbs like: *mbaroj* 'finish', *pushoj* 'stop', *përfundoj* 'conclude', perëndoj 'gone down', sos 'finish', and so on.

[2] *Mbaroi* së foluri/ *Pushuan* së mbledhuri të gjithë materialet/ E *sosi* bisedën.

 (He/She) finished speaking / (He/She) stopped collecting all the things / (He/She) finished the chat.

In Albanian language we also have specific means for the formation of words which express the idea of a timely action, such as prefixes *për-, d(ë)-, k(a)-, rrë-, sh-,* respectively illustrated in the examples: *përlaj* 'grab', *përmend* 'revive', *përpij* 'suck', *përpjek* 'beat', *përplas* 'slam', *përvëloj* 'glow ' etc.; *dëboj* 'expel', *dështoj* 'abort', etc.; *kapërcej* 'cross', *kapërdij* 'swallow', *kapërthej* 'possessed', *kaploj* 'surprise', etc.; *rrëmbej* 'grab', *rrëzoj* 'destroy', etc.; *shfrej* 'rave', *shkreh* 'triggers/burst', *shlyej* 'expiate', *shkrep* 'flash', etc.:

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[1] For the characteristics of the telic verbal action in Albanian, see Alimhili Prendushi (2001: 371-395, 2009: 37-58 & 2013: 163-166).

[2] In this case, and in some others later, it is kept the term "terminative" used by previous authors. In our work, these verbs are included in the aspectual group.

[3] E *përlau* pjatën/ Më *përvëloi* gojën.

 (He/She) devoured the plate / (It) glowed the mouth.

[4] E *dështoi* foshnjën/ *Dëboji* qentë.

 (She) aborted the baby / Expel the dogs.

[5] Dallga e *kapërdiu* barkën / E *kapërtheu* tmerri/ Më *kaploi* gjumi.

 The tide swallowed the boat / Possessed from the dread /The sleep surprised me.

[6] Ia *rrëzoi* tërmeti shtëpinë/ Skifteri *rrëmbeu* një pulë.

 The earthquake destroed his house / The hawk grabbed a chicken.

[7] Qau e *shfreu*/ *Shkreh* pushkën[1].

 (He/She) cried and raved / Trigger the gun.

The idea of punctuality is also expressed by other special syntactic constructions, such *një të kthyer*, *me të kthyer* which in English can be translated roughly as 'back / just back'[2]:

[8] *Me të zbritur* nga autobuzi, ato u ndanë.

 Went down from the bus, they were separated.

[9] *Një t'u kthyer* dhe shkoi tek ajo.

 Just turned back and went to her.

In these examples we see that it accentuates the fast switch, momentary, of the action to another action. This construction gives punctual value even in those cases where we have to do with verbs whose semantics it is not as this:

[10] *Me të dëgjuar* thirrjen, u ngrit.

 On hearing the call, get up.

Even the cases of the use of different onomatopoeia are correlated with the expression of punctual value of the action:

[11] Ia tha *bam*.

 (He/She) said it *bam.*

To emphasize the idea of punctual action, are used a number of adverbial expressions, as *befas* 'abruptly', *menjëherë* 'immediately', *papritur* 'suddenly', *në çast* 'instantly', *aty për aty* 'on the spot', *pa pandehur* 'unexpectedly', *shpejt* 'quickly', *shpejt e shpejt* 'quickly and quickly', *sa çel e mbyll sytë* 'in a jiffy', etc.

[12] Hyri *befas*/ *Aty për aty* harron/ Erdhi *papritur*/ *Shpejt e shpejt* e mbaroi punën.

 (He/She) come in abruptly / On the spot forgets / (He/She) come suddenly / Quickly and quickly finished the job.

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[1] In Albanian language the present and the imperfect are realized through:
1. imperfective indeterminate forms (temporal-aspectual imperfective forms), such as: *punoj – punoja.*
2. perfective determinate forms (temporal-aspectual perfective forms) made with constructions:
a. particle *po* + the present of indeterminate imperfective (*po punoj*)
　particle *po* + the imperfect of indeterminate imperfective (*po punoja*)
b. *jam* + gerund. *(jam duke punuar)*
　jam in imperfect of indeterminate imperfective *isha* + gerund. (*isha duke punuar*)
[2] For the constructions of this type and for the others as in the example [11], see Floqi (1958: 113-116).

2. Verbal groups of resultative action

The appropriate expression of resultative verbal action is realized through syntactic tools. Taken separately, these verbs do not belong to the class of durative verbs, but to another class, as will be shown later.

The groups of words of the type *mbarova së foluri* 'I finished speaking', *zemra i pushoi së rrahuri* 'His heart stopped beating', *vajza përfundoi së shkruari* ' the girl finished to write' etc. have a clear phraseology character. In these groups of words as the first element we find a terminative verb (mainly *mbaroj* 'finish', *pushoj* 'stop', *përfundoj* 'conclude/finish'); However, it is the second element that plays the main role in the general meaning of the word group, while the first is used more as a verb with aspectual value capable of expressing the conclusion of the action expressed by the second term[1]:

- *mbaroj* 'finish' (*pushoj* 'stop', sos 'finish', përfundoj 'conclude/finish') (usually in the simple past, and less in the other tenses of indicative and even less in the present tense of conjunctive) + a neutre noun in ablative, expressing the ending of the action.

Indicative form

[1] Sapo *mbarova së lexuari* librin (simple past) / Kur *mbaron së ngrëni…*(present tense) / … *pushonte së menduari* për të (imperfect) / Vetëm ajo *ka mbaruar së shkruari* (perfect) / Ai *kishte mbaruar së piri* kafenë (plusperfect)..

I just finished reading the book / When you finish eating … / … stop thinking about him/her/it / Only she has finished writing / He had finished drinking the coffee

Conjunctive form

[2] Duhet *të pushojë së shkruari* (present tens) /… *të kishte mbaruar së marruri* me ta (plusperfect).

Should cease writing / …he have finished dealing with them.

The following buildings, preceded from negative particle *s'* or *nuk* 'not', assume continuous-durative value:

Indicative form

[3] Plaku *s'pushon së shari* (present tense) / Ai *nuk pushonte së harxhuari* (imperfect); Gruaja bërtiste dhe *nuk pushonte duke sharë* (the corresponding verb rarely is presented in gerund)/ Duhet ta dini se *s'kam pushuar së menduari* për ju (perfect) .

The elder *don`t cease swearing* / He couldn`t stop spending/ The woman cried and *couldn`t stop swearing* / You should know that I *haven`t stopped thinking* about you.

In addition to the aforementioned groups of words with objective relationships and with terminative value, we also find those with causal relationships of the type *u lodha së foluri* 'I got tired of talking', expressing the value of action intensity - the first verb is used to express the intensity of the action expressed by the second member - such as *u lodha së foluri* 'I got tired of talking', *plasa së qari* 'I burst of tears', *u ngjira së thirruri* 'I hoarsen's calling' in the sense of: *fola aq shumë* (sa u lodha) 'I talked so much (as I got tired)', *qava aq shumë* (sa plasa) 'I cried so much (as I burst)', *thirra aq shumë* (sa u ngjira) 'I called so much (as I hoarsened)'. It must be emphasized here that, in addition to the intensity value of action, it is undeniable the resultative value of these buildings:

- *lodhem* 'tire' (*plas* 'burst', *këputem* 'fatigue', tire', mekem 'weakening', *ngjirem* 'hoarsened') + a neutre noun in ablative, which expresses the ending of the action.

Indicative form

[4] *Lodhem së foluri* me të (present tense)/ Kur *u lodh së qari* …(simple past)/ *Është lodhur së vajturi* çdo verë (perfect)/ Vajza *shkulet së qeshuri* (present tense)/ Italianët *shkuleshin së qeshuri* (imperfect)/ Prandaj *u shkulën së qeshuri* (simple past)/ Ajo *plasi së qari* tërë ditën (simple past).

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[1] For these verbal groups it is spoken in the work of Demiraj (1986: 404-405); nella *Gramatika e gjuhës shqipe* II (1997: 187), but more widely they are discussed in the work of Dhrimo (1996: 260-265; 2008: 332-333 & 406-410).

Tired talking with him/her; When got tired of crying .../ Tired of going each summer/ The girl erupt laughing/ The italians erupted laughing/ Therefore erupted laughing/ She broke out crying all day

Among the elements of these groups of words can be inserted any other member of the sentence. The close functional and significantive correlation between the two members of the groups of words, of the type in question, means that in the sentence they act as a single predicative member - the first member mainly plays the role of a semi-auxiliary verb. As a result, the complementary members, placed after the participal noun in undetermined ablative, essentially do not belong only to the second member but to the whole group of words, and therefore the terminative value is expressed by the entire group of words and not by his individual elements.

In addition to the group of words analyzed above, we also have other types where occur the repetition of the same verb in the simple past:

- verb + conjunction *sa* 'how much' + verb

[5] *Punuan sa punuan*, pastaj zunë të bisedojnë / Ai *jetoi sa jetoi* në shtëpinë tonë …/ *Qeshi sa qeshi* dhe iku .

Worked as worked, then began to talk / He *lived as* he *lived* in our house .../ *Laughed as laughed* and ran away.

- verb + conjunction *e* 'and' or indefinite pronoun *ç'* 'that' + verb

[6] *Dha e dha* dhe vendosi të heqë dorë.

Gave and gave and decided to give up.

[7] *Pashë ç'pashë* dhe ika / Ai *bëri ç'bëri* dhe iku.

I *saw what* I *saw* and left / He *does what* he *does* and resign.

The constructions of the type *dha e dha* 'gave and gave', *pa ç'pa* 'saw and saw' Beri ç'bëri 'does what he does' are equivalent to *u përpoq e u përpoq* (*u përpoq sa u përpoq*) dhe ...'tried and tried (he attempted what he attempted) and ...'

The examples in [5] indicate that after a certain continuation the action ends, while the cases in [6] and [7] indicate that at the end it is stopped with the intensive attempts and has started a new action.

To express the conclusion of the action are also used phraseolgycal groups with the coordination of synonyms verbs in the simple past, which are joined by the coordinative *e*:

- verb + conjunction *e (dhe)* 'and' + verb

[8] Rinia e saj *shkoi e vajti.*

The youth *went and went*.

The same value also presents the expression *mori fund* 'ended':

[9] *Mori fund* përgjithmonë.

Ended forever.

Until now we have presented and analyzed verbal groups that indicate the risultative verbal action. Verbs that take part in these constructions, as we have seen, generally occur in the simple past. In Albanian, it is true that the two forms, imperfect-aorist, provide the aspectual presentation of the action (in continuation, in summary or completed, respectively), but the form of simple past not always specifies and precise whether the conclusion of action has also reached the goal, the ultimate goal. The considered telic verbs are characterized by the ending point and the actions from them indicated necessarily lead to a result, in contrast to non-telic verbs. The distinction between these two groups of verbs does not belong to the formal structure of Albanian and is not expressed by any particular form, so the Albanian use other means which belong to verbal actions. The risultative verbal action in Albanian is accomplished through verbal groups (just discussed) and verbal syntagme (durative verbs in the simple past + lexical-grammatical means – where it is possible the realization of their meaning -).

In relation to this last point, the verbs *ha* 'eat', *punoj* 'work', *laj* 'wash', *lexoj* 'read', etc. in simple past alone give no indication with respect to whether we are dealing with the risultative verbal action – telic, or continuative - non-telic. These semantic aspectual colors do not occur only through this lexical enter of the verb, but through the whole predicate requirements[1].

For example, according to the lexical-grammatical features of the object in the sentence (or of the verbal syntagme) follows the passage of the verb from telic to non-telic:

- given object determined an undetermined quantity

[10] a) Ajo i lau *rrobat* // telic, risultative //

 She washed the clothes.

 b) Ajo lau *rroba* // non-telic, continuative //

 She washed clothes.

- The object in its

entirety versus a part of

[11] a) Ajo e hëngri *tortën* // telic, risultative //

          She ate the cake.

 b) Ajo hëngri *nga torta* (një fetë) // non-telic, continuative //

 She ate cake (a slice).

- also the presence of a complement in the predicate can transform a non-telic verb (and non-ergative) in telic (non-accusative):

[12] a) Ajo vrapoi (në stadium) // non-telic, continuative, non-ergative //

 She ran (in the stadium)

 b) Ajo vrapoi *drejt shkollës* // telic, risultative, non-accusative //

 She ran to school .

According to statements made to date, even through the Albanian language is given evidence in favor of the conclusions of many contemporary linguists, that the opposition telic/non-telic is primarily semantic-aspectual, highlighted not through the information received by one lexical enter but mainly through the requirements of all the predicate, where the meaning of the verb is only a part.

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[1] Arad's work (1995: 215-220) helps us to observe these phenomena in Albanian about the projection of arguments, that is, how the arguments of a predicate in a syntactic structure are integrated. The author defends the point of view that only the enter of such verbs as *to run*, *to eat* etc. it is not fully qualified as unaccusative or as unergative, what determines whether they are *unaccusatives* or *unergatives* it is the syntactic structure within which you have these verbs. It is pointed out by her observations, as well as by other researchers (Van Valin (1990), Dowty (1991)), that the definition unaccusative / unergative is related to the semantic and aspectual quality: unaccusativity is accompanied by non-agentive, telic feature, while unergativity is accompanied with agentive, not telic.

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Languages in Contact - Some Results of Research at Albanian University Students in Italy

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Abstract

This work is the result of personal observations of university Albanian students` studying Albanian language, with different times of residence in Italy, and contact between the Albanian and Italian language, too. My contacts with the students are grouped in two situations: those at work as lectures, seminars, receptions and examinations, and casual. It can be seen big differences in the use of two languages in these different situations. In the first group, at work, the use of the Albanian language is certainly much more correct and various forms of "mixing" almost non-existent. In the second group, especially among people very close or in the presence of Italian friends, it can be seen immediately code changes between Albanian and Italian. The communication code changing is under the influence of various factors. It is clear that reference students use Italian for formal use, for example, in their communications with teachers, while the Albanian in informal situations as at home and more. Thus, the choice of language is influenced by situational factors, like the stylistic choices that people make in a single language. Moreover, they with the language choice can move and change the tone of a situation, from formal to informal, too. These situations encountered made the basis for beginning the study. The examples cited in this paper are collected and classified, in accordance with the standard methodology, into various groups according to the probable cause for the change of the code of communication: Code changes used mainly in Italy but also in Albania; Code changes related to technology; Code changes related to the pronunciation; Code changes related to the characteristics of the country where they stay; Translations. Certainly, this first phase of research has shown the clear presence of code changes in the Albanian language. These phenomena are of various types and of varying importance: in a group of individuals it is a strong influence of the territory, Italy, for this reason we can presume that, back in Albania, the students will lose it; in another group of individuals it seems that it could turn, maybe, into loans. The last category includes some words that reflect deficiencies in the lexicon of the Albanian language, but also others that may gain ground thanks to their peculiarities. The results presented in this work should not be generalized, they only aspire to expand our understanding to the linguistic and social phenomena of contact between two languages such as Albanian and Italian, and in general, on the subject of bilingualism and the effects of the stay for a long time in Italy of Albanian people.

Keywords: Languages in Contact - Some Results of Research at Albanian University Students in Italy

Introduction

One of the main objectives of the people residing in a country other than their own (for immigration, study, and temporary work or other) is the balance between the use of their own language and that of the country that hosts them.

This situation is known by the sociolinguistic phenomenon of "bilingualism", or, when there are more than two languages, as "multilingualism".

This article will use the term "bilingualism", referring to the general situation, such as using more than one language.

Often, the bilingual community unknowingly uses different languages in different contexts: one language at home, a different one at the road, in the workplace or in the study or even a language with older family members and another with young people. It is estimated that the half of the world's population is bilingual, which means that their daily life is characterized by a continuous movement between two or more languages. The numbers are increasing rapidly; this is due to an increase in international immigration.

The object of the research it is the influence of the Italian language on a part of the Albanian community in Italy and their language. This community was created starting from about a quarter of century ago[1].

The study on bilingualism can comprise different linguistic phenomena. One of these concerns the linguistic communities[2], on which you could make a number of questions: what is the relative position of the different languages in a bilingual society, and how this is changing? Another aspect may relate to the individual speaker who is bilingual "What effect does bilingualism on language users, in particular on the method in which they use the languages? ". Finally, the language itself can become an object of study "What happens to languages which are 'in contact', that is, spoken in the same community? How do they influence each other? "

This article will focus the attention on the third perspective, which is the language itself as the object of the study. In an extensive personal study project, the survey was directed towards the linguistic effects and individual bilingualism due to several reasons (residence, immigration or other), are been observed the Albanian students of university[3] of linguistic address. The results presented should not be generalized, they only aspire to expand our understanding of this particular group, and the linguistic and social phenomena of contact between the two languages, Albanian and Italian, and in general to the issue of bilingualism and the effects of staying for a long time in Italy. There will be presented some examples about the spoken Albanian, whose linguistic phenomena are analyzed according to a standard classification.

INDIVIDUAL BILINGUALISM AND THE CODE CHANGINGS

The bilingual individual, in everyday use, continuously separate the two codes of communication. In general, bilinguals make a clear separation of functions, by using the two languages in different situations. Various factors in a conversation, such as the subject, the interlocutor and the location, may influence the choice of modes and the use of language[4].

Do bilinguals succeed in keeping separate the two languages? For some bilingual the answer is yes, for others it is not. When in the language A enters elements of language B, the phenomenon is called changing of code[5].

The contact between the languages is the basis of the testing of various linguistic phenomena in a community. Some of these linguistic phenomena are the interference and other socio-linguistic concepts as bilingualism, code switching and code mixing. Such concepts are relatively associated with the language interference. It is necessary to clarify the phenomenon of interference that may come up in bilinguals. Interference is the transfer of elements from one language to one other in various linguistic levels; that is, what leads to the high incidence of switching and mixing of code in bilinguals. When the code changes, switching of code and mixing of code, occur to compensate for difficulties in language we can see them as interference, but not when they are used as a sociolinguistic instrument.

Briefly, code-switching is defined as the alternation of language that occurs between sentences, instead of within the phrases. More specifically, the code switching can be defined as the intersentence alternation of languages within a single expression or speech. In this case also there are included the exclamations at both ends of the phrase.

The code mixing is defined as the alternation of two or more languages within a sentence. The code mixing is understood as a process of insertion of a different lexical category, stranger, in a given structure.

The distinction between code-switching and code mixing can be correlated to the formalities of the situation. The code mixing occurs in less formal situation, while the code-switching occurs in a more formal situation.

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[1] Italian municipalities (http://www.comuni-italiani.it/statistiche/stranieri/al.html), shows that in 2012 in Italy there are 464,962 Albanian immigrants.

[2] Baker, A., Hengeveld, K. (2012: 404-407).

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It is clear that students, taken as reference, use Italian for formal use, for example, in their communications with the professors, while the Albanian in informal situations as at home and more. So, the choice of language is influenced by situational factors, just like with the stylistic choices that people make in a single language.

More important, with their choice towards a particular language they can move and change the tone in a situation, from formal to informal.

In the course of a single conversation you can observe the alternation of languages. That is, you will have a change of communication code. We have encountered this situation in mixed groups, Italian and Albanian students, but sometimes in groups with just Albanian students. At following are presented some examples, collected and classified into various groups. This was done according to the probable cause[1] of the code change in the communication.

GREETINGS USED MAINLY IN ITALY BUT AS WELL IN ALBANIA

Some of these cases of change and code switching involves unique words such as *ciao/ salve* and other regards, generally linked to the Italian context in which the conversation takes place. But, as we shall see, for these words would be equally possible to choose an equivalent in Albanian. We very often come across the use of (1) *ciao* in place of *mirupafshim*, *mirëdita* or *mirëmbrëma,* etc. And also (2) *salve*, whose correspondent in Albanian is *përshëndetje*. This greeting is also used in situations where had to be used *mirëdita* or *mirëmbrëma*, etc. The word *ciao* is entered in use on many occasions also in Albania, perhaps mainly in large cities as an element of modernity or simply for its short form, a social factor called "economy of language[2]", particularly worthy of mention in the technology, in mobile telephony. Another expression that we found usually used from the students was (3) *grazie*. It was used often during informal conversations.

In the examples (1), (2) and (3), we observe the insertion of a single word from one language, in this case the Italian, in a sentence in a different language, the Albanian. These types of change of code, code-switching, can be accidental. But if this happens more often at random, with the time it can also turn into loan, becoming stable in the language lexicon. In bilingual contexts, the line between the lexical loan and the forms of the code change is, at times, difficult to delineate. Indeed, the lexical borrowing process is finalized when a loanword is listed in a dictionary. Actually we are, surely, far away, from this transformation. However, in the future research we will try to distinguish between occurrences just for a time (for example, cases of change of code, in its forms) and the elements that are entered at the level of a group and can therefore be called "loanwords" .

Another example is the exclamation (4) *brava*: *E bëre edhe këtë punë. Brava*! It turns out to be a dialogue between two Albanian students who express themselves properly, using a single good Italian word (in Albanian *të lumtë*) in the middle of the speech. It is a clear case of code-switching.

CODE CHANGING RELATED TO THE TECHNOLOGY[3]

When a new product arrives or a new concept is adopted, the word[4] may come, too. A large number of speakers of a second language, users of the product or of the concept, can be the source of this contact between two languages, and therefore the source of change of the main language, the Albanian in our case, also in its territory. When one or more speakers are starting to adopt foreign elements in a speech and this process acquires a systemic character, the original language will be changed. In this way there is been a shift from interference to borrowing of an element from the language A to the language B. At the lexical level, this loan of words from another language usually has cultural aspect and/or/even a technological one, as we will see later in the example of the computer printer.

Now we discuss about the loan and the code mixing in the Albanian language. With the commencement of the computers in Albania it happened, as had already happened in other countries, the temporal separation between the time of writing and that of the material printing of a document. With the typewriter the writing and the printing coincide and the term used

[1] Bista, K. (2010: 1-19).
[2] See. Vicentini (2003): 37-57), Words 3: The economy principle in language.
[3] Poplack, Sh. D. (1988: 47-104).
[4] See. Hock (1996: 271). First of all, every time that speakers of a language are in contact with "new cultural objects, new religious and technical concepts, or references abroad, with the fauna and flora, there is obviously a need for a vocabulary to express these concepts or references". Second, very often the highest prestige of the donor language, generally or in parts, is the motivation for the loans.

was typing, Albanian *shtyp*. With the computer first is written and then, without any time limit, the printing. And it is this term in particular, related to the printer of the computer, which was missing in Albanian. The word exists in Albania in reference to press or to printing in typography. The entrance of the new technology introduced a new English term, that as trend or simply tied to a practical factor (at the printer`s packaging was written *Printer*), at the current Albanian vocabulary: (5) *Sot e printova raportin*. While, the students in question are expressed in this way: (6) *Sapo e stampova lauren. Më doli shumë e bukur.*

In the first sentence we see the use of two words certainly coming from the Italian language. The word which arouses the interest is *stampova*, clearly linked to the *printer* and the *printing*. Here there is been a new change of code, code mixing, and it is replaced by a new word with the Albanian ending, an Anglo-Saxon loan in Albanian, belonging to the language of the majority in which speakers stay. This could be an example of an initial morphological assimilation of an Italian word, a verb, in Albanian dictionaries. In Albanian, as in other languages, the main part of morphologically assimilated words also turns out to be the nouns and the verbs.

CODE CHANGING RELATED TO SPELLING

Another interesting factor is the reading by the Italian pronunciation rule of the words that exist in the Albanian language (always linked with the world of technology). An obvious case is the term *sms*, the electronic messaging via mobile phones. Both in Albania and in Italy the code exists in the same form and in both cases is an Anglo-Saxon loan (SMS - Short Message Service). The difference is in how they are pronounced the letters that makes up: Albanian `s``m``s`, according to the Albanian spelling rule, while in Italian `esse``eme``esse` according to the rule of Italian spelling. Also in this case we encountered another change of code. Listening carefully to students, the pronunciation of the acronym is by the Italian spelling, that is the language of the majority in the territory.

Technology is always the one that, perhaps, influences more in the change[1] of the language. We will present another example related to new technologies, the reading of an e-mail address in Albanian and in Italian: (8) arben@gmail.com, in Albanian reads *arben `et` g meil. kom*, in Italian reads *arben `chiocciola` gi meil. com*. The difference in reading is due to the pronunciation of the identifying symbol of e-mail (@). Almost all students, even when pronounce the e-mail in Albanian, do not use more the English pronunciation *"at"* but *chiocciola* (the snail) Italian pronunciation (speaking in Albanian should be *kioçola* and so in writing). Also in this case there has been a code-switching. Moreover it seems that in spelling it verbally, by telephone or otherwise, the use of Italian spelling results clearer than "at", thus decreasing the chances of mistakes in the e-mail address transmission. It would appear that we are heading towards a convenience loan. This is because of the massive Albanian immigrants in Italy and the continuous exchanges.

CODE CHANGING RELATED TO THE CHARACTERISTICS OF THE COUNTRY IN WHICH RESIDES

A further change of code found is the use of the term *laurea*, who joined the Albanian language with a new meaning and is used according to the Albanian grammar rules. In this case the term is lent to the Albanian language.

We analyze the previous example: (7) *Sapo e stampova lauren. Më doli shumë e bukur.* This is a clear case of interference; the term *laurea* was missing in the Albanian language. But in the sentence there are two words assimilated morphologically: *stampova*, previously analyzed, and *lauren* ("graduation" in Italian). The latter term is a loan of necessary and prestige. The word in question does not exist in Albanian[2] and is certainly linked to the Italian reality. Its correspondent in Albania is the university degree. The students in question are attaining a university degree in Italy, where such degree is called *laurea*, so it is natural to use the Italian word and then deliver it in the Albanian language system. This is also established through an encounter with former graduate students in Italy, who speaking about their university degree declared *jam lauruar* "I`m graduated". Certainly, to the need of expression with the new term, it is also annexed the prestige that it inherently carries.

In addition, remaining in the *laurea* area there is another sentence where you could clearly see the code mixing, (8) *Sot u laurova con 110 e lode*. The term reflects the difference of the Italian university evaluation system: 110 is the maximum

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[1] See Daulton (2011): Prestito lessicale e la *global web* delle parole.
In http://repo.lib.ryukoku.ac.jp/jspui/bitstream/10519/1290/1/r-ky_033_01_004.pdf

[2] See *Fjalori i gjuhës së sotme* (1984:595) for the meaning of this term.

rating of the Italian degree, while an Albanian university degree its counterpart is 10. This change of code could be linked to the territory, for this reason its future in Albania is by no means certain.

3.CONSIDERATIONS

In this paragraph will be present some considerations, but not conclusions.

The research, having been conducted on a small group of persons, was intended as for the basis of a larger study. In addition, the analysis is conducted through some personal notes resulting from open conversations, undocumented, but only transcribed by the author.

In the future, surely, they will be used ways and means to document what of interest. In any case, the first phase of the research has demonstrated a clear presence of changes of the Albanian language code and interferences. These phenomena are of various types and each of them has its own significance: in a group of these changing there is a strong influence of the territory, for this reason, it can be assumed that once back in Albania, students will lose it; in another group it looks like they could be turned into loans, this will lead to the graft of some words that reflect deficiencies in the lexicon of the Albanian language, but also of others which would gain territory thanks to their peculiarities.

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The Big Bang May Had Never Existed

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Abstract

The main pillar of the Big Bang paradigm is the expansion of the Universe predicted by the cosmological redshift. Singularity is inevitable in the Big Bang model. The Universe is hyperbolic as we did prove mathematically; where the cosmological redshift is no longer a distance indicator. After all, in the hyperbolic spacetime a group of objects would grow apart even when not moving as their worldlines would be divergent. We show the manifold of the hyperbolic Universe is complete with no singular points. While the distance horizon in the Big Bang flat spacetime is finite, the distance horizon is infinite in the hyperbolic universe. The pillars of the big Bang and its consequences had been refuted and disproved or reinterpreted.

Keywords: Big Bang, expanding universe, static universe, time dilation, distance horizon, nonsingularity.

1. Introduction

The Universe is not flat. We did prove that the universe globally is hyperbolic. We exhibit the hyperbolic structure of the universe where the curvature manifests itself as a cosmological redshift. Newton first law states that the body keeps moving with a uniform velocity in straight line. Similarly, the free fall of an object in a flat spacetime is uniform. An accelerated motion is described by a curve. For large structure, the curvature of the spacetime can't be ignored. The distant objects - e.g. supernovae - were influenced under the curvature of the spacetime. They possess an accelerating free fall due to the curvature of the hyperbolic spacetime that manifests itself by the equation of the state $p = -r$, which is the property of the hyperbolic structure of the Universe. The increases in the redshift for distant objects reflect the increases in the curvature. It doesn`t indicate an accelerating expansion of the universe. *After all, in the hyperbolic spacetime a group of objects would grow apart even when not moving as their worldlines would be divergent; this we mean by the expansion of the hyperbolic spacetime*. The distance horizon is infinite in a hyperbolic universe, which answers the question: Where does the universe expand into? The observable Universe is expanding into a pre-existing infinite distance horizon. This question is forbidden and prohibited question in the Standard Big Bang Cosmology. The Big Bang theorists insist that the above question has no meaning, instead of saying that they have no answer or that it violates their entire paradigm. We remove the singularity from the mathematical model, represented by the General Relativity Theory and the hyperbolic spacetime. .

2. The Hyperbolic Spacetime

To obtain the dynamical equation of cosmology, we should combine Einstein field equations

$$R_{mn} - \frac{1}{2} g_{mn} R = 8pGT_{mn}$$

with the isotropic homogeneous Robertson- Walker's line-element:

$$ds^2 = dt^2 - R^2(t)\left[\frac{dr^2}{1 - kr^2} + r^2 dq^2 + r^2 \sin^2 q df^2\right]$$

to get Friedmann`s equations:

$$\dot{R}^2 + k = (8p/3)r R^2 \qquad (1)$$

$$2R\ddot{R} + \dot{R}^2 + k = -8ppR^2 \qquad (2)$$

Where p is the pressure and ρ is the energy density of the cosmological fluid and k is the curvature.

Method of solution:[1]

(i) Now we shall solve the differential equation (1) by separating the variables. We assume the Big Bang Model as an initial condition (i.e. $R=0$ when $t=0$).

$$\dot{R}^2 + k = (8p/3)r R^2$$

$$\dot{R}^2 = (8p/3)r R^2 - k$$

$$\dot{R} = \sqrt{(^{8pr}/_3)R^2 - k}$$

$$dR / \sqrt{(^{8pr}/_3)R^2 - k} = dt$$

$$dR / \sqrt{R^2 - {}^{3k}/_{8pr}} = \sqrt{^{8pr}/_3}\, dt$$

Differential equation (1) allows one to deal with ρ_j as a parameter since it's not an explicit function of t , so Eq. (1) can be solved for any chosen fixed value, ρ_j from the stream of the various values of the parameter $\rho :$.

$$r_1, r_2, ..., r_{planck}, ..., r_j, ..., r_{now}$$

By means of the mean value theorem, we assume approximately that ρ_j evolves to the fixed physical value ρ_j exactly simultaneously associated to the state (t_j , R_j) since ρ_j is not defined and not continuous at the point of singularity $t = 0$, put .

$$r(c) = r_j : 0 < c \pounds\ t$$

$$\int_o^R dr / \sqrt{r^2 - 3k/8pr_j} = \sqrt{8pr_j/3} \int_o^t dt$$

$$\cosh^{-1}(R/\sqrt{3k/8pr_j}) - \cosh^{-1}0 = t\sqrt{8pr_j/3} \qquad (3)$$ Now we use complex

analysis as follows .

$$\cosh^{-1}x = \ln(x \pm \sqrt{x^2 - 1})$$

$$\cosh^{-1}0 = \ln\pm\sqrt{-1} = \ln\sqrt{-1}, or, \cosh^{-1}0 = \ln-\sqrt{-1}$$

$$\cosh^{-1}0 = (1/2)\ln(-1), or, \cosh^{-1}0 = \ln(-1) + (1/2)\ln(-1)$$

$$\because e^{ip} = -1$$

$$\backslash\ \ln(-1) = ip$$

$$\backslash\ \cosh^{-1}0 = ip/2, or$$

$$\cosh^{-1}0 = 3ip/2$$

Substitute the first value $\cosh^{-1}0 = ip/2$ in equation (3), we get:

$$R(t) = \sqrt{3k/8pr_j}.\cosh(t\sqrt{8pr_j/3} + pi/2)$$

$$R(t) = \sqrt{3k/8pr_j}.(\cosh t\sqrt{8pr_j/3}.\cosh(pi/2) + \sinh(pi/2).\sinh t\sqrt{8pr_j/3})$$

$$R(t) = \sqrt{3k/8pr_j}.(\cosh t\sqrt{8pr_j/3}.\cos(p/2) + i\sin(p/2).\sinh t\sqrt{8pr_j/3})$$

$$R(t) = i\sqrt{3k/8pr_j}.\sinh t\sqrt{8pr_j/3}$$

Since the function $r(t)$ is always positive, so is any chosen fixed value r_j. A simple analysis shows that the R(t) scale solution represented in the last equation is complex if k is positive, negative if k is negative and vanishes if k is zero. So the first value $\cosh^{-1}0 = ip/2$ is rejected. Substitute the other value $\cosh^{-1}0 = 3ip/2$ in equation (3), we get

$$R(t) = \sqrt{3k/8pr_j}.\cosh(t\sqrt{8pr_j/3} + 3pi/2)$$

$$R(t) = \sqrt{3k/8pr_j}(\cosh t\sqrt{8pr_j/3}.\cosh(3pi/2) + \sinh(3pi/2)\sinh t\sqrt{8pr_j/3})$$

$$R(t) = \sqrt{3k/8pr_j}(\cosh t\sqrt{8pr_j/3}.\cos(3p/2) + i\sin(3p/2)\sinh t\sqrt{8pr_j/3})$$

$$R(t) = -i\sqrt{3k/8pr_j}\sinh t\sqrt{8pr_j/3}$$

The R(t) scale solution in the last equation is real, positive and non-vanishing if and only if k is negative. Since k is normalized, substitute k=-1, in the last equation, we get: .

$$R(t) = -i\sqrt{3k/8pr_j}\sinh t\sqrt{8pr_j/3}$$

$$R(t) = -i\sqrt{-3/8pr_j}\sinh t\sqrt{8pr_j/3}$$

$$R(t) = -i.i\sqrt{3/8pr_j}\sinh t\sqrt{8pr_j/3}$$

$$R(t) = \sqrt{3/8pr_j}\sinh t\sqrt{8pr_j/3} \qquad (4)$$

Which mean that $R(t)$ either vanishes if $k = 0$ or complex if $k = 1$. Thus, the curvature k must be negative and consequently the universe must be hyperbolic and open. *Note* that the solution represented by Eq. (4) is evaluated only for the values simultaneously associated with r_j, namely (R_j, t_j)

$$R_j = \sqrt{3/8pr_j}\sinh t_j\sqrt{8pr_j/3} \qquad (5)$$

3. **Verification Of the Time Evolution Equation of the Universe**

(i) Planck scale:[4]

The time evolution equation of the universe successfully predicts the Planck length at micro-cosmos scale as well as it predicts the current observed large structure at macro-cosmos scale.

1 sec = 2.997×10^{10} cm

Planck length= $L_p = \sqrt{Gh/c^3} = 1.6' \ 10^{-33} cm$

Planck time = $t_p = L_p / c = \sqrt{Gh/c^5} = 5.4' \ 10^{-44} s$

Planck density= $= 3.8789 \times 10^{62}$ cm

Substitute the above data in the time evolution equation of the universe at Planck scale

$$R_p = \sqrt{3/8pr_p} \sinh t_p \sqrt{8pr_p/3}$$

$$R_p = \sqrt{3/8p' \ 3.8789' \ 10^{62}} \sinh \sqrt{8p' \ 3.8789' \ 10^{62}/3}' \ 5.4' \ 10^{-44}' \ 2.997' \ 10^{10}$$

$= 0.175423 \times 10^{-31} \times \sinh 0.092255888$

$= 0.175423 \times 10^{-31} \times 0.092386811$

$= 1.62 \times 10^{-33}$ cm $= L_p$ = Planck length. Hence

$$R_p = \sqrt{3/8pr_p} \sinh \sqrt{8pr_p/3} t_p = L_p = \sqrt{Gh/c^3}$$

(ii) Current scale:

The energy density now $r_{now} = 10^{-31}$ g/cm3 $= 7.425 \times 10^{-60}$ cm-2

The age of the Universe (approximately) $t_{now} = 13.7 \times 10^9$ yr $= 1.2974585' \ 10^{28} cm$

Substitute the above data in the hyperbolic time evolution equation of the Universe, yields, .

$$R_j = \sqrt{3/8pr_j} \sinh \left(t_j \sqrt{8pr_j/3} \right)$$

$$R_{now} = \sqrt{3/8pr_{now}} \sinh \left(t_{now} \sqrt{8pr_{now}/3} \right)$$

$$R_{now} = \sqrt{3/(8p' \ 7.425' \ 10^{-60})}'$$

$$\sinh \left(1.2974585' \ 10^{28}' \ \sqrt{8p' \ 7.425' \ 10^{-60}/3} \right)$$

$$R_{now} = 1.6' \ 10^{29}' \ \sinh 0.08287$$

$$R_{now} = 1.3' \ 10^{28} cm$$

4. **The increase in the cosmological redshift accounts for the increases in the curvature, not for the accelerated expansion**.

We shall see that the solution of equation (1) satisfies the second order differential equation (2) in order to be consistent. We have from the solution of Eq. (1) for any chosen value ρj

$$R = \sqrt{\frac{3}{8pr_j}} \sinh t \sqrt{\frac{8pr_j}{3}}$$

$$\dot{R} = \cosh t \sqrt{\frac{8pr_j}{3}}$$

$$\ddot{R} = \sqrt{\frac{8pr_j}{3}} \sinh t \sqrt{\frac{8pr_j}{3}} = \frac{8pr_j}{3} R$$

Substitute these values in Eq. (2), and k = -1, yields,

$$2R\ddot{R} + \dot{R}^2 - 1 = -8ppR^2$$

$$2R\left(\frac{8pr_j}{3}R\right) + \cosh^2 \sqrt{\frac{8pr_j}{3}} - 1 = -8ppR^2$$

$$2R^2\left(\frac{8pr_j}{3}\right) + \sinh^2 \sqrt{\frac{8pr_j}{3}} = -8ppR^2$$

$$2R^2\left(\frac{8pr_j}{3}\right) + \frac{8pr_j}{3}R^2 = -8ppR^2$$

$$8pr_jR^2 = -8ppR^2$$

$$p = -r_j$$

The last equation is known as the equation of state of cosmology. The argument of the solution predicts the equation of state of cosmology $p = -r_j$. Since the energy density is always positive, the negative pressure implies an accelerated expansion of the universe. Hence equations (1) and (2) are consistent for any chosen fixed value r_j of the parameter r. The argument of the solution predicts the equation of state $p = -r_j$. We exhibit the hyperbolic structure of the universe that explains the accelerating expansion of the universe without needs for additional components, dark energy. One explanation for dark energy is that it is a property of space. The simplest explanation for dark energy is that it is simply the "cost of having space": that is, a volume of space has some intrinsic, fundamental energy. Just the ordinary energy density state r_j remains in the Hyperbolic Universe to derive the accelerating expansion equivalent to its negative pressure. Hyperbolic Universe involves zero cosmological constant (the vacuum energy) [2]. The negative pressure $p = -r_j$ is the property of the hyperbolic structure of the Universe. Flat universe dominated by matter is modeled as a zero pressure-dust universe model. The expansion of the universe would be slowing due to the gravity attraction, which is incorrect as we shall see below: instein postulates [3] that the matter dominated universe could be modeled as dust with zero pressure in order to simplify and solves Friedmann`s equations : .

$$\dot{R}^2 + k = (8p/3)rR^2$$

$$2R\ddot{R} + \dot{R}^2 + k = 0$$

$$2\ddot{R}/R + (8p/3)r = 0$$

$$\ddot{R} = -(8p/3)rR/2 < 0$$

$$\backslash \ \ddot{R} < 0$$

The pressure less form of Eq. (2) describes a decelerating expansion state of the universe which is described by the energy tensor of matter for dust where $p = 0$. We solved the second dynamical equation of cosmology, the space-space component; in it is pressure less form:

$$2R\ddot{R} + \dot{R}^2 + k = 0$$
$$\because k = -1$$
$$2R\ddot{R} + \dot{R}^2 - 1 = 0$$

to be $t = R$, which satisfies the last differential equation. Substitute $t = R, k = -1$ in the first dynamical equation (2).

$$\dot{R}^2 + k = (8p/3)r R^2$$
$$(1)^2 - 1 = (8p/3)r R^2$$
$$0 = (8p/3)r R^2$$
$$\backslash\ r = 0$$

Hence the zero pressure does not lead to a dusty universe. In fact zero pressure Universe is an empty space, since $r = 0$. In the presence of pressure, from Eqs (2) and (1) we can obtain

$$\ddot{R} = -\frac{4p}{3}(r + 3p)R$$
$$\because p = -r$$
$$\backslash\ \ddot{R} = \frac{8p}{3}R > 0$$

which guarantees an accelerating expansion of the universe.
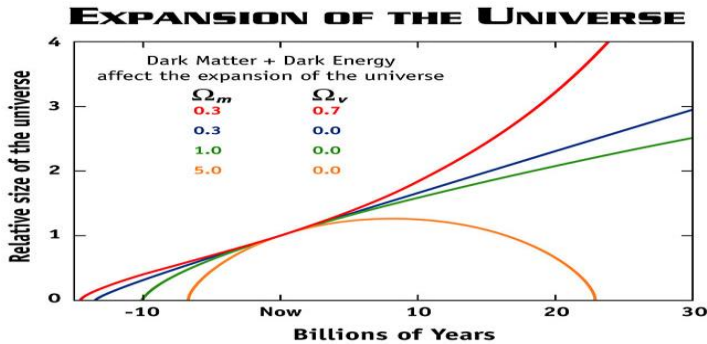
Figure 1. Scientists used to think that the universe was described by the yellow, green, or blue curves. But surprise, it's actually the red *curve* instead.

Newton first law states that the body keeps moving with a uniform velocity in straight line. Similarly, the free fall of an object in a flat spacetime is uniform. An accelerated motion is described by a curve. For large structure, the curvature of the spacetime can't be ignored. *It is clear from Fig (1) the expansion of the universe is described by a hyperbolic curve.* The distant objects- e.g. supernovae - were influenced under the curvature of the spacetime. They possess an accelerating free fall due to the curvature of the hyperbolic spacetime that manifests itself by an equation of a state $p = -r$, which is the property of the hyperbolic structure of the Universe. The Universe is not flat. We did prove that, the universe globally is hyperbolic. We exhibit the hyperbolic structure of the universe where the curvature manifests itself as a cosmological

redshift. The increases in the redshift for distant objects reflect the increases in the curvature. It doesn`t indicate an accelerating expansion of the universe.

5. **Nonsingular Big Bang.**

An initial-value problem: Given the state of a system at some moment in time, what will be the state at some later time? Future events can be understood as consequences of initial conditions plus the laws of physics. Could the dynamical nature of the spacetime background break down an initial-value formulation in general relativity? In general relativity, a singularity is a place that objects or light rays can reach in a finite time where the curvature becomes infinite, or spacetime stops being a manifold. Singularities can be found in all cosmological solutions which don't have scalar field energy or a cosmological constant. Curvature is associated with gravity and hence curvature singularities correspond to "infinitely strong gravity." There are several possibilities of how such infinitely strong gravity can manifest itself. For instance, it could be that the energy density becomes infinitely large - this is called a "Ricci singularity", As an example of a Ricci singularity, the evolution of energy density in a universe described by a big bang model. As you go towards the left - corresponding to earlier and earlier instances of cosmic time zero - the density grows beyond all bounds and at cosmic time zero - at the big bang - it was infinitely high. A *path* in spacetime is a *continuous* chain of events through space and time [5]. While there are competing definitions of spacetime singularities, the most central, and widely accepted, criterion rests on the possibility that some spacetimes contain incomplete paths. Indeed, the rival definitions (in terms of missing points or curvature pathology) still make use of the notion of path incompleteness. While path incompleteness seems to capture an important aspect of the intuitive picture of singular structure, it completely ignores another seemingly integral aspect of it: curvature pathology. If there are incomplete paths in a spacetime, it seems that there should be a *reason* that the path cannot go farther. The most obvious candidate explanation of this sort is something going wrong with the dynamical structure of the spacetime, which is to say, with the curvature of the spacetime. This suggestion is bolstered by the fact that local measures of curvature do in fact blow up as one approaches the singularity of a standard black hole or the big bang singularity. However, there is one problem with this line of thought: no species of curvature pathology we know how to define is either necessary or sufficient for the existence of incomplete paths. "At the heart of all of our conceptions of a spacetime singularity is the notion of some sort of failing: a path that disappears, points that are torn out, spacetime curvature that becomes pathological. However, perhaps the failing lies not in the spacetime of the actual world, but rather in the *theoretical description* of the spacetime" [5]. That is, perhaps we shouldn't think that general relativity is accurately describing the world when it posits singular structure! Indeed, in most scientific arenas, singular behavior is viewed as an indication that the theory being used is deficient. It is therefore common to claim that general relativity, in predicting that spacetime is singular, is predicting its own demise, and that classical descriptions of space and time break down at black hole singularities and at the Big Bang. Such a view seems to deny that singularities are real features of the actual world, and to assert that they are instead merely artifices of our current (flawed) physical theories. Many physicists and philosophers resist that singularities are *real*. Some argue that singularities are too repugnant to be real. Others argue that the singular behavior at the center of black holes and at the beginning of time points to the limit of the domain of applicability of general relativity. Note that the hyperbolic universe inflates exponentially produces an accelerated expansion of the universe without cosmological constant or scalar field. We have shown [S. A. Mabkhout, Phys. Essays 26,422 (2013)] that general relativity doesn't break down at large cosmological scale since it predicts both the accelerated expansion of the universe (without invoking dark energy) and predicts the galaxy flat rotation curve (without invoking dark matter) [6]. General relativity didn't break down at Planck scale as we had shown [S. A. Mabkhout, Phys. Essays 25, 112 (2012)] [1]. In this research we shall prove that the time evolution equation of the universe characteristics the hyperbolic universe and traces its manifold dynamical geometry shouldn`t break down even at the initial Big Bang moment. Our task is to remove the singularity from the mathematical model, represented by the General Relativity Theory and the hyperbolic spacetime, underlying the Big Bang Theory. Our main point is to examine whether the state point:

$$(R_{B.B}, r_{B.B}, t_{B.B}) = (0, ¥, 0)$$

constitutes a singular point in the manifold? Is it really a missing point of the manifold? Does the local measure of curvature blow up as one approach this point? Does the density grow beyond all bounds, infinitely high as one approach this point? Our hyperbolic universe is a manifold weaved by the time evolution equation of the universe since the Big Bang

$$R_j = \sqrt{3/8pr_j} \sinh\left[t_j\sqrt{8pr_j/3}\right]$$

Which reflects the structure of the manifold whether it possesses a singular point or not? If we assume the density r_j and the time t_j runs independently from each other, we may evaluate the limit at the Big Bang

$$(r_j, t_j) = (r_{BB}, t_{BB}) \circledR (\yen, 0)$$

$$R_{B.B} = \sqrt{3/8pr_{B.B}} \sinh\left(t_{B.B}\sqrt{8pr_{B.B}/3}\right)$$

$$R_{B.B} = \lim_{(r_{B.B}, t_{B.B}) \circledR (\yen, 0)} \sqrt{3/8pr_{B.B}} \sinh\left(t_{B.B}\sqrt{8pr_{B.B}/3}\right)$$

$$R_{B.B} = \lim_{(r_{B.B}, t_{B.B}) \circledR (\yen, 0)} (t_{B.B}) \frac{\sinh\left(t_{B.B}\sqrt{8pr_{B.B}/3}\right)}{t_{B.B}\sqrt{8pr_{B.B}/3}}$$

$$R_{B.B} = \lim_{(r_{B.B}) \circledR (\yen)} \left[\lim_{(t_{B.B}) \circledR (0)} (t_{B.B}) \frac{\sinh\left(t_{B.B}\sqrt{8pr_{B.B}/3}\right)}{t_{B.B}\sqrt{8pr_{B.B}/3}} \right]$$

$$R_{B.B} = \lim_{(r_{B.B}) \circledR (\yen)} [0 \times 1] = 0$$

$$R_{B.B} = \lim_{(t_{B.B}) \circledR (0)} \left[\lim_{(r_{B.B}) \circledR (\yen)} (t_{B.B}) \frac{\sinh\left(t_{B.B}\sqrt{8pr_{B.B}/3}\right)}{t_{B.B}\sqrt{8pr_{B.B}/3}} \right]$$

$$R_{B.B} = \lim_{(t_{B.B}) \circledR (0)} [\yen] = \yen$$

The limit does not exist since it is not unique. Let us treat the limit from a different point of view, namely the dependent evolution for both the density r_j and the time t_j. Now we are interesting to explore how both the density r_j and the time t_j are dependently evolved? Consider the factor $t_j\sqrt{r_j}$ appears in the time evolution equation of the Universe. Calculate the value of $t_j\sqrt{r_j}$ at the given two well known sets of data, namely the Planck scale and the current scale:

$$t_p\sqrt{r_p} = 5.4 \times 10^{-44} \times 2.997 \times 10^{10}\sqrt{3.8789 \times 10^{62}} = 0.032$$

$$t_{now}\sqrt{r_{now}} = 1.2974585 \times 10^{28} \times \sqrt{7.425 \times 10^{-60}} = 0.034$$

The two values are approximately equal no matter how large the difference between the two states, which is of order 10^{61}. Hence it is very reasonable that $t_j\sqrt{r_j}$ remains approximately constant through the whole evolution of the cosmos, even at the Big Bang. The infinitely large density is struggled by the infinitesimally small time and vice versa, in our mathematical model. This process prevents the scale factor from blows up by the infinitely large density. Since the data at Planck scale is accurate, we assume $t_j\sqrt{r_j} = 0.032$. Hence

$$R_{B.B} = \lim_{\left(t_{B.B}\sqrt{r_{B.B}}\right),\,t_{B.B} \to (0.032,0)} \left(t_{B.B}\right)\left[\frac{\sinh\left(t_{B.B}\sqrt{r_{B.B}}\sqrt{8p/3}\right)}{t_{B.B}\sqrt{r_{B.B}}\sqrt{8p/3}}\right]$$

$$R_{B.B} = \lim_{t_{B.B} \to 0}\left[\left(t_{B.B}\right)\frac{\sinh\left(0.032\sqrt{8p/3}\right)}{0.032\sqrt{8p/3}}\right]$$

$$R_{B.B} = \lim_{t_{B.B} \to 0}\left(t_{B.B}\right)\cdot 1.00187 = 0$$

The limit exists. The manifold consists of its limiting point and hence it is complete. Thus there exists a *continuous* path governs the time evolution of the Universe since the Big Bang. Hence the Big Bang is nonsingular.

6. Cosmological Redshift

In the early part of the twentieth century, Slipher, Hubble and others made the first measurements of the redshifts and blueshifts of galaxies beyond the Milky Way. They initially *interpreted* these redshifts and blueshifts as due solely to the Doppler Effect, but later Hubble discovered a rough correlation between the increasing redshifts and the increasing distance of galaxies. Theorists almost immediately realized that these observations could be explained by a different mechanism for producing redshifts. Hubble's law of the correlation between redshifts and distances is required by models of cosmology derived from general relativity that have a metric expansion of space. As a result, photons propagating through the expanding space are stretched, creating the Cosmological redshift. *The Cosmological redshift differs from the Doppler Effect redshifts described above, because the velocity boost (i.e. the Lorentz transformation) between the source and observer is not due to classical momentum and energy transfer, but instead the photons increase in wavelength and redshift as the space through which they are travelling expands.* This effect is prescribed by the current cosmological model as an observable manifestation of the time-dependent cosmic scale factor (*a*) in the following way: [7]

$$1 + z = \frac{a_{\text{now}}}{a_{\text{then}}}.$$

This type of redshift is called the Cosmological redshift or Hubble redshift. These galaxies are not receding simply by means of a physical velocity in the direction away from the observer; instead, the intervening space is stretching, which accounts for the large-scale isotropy of the effect demanded by the cosmological principle. For cosmological redshifts of $z < 0.1$ the effects of spacetime expansion are minimal and observed redshifts dominated by the peculiar motions of the galaxies relative to one another that cause additional Doppler redshifts and blueshifts. In particular, Doppler redshift is bound by special relativity; thus $v > c$ is impossible while, in contrast, $v > c$ is possible for cosmological redshift because the space which separates the objects (e.g., a quasar from the Earth) can expand faster than the speed of light. The cosmological redshift, occurs between two clocks that are at different radii and both at rest with respect to the black hole or other center of gravitational attraction. Visible light with the longest period is red. The remote observer see light emitted by the close-in clock to be redder –that is of longer period- than it was at the point of emission. A photon moves through the spacetime, its wavelength is influenced by the expansion of the universe, as if the photon being attached to the expanding fabric spacetime. The cosmological (gravitational) redshift is a consequence of the changing size of the universe; it is not related to velocity at all. The gravitational redshift in curved expanding spacetime is a generalization of the Doppler shift in flat spacetime to curved expanding spacetime, is the reddening of light from distant galaxies as the universe expands. In the widely accepted cosmological model based on General relativity, redshift is mainly a result of the expansion of space: this means that the farther away a galaxy is from us, the more the space has expanded in the time since the light left that galaxy, so the more the light has been stretched, the more redshifted the light is, and so the faster it appears to be moving away from us. Hubble's law follows in part from the Copernican principle. Light waves become stretched in route between the time they were emitted long ago, and the time they are detected by us today. It is tempting to refer to cosmological redshifts as Doppler shifts. By referring to cosmological redshifts as Doppler shifts, we are insisting that our Newtonian intuition about motion still applies without significant change to the cosmological arena. A result of this thinking is that quasars now being detected at redshifts of $z = 4.0$ would have to be interpreted as traveling a speeds of more than $V = z \times c$ or 4 times the speed of light. This is, of course, quite absurd, because we all know that no physical object may travel

faster than the speed of light. To avoid such apparently nonsensical speeds, many popularizers use the special relativistic Doppler formula to show that quasars are really not moving faster than light. The argument being that for large velocities, special relativity replaces Newtonian physics as the correct framework for interpreting the world. By using a special relativistic velocity addition formula the quasar we just discussed has a velocity of 92 percent the speed of light. Although we now have a feeling that Reason has returned to our description of the universe, in fact, we have only replaced one incomplete explanation for another. The calculation of the quasar's speed now presupposes that special relativity (a theory of flat spacetime) is applicable even at cosmological scales where general relativity predicts that spacetime curvature becomes important. The special relativistic Doppler formula is introduced to show how quasars are moving slower than the speed of light! It is also common for popularizers of cosmology to describe how 'space itself stretches' yet continue to describe the expansion of the universe as motion governed by the restrictions of special relativity. By adopting general relativity as the proper guide, such contradictions are eliminated. General relativity leads us to several powerful conclusions about our cosmos:[8]

1) Special relativity is inapplicable for describing the larger universe;

2) The concepts of distance and motion are not absolutely defined and

3) Preexisting spacetime is undefined.

General relativity must replace special relativity in cosmology because it denies a special role to observers moving at constant velocity, extending special relativity into the arena of accelerated observers. It also denies a special significance to special relativity's flat spacetime by relegating it to only a microscopic domain within a larger geometric possibility. Just as Newtonian physics gave way to special relativity for describing high speed motion, so too does special relativity give way to general relativity. This means that the special relativistic Doppler formula should not, in fact cannot, be used to quantify the velocity of distant quasars. We have no choice in this matter if we want to maintain the logical integrity of both theories. The instantaneous physical distance is not itself observable. Cosmological 'motion' cannot be directly observed. It can only be inferred from observations of the cosmological redshift, which general relativity then tells us that the universe is expanding. One of the most remarkable discoveries in twentieth century astronomy was Hubble's (1929) observation that the redshifts of spectral lines in galaxies increase linearly with their distance. Hubble took this to show that the universe is *expanding uniformly,* and this effect can be given a straightforward qualitative explanation in the FLRW models. The FLRW models predict a change in frequency of light from distant objects that depends directly on scale factor R(t). There is an approximately linear relationship between *redshift* and distance at small scales for all the FLRW models, and *departures* from linearity at larger scales can be used to *measure spatial curvature*. Locally the spacetime is flat. For distant objects, the imprint of the curvature is significant, where the spacetime does no longer remain flat. The redshifts of such distant objects increase according to the curvature of the hyperbolic spacetime. The cosmological (gravitational) redshift can be interpreted as a degree of the hyperbolicity of the curved spacetime. Hubble's law (V_{rec} = HD: recession velocity = Hubble's constant × distance) describes the situation: farthest objects receding fastest. It didn't explain why? Hubble himself was not entirely happy with his distance–velocity formula, which decisively contributed to the inflationary model of the universe. In the paper, jointly with Tolman, he wrote "*The possibility that the redshift may be due to some other cause connected with the long time or distance involved in the passage of light from nebulae to observer, should not be prematurely neglected.*"[22] "The Hubble velocity distance rule is an interesting example how two independently correct facts, i.e. the common Doppler shift and Hubble's experimental distance vs redshift law when "married" together resulted in an unfortunate conclusion. This happened because the only cause of redshift that Hubble was aware, was the common Doppler shift, and thus he obtained a distance–velocity plot"[9]. " In a general setting and from a logical point of view, the existence of relative velocity is a necessary but not sufficient condition to record a wavelength shift. In Euclidean geometry e.g. wavelength shift uniquely implies existence of a relative velocity while in hyperbolic geometry it does not have a unique implication. Thus while the existence of relative velocity always results in a wavelength shift, the presence of a shift may or may not imply the existence of a relative velocity. Euclidean geometry cannot induce changes in wavelength of electromagnetic radiation. The case of *K = 0.* In Euclidean space geodesics do not deviate. This is the case of hyperbolic space. Geodesics deviate at an exponential rate" [9].

7. Quasars Redshifts Don`t Exhibit Time Dilation

 The phenomenon of time dilation is a strange yet experimentally confirmed effect of relativity theory. One of its implications is that events occurring in distant parts of the universe should appear to occur more slowly than events located closer to

us. For example, when observing supernovae, scientists have found that distant explosions seem to fade more slowly than the quickly-fading nearby supernovae. However, a new study has found that this doesn't seem to be the case - quasars, it seems, give off light pulses at the same rate no matter their distance from the Earth, without a hint of time dilation. Astronomer Mike Hawkins from the Royal Observatory in Edinburgh came to this conclusion after looking at nearly 900 quasars over periods of up to 28 years. When comparing the light patterns of quasars located about 6 billion light years from us and those located 10 billion light years away, he was surprised to find that the light signatures of the two samples were exactly the same. If these quasars were like the previously observed supernovae, an observer would expect to see longer, "stretched" timescales for the distant, "stretched" high-redshift quasars. But even though the distant quasars were more strongly redshifted than the closer quasars, there was no difference in the time it took the light to reach Earth. [10]

Quasars have redshifts variation not correlated with time dilation. The light signature of quasars located 6 billion light years from us and those 10 billion light years away were exactly the same, without a hint of time dilation. This quasar conundrum doesn`t seem to have an obvious explanation. Thus the high redshifts of quasars may not necessarily represent their distances. Further, in some observations, the redshifts have been found to exhibit some periodicity in their distributions as represented by the Karlsson formula [11]. The periodicity further makes it difficult for the redshift to represent distance. M Hawkins is very clear, his finding is that: the redshift of the Quasars do not exhibit time dilation. Moreover, he gave many suggestions: [12]

1. It means the quasars may be nearby, not as distant as their redshifts and the Hubble law would indicate.

2. The origin of all matter was not at the big bang but over time in a grand ongoing creation scenario.

3. The Universe is not expanding.

4. Several explanations are discussed, including the possibility that time dilation effects are exactly offset by an increase in timescale of variation associated with black hole growth, or that the variations are caused by microlensing in which case time dilation would not be expected. [12]

In April 2010, Marcus Chown wrote in an article entitled [13] "Time waits for no quasar—even though it should" for New Scientist online. The edifice of the big bang hangs on the interpretation that the quasar redshifts are cosmological. If they are not: it brings into question the origin of quasars, and, it means the quasars may be nearby, not as distant as their redshifts and the Hubble law would indicate. This latter idea is linked to the work of Halton Arp [14] and others that showed strong correlation between parent galaxies that have ejected quasars from their active cores. The origin of all matter was not at the big bang but over time in a grand ongoing creation scenario. Arp [14] believed quasars were ejected from the active hearts of parent galaxies and their redshifts were largely intrinsic, not distance related. Because most of the high redshift objects in the Universe are quasars, if their redshifts are due to cosmological expansion then they are good evidence for an expanding universe. If the quasar redshifts are not reliable as a distance indicator, as Arp's hypothesis of ejection of quasars from the active cores of relatively nearby galaxies suggests, then the conclusion that the universe is expanding can be avoided. Arp, in fact, believed in a static universe [14]. The Hubble law, determined from the redshifts of galaxies, for the past 80 years, has been used as strong evidence for an expanding universe. This claim is reviewed in light of the claimed lack of necessary evidence for time dilation in quasar and gamma-ray burst luminosity variations and other lines of evidence. It is concluded that the observations could be used to describe either a static universe (where the Hubble law results from some as-yet-unknown mechanism) or an expanding universe described by the standard cold dark matter model. In the latter case, size evolution of galaxies is necessary for agreement with observations. Yet the simple non-expanding Euclidean universe fits most data with the least number of assumptions [15].

8. Why all Quasars are Redshifted?

Quasars are believed to be objects ejected from the centers of the Galaxies (or Black holes). Do all of them blow outwards in opposite direction to us in order all of them to agree with such high redshifts? Note that the motion of galaxies is random! While, even no one Quasar exhibits a blueshift! Moreover, according to their high redshift all of the Quasars are very distant away. But the universe is isotropic, so our position is not preferred. Hence why we didn`t observe any Quasar nearby? According to the isotropy, a distant observer should observed the Quasars very distant with respect to him, that is they should be nearby to us, a contradiction. According to Hubble`s law, if the object is bright then its nearby and the distant objects are faint. The Quasars are very bright, so why they shouldn`t be nearby? Why we just accept one part from Hubble`s law, that is: the high redshift of the Quasar indicates that its distant and ignored the other part, that is: the brightness of the

Quasar indicates they are nearby? Finally, why our Galaxy and many other nearby Galaxies didn`t eject Quasars from their centers? Why this job is exclusive for distant Galaxies? Because our Galaxy and many others nearby Galaxies are inactive, said astronomers. Why they are the inactive among the active distant Galaxies? It is clear such a paradigm is not satisfactory and insufficient, it depends on many unjustified reasons, many contradictions and inconsistent. The paradigm must be reconsidered and readjusted. The bright the Quasar, the high it`s redshift and the distant it is. The bright the Galaxy the low redshift, the nearby it is. Brightest Galaxies associated with brightest Quasars, but faint Galaxies not. So, if the Quasars agree in their brightness they disagree with their redshifts. Yes, the scenario concerning the Quasars no more than speculations and guesses to fabricate suitable explanations to fit current observations. The problem relies on the similarity of the cosmological redshift to the Doppler redshift that both of them cause recession speed. The first by the expansion of the spacetime and the other by receding within the spacetime. If the high redshift of the Quasar is due to the cosmological redshift of the expanding spacetime, why it shouldn't agree and coincide with the redshift of the hosting Galaxy. The cosmological redshift must be interpreted in a different way, as I do, as manifests the curvature of the hyperbolic spacetime. Astronomers have found many galaxy pairs and galaxy groups in which the members are evidently close to each other —even interacting— yet have redshifts that are radically at odds! Their redshifts don't make sense: If two galaxies are roughly in the same place then their measured redshifts should agree with each other, since redshift is supposed to be a measure of their distance (although the redshift may include a relatively minor Doppler component due to local motion). The observational fact that they don't is considered anomalous. The mystery is in the cause, and also why some of the anomalies are so extreme. *"Locally the spacetime is flat, where special relativity together with its Doppler redshift dominates to measure peculiar velocities, there is no cosmological redshift in this case. For distant objects the spacetime is hyperbolic where the cosmological redshift manifests the curvature"* [16]. For example, observations tell us that space within galaxies, which are rather diffuse objects, do not expand. Thus, where is the "border line" in space which divides expanding space from non expanding space?

Arp (1987); Ratcli (2010) [17] have argued that there is strong observational evidence for anomalous redshifts between quasars and galaxies. Typically there is a quasar very close to a galaxy with a material bridge or other evidence that suggests that they are associated. Two galaxies within our Local Group, including Andromeda, and a few galaxies in the Virgo Cluster display blueshifts and so are moving toward us, but these results from their local motion (peculiar velocity). Why are nearby galaxies exhibit blue-shift? Because their peculiar velocities are greater than their recession velocities! *How could we compare between two incompatible concepts, the cosmological redshift and the Doppler redshift? What is the resultant crossbred-shift?* The answer would be more convenient if we said: *Locally the spacetime is flat through which the curvature is negligible (no cosmological redshift), the random peculiar velocity dominates. For distant objects the spacetime is hyperbolic, where the cosmological redshift manifests the curvature. If cosmological redshift has nothing to do with the Doppler effect*, how do we know that galaxies that are very far away are also receding from us? How to compare between two unrelated concepts, the Doppler redshift and the cosmological redshift? Andromeda galaxy is blueshifted because it's sufficiently nearby where the spacetime is approximately flat and special relativity dominates. Its blueshifted according to the Doppler Effect in flat spacetime. Andromeda one of about 100 blueshifted galaxies that we observe. Andromeda has a "blueshift". It has a negative recessional velocity of roughly -300 km/s Andromeda's tangential or sideways velocity with respect to the Milky Way is relatively much smaller than the approaching velocity. Locally the spacetime is flat no cosmological redshift, their blueshifts is just due to the Doppler Effect. What causes the peculiar velocity of the galaxy? Is it a free fall or something else? As you probably know, we interpret the redshifts of galaxies to mean that the universe is expanding. So if you could staple the galaxies to the 'fabric' of space, all of them would appear to be moving away from us -the farther away they are, the faster! Why? This is cheating! According to the isotropy principle our position is not preferred. Conversely the farther observer would see our nearby objects recede faster with respect to him than his nearby objects! A contradiction.

9. The Distance Horizon in a Flat Universe

Consider a photon moving along a radial trajectory in a flat universe. A radial null path obeys [18]

$$o = ds^2 = -dt^2 + a^2(t)dr^2$$

$$r = \int_{t_e}^{t_0} \frac{dt}{a(t)}$$

For matter dominated component of energy :

$$R \ \mu \ t^{2/3}$$

Hubble constant now (at t_0) is

$$H_0 = \ H(t_0) = \ \frac{\dot{a}(t_0)}{a(t_0)}$$

So the age of the universe now is

$$t_0 = \frac{2}{3H_0}$$

$$\because H_0 = 72(km/s)/Mpc$$

$$\backslash \ t_0 = \frac{2}{3H_0} = 9Gyr$$

which is inconsistent compared to the age of the oldest stars whose age is about 12 Gyr in our galaxy. Equations due to the flat universe doesn`t fit the data. The physical distance to the horizon-in flat FRW model- at the time of observations is

$$d_H(t) = a(t)r_H = a(t)\int_0^t \frac{dt\phi}{a(t\phi)}$$

$$\because a(t)\mu \ t^{2/3}$$

$$\backslash \ d_H(t) = a(t)r_H = t^{2/3}\int_0^t \frac{dt\phi}{t\phi^{2/3}} = 3t$$

The present horizon size of a matter dominated flat universe

$$d_{horizon}(t_0) = \ 3t_0 = 3\left(\frac{2}{3}t_H\right)$$

$$d_{horizon}(t_0) = \ 2t_H \ » \ 8Gpc$$

The discrepancy between this number and the 14 Gpc (observed radius in principle) is due to the presence of the significant vacuum energy (dark energy). Note that Hubble radius $H_0^{-1} = \ 4.2 \ ´ \ 10^3 \ Mpc$.

10. The Distance Horizon is Infinite in a Hyperbolic Universe.

"Because the Universe is expanding the distance to a galaxy is not very well defined. Because of this ambiguity, astronomers prefer to work in terms of a look-back time, which is simply how long ago an object emitted the radiation we see today. Astronomers talk frequently about redshifts and sometimes about look-back times, but they hardly ever talk of distances to high-redshift objects. The redshift is the only unambiguously measured quantity. Statements about derived quantities, such as distances and look-back times, all require that we make specific assumptions about how the universe has evolved with time. For nearby sources, the look-back time is numerically equal to the distance in light-years. However, for more distant objects, the look-back time and the present distance in light–years differ because of the expansion of the universe, and the divergence increase dramatically with increasing redshift" [19]. *Comoving distance* "is the distance

between two points measured along a path defined at the present <u>cosmological time</u>. For objects moving with the Hubble flow, it is deemed to remain constant in time. The comoving distance from an observer to a distant object (e.g. galaxy) can be computed by the following formula:

$$c = \int_{t_e}^{t_0} \frac{dt'}{a(t')}$$

where $a(t')$ is the <u>scale factor</u>, t_e is the time of emission of the photons detected by the observer, t is the present time, and c is the <u>speed of light</u> in vacuum. Despite being an <u>integral over time</u>, this does give the distance that *would* be measured by a hypothetical tape measure at *fixed* time t, i.e. the "proper distance" as defined below, divided by the scale factor $a(t)$ at that time. The isotropic homogeneous Robertson- Walker's line-element:

$$dt^2 = -dt^2 + a^2(t)\left[\frac{dr^2}{1-kr^2} + r^2 dq^2 + r^2 \sin^2 q df^2\right]$$

For the hyperbolic spacetime

$$k = -1$$

$$dt^2 = -dt^2 + a^2(t)\left[\frac{dr^2}{1+r^2} + r^2 dq^2 + r^2 \sin^2 q df^2\right]$$

For radial null trajectory

$$0 = -dt^2 + a^2(t)\left[\frac{dr^2}{1+r^2}\right]$$

$$\frac{dr}{\sqrt{1+r^2}} = \frac{dt}{a(t)}$$

The physical radius to the horizon-in hyperbolic universe FRW model- at the time of observations is

$$\int_0^r \frac{dr'}{\sqrt{1+r'^2}} = \int_0^t \frac{dt'}{a(t')} \qquad (6)$$

We have the scale factor in the hyperbolic universe

$$a(t) = \sqrt{3/8pr_j}\,\sinh t\sqrt{8pr_j/3}$$

Substitute this scale factor in Eq.(6), we get

$$\int_0^r \frac{dr'}{\sqrt{1+r'^2}} = \int_0^t \frac{dt'}{\sqrt{3/8pr_j}\,\sinh t'\sqrt{8pr_j/3}}$$

$$\int_0^r \frac{dr'}{\sqrt{1+r'^2}} = \sqrt{8pr_j/3}\int_0^t \frac{dt'}{\sinh t'\sqrt{8pr_j/3}}$$

$$\int_0^r \frac{dr'}{\sqrt{1+r'^2}} = \sqrt{8pr_j/3}\int_0^t \cos eht'\sqrt{8pr_j/3}dt'$$

$$\sinh^{-1} r \Big|_0^r = \coth^{-1} \cosh t \text{\cent} \sqrt{8 p r_j / 3} \Big|_0^t$$

$$\backslash \quad \sinh^{-1} r - \sin sh^{-1} 0$$

$$= \coth^{-1} \cosh t \sqrt{8 p r_j / 3} - \coth^{-1} \cosh 0$$

$$\backslash \quad \ln \left| r \pm \sqrt{1 + r^2} \right| - \ln |\pm 1|$$

$$= \frac{1}{2} \ln \left| \frac{\cosh t \sqrt{8 p r_j / 3} + 1}{\cosh t \sqrt{8 p r_j / 3} - 1} \right| - \frac{1}{2} \ln \left| \frac{\cosh 0 + 1}{\cosh 0 - 1} \right|$$

$$\backslash \quad \ln \left| \frac{\left| r \pm \sqrt{1 + r^2} \right|}{\pm 1} \right|$$

$$= \ln \left| \frac{\sqrt{(\cosh t \sqrt{8 p r_j / 3} + 1) / (\cosh t \sqrt{8 p r_j / 3} - 1)}}{\sqrt{(\cosh 0 + 1) / (\cosh 0 - 1)}} \right|$$

$$\backslash \quad r \pm \sqrt{1 + r^2} = \frac{\sqrt{(\cosh t \sqrt{8 p r_j / 3} + 1) / (\cosh t \sqrt{8 p r_j / 3} - 1)}}{\sqrt{(2) / (0)}}$$

$$\backslash \quad r \pm \sqrt{1 + r^2} = \frac{\sqrt{(\cosh t \sqrt{8 p r_j / 3} + 1) / (\cosh t \sqrt{8 p r_j / 3} - 1)}}{¥}$$

$$\backslash \quad r \pm \sqrt{1 + r^2} = 0$$

$$\backslash \quad r = \mp \sqrt{1 + r^2}$$

$$\backslash \quad r^2 = 1 + r^2$$

$$\backslash \quad r_{horizon} = \pm ¥$$

The distance horizon in the hyperbolic universe is infinite, simply solves the horizon problem. [20]

11. Conclusion

1- The Hubble law, determined from the redshifts of galaxies, for the past 80 years, has been used as strong evidence for an expanding universe. This claim is reviewed in light of the claimed lack of necessary evidence for time dilation in quasar and gamma-ray burst luminosity variations and other lines of evidence. It is concluded that the observations could be used to describe either a static universe.

2-The cosmological redshift manifest the curvature : Hubble's law describes a uniformly expanding flat universe. Hubble's law doesn`t explain why distant objects were receding fastest. There is an approximately linear relationship between redshift and distance at small scales for all the FLRW models, and departures from linearity at larger scales can be used to measure *spatial curvature*. Locally the spacetime is flat. For distant objects, the imprint of the curvature is significant, where the spacetime does no longer remain flat. The redshifts from such distant objects increase according to the increase in the curvature of the hyperbolic spacetime. The cosmological redshift can be interpreted as a degree of the hyperbolicity of the curved spacetime, not a distance indicator. Newton first law states that the body keeps moving with a uniform velocity in straight line. Similarly, the free fall of an object in a flat spacetime is uniform. An accelerated motion is described by a curve. For large structure, the curvature of the spacetime can't be ignored. *The expansion of the universe is described by a hyperbolic curve*. The distant objects- e.g. supernovae - were influenced under the curvature of the spacetime. They possess an accelerating free fall due to the curvature of the hyperbolic spacetime that manifests itself by the equation of

the state $p = -r$, which is the property of the hyperbolic structure of the Universe. The apparent accelerated expansion is a consequence of a curved (hyperbolic) spacetime.

3- The distance horizon is infinite in a hyperbolic universe: answers the question: What does the universe expand into? The observable Universe is expanding into a pre-existing infinite distance horizon. This question is a forbidden and prohibited question in the Standard Big Bang Cosmology? The Big Bang theorists insist that the above question has no meaning, instead of saying that they have no answer or that it violates their entire paradigm.

4-The Big Bang`s Pillars are refuted and disproved:

The expansion-of-space cosmic redshift.

We show that the cosmological redshift is no longer a distance indicator. The Cosmological Redshift just manifests the curvature.

Singularity

We show the manifold of the Universe is complete with nonsingular point.

The cosmic microwave background radiation (CMBR).

The problem with the 2nd Pillar is that the CMBR is simply the background temperature of our infinite Universe. It is merely ultra-distant starlight that has undergone extreme cosmic redshifting (light wave stretching). [21]

Olber`s Paradox

Olber's Paradox is not a problem. Curvature redshift is sufficient to move distant starlight out of the visible band. Visible light from distant galaxies is shifted into the infrared where it is no longer seen [20].The Big Bang has lost its Pillars. It is no longer a viable hypothesis. A theory or hypothesis that has no supporting pillars is merely pseudo-science, at best. The Big Bang has been exposed for what it has always been, an elaborate misconceptional myth wrapped in pseudo-science a grand creation myth!

5- After all, in the hyperbolic spacetime a group of objects would grow apart even when not moving as their worldlines would be divergent; this we mean by the expansion of the hyperbolic spacetime.

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Benchmarking the Egyptian Shopping Tourism Sector against International Best Practices in Dubai, UAE

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Abstract

Shopping tourism has become one of the main economic motivators for tourism development in several destinations. "Shopping means entertainment and experience. Regardless of trip purpose –business, family or vacation—shopping is woven into the human interactions of the visit." It means exploring and discovering and could be about the planned or temporary consumption. Shopping became gradually more significant element of the tourism "value chain". Shopping has improved into a contributing factor determining tourism destination selection, a vital element of the total tourist knowledge and, sometimes, the major tourism incentive. Destinations have consequently an enormous chance to influence this innovative "market trend" by increasing realistic and exclusive shopping experiences that enhance value to their tourist deal while strengthening, and even, outlining their tourism brand and planning. This research suggests that there are increasing numbers of tourists who are travelling to Dubai with the aim of shopping, not only because they are encouraged by a mixture of first-class shopping, reasonable costs, trustworthy deals, Duty-free and a variation of rate or goods related aspects, but the charm of the destination certainly creates decision when selecting a destination. This study provides an outline of the significance and up-to-date types of shopping tourism, principally in the emerging market of Dubai, offering recommendations to support Egypt as a central tourist destination to stimulate the inbound shopping tourism. This research first examines relevant literature on possibility to develop this tourism type in Egypt and make it one of the tourist attractions by comparing it to Dubai, UAE as a shopping destination. The study explores the objectives, and factors affecting the progress of that type in Egypt and the improvements made in Dubai. The research then investigates potentialities of developing that type in Egypt and its impacts on improving the tourist experience in Egypt and increasing the tourist flow into Egypt. Results indicated that shopping tourism could face several obstacles in practical performance, but it could be very helpful in supporting the tourism industry in Egypt especially at the time of deterioration. However, shopping tourism can also offer incentives to the tourism employees who have almost lost their jobs and may change their career. Benefits are not only confined to this, but also extended to cover enhancing existing tourism types and introducing new ones as well as enhancing the tourist numbers and their average expenditure. The Research provides recommendations for actions that could encourage more tourists to visit Egypt as a shopping destination.

Keywords: shopping, Dubai, purchasing, goods, products.

Introduction

Definition of Shopping Tourism

Shopping is an action in which a consumer looks through the obtainable products or services offered by one or more stores intending to buy a proper choice of them. In some contexts it may be considered a leisure activity as well as an economic one. Even though, the correlation between tourism and shopping must be of essential care. (UNWTO 2014)

Shopping as a tourism stimulus has turned out to be a motivation to leisure industry and is currently a major tourist type. Tourists are gradually selecting shopping as a method to practice native culture activities concluded through an involvement with domestic goods and native craftsmen. Various destinations offer distinct tourist shopping types for tourists to buy their products.

Shopping tourism has appeared as a mounting element of the travel experience, either as a principal incentive or as one of the main deeds commenced by tourists at destinations. It is a fashionable type of tourism promoted by individuals for

whom buying products away of their typical atmosphere is a decisive factor when they take the decision to travel. (UNWTO 2014(UNWTO))

Women are usually more concerned and more interested in shopping, encouraged partially by leisure and partially by need. Alternatively, by assigning particular period for shopping when traveling, women tend to allocate a high social value to shopping as a leisure activity.(MICHALKÓ, G. and RÁTZ, T. 2006)

Importance of Shopping Tourism

Shopping has changed from being a side tourist's activity to a very significant motivation and is a main aspect while selecting a destination over another. This phenomenon is one of the main economic aspects in tourism development in the upcoming decades, owing to its great added value, capability to create jobs, tourism activity, return of main infrastructural investments and creativity.

Tourism types are varying with times, as tourist currently not only travels for leisure or business but also for shopping. The overall perception of a consumer has improved over the years from reductions to trademark existence and diversity presented.(Mehta, S. and others2014)

According to the World Tourism Organization, "shopping tourism has experienced an increase in the number of international tourists and visitors travelling to indulge in more retail activities. Taking advantages of this growth, countries are now focusing on promoting themselves as a shopping tourism destination and implementing the tools needed to meet the growing needs of these affluent shopping tourists."(Westwood, S. (2006)

When tourists are buying goods for diverse motives, they may support a destination to improve a positive mental picture in the awareness of tourists or their friends and relatives by sharing experiences through photos and videos. (Kim, S., & Littrell, M. (2001)

In Malaysia shopping represents the second largest tourism expenditure after accommodation and the significance of shopping for global tourists has been acknowledged since over twenty years. The government introduced the 'Malaysia Mega Sales Carnival' that takes place for about three months every year and stimulates the country's fashion industry and culture. Moreover, in New York the major activity among all visitors is shopping. Barcelona, which is representing shopping tourism nowadays, is hosting a five kilometer long Shopping Street - the Barcelona Shopping Line- found in the same regions as the greatest tourism attractions of the city. Additionally, Vienna, which is one of the top international shopping cities, attracts high-class visitors from Russia, Asia and the Arab countries and offers special shopping perceptions.

Shopping Tourism Facts

– Of the 5 most common things travelers are willing to spend more on as an indulgence, shopping tourism ranked 4th overall with 35% of the total tourist activity count.
– Shopping tourism is intimately related to city travel.
– 58% of business travelers add a day or even a weekend to their business trip.
– Shopping tourism is an important factor for travelers when choosing their trip and destination.
– Small and local shopping experiences are much more attractive for travelers than the big global brands.
– Shopping tourism is the primary focus of leading urban destinations worldwide, as it multiplies the impact of tourism on the economy and employment.
– Non-EU tourists generate the most income in shopping tourism. Spending on shopping is four times higher than for EU residents, and seven times the national average. Tourists from Asian countries have significantly higher average sales receipt amounts.
– Saudi Arabia and the United Arab Emirates have purchase receipts higher than the average.
– Growth forecasts for international tourism are exceptional. The World Tourism Organization estimates that in 2030, the number of international tourists will reach 1,800 million (2014: 1,133 million).
– Asian countries lead in terms of source market growth: forecasts are for 5% annually, and an average of 17 million international tourists every year.

Ease of accessibility, transport and safety are important factors for shopping tourists when choosing destinations.

The main elements which attract tourists to luxury destinations are culture, shopping, and gastronomy. Entertainment options, cultural events, and other activities are factors which attract and create loyalty with tourists who shop. (Hedric-Wong, Y. and Choong, D. 2016)

Sopping Tourism in Dubai

Dubai has become one of the most popular shopping destinations all over the World competing super cities like Paris, London, New York, and Beijing. Over the last decade Dubai has promoted itself as a city of shopping malls, luxurious lifestyle destination and land of opportunities for stores from all over the world. In addition to a long list of luxury brands and a wide diversity of merchandizing choices, Dubai's shopping centers have also been globally recognized for their unique facilities, such as the one-of-a-kind indoor ski slope at the Mall of the Emirates, and the majestic view of the iconic Burj Khalifa tower at the Dubai Mall, one of the largest shopping in the world.

It is very obvious that if the individuals do not enjoy being in a mall, and then they shop rapidly and return back quickly. Therefore, one way to keep the customers at the mall longer is to make the shopping experience more enjoyable. Existence of different kinds of specialty entertainment amenities like snooker, bowling, movie theatre etc. has a vital significance for the attraction of tourists. They want things like sport centers, dance clubs, restaurants playground for kids and cafe. (Kaur, A. *2013)*

One of the main motives of tourists visiting Dubai is to shop at various malls mainly in the Dubai's old market mentioned as Souk market, Gold Souk being one of the most famous among them. Significant amount of revenue is contributed to retail industry through tourists. Dubai has more than 70 shopping centers. It is regarded as the shopping capital of Middle East region.(Mehta, S. and others2014) 2014

Dubai shopping festival (DSF) is organized in January month every year, it has played a very important role in enhancing the fame of Dubai as a exceptional shopping and tourist destination. The festival was inaugurated in 1996 as the innovation of His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE and Ruler of Dubai, and was founded on his vision to convert Dubai into a modern city, and a major trading and shopping hub of the region.

Global Village Dubai opened in 1997 as a leading family entertainment and cultural attraction in the region that offers a exclusive shopping experience with its 30 pavilions, each representing a different country. Global Village offers several dining, shopping, and entertainment options for visitors to choose from.

The common themes of distinctiveness and multiplicity of the goods sold and the presentation of the village and it surrounds to tourists, both of which help to distinguish the experience from mainstream urban shopping experiences, were identified as key success factors.(Murphy, L. and others2008)

Shopping Tourism in Egypt

The Egyptian Tourism Sector has seen various improvements such as marketing, ICT infrastructure and human resources, in line with the ministry's efforts to promote Egypt as a worldwide tourism destination. New niches areas like shopping tourism have evolved. (OECD2010)

Egypt has a wide variety of shops, from the popular bazaars such as the thousands of stores scattered across the country that hold everything from jewelry to clothing to food. The *Souks,* or the local markets, and the larger bazaars are the most amazing attractions of Egypt. The most famous and widely known bazaar in Egypt is the Khan El Khalili Market in Al Hussein District in Cairo. This bazaar is about 500 years old and, although at first it appears to be just for tourist attraction, holds gift and souvenirs as well as wonderful jewelry, glass, copper, and brass-ware where the tourists can get wonderful prices from the artisans. In the contrary of the traditional *Souks*, many larger cities in Egypt like Cairo and Alexandria have some large malls and shopping centers like City Stars, Nile Hilton Mall, Nile Mall, and Geneina Mall in Cairo, San Stefano Mall, Zahran Mall, and Grand Palaza Mall in Alexandria where globally recognized brand names can be found in a much less hectic atmosphere.

Obstacles and Opportunities of Shopping Tourism in Egypt

There is a sequence of prevailing issues, as acknowledged in a report by the Organization for Economic Cooperation and Development, which oblige the consideration of officials at all levels if the tourism industry is to reach its full prospective in backing social and economic growth worldwide.

The greatest obstacles to the sustained development of the shopping tourism sector are those that touch the tourism industry as a whole. There is, nevertheless, a sequence of more particular parts that destinations should study as vital to the sustained development of the shopping tourism sector.

To guarantee the best possible outcome for all stakeholders in a shopping tourism destination (visitors, local residents, tourism operators & suppliers, local government & tourism organizations, regional tourism organizations, State tourism industry councils and national tourism organizations), continuous, controlled and significant discourse is crucial between all of these. This involves the establishing of public-private partnerships. The following table shows some of the areas to consider when establishing such partnerships:

Accessibility	Good air connectivity, efficient tourist visa regime
Infrastructure	Dependable and efficient local transport links, parking facilities, energy supplies to businesses
Safety	Political and social stability, security against terrorist attack, violence and petty crime
Cleanliness, attractive location	Provision and maintenance of shopping areas, street furniture etc
Marketing and destination promotion	Effective research, planning and execution of marketing programs
Connect the tourism value chain	Bring other tourism partners to the table (accommodation, transport, visitor attractions…)
Research and development	Carry out research on visitor profiles, consumer trends, market behavior; engage with all stakeholders and share information
Regulation	Maintain an open and flexible approach to business trading hours and taxation; ensure rigorous implementation of trading standards legislation
Training and education	Join in training and education programmes to produce a well-trained, motivated and innovative workforce

Source: World Tourism Organization (UNWTO), Global Report on Shopping Tourism, Madrid, Spain, May 2014.

Findings

Based on the wide analyses and negotiations of connected literatures, this study suggests that shopping tourism is anticipated to be the most vital tourism type in the future.

1. The study of shopping tourism is still inadequate and in an investigative stage.

2. For tourists, Shopping is considered not only a process of buying products, but also a home of amusement and leisure.

3. The development of Shopping Districts and places can inspire tourists to visit and extend their stay in a destination.

4. Shopping tourism has been embraced by Dubai Government as an essential aspect in a program of economic diversifications.

5. Generally, shopping tourism and all tourism types face a lot of obstacles in Egypt especially safety and security as they are the most important tasks to the incoming tourism to Egypt.

6. Dubai has an remarkable group of international brands and retail outlets competing those of any other shopping city in the world which gives the Emirate a unique advantage as the best shopping destination in the Arab World.

7. Despite, in Egypt, political events have caused worries and pressures which seem likely to further depress tourists and investors.

8. Additional obstacles of shopping tourism in Egypt relate to humble accessibility and inadequate promotion.

9. In Egypt, Promotion and sales investment in shopping tourism are currently inadequate, and need for a great change.

Recommendations

1. To promote shopping Tourism in Egypt, There is a need for planning its international shopping brand which will stick in the minds of potential tourists.

2. The brand should create Egypt's bargain, its characteristics, and distinguishing values as a first step in establishing an ambitious and professional promotion process.

3. Egypt should also promote shopping tourism in the country and overseas through all tourism Egypt's offices as well as via various online marketing platforms including websites and social media that reach out to a worldwide audience.

4. Tourism missions, dialogues and meetings at national and international levels encompass the promotion of shopping tourism in Egypt.

5. The tourism development strategy of Egypt have to include shopping tourism as a key element to achieve the sustainable tourism development in Egypt.

6. Organizing Events like shopping festival is a very effective tool to gain a greater impact in order to promote shopping tourism in Egypt.

7. the establishment of public-private partnerships of all stakeholders in a tourism destination in the following fields: accessibility, infrastructure, safety, cleanliness and attractive location of shopping areas, marketing and promotion, tourism value chain, research, regulation, and training and education for the employees in the tourism industry.

8. Competitive pricing has been used as a key driver to attract tourists and increase tourist expenditure on shopping.

9. The exemption of import duties results in tax-exempted products, making them more attractive for tourists.

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LGBTTQ Movements in Turkey: The People Living in "Other Side"

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Abstract

As well as all around the World, in Turkey, non-heterosexual (lesbian, bisexual, gay, transsexual, transgender, quir) oriented movements and identities are much more visible in public sphere. For LGBTTQ people, to be more visible in the public sphere, to manipulate policies and public opinion, to give voice for their freedom and rights, NGOs and initiatives based on sexual orientation out of hegemonic sexual identity have been improving rapidly in the World. Parallel to the global rise, in Turkey LGBTTQ movements and NGOs are more and more active today as a new social movement. In the parameters behind the development of LGBTTQ movements, totally eight LGBTTQ NGOs are active in Turkey's cities Istanbul, Ankara, İzmir, Eskişehir and Diyarbakır. To transform the heterosexist, patriarchal and militarist public sphere in Turkey, the LGBTTQ NGOs prepare some activities, demonstrations and the most famous one "Istanbul Pride". In this study, their propaganda techniques, media tools, projects to effect public opinion, and their relations to other NGOs and initiatives are seen as typically the items of new social movements. Behind the rise of sexual oriented social movements, the decline of national identities, the dissolution of citizenship, class identities and the decline of identities based on production relations play crucial roles.

Keywords: LGBTTQ Movements in Turkey: The People Living in "Other Side"

Introduction

The transformation of capitalism and rise of consumption based societies and life-style based identities differs LGBTTQ movements from the classical mass movements. LGBTTQ movements in Turkey have individualistic and atomic character demanding life style based rights rather than class based mass movements like labor unions. However, the LGBTTQ movement in Turkey differs in itself from Istanbul to Diyarbakır; and articulates to other movements like Kurdish Uprising in East Turkey, and Gezi Movement in Istanbul. The rising of LGBTTQ movement in Turkey is organically a part of the rising Feminist movement in after 1980s. The eliminating of LGBTTQ people in public sphere and being pushed of them to the ghettos of cities and public life provoked the LGBTTQ movement in Turkey. The organic and collaborative relations between European and Turkish LGBTTQ movements gave power to the development of the movement. The violence that LGBTTQ people experience everyday is much visible in media and political arena. The identity of LGBTTQ people in Turkey is much visible in public arguments as the result of the movement.

The year 1968 uprisings and student movements are generally taken as the starting point for the new social movements many of social scientists and according to some parameters "new" social movements differ from the "old" one. The differentiation between the "new" and the "old" social movements was clarified by two scholars; Alain Touraine and Alberto Melucci (Touraine, 2004 and Melucci, 1980). In the 19th and 20th century, collective and class based movements leaded by working class were dominant in regards to production relations and redistribution of wealth and surplus value. The working class movements were reaction to the exploitation or workers by bourgeoisie in Europe came to the issue just after industrialization. Industrial capitalism brought social injustice, poverty, lower life standards and exploitation for workers. Around production relations and class based movements, the politics of 19th and 20th century reshaped around production relations. The state became negotiator between capitalists and workers. The rise of welfare state and following rise of neo-liberal state are the result of that negotiator role of state between bourgeoisie and proletariat.

Since the second half of the 20th century till today, new social movements reshaped social and political structures and parameters of any society. New social movements started using new ways of communication such as Internet and social media, new types of organization structures like non-hierarchical-atomic organizations, and new values and opinions based on life styles and individual freedoms. The biggest aims of the new social movements, instead of doing revolution, changing

the system, collapse the political power; building public opinion, increase the awareness, to show identities in the public sphere, and gaining the cultural rights. New social movements are being organized more flexible, horizontal level and articulated some other movements like environmentalists, feminists, anti-war/anti-militarist movements, animal rights.

The 1980s is the midpoint in the rise of new social movements. Global capitalism and neoliberal policies became hegemonic and the representative democracy had big crisis. Nation states are not main actors anymore in the global capitalism, and public sphere and citizenship redefined. The enlargement of service sector, the spread of post fordist flexible working conditions, the transformation of production structures, the spread of urban areas, the rise of micro identities are the new parameters of global age. Identities based on consumption and lifestyles rather than production relations started rising including different sexual oriented identities. The marginalization of non-hegemonic identities and their struggle to re-enter the system and public sphere will be write the world history in the near future.

LGBTTQ Movement in Turkey

In 2003, it was the first time for a pride in Istanbul and there were only 30 people joined the pride in the last Sunday of June. Istanbul Pride got bigger annually and in 2010, 5000 people and in 2011 10000 people joined the Pride. However, Istanbul Pride 2013 was held by more than one hundred thousand people since the Pride was held at the same time of Gezi movement, and the demonstrations within the Pride were articulated to the Gezi Movement protests. (BBC Turkish, 30 June 2014).

(A scene from Istanbul Pride 2011)

LGBTTQ movement in Turkey started to organize around some associations after 1980s. In 1980s the concepts of gay, homosexual lesbian, do not exist anymore and men who act feminine called as "zenne" (male belly dancer in oriental cultures). Gay people could find jobs mostly at night clubs as singers or sex labourers. Gay or trans singers were acceptable by the society, and Zeki Müren and Bülent Ersoy were the most popular singers in Turkey. The marginalization of gays and trans enabled them from being visible in public sphere. They were in marginal areas, such as night clubs and ghetto neighborhoods in Istanbul like Tarlabaşı. The obstacles for them in from of educational and occupational opportunities pushed them to entertainment sector. The juridical structure did not define non heterosexual identities, therefore, gays, trans and lesbians tended to take medical operations to change their biological sexes. The society forcedly redefine the LGBTTQ people either male or female (Gürsu and Elitemiz, 2012).

Bülent Ersoy   Zeki Müren

(two popular singers as LGBTTQ individual in Turkish entertainment sector and popular culture)

In social life and professional life, gays and lesbians were oppressed to hide their identities. However in 1990s, identity and difference policies gained importance following the political and ideological changes in the world. New type of capitalist economy reflected itself in all aspects of life and neo liberal policies affected social movements deeply (Adam, 2002: 18). New social movements reconsidered culture ground identities and minorities within the context of modernity. Movements based on class, race and national identities explored minor identities and daily life issues in the classical understanding of modernity. The new context of modernity and movements reflected themselves in Turkey in 1980s and 1990s as the result of the closed ties between American and European societies with Turkey. In Turkey, gays and lesbians created their own habitants in the ghettos of metropolis cities in Turkey and articulated themselves to other organizations for their public voice. The feminist movements and organizations were shelter for LGBTTQ people until the establishment of unique LGBTTQ organizations (Toktaş and Altunok, 2003: 40). Although homosexuality was defined as sickness in the West in 20th century, in Turkey, positive or negative there is not any definition or accept about LGBTTQ people. Today there is no definition or rights about LGBTTQ individuals in law including discrimination in Turkey. The discrimination against LGBTTQ people is indirectly by Civil law codes and professional life. In other words they are invisible in both public and juridical level. For transgender individuals medical operation is the only way to get new identity after medical operation.

The movement aimed to increase awareness about the public discrimination on sexual orientation and gain the legal rights to their life. General idea about homosexuality in Turkey is psychological disease or perversion. Transgenders and transsexuals are the most visible individuals out of heteronormative identities. Therefore trans individuals come face to face with wilder discrimination in public sphere and police stations. There is no job for them and most of them work as sex workers and the physical violence is part of their daily life (Öner, 2015).

LGBTTQ Organizations in Turkey

1990s is the turning point for the LGBTTQ movements in Turkey, since KAOS GL, was established in September 1994. Until the establishment of that organization, gay activists were working at Human Rights Association in a subdivision which was working on gay rights. On 20th September 1994 the first magazine for gays was published named KAOS GL. In 2000 KAOS Culture Center was opened to prepare activities, panels, film shows and festivals. Later the first LGBTTQ library was established in this foundation especially for recording the violence against gays (www.kaosgldernegi.org, official web site of the foundation, 16 Febr. 2015).

KAOS GL was leaglly recognized as an NGO on 15th September 2005, however, later Ankara Governorship applied to Ankara Attorney Generalship to close to foundation, since the foundation is illegal according to Turkish Civil Code as being against communal morality. After application of the Ankara Governorship, the Attorney Generalship of Ankara took decision against the Governorship and KAOS GL became the first legal LGBTTQ foundation of Turkey (Radikal, 30 May 2013). The foundation has strong collaboration to feminist and antiwar movements both in Turkey and Europe. The political support from the EU to the foundation maintains the existence of foundation and its budget.

Lambda Istanbul, the first organization was established in Istanbul in 1993, one year before KAOS GL. Lambda Istanbul focused on psychological advisory for gays and their families, health advisory, cultural activities to upraise awareness, and opened the first gay radio program took place at Open Radio on Sundays between 24:00-01:00 on 5th May 1996. Lambda Istanbul is the main actor to prepare Istanbul Gay Pride, and they have closed relations to women organizations, antiwar and antimilitarist initiatives, and HIV-AIDS organizations (www.lambdaistanbul.org. official web site of the foundation, 16 Febr. 2015). Some members Lambda Istanbul established another foundation in 2011 called as Spod. Spod is focusing on social policies about gender discrimination. The main aim of Spod is enlarging the struggle against discrimination in a wider area including social policies, more than identity politics (www.spod.org.tr official web site of the foundation, 16 Febr. 2015)

After the establishment of the LGBTTQ foundations in Istanbul and Ankara; the movement spread around Turkey to other big cities. Siyah Pembe Üçgen Foundation was founded in İzmir, the third biggest city of Turkey, in 2001. Followingly, Morel Foundation was founded in Eskişehir in 2007. Both Siyah Pembe Üçgen and Morel are active in cultural festivals, seminars, gay literature review collection, and demonstrations. Like the foundations in Ankara and Istanbul, generally members are LGBTTQ individuals at younger ages including both employees and university students (www.siyahpembe.org and ,moreleskisehir.blogspot.com.tr; official websites of the foundations, 16 Febr. 2015). In april 2010, like KAOS GL, Siyah Pembe Üçgen Foundation was also seen as a movement against communal morality to be closed.

The LGBTTQ movement spread to the East part of Turkey, where Kurdish people are living. The LGBTTQ movement in Kurdish geography followed a different direction. Hebun, the LGBTTQ foundation of Kurdish gays, was founded in 2011 in Diyarbakır. As the result of Kurdish movement for ethno-cultural rights, the people are aware about being activist. However, Kurdish geography of Turkey is the geography of one honor killing of women is sometimes tolerated within the heteronormative tribal relations. The Kurdish geography, where traditions are still heavy on people, is now hosting a LGBTTQ movement. The members of Hebun (the meaning of hebun is "being") define themselves as being other of other. Not only Kurdish identity but also LGBTTQ identity bring them a double discrimination. Most of the members are, at the same time, active in Kurdish nationalist movement and parties; although they claim Kurdish nationalist movement is still heterosexist (www.t24.com.tr, 16.02.2015). While the LGBTTQ movements and foundations in the West part of Turkey articulate themselves to the feminist movements and struggle for cultural rights, the Hebun movement of Kurdish gays articulate themselves to the Kurdish national movement and focuses on antiwar and antimilitarist movements. For Kurdish gays, heterosexist system of the society and the militarist policies of the state coincide each other. Any militarist policy of the government is discriminating both their Kurdish and LGBTTQ identities.

Analyzing LGBTTQ Movements in Turkey: New Social Movements Perspective

Some characteristics of new social movements underlined by social scientists are hold by the LGBTTQ foundations in Turkey. All LGBTTQ foundations in Turkey firstly use social media effectively. To give their voice, to effect public opinion, to share their ideas, and to organize any activities, social media is the first and most effective way of communicate among the members and with the public. The classical ways of communication and media, such as TV, newspapers, and radio channels are dominated by big companies and the government. The social media is far from state control and market domination compared to classical institutions of media.

Secondly, different from the classical social movements, there is not a rigid hierarchy among the members. In the demonstrations and preparing process of activities, all members are involving the decision making process. Taking decision is generally done after group meetings in the foundations.

Thirdly, unlike labor unions and revolutionist movements, LGBTTQ movements in Turkey are aiming to manipulate government policies and juridical structure for cultural and identical rights, instead of changing political system and ideological transformations of political structure.

Fourth; the LGBTTQ movements in turkey articulate themselves to some other movements. From environmentalists, to feminists, from antiwar movements to human rights associations, LGBTTQ movements have several collaborations and relations to other movements. Unlike classical movements, the LGBTTQ movements have not enough members effect state policies alone; therefore they have to collaborate to some other movements.

Lastly, the individuals in the LGBTTQ movements in Turkey are not homogenous like in labor movements. They have also different other identities besides being LGBTTQ individual. According educational level, ethnic origin, profession, age, socio-economic strata, cultural background, for many demographic and socioeconomic and cultural indicators, the individuals vary widely; and segmented.

On the Cross of Class and Sexuality

The articulation of LGBTTQ Movement to the other movements is a longer and difficult process. A Trans man, named Aligül Arıkan, ("Ali" is a male name while "gül" is a female name in Turkish society), is a social activist in a famous feminist movement in Turkey called as Amargi. From his personal experiences mentioned in his study (2013) a crossing of two movement can be seen more openly. As he said, like any other feminist movement, Amargi was also built up their arguments on the base of two sexual binary oppositional identities as man and woman. The articulation of the LGBTTQ movement to the other movements of identity related freedom and rights brought the discussions about the positions and political stand points of the other movements. Within the articulation process, the other movements started criticizing their understandings and views in their agenda.(Arıkan, 2013: 273). Therefore, as being a trans man, it was not easy to be accepted as a member in a feminist movement. While LGBTTQ movement gets support some other movements like feminism, environmentalism or anti-militarism, those other movements gain different sexual identity and gender views and perspectives. Arıkan had to introduce himself as lesbian in the first times of being in Amargi, since they had no understanding of how a trans man is look like. As much as time is going on in Turkey, non heterosexual identities divers from gay-lesbian to trans and queer identities. This diversity in LGBTTQ identities brought another segmentation and

differentitaion within LGBTT persons. As Arıkan claims that among the LGBTTQ persons, the hegemony of gays and lesbians over the trans persons in social life.

In Öner's study, there are deep interviews with white collor gay persons. From the interviews, it can be understood that also only gays are difficult to homogenize. To live with a different and a "freak" sexual identity and to handle the difficulties and discrimination of being LGBTTQ differs from one person to another. If any gay or lesbian has a prestigous job in the society, s/he can easily handle or s/he faces indirect discrimination mostly than direct one or physical violence, compared to sex laborers or entertainment sector (Öner, 2015: 208-210). Any nonheterosexual person with lower living conditions, with lower education level, salary, being from rural area, cannot handle the discrimination and difficulties. White-collor gays can "hide" themselves in the society and if they can be felt or understood, they come face to face with indirect discrimination rather than direct one or a physical violence. On the other hand, any gay or lesbian committed suicide had lower class background. Some gays who can "hide" themselves successfully may consciously or unconciously discrimante "passive sexual role" gays or more visible gays in public sphere (Öner, 2015: 178-183).

To defining process of non heterosexual identities is a fluidic process that producing new definitions. Gay and Lesbian movement is spreading to new identities of bisexual, trans, and queer persons. In the LGBT Oral History Project of an LGBTTQ NGO in İzmir, SiyahPembeÜçgen, in the 1980s of Turkey, being gay or trans meant only "dönme" (a meaning of turning back to female identity from male identity) or "zenne" (male belly dancer), and non heterosexual persons were visible only entertainment or prostitution sector. Now in Turkey, non heterosexual identities have diversed and in many other professional sector, there are gays and lesbians working. However, for transgender persons, professional sectors other than entertainment and prostitution are closed strongly. From the oral histories of trans persons, it is seen that even being a trans is also an economic process. To be a trans person, they need moey to cover their medicines or operations. Most of them get money from prostitution to achieve their identities with those they will be happy (SiyahPembeÜçgen, 2012). When class and sexual identity crosses, different experiences and diversed discrimination come to issue among the LGBTTQ persons.

In the new social movements, class identities are weakening and life style or consumption based identities come first in the movement. However, it does not mean that class is not a significant parameter anymore. How they live and experience their "otherness" is basically tied to class based conditions. Class identities and sexual identities covers each other and LGBTTQ identities in Turkey are still mobile and dynamic as well as in the World; so the LGBTTQ movements are actively in motion of attaching to other movements, effecting other political views, having diversity in themselves. Although it is hard to define rigidly and analyze clearly, LGBTTQ persons and movements are more visible and determined to shape new Turkey.

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2015.

Relationship Between Glass Ceiling Syndrome and Self-Efficacy; in Health Sector

Taşkın Kılıç

Abstract

Objective of the study: In the line management of the busines life, women's taking a back seat more than men, in related literature, is entitled to "Glass Ceiling" term. Objective of this study is to specify the perception of Glass Ceiling of women work in health sector in proportion to men work in same sector, also, to identify relation between self-efficacy term which has important effects on career success and Glass Ceiling syndrome. Methodology of the study: 100 managers, 100 employee work in the institutions of the ministry of health and 100 new graduate (not assigned yet management trainee), in total, 300 people form the research sample. The research was conducted by face-to-face survey. The obtained data were subjected to analysis in SPSS software. Result of the study: as a result of the research, it has been found that women have more Glass Ceiling syndrome according to men. Between self-efficacy and glass ceiling syndrome, scientifically no meaningful results have been obtained on age and title.

Keywords: Glass Ceiling Syndrome, queen bee syndrome, self-efficacy

Introduction

Although the percentage of women in today's business world increases every day, this increase does not reflect evenly in the top management point. According to the "Women in Business and Management" report published in January 2015 by International Labour Organization (ILO), (ILO Global Report, 2015), women constitute 40% of the business life. Women also owns 30% of companies in the world. However, according to research conducted by the ILO in 126 countries; there are only three countries which have more women executive manager in proportion to men. These are; Jamaica, 59,3%, Colombia, 53,1%, Saint Lucia, 52,3%. The last three countries in the list are; Jordan 5. 1%, 4. 9% in Algeria, Pakistan 3,0%. According to the report; considering all levels of managers (lower-medium and upper), Turkey, with a rate of 12,2%, ranks 95th among 126 countries. Turkey, in this category, ranks behind the countries such as Iran, 14,6%, Malaysia, 21,5%, and Uganda 20,2%. Worldwide average (private and public sector) ratio of female managers (upper, middle and lower level) is 24% (Ceylan, 2014), at this rate, women fall behind men. In health sector which has formed our study sample, although 55% of employees are women, the ratio of women in management positions is around 25% (Public Hospitals Association annual Statistics, 2014; www. attyiz. biz. tr). Women remaining in the background compared to men in management positions of business life has aroused interest of both countries and scientific researchers since 1980 and reports and research have been conducted in this regard. The disadvantage suffered by women has been termed with "Glass Ceiling" concept in related literature.

Glass Ceiling (GC) concept first has been pronounced in 1984 by Gay Bryant, Working Woman magazine editor. Bryant has stated *women's reaching a certain point and getting stuck there* with "Glass Ceiling" concept (Boyd,2008).

American Federal GS Comission has defined this concept as an invisible and inaccesible (unidentified) factor affecting the use of some of the capabilities of women and minorities and preventing their rise to the top steps like manager(Federal Glass Ceiling Commission,1995). GC concept has been defined by Wirth (2001) as an invisible and artificial barriers created by organizational prejudices and forms, affecting women having position in senior management. From this description; what is desired to be explained with GC Metaphor is the uncertainty, abstraction of the encountered problems which can not be fully defined.

Reasons of Glass Ceiling concept: when related literature is examined, reasons which cause Glass Ceiling Syndrome are dealt with in different studies and in different extends. When these researches are combined to a common base, three main factors causing Glass Ceiling syndrome come into prominence (Hofstede,2001: Bolat and others, 2012, Cleveland and others, 2000; Bartol, 2003; Weyer, 2007; Örücü and others, 2007).

These are; biological and genetic factors (length, strength, endurance, such as hormone structure and fertility); socio-psychological and personal factors (self-efficacy, lack of role models, stereotypes, etc.); cultural Factors (masculine-feminine society and corporate culture of culture and so on)

The other factor that affects women getting top management stages is self-efficacy (Bolat and others, 2012). self-efficacy is "belief of individual in his own capacity to identify and carry out the necessary actions to manage the possible states" (Bandura, 1997,3). Individuals who have high self-efficacy perception set themselves high goals and show the effort needed to achieve those goals. On the other hands, individuals who have low self-efficacy perception abandon easily against failure or difficulty. Individuals who haven't been able to get enough of self-efficacy and motivaton throughout their lives, because lacking of necessary self-confidence and courage to manage large organizations and to enter risky jobs, they cannot attempt to do business this area. This situation arises as a result of lack of self-efficacy.

Looking at the issue in the light of this information, in both the education system and living, women and men gain self-efficacy in different fields. Since the early ages, occupations such as management and entrepreneurship have been performed by men, their self-efficacy in this area stands out compared to women and women gain self-efficacy in different areas of life. In this regard, self-efficacy level of women and men are different from each other and as a consequence of that this situation poses an obstacle for women entering the ambitious tasks such as management and leadership. In brief; women who couldn't get enough mativation and self-efficacy from past experince, because lacking of necessary self-confidence and courage to manage large organizations and to enter risky jobs, they cannot attempt to do business this area. This situation arises as a result of lack of self-efficacy.

When examined related literature, it has been seen a limited number of studies about relationship between Glass Ceiling perception of workers in the health sector and self-efficacy. In this regard in this study, exposure levels of Glass Ceiling perception of manager, employee working in health sector and management trainees of new graduated from health management department of the university will be comparatively dealt with.

Thus, effects of Glass Ceiling perception and self-efficacy concept will be revealed in the health institutions proportionately more women work than man. In this respect, the study is such as to illuminate a problem that is experienced in the field.

Research

Hypothesis of the research

H1. There is a relationship between Glass Ceiling and self-efficacy.

H2. Glass Ceiling perceptions differ by gender significantly.

H3. According to degree Glass Ceiling and self-efficacy perceptions differentiate significantly.

Sample of the research: male and female employess working in the Ministry of Health institutions form the research sample. Total 100 working women and men, total 100 men and women manager and total 100 schoolgirl and schoolboy, in total 300 people has participated to the research. Research was conducted by face-to-face survey. The obtained data were subjected to analysis in SPSS software.

The Research Data Collection and Analysis Method: In research, to evaluate Glass Ceiling concept, 10 worded survey which was used for a study in 2012 by Bolat and others is used; to evaluate self-efficacy perception, developed by Schwarzer and Jerusalem (1981) and adapted to Turkish as Schwar and Jerusalem (1997) by Yeşilay, generalized self-efficacy 10-point scale is used. The 8 expression have been asked to determine the demographic characteristics. The obtained data were subjected to analysis using the SPSS program.

Findings and Comments Related to Data Research: In order to demonstrate the reliability of the scales, Cronbach's Alpha analysis has been used. The results has showed that Alpha coefficient was found to be in the 0. 724 level, it has been observed that our scale is reliable. Those surveyed consists of % 50 men and % 50 women. When it has been looked at the findings relating to the age group of the participants, it has been determined that at most 37,3% participants were in the range 18 to 24 age range. Those surveyed, 49,4% are married and 50,6% are single. It has been seen that the majority of survey respondents (64,0%) have graduate degree. When it has been looked at the titles of participants's findings, 33,3% of the participants are new graduate/not yet working, 33,3% of the participants are working and 33,4% of the participants are managerial staff.

Hypothesis Test Results

H1: There is a significant relationship between Glass Ceiling concept and self-efficacy perception.

As a result of correlation test, since sig. results were 0,879 greater than 0,05, there iss no significant relationship between the two concepts. Thus, the H1 hypothesis has been rejected.

H2: Glass Ceiling perceptions differ by gender significantly.

As a result of the independent sample T test, sig. results were 0,000 smaller than 0,05, the relationship between two concepts is significant. Thus, the H2 hypothesis has been accepted. When compared the Glass Ceiling perception of women and men, it appears women experience more Glass Ceiling perception than men. According to this result, the average for men is 50%, women is 61%.

H3: According to degree, Glass Ceiling and self-efficacy perceptions differentiate significantly.

As a result of Anova test, sig. results 0,287 were greater than 0,05, Glass Ceiling perception does not differ significantly in term os titles. Thus, the H3 hypothesis has been rejected.

Conclusions and Recommendations

The research of related literature has listed many reasons that prevent women making career. One of the most important of these is the Glass Ceiling syndrome. In this study, the effect of Glass Ceiling syndrome on health workers has been examined according to self-efficacy, gender and titles. According to the results of the analysis; one of the three developed hypothesis was accepted, two of the three was rejected. According to this, Glass Ceiling perception varies significantly by gender. When compared to men, women are feeling more Glass Ceiling perception. These results are consistent with the results of many studies done before. Scientifically meaningful results has not been obtained in terms of self-efficacy and title variables.

Suggestions:

As a society, the place of woman in education and training should be placed importance on.

In community and particularly in business life, gender distinction shouldn't be made.

Awareness about women's career should be increased.

When women come to the manager position, it should be role model for the fellows.

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Education as An Important Dimension of the Poverty

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Abstract

Poverty is an important phenomenon affecting individual and household life. It is important to know the factors that influence the possibility of being poor. An important cause and effect of poverty, one of the ones multidimensional nature of poverty is education level. Mostly, when we speak for the poverty, we based our estimates in the monetary terms, income or consumption. There are other dimensions like education, health, infrastructure, access in basic services, etc, that influence the economic and financial situation of the individuals. In Albania, to calculate the absolute poverty line is used the monetary poverty based on the consumption. The data refers to the Living Standard Measurement Survey (LSMS), which gives us the possibility to have multi indicators and also disaggregate and test the relationship and influence. The main objective of this paper is to analyze the influence of different indicators, mainly related with education and analyzing the influence on the poverty reduction. This research is based on Living Standard Measurement Survey (LSMS). This is a multidimensional survey collected near households and it collects information for living conditions, health, education, poverty, assets, migration etc. Is is used descriptive analyses and multinominal regression to analyse the trend on education and the significance on categories of different factors inluenced the education level. At the end we conclude that education is an influenced factors but also influence the poverty.

Keywords: Poverty, UBN, logistic regression, education.

Introduction

Poverty is a complex phenomenon widespread in the world, which includes different dimensions. Estimation of poverty is based on multidimensional factors, where addition to deprivation of income or consumption, take into consideration other non monetary aspects as: education, health, empowerment, access to basic services and infrastructure. Multi-dimensional way is derived from the capability theory of Amartya Sen and expands the number of dimensions that measure poverty.

Traditional calculation method, takes into account only one variable such as income or consumption. Through monetary poverty an individual is considered poor if family income or consumption is below the poverty line. The poverty line can be relative to the population or absolute. The relative poverty determination of all households below 60 per cent (or below 40 percent) of the median per capita consumption or income are considered poor. The absolute poverty line is fixed in terms of living standards and does not change over time. The poverty measures are poverty headcount, poverty gap and severity. In a dimensional poverty measures poverty line is constructed in such a way that households fall below under poverty line are considered as poor.

An alternative way of calculating the poverty is through multidimensional factors. Multi-dimensional nature of poverty refers to a situation where an individual or family experiencing a certain number of deprivation. These multiple deprivations represent different dimensions (economic welfare, education, health, social exclusion, etc.) of human life. In this paper we will focus more in the education dimension. Education level is influenced by poverty but also is an important dimension of the poverty.

Methodology

This research is based on Living Standard Measurement Survey (LSMS). This is a multidimensional survey collected near households and it collects information for living conditions, health, education, poverty, assets, migration etc. The main objective of LSMS is to collect information for the construction and measurement of well-being and to identify the factors that determine it. Total Wellbeing is usually measured by the consumption by providing information on the level and distribution of poverty in the country. LSMS is also a powerful tool for assessing and determining the social costs.

The first LSMS was conducted in 2002. There is a continuity in conducting the survey every three years, respectively in 2005, 2008 and most recently one in 2012. The base of selection was household. It is used the same number of households, the same methodology and the same way of interview of the first three years (around 3600 households). In 2012 the sample was almost double to have a representation and availability of results not only at four regions but also at the country level.

One important module collects information on education. The poverty level in Albania is based on absolute poverty line calculated through consumption. Consumtion is an aggregate variable that take in consideration monetary and non monetary deprivations. An individual based on monetary poverty is considered as poor if his level of per capita consumption falls under poverty line. Non monetary poverty is based on deprivation. We will consider an household as poor if they do not meet a certain basic needs. Based on INSTAT definition it is calculated an index where an individual is considered as poor if two or more of the basic needs (two or more NBP) are unmet (POOR) and as extremely poor when they are not completed three or more (three or more NBP) basic needs (EPOOR). This index is constructed through five indicators where education of the head is one the dimensions. Indirectly, the educatotion level of the head (parents education) inlfuence the education level the individuals.

This five indicators are coded:

(X1) - It is coded with '1' if the households respond that do not have sanitation and running water in the dwelling '1'.
(X2) - If the dwelling have not good condition '1'.
(X3) - If there is no eletricity or have interruptions for more than six hours per day '1'.
(X4) - If there are three or more persons per room it is coded '1'.
(X5) - If the individual lives in a household where the head has only basic education '1'.

We use multinominal logistic model to analyze non-monetary poverty and other factors influencing education level.

Analysis and interpretation of results

Analysis and interpretation of influential factors and determinants of education level can help understanding education as a risk factor on poverty but also other factors that influence low education level. Non monetary poverty is an important factors with long term effectsLack of water and sanitation not only causes health problems, but also weakens the ability to earn income and / or develop human capital (reflected that to the ability to learn or to attend school). Not having electricity supplies influences the profitable productive investment, this influences having lower economic growth as long-term effects.

Non-monetary poverty is significantly lower than the monetary poverty (absolute), 11.5% compared with 14.3% . Non-monetary poverty in rural area is at a significant difference and higher than in Urban area. By region poverty is higher in the Mountain region, and in the Central. Urban Tirana (the capital of Albania) has the lowest level of non-monetary poverty (5.9%), and this is connected with more access to basic services.

Figure 1: Monetary and non monetary poverty by prefecture
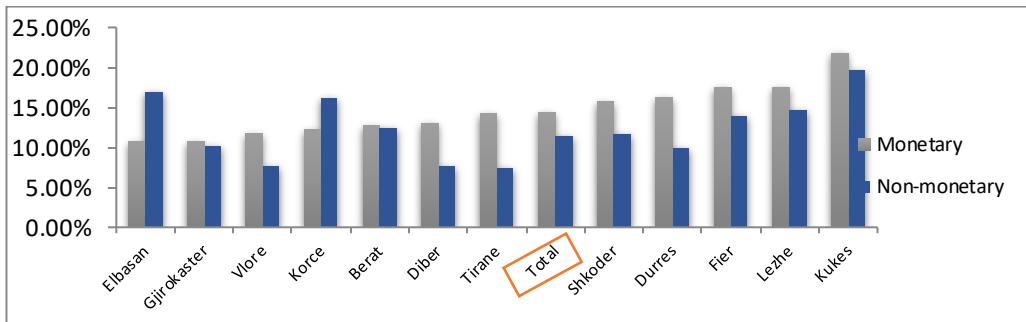
Source: LSMS 2012

What is interesting and can be seen in Figure 1 above is that in the prefectures of Gjirokastra and Berat monetary and non-monetary poverty are almost the same. Non-monetary poverty is higher than the monetary poverty to the prefectures of Korce and Elbasan. Other prefectures have a noticeable difference and significantly higher monetary poverty compared with non monetary poverty.

Non-monetary poverty is more widespread in the prefectures of Kukes, Elbasan, Berat, Korca compared to the national average. Tirana, Vlora, Dibra, Durres are prefectures[1] that have lower levels of non-monetary poverty. Always are poor households that suffer from lack of infrastructure and resources to provide special services. Even when the same view is also for the water supply. If we compare poor households compared with those not poor, most poor people have no running water in the dwelling. They try to provide water from springs, wells or trucks.

There are several influencing factors that lead to a vicious cycle of remaining in poverty as education, health, lifestyle. The risk of being poor is also influenced by education level or being educated. A less educated person is more poor and a poor person have less chances to be educated.

Education as an important determinants of poverty

Education is an important indicator and one of the dimensions that helps to define the non monetary poverty index through calculating the education of the head. Sometimes these figures are influenced by the methodology and by the traditional to define the head of the household. In this way the head could be the older male person, but not definitely the persons that contribute more to the socio economic household situation. Individuals living in Tirana have a higher level of education of household head compared with other regions.

The right to education is a principle ensured by the Constitution of the Republic of Albania, which ensures equality before the law and freedom from discrimination on the basis of race, gender, ethnicity and language2. In the field of education is intended to increase children's access to all levels of education and the facilitation of procedures for inclusion in education. To this have been undertaken a number of reforms, legislative, administrative structure in the field of social services, health care, education, culture and the protection of children's rights.

As lower is the education level, higher is the percentage of poverty people for individuals 21 years old and higher. This trend is visible for Tirana and other regions.

Table 1: Poverty by education level

Highest diploma for population aged 21 years old and over	Poverty level, %			
	Tirana	Other urban	Rural	Total
None	23.5%	22.6%	14.7%	18.1%
Basic education (4/5 years)	12.7%	12.2%	16.1%	14.5%
Lower secondary (8 / 9 years)	22.5%	16.9%	13.7%	15.7%

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[1] Prefecture is NUTS 3 classification

Higher secondary	8.5%	11.0%	12.3%	10.7%
Vocational 2 / 3 years	9.7%	8.4%	12.4%	9.5%
Vocational 4 / 5 years	2.6%	4.8%	4.8%	4.5%
University or higher	3.3%	3.8%	6.0%	4.0%
Total	10.7%	12.0%	13.0%	12.2%

Source: LSMS 2012

The Social Inclusion Cross-Cutting Strategy aimed access to preschool and basic obligatory level for all children by 2015. In this context, further measures are taken to increase the enrollment rate in primary education, especially for children in rural areas, particularly girls, a necessary condition to meet in this way a priority in the Millennium Development Goals of the UN and the European Partnership.

Being or not with a higher level of education is a social factor that influences not only in finding a good and well paid job, but also on the concept of the individual for a better life, not isolated, to get a good health care, although average schooling etc. Mean years of schooling have been increased nationally as well as by regions but still remain at low levels (currently 10.3% for the population aged 21 and above from 9.2 % that has been in 2008 and 8.5% in 2002). The mean years of school is 10.3 in 2012 increased by almost by 2 years from 2002. Rural area remains less educated commpared with urban area and Tirana. This difference is significantly higher in 2012, Tirana (12.3%) compared with rural area (8.9%).

Table 2: Mean years of school for population age 21 years old and over

Survey year	Mean years of school for population age 21 years old and over			
	Tirana	Other Urban	Rural	Total
2002	10.9	9.5	7.4	8.5
2005	11	9.9	7.8	8.9
2008	11.3	10	7.7	9.2
2012	12.3	10.7	8.9	10.3

Source: LSMS 2002, 2005, 2008, 2012

Bearing the Financial costs of education: It is an indisputable fact that the level of income has a great impact on education at the national level, but also to each individual.

The shares of the expenses for education of total per capita consumption show the greatest increase since 2002 compared to other items. The average cost for a person in Albania in 2002 was only 177 Leks / person, in 2005 was 275 Leks per person and in 2008 amounted to 432 Leks per person. Although this is a modest increase again it shows an improvement of the situation. In 2012 this figure amounted to 338 Leks per capita1.

In 2008, this phenomenon seems to be directed towards higher investments in education. In fact, during the period 2002-2008, it has been a significant increase of the number of pupils and students in Albania. It is also verified a significant increase of private schools in the country, as well as an increase in the number of students studying abroad. These factors correspond to increased spending on education and the increase of the shares to the total real per capita consumption.

The percentage of education with university degree or higher are higher in the fourth and fifth percentile compared with other percentile. Population in the first quintile are mainly with basic education.

Table 3: Highest education level by consumption quintile

	Consumption quintile

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[1] www.instat.gov.al : Trend on poverty in 2002-2005-2008-2012, September 2013

Population aged 21 years and older	Lowest	Second	Third	Fourth	Highest
Basic education	59.7%	54.1%	50.3%	42.3%	36.6%
Upper secondary	30.3%	33.1%	33.7%	36.5%	35.7%
University and higher	4.5%	8.1%	12.1%	17.5%	24.9%

The non poor individuals are more involved in the education. The percentage of registration is higher for non poor compared with poor, this for urban and rural population. The percentage of registration is higher for ages 7 to 18 that coresponds with completed the secondary level.

Figure 2: Percentage of registration by area and economic status for individuals aged 6-24 years old, LSMS 2012
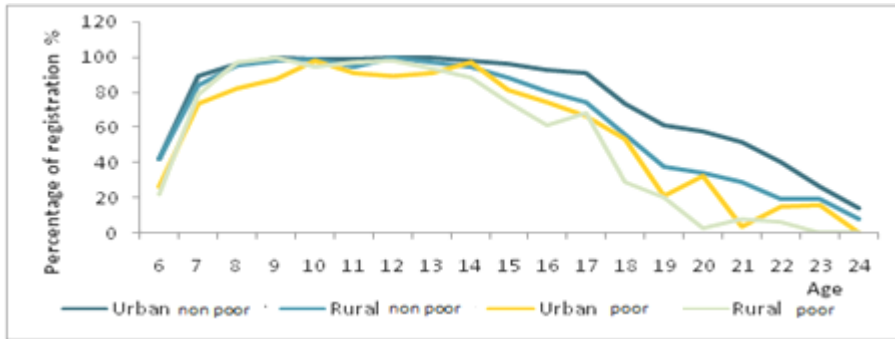
Logistic regression results

The techniques used to identify the contribution of different variables in the analysis of poverty is regression analysis. Regression is a useful technique for testing hypotheses and assess the impact of independent variables on a dependent variable. Special attention should be taken in the selection of independent variables, we must be sure that they are exogenous. Regression models can help us more than other profiles or descriptive analysis of poverty, but they may have problems during estimation and analysis. Based on an extensive econometric literature selected there are some potential problems encountered in linear models, errors in measurement, excluding variables in the model, multicollinearity, heteroskedasticity, remote values, etc. Problems could arise also by the type of the variables included like being dummy or qualitative. Multiple regression model has more than two or more independent variables. In general terms such a model has the form:

$$y = \beta_o + \beta_1 x_1 + \beta_2 x_2 + \cdots + \beta_p x_p + \varepsilon$$

β_0 - is intercept or constant , $\beta_{1\ldots p}$ - parameters of indipendent variables x_i.

Based on the information for the values of dependent variable Y_i and the values of dependent variable X_i, we estimate parameters value β.

We will use the logarithmic form and taking in consideration the characteristics of the dependent and indipendent variables the regression used will be binary logistic regression. We will use as dependent variable education level. The dependent variable has three category where:

Y=1 secondary, 2-university higher, 0- no school or just obligatory level

As a reference category 0-Basic education or none

-Constant,

β_k - estimated coefficients from model

x_i-Predicted or indipendent variables,

ε - error terms

Household composition like household size or number of children have an inportant ifluence on the education level. With the increase of the household size the possibility of being in secondary education will be increased sinjificantly. The possibility of being in the university level or higher decreased with increase of household size.

Gender of the head influence significanlty in the possibility to have a high diploma but have non an importand impact on the secondary level.

Geoghraphic division have an important influence on the access of education also in the education level. An individual being in urban area has 3.6 times chances to have at least university diploma compared with rural area and 2.1 times chances to have a secondary diploma.

Being in Tirana region means more acces in basic services and being educated is less coustly. So being in Tirana means more chances to be educated compared with other regions. Being in Mountain region has around 50 % less chances to have at least an university degree diploma.

Health is an important factors influencing social and economic life of the household. Based on the self assesment of the health we conclude that health is an important factors inluencing also the possibility of being educated. Being in good condition have 5.7 times more chances to have a higher education degree and 2.3 times more chances to have a secondary degree compared with other categories. This influence is significantly in 5% level.

Education is an important dimension of non monetary poverty. Being less educated, have more chances to be poor but also being poor have more chances non being educated. The chances are higher for non poor people to have a university degree or higher (5.73 times). Non poor people have 1.103 times more chances to have secondary diploma compared with poor people. This means that poor people are less educated. This influence is sighnificant in 5% level.

Table 4: Logistic model of monetary and non monetary poverty

		Secondary education			University or higher		
		β	p-value	odds	β	p-value	odds
	Intercept	-2,743	0,000		-5,150	0,000	
Household size	hhsize	0.044	0,000	1.045	-0.063	0,000	0.939
Gender of head	Head male	-0.005	0.931	0.995	0.214	0.014	1.239
	Head female						
Gender of person	Male	0.245	0.000	1.277	0.056	0.235	1.058
	Female						
Area	Urban	0.732	0.000	2.080	1.272	0.000	3.569
	Rural						
Non monetary poverty	Non poor	0.648	0.000	1.911	1.409	0.000	4.092
	Poor						
No of children under 18th	No children	0.875	0.000	2.400	1.062	0.000	2.893
	At least one child						
Region	Coastal	-0.333	0.000	0.717	-0.844	0.000	0.430
	Central	-0.460	0.000	0.631	-1.023	0.000	0.360
	Mountain	-0.399	0.000	0.671	-0.700	0.000	0.497
	Tirana						
Health perception	Good or very good	0.834	0.000	2.302	1.746	0.000	5.730
	Average	0.098	0.370	1.103	0.423	0.066	1.526

Bad

^Multinominal logistic regression: Y=1 secondary, 2-university higher, 0- no school or just obligatory level, Reference category 0-Basic education or none

^^ Level of significance: *** per 0.001, ** per 0.01,* per 0.05, + per 0.1

Concluding remarks

Risk of being poor is influenced by education level. Being or not more educated is an important indicator influenced the possibility of finding a good job, well payed but also to the concept of the individuals for a better standard of living, better health service and not being isolated. Education and poverty are factors that influence each other. There are also other important social factors that influence the poverty and as a result education. Education is depended by income/consumption level, by household composition, health status and geographic division.

Being in Tirana have more chances to be educated compared with other regions. Individuals in Tirana has higher mean years of school.

Health perception influence poverty. Individuals that are good or very good have higher education level compared with people that have not good health.

Poverty level influence direct and indirect education. Individuals that are not poor (non monetary) are more educated.

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Peer Influence and Adolescent Sexual Behavior Trajectories: Links to Sexual Initation

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Abstract

This study aims to revisit the studies reported in the area of peer influence with reference to health behavior. Peer groups are social groups that consist of people of the same age and have similar interests and usually equal in terms of the education and social class. Peer groups are important as they tend to provide a space to make friends. They also help provide social and emotional support as well as an identity and a sense of belongingness to a social group, especially during adolescence. The authors have found that sexual behavior is one of the many areas in which teens are influenced by their best friends and peers. Teens are more likely to have sex if their best friends and peers are older, use alcohol or drugs, or engage in other negative behavior. Similarly, they are more likely to have sex if they believe their friends have more positive attitudes toward childbearing, have permissive values about sex, or are actually having sex. The authors have found that most of the studies in this area have been developed have been assessing the negative aspects of peer influence. Understanding important factors related to sexual behavior is important not only to change that behavior; it is important to identify those teens who are most at risk of having sex and unprotected sex. This paper explains the implications for those working to help youth avoid risky sexual behaviors and potential consequences. It is concluded with the recommendations for conducting studies in this direction.

Keywords: peer influence, sexual intercourse, health, adolescent

Introduction

Better understanding of the complexities of parent and peer influences on adolescents' sexual decision making is essential to the development of effective prevention and intervention programming (Kotchick et al., 2001).

Research suggests that an early sexual debut, defined as having occurred prior to an adolescent reaching the age of 15, significantly increases the risk for unintended pregnancy, sexually transmitted infections (STIs) and future risky sexual behavior (Houlihan et al., 2008; Waller & DuBois, 2004). Additional intervention models aimed at delaying an adolescent's sexual debut might be successful in decreasing the future incidence of these negative outcomes. When considering interventions with adolescents, attention to peer influence is critical.

Many adolescents are confronted at some point during their teen years with choices about whether or not to have sex and, if they do, whether or not to use condoms and/or other contraceptives. Many factors affect those choices. Parents, educators, and other adults working with youth have learned that they cannot directly control the sexual behavior of teens. While at times, parents might wish to monitor their sons or daughters 24 hours a day to prevent them from having sex, or at the very least, unprotected sex, they can't do this. Instead, parents and others concerned about youth can only try to affect those factors that in turn affect the sexual decision-making of young people. For example, they might try to affect factors such as the teens' values about sexual behavior, their perceptions of family values and peer norms about sex, their attitudes about condoms and other forms of contraception, their educational and career plans, or their connection to their parents, their schools, and their faith communities, all of which are likely to affect whether or not teens have sex and whether or not they use protection against pregnancy and STD. Understanding important factors related to sexual behavior is important not only to change that behavior; it is important to identify those teens who are most at risk of having sex and unprotected sex. First people can use these factors to identify those teens at greater risk; then they can address the important factors affecting their behavior.

Conceptual Basis

An Early Sexual Debut: Definition and Prevalence

An early sexual debut is when a first consensual sexual experience for an adolescent has occurred prior to age 15 (Baumgartner et al., 2009; Guttmacher Institute, 2012; Houlihan et al., 2008). Current statistics show that approximately 13% of all adolescents have engaged in sexual activity by the age of 15 years old (Guttmacher Institute, 2012). Before age 13, only 6.1% of youth report having engaged in sexual intercourse (CDC, 2012). By age 19, approximately 85% of all adolescents are sexually active (CDC, 2012). These numbers indicate that an important point of intervention among adolescents with respect to sexual behavior is during the span of 13- 15 years of age.

Perceptions in Adolescence around Sexual Behaviors

The proximity and salience of a group is an important factor in establishing the level of influence norms may have on individuals and their behavior (Campo et al., 2003; Dunleavy, 2008). Research indicates that a weak affinity toward a particular reference group results in the social norms for that group having a relatively small impact on the behavior of an individual (Rimal, 2008). With respect to adolescents, it has been established that particular consideration is placed on the makeup of the group they are referencing (Marshall, Scherer & Real, 1998). In other words, if adolescents do not closely identify with the individuals in their immediate surroundings, the norms may have less impact on their intention and subsequent decision to engage in a particular behavior. Everyday experience within one's own social circle can influence behavioral norms, which in turn influences an individual's interpretation of his or her experience (Stewart et al., 2002).

Peer norms appeared to directly affect the individual sexual and contraceptive behavior of teens. Specific findings suggest that, "when teenagers believe that their peers have permissive attitudes toward premarital sex or actually engage in sex, and then they themselves are more likely to engage in sex, have sex more frequently and have sex with more … partners" (Kirby, 2001, p. 277). When youth believe that their peers favor condom use they are more likely to use condoms and contraceptives (Kirby, 2001). The implications of these findings suggest that when adolescents are connected to groups that express a clear value or norm against engaging in sex or unprotected sex, they were less likely to do so themselves. In addition, when adolescents are connected to groups that have permissive attitudes toward sex, they are more likely to engage in sex (Kirby, 2001). The perception of peers' sexual behavior appears to be a strong predictor of an early adolescent's intention to experience an earlier sexual debut (Gillmore et al., 2002; Hollander, 2001; Prinstein, Meade & Cohen, 2003; Sieving et al., 2006).

Empirical Basis

Linkenbach (1998) found that adolescents are more concerned with what they perceive as normative than with what is discerned to be an unhealthy behavior. When identification with the individual or group engaging in the behavior is strong, those behaviors will have a larger influence on the observers' social norms (Gino, Ayal & Ariely, 2009). Increased pressure toward peer conformity can result in a strong desire for adolescents to adopt the expectations and norms of their peers (Hagman, Clifford & Noel, 2007). Adolescents tend to capitulate when the unpleasantness of standing alone becomes too great, fostering a tendency to adopt behaviors that they think are norms in their environment in order to be accepted (Cialdini & Goldstein, 2004; Ott & Doyle, 2005). The argument for focusing on altering an adolescent's immediate environment and perceived norms becomes that much more relevant. One can have significant awareness that a behavior is unhealthy and detrimental while still engaging in that behavior.

Providing information to adolescents about the risks is not enough to discourage them from engaging in the behavior, indicating a need for a considerable shift in conceptualizing intervention models for this population.

Peer norms and peer influences are central in adolescents' development of health-related behaviors. Several decades of scholarship have demonstrated that, on average, teens are more likely to engage in risky behaviors if they perceive a high level of such behaviors among peers (see Brechwald & Prinstein, 2011). Sexual intercourse is one health-related behavior that is often influenced by norms in the peer group (see Buhi & Goodson, 2007). Although sexual behavior is a normative part of adolescent development, with over 60% of U.S. students engaging in intercourse by the end of high school (Centers for Disease Control and Prevention [CDC], 2012), many youth engage in sexual behaviors that confer risks.

Nationally representative samples suggest nearly one quarter of U.S. adolescents have had sex with four or more partners; as few as half of these sexually active youth use condoms consistently (CDC, 2012). Such risk behavior contributes to the

9 million new sexually transmitted infections and 8,300 new cases of HIV contracted among youth each year and also can lead to unplanned pregnancy (CDC, 2011a, 2011b).

Peers may play an especially important role in sexual socialization— the process through which adolescents adopt attitudes and norms regarding sexual behaviors and relationships (e.g., L'Engle & Jackson, 2008). Whereas parents and schools may act as health-promoting agents that slow adolescents' development of sexual behaviors, mass media and peers may serve as agents that increase adolescents' sexual behaviors (L'Engle, Brown, & Kenneavy, 2006). The importance of peer influences for adolescents' sexual behaviors is not surprising, given key characteristics of this developmental period. For most adolescents, pubertal development and concomitant sexual desires occur during a developmental period that also is marked by identity development processes (Kroger, 2003), an increasing reliance on peers for emotional support and acceptance (Harter, Stocker, & Robinson, 1996), and a strong interest in engaging in behaviors that may increase popularity among peers (Cillessen, Schwartz, & Mayeux, 2011). Research and theory have suggested that perceptions of *popular* peers' behavior may exert an especially robust influence on adolescents' own risk behavior (Cohen & Prinstein, 2006; see also Cillessen et al., 2011), but this phenomenon has not yet been empirically tested for sexual behaviors.

Although peers (and perhaps especially popular peers) have been shown generally to exert strong influences on adolescents' behaviors, individual adolescents vary in the degree to which they acquiesce to conformity pressures. In other words, the extent to which perceptions of peers' behaviors influence one's own behaviors is likely dependent on the individual's level of *susceptibility* to peer influence. Leading sexual health theories that posit a direct link between peer norms and intentions to engage in sexual behaviors (e.g., Fishbein, 2000) do not explicitly acknowledge that individuals may vary in their level of conformity to those norms.

Additionally, little is known about how susceptibility may be related longitudinally to behaviors such as sexual intercourse. Most studies of susceptibility to peer influence on risk behaviors have relied on explicit self-reports, which likely generate biased assessments of susceptibility to peer influence (e.g., Allen, Porter, & McFarland, 2006; see also Prinstein & Dodge, 2008). Additionally, adolescents may have especially limited awareness of the extent to which social pressures and norms influence their own sexual attitudes and behaviors, given the bombardment of conflicting messages about sex that teens receive from a multitude of sources (e.g., L'Engle et al., 2006).

To overcome limitations of prior work, researchers have recently begun to develop experimental paradigms, which yield in vivo, performance-based measures of peer influence susceptibility that are unaffected by the biases involved in explicit self-reports. For example, Allen and colleagues (2006) designed a paradigm in which adolescents were asked to participate in a hypothetical decision-making task, first alone, and again after being exposed to a close friend's differing opinions. Susceptibility was operationalized as the extent to which adolescents changed their initial decision after being exposed to the peer's differing opinion. Susceptibility was concurrently associated with higher odds of externalizing behavior and sexual intercourse, and also moderated the association between peers' substance use and adolescents' own substance use, such that friends' substance use was more strongly associated with one's own use among more highly susceptible teens. However, longitudinal analyses did not reveal susceptibility to be a significant prospective predictor or moderator of sexual or other behaviors.

Using a different innovative experimental paradigm to yield an in vivo measure of peer influence susceptibility, Prinstein, Brechwald, and Cohen (2011) found that susceptibility moderated the longitudinal associations between peer norms and adolescents' own deviant behaviors. In this "chat room" paradigm (Cohen & Prinstein, 2006), adolescents believe they are interacting with real peers in an Internet chat room, while in reality they are interacting with pre-programed electronic confederates ("e-confederates") who endorse risk behavior. Susceptibility is operationalized as the extent to which adolescents change their responses to risk scenarios (compared to their baseline responses to identical scenarios) after being exposed to the high-risk responses of e-confederates. In preliminary work using this paradigm, Prinstein and colleagues found that susceptibility moderated the longitudinal association between perceptions of one's best friend's behavior and adolescents' own deviant behavior.

Research on peer and friendship influences on adolescent reproductive health includes studies of teen perceptions of peer attitudes and behaviors as well as peer reports of behaviors. These studies show influences of peer sexual activity, substance use, educational aspirations, and peer and friendship networks on sexual behaviors among adolescents, with higher risk peers predicting earlier sex and poorer contraceptive use.

Perceptions vs. Behaviors

A longitudinal study of male and female adolescent participants in an urban, STI and pregnancy intervention program found that teens who reported having friends who favor postponing the initiation of sexual intercourse were more likely themselves to delay the onset of sexual intercourse (Carvajal et al., 1999). Similarly, earlier perceived peer sexual debut was associated with an increased likelihood of having had sex and younger age of sexual initiation in a sample of black and Hispanic teens in Alabama, New York City, and San Juan, Puerto Rico from the 1990s (Whitaker & Miller, 2000). Adolescents who believe that their peers do not use condoms or that peers do not like using condoms are less likely to use condoms (in bivariate analyses) (Whitaker & Miller, 2000), while adolescents who believe that their peers practice or support condom use during sexual intercourse are less likely to be sexually experienced and are more likely to report higher levels of condom use (Boyer et al., 1999, DiClemente et al., 1996). Adolescents' perceptions about their peers' sexual activity norms for condoms are related to teen sexual behavior more strongly among teens who have not talked to a parent about initiating sex or about condoms than among teens who have (Whitaker & Miller, 2000). Peer Sexual Activity The perception that peers are sexually active increases with age (Alexander &Hickner, 1997). Adolescents who report believing that most of their peers have had sex are more than twice as likely to report having a high intention to initiate sexual intercourse in the coming year (Kinsman et al., 1998). Believing that peers endorse and engage in sexual intercourse was associated with an increased incidence of teen sexual intercourse for male and female adolescents receiving health care at private family practices in Michigan (Alexander &Hickner, 1997). Sexually experienced adolescents under the age of 15 were more likely to report that their peers were also sexually experienced compared to sexually inexperienced adolescents of the same age in samples of male and female African American adolescents in Philadelphia (Jaccard, Dittus&Litardo, 1999) and male and female, white, black, Hispanic, and Asian sixth-grade students in 14 public schools in Philadelphia in 1994 (Kinsman et al., 1998). In a longitudinal study of middle school students in an urban area of Northern California, adolescents who reported having a greater number of friends who endorse having early sexual intercourse were more likely to have had sex (Marin et al., 2000). Similarly, having a best friend who is sexually experienced increases the likelihood of sexual experience among adolescent females (Lock & Vincent, 1995), and having sexually experienced friends is associated with a younger age at first intercourse among males (Miller, Norton, et al., 1997). Teens who are more likely to be sexually experienced and who report a greater number of sexual partners are also more likely to have a greater percentage of sexually active friends (Whitaker & Miller, 2000).

Peer Substance Use

Having peers who use substances or thinking that peers use substances are sexual risk factors for adolescents. Drinking alcohol, using marijuana, and having peers who drink and have substance use problems are all strongly associated with sexual experience among both males and females aged 14-18 who are the oldest children of young mothers in a national survey (the NLSY 1979) (Kowaleski-Jones & Mott, 1998). Black adolescent females who participated in the inhome interviews of the first wave of the Add Health survey in 1995-1996 and reported having a large number of friends who drink are also more likely to have had sexual intercourse (Blum, Beuhring& Rinehart, 2000). Similarly, a longitudinal study shows that having more friends who engage in problem behavior and problem drinking is associated with an increased risk of sexual initiation for Hispanic adolescents (Costa et al., 1995). Drinking alcohol and spending time with friends who drink are independently linked with nonuse of birth control among sexually experienced females (Kowaleski-Jones & Mott, 1998). A survey of sixth grade students in public schools in Philadelphia found that sixth graders who perceived that older adolescents used alcohol were more likely to have had sexual intercourse (Kinsman et al., 1998). Adolescents who have initiated sexual activity are more likely than their sexually inexperienced peers to report that "most kids they know" start using alcohol and cigarettes at 13 or 14 years old (Kinsman et al., 1998). Peer Educational Aspirations Recent research indicates that low-risk peers (peers who are more engaged in school and less engaged in delinquent behavior) have a protective influence on sexual debut and adolescent pregnancy for adolescent girls in a nationally representative sample (Bearman&Brückner, 1999). Low-risk male and female best friends of adolescent girls protect against sexual debut, while high-risk male and female best friends increase the risk of sexual initiation for adolescent girls (Bearman&Brückner, 1999). This study suggests that for adolescent girls, the risk status of her female friends is a more important protective factor in determining adolescent pregnancy risk than is her own individual risk status—adolescent girls with low-risk female friends are at a lower risk for pregnancy while adolescent girls with high-risk male friends are at an increased risk for pregnancy (Bearman&Brückner, 1999). Having a high proportion of achieving friends (friends who think or hope they will go far in school) in adolescence reduced the risk of being involved in adolescent pregnancy in a sample of adolescents in 150 public high schools in two upstate New York counties from the 1980s and early 1990s (Kasen, Cohen, & Brook, 1998). Sexually

inexperienced adolescents were more likely to have high-achieving peers (peers enrolled in higher levels of mathematics courses), and having higher achieving peers predicted subsequent timing of age at first voluntary sexual intercourse for white boys but not white girls in a longitudinal study of youth in Michigan from the 1980s and early 1990s (Meschke et al., 2000). Similarly, among white adolescents in a longitudinal study of middle and high school students in a large, metropolitan school district in the western United States, having relatively more friends who engage in problem behaviors was associated with an earlier age of sexual initiation (Costa et al., 1995) Relationship with Peers One national-level study of school-age teens suggests that risk characteristics of an adolescent girl's close friends and larger peer group have a greater influence on her sexual debut than the characteristics of her best friend (Bearman&Brückner, 1999). Adolescents who have strong peer affiliations are more likely to be sexually experienced and are at a greater risk for STIs (Boyer et al., 1999), while teens who are not part of a peer group are less likely to have experienced sexual debut (Bearman&Brückner, 1999).

Alternatively, longitudinal data show that girls who are more popular, "in the leading crowd" in their schools, and who have older friends are more likely to have experienced sexual debut than other girls (Bearman&Brückner, 1999). Similarly, placing more importance on popularity is associated with an earlier age at first voluntary sexual intercourse among both males and females (Meschke et al., 2000). In addition, a longitudinal study in seven western states shows that adolescents who reported high levels of bonding (with family, friends, school and community) were less likely to have had sexual intercourse in the past month (McBride et al., 1995). Summary: Peers Adolescents appear to respond strongly to peer influences on their reproductive health behaviors. Teens with sexually active friends are more likely to have sex themselves and to have had multiple partners. In contrast, adolescents whose friends favor delayed initiation tend to delay sexual debut themselves. Not only are actual peer behaviors important, but even the perception of peer behaviors is also influential. Teens experience earlier sexual initiation if they believe their peers are having sex. Adolescents who perceive that their peers dislike or avoid condom use are less likely to use condoms themselves. Actual or perceived substance use by friends is also linked to earlier age of sexual initiation and lack of contraceptive use. The characteristics of one's peers are important as well. Having older friends is related to increased risk of sexual activity. Teens report less sexual activity and lower risk of pregnancy if their friends have high educational aspirations. Finally, the benefits of positive parent-child relationships are not limited to one's own individual experience. Teens report healthier, more responsible reproductive behaviors if they have friends who enjoy close relationships with their own parents.

Friends and Peers

Like siblings, friends are "socializing agents," who set standards of conduct and serve as role models, thus shaping the development of sexual attitudes and norms (East, Felice et al. 1993). A study of minority adolescents found that the number of sexually active girlfriends was positively associated with permissive sexual attitudes, intentions for future sexual activity, and nonmarital childbearing (East, Felice et al. 1993). Other risk behaviors have an impact as well. When a teen's friends are not attached to school, have poor grades, abuse drugs or engage in delinquent behaviors, there is a greater likelihood that the teen will become sexually active at an early age (East, Felice et al. 1993; Brewster 1994; Bearman, Bruckner et al. 1999; Kirby 2001).

Summary and Conclusions

It is interesting to note that it is not only the actual behavior of peers, but the assumption of certain behaviors by peers, that influence adolescent sexual activity. The perception of normative sexual attitudes and behavior is closely associated to the teen's own attitudes and behavior. When teens believe – correctly or not – that their peers are having sex, they are more likely to have sex. When teens believe their peers support contraceptive use, they are more likely to use contraception (Whitaker and Miller 2000; Kirby 2001). The effect of peer influence may depend on the teen's other sources of information on sexual and reproductive health. A study of Hispanic and African American youth determined that peer norms were a great influence on sexual behavior among those who had not discussed condoms with their parents (Whitaker and Miller 2000).

Peer Influence Adolescents garner a wealth of misinformation from each other about sex. They also put pressure on each other to carry out traditional gender roles. Boys encourage other boys to be sexually active even if they are unprepared or uninterested. They must camouflage their inexperience with bravado, which increases misinformation; they cannot reveal sexual ignorance. Even though many teenagers find their early sexual experiences less than satisfying, they still seem to feel a great deal of pressure to conform, which means continuing to be sexually active. One study of rural tenth-graders found that the students overestimated the percentage of their peers who had ever had sexual intercourse, who had had

four or more coital partners, or who had used alcohol or drugs before their previous intercourse. The students underestimated the percentage of their sexually active peers who had used a condom during their most recent intercourse. These findings may indicate that more students engage in risky sex-related behaviors because they believe that their peers are doing the same, and fewer may be using condoms because of their belief that their peers are not using them .

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Risk (-) and Protective (+) Factors	Feasibility of Changing	Possible Interventions To Change Factors
Peer		
Age		
- Older age of peer group and close friends	**	In general, pregnancy and STD prevention programs cannot easily affect the age of teens' peers. Some programs may be able to provide activities that encourage teens to interact with people their own age or encourage same-age friends in other ways.
Peer attitudes and behavior		
- Peers' alcohol use, drug use, deviant behavior	**	If friends can be reached, some pregnancy and STD prevention programs with a youth development emphasis may be able to reduce alcohol and drug abuse and other non-normative behavior.
- *Peers' pro-childbearing attitudes or behavior*	***	If peers can be reached, sex education programs can reduce pro-childbearing attitudes and behavior. If peers cannot be reached, programs can implement activities in small or large group settings that demonstrate peer support for avoiding pregnancy.
- *Permissive values about sex*	***	If friends can be reached, agencies can implement

ISSN 2414-8385 (Online)
ISSN 2414-8377 (Print

European Journal of
Multidisciplinary Studies

January-April 2017
Volume 2, Issue 3

		effective abstinence or sex and STD/HIV education programs that change permissive values and delay the initiation of sex. If peers cannot be reached, programs can implement activities in small or large group settings that demonstrate peer support for delaying sex.
- *Sexually active peers*	***	If friends can be reached, abstinence or sex and STD/HIV education programs can change permissive values about sex and delay the initiation of sex. If friends cannot be reached, programs can implement activities demonstrating that perceptions of peer sexual activity are typically exaggerated.
+ *Positive peer norms or support for condom or contraceptive use*	***	If friends can be reached, sex and STD/HIV education programs or clinic protocols can increase both support for condom and contraceptive use and actual use of condoms and contraceptives. If peers cannot be reached, programs can implement activities in small or large group settings that demonstrate peer support for condom and contraceptive use for sexually active teens.
+ *Peer use of condoms*	***	If peers can be reached, sex and STD/HIV education programs can increase condom use. If peers cannot be reached, programs can implement activities in small or large group settings that demonstrate peer support for condom use.

Table 1

Sustainable Opportunities of Educational Facilities Provided to the Imprisoned Women's Children in Karachi's Central Jail

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Abstract

This study will discuss the sustainable opportunities regarding educational facilities provided to the children of imprisoned women in the different jails of Pakistan particularly in Central Jail of Karachi. It will also discuss the importance of educational facilities which are required for the mental and personal growth of the children as education has the capability to enhance the general knowledge and the personality of any individual. Education is extremely important for the children whether they live in a society or in prison, because they are the future of any country. So, the point of discussion in this paper will be the provision of educational facilities and sustainable opportunities regarding these facilities to the children of imprisoned women in Karachi and other countries of the world.

Keywords: Imprisoned, educational facilities, criminal activities, positive atmosphere

Introduction

This research emphasizes on the sustainable opportunities of educational facilities, importance and availability of children education system improvement and development that are in prison along with their mothers. Whether in Pakistan the law exist from beginning, to protect the imprison children's educational rights and that principle is being dynamically implemented also. This research will give a brief review regarding the topic along with its comparison to other countries as well.

Further, the Pakistan's Law and Justice Commission Secretariat have got many reports and recommendations from the general public and the NGOs that the system of Karachi Central Jail requires improvement with a notion to improve the bad condition of prison inmates (Riaz & Agha, 2011). Recommendation for improving the system of Karachi Central Jail by the Jail training institutes, Pakistan's Human rights and council of Islamic ideology were very useful.

Aims and Objectives

The aims and objectives of this study are as follows:

To ascertain the importance of educational facilities to the children of imprison women

To identify the availability of educational facilities in Karachi Central Jail

To analysis the condition in which children live in prison

To examine the government projects related to the educational facilities of the children of imprison women

Research Questions

Research questions are as follows:

Why educational facilities are important for the children of imprisoned women?

How Pakistan's government makes it possible for the children to attain the educational facilities?

To what extent children can avail the educational facilities in Jail?

Problem Statement

In a general, children living in jail with their mothers must not be treated as a prisoner and must get educational facilities. Unfortunately children of imprison women are not getting appropriate educational facilities which they required for their bright future (Riaz& Agha, 2011). As in world's several prisons it is usually suggested that the provision of health care with the sufficient recreational facilities including education be proffered to the children imprisoned with their mothers.

Scope of the Study

This research has provided a review of relevant literature that is helpful for the developmental research and embryonic planning for dealing the increasing issues of the children of imprisoned women.

Methodology

The data was collected from the primary research. For the purpose of the research questionnaires have been distributed, interview has been conducted and survey has been done. The interviews were taken by the jail authorities and prisoners and the questionnaires were also distributed among them. The aim of this research was to comprehend the educational needs of the children imprisoned with their mothers in the Central Jail of Karachi. This study has also recommended concrete intervention and initiatives that can improve the availability of the educational facilities.

Data Collection

The study employed a descriptive and exploratory approach to comprehend the authenticity of the children of imprisoned women in the central jail of Karachi. For the combination of the qualitative methods observations and semi-structured interviews has been taken and for the purpose of the quantitative methods survey has been done and questionnaires were distributed. The survey has been done for five days and administered appropriately and the questionnaires contain easy questions in order to allow the jail authorities and imprisoned women to feel ease while filling the questionnaire.

Data Analysis

The data was analysed by implementing SPSS in order to get the accurate outcomes.

Research Ethics

Permission was taken before entering the Central Jail of Karachi and every person including women detainees and the jail authorities who were involved in this study for the purpose interview and survey were guaranteed that their identity will be confidential.

Limitations

Limitations comprised a strict schedule for the research completion an unexpected situation for instance delay in getting authorization for the visits.
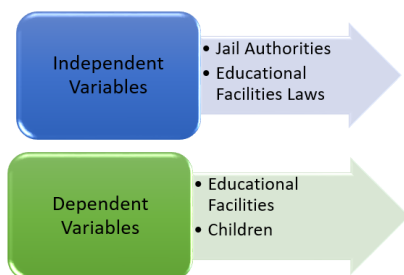
Theoretical Framework

Literature Review

In the recent past the development has led most of the people to violence, disparities. violence and chaos. Indifferent and unplanned chase of the growth have been reason for society disorder and chaos (Ali & Shah, 2011). According to Goshin, Byrne & Henninger, (2014), in the country much of the crime can be characterized to the problem raised by the execution of the development. As per, Arons, et. al, (2014), lack of advantages and benefits and chase of developed usually led to difference and resulting in the increasing rate of criminality.

Karachi Central Jail Authorities

Additionally, in spite of the assurance from the jail authorities, it was observed that in Central jail of Karachi there were not sufficient educational facilities available to the development and track growth of children of imprisoned women (Ali & Shah, 2011). According to Goshin, Byrne & Henninger, (2014), a child who grows in the most secure surrounding at his or her early age is likely to grow into an adult who is emotionally capable.

Educational Facilities Laws

According to Goshin, Byrne & Henninger, (2014), whilst, a child who is not getting this kind of environment which is secure at his or her early age of life would seem to become depressive, instable, thus via lessening their capability to tackle with the ups and downs of life consequently making them more susceptible to criminality. Since kids learn a lot from their observation, an environment of a prison has terrible impact on their socialization (Achakzai&Bukhari, 2012). So, it is important to comprehend that children of imprison women must get sufficient educational facilities.

Educational Facilities

Though, an overall observation of the Karachi central jail environment was that the authorities carried a quite friendly atmosphere and provide educational facilities to the children (Embassy, 2015). Hellerstedt, (2015), identified that jail authorities gave credit for proffering educational facilities to different NGOs and Early Learning Centre (ELC) which was inaugurated by Legal Aid Office (LAO). It is the project which is founded by the government of Pakistan and run under the supervision of the prisoners' welfare committee that has been since the year 2004 for the rights of prisoners.

Cohen, (2014), explored that ELC operates in a way which is similar to the Montessori system with the prospectus for the children. They have designed the whole prospectus separate from the other schools, bearing in mind the surrounding that these kids are in. ELC teachers trained the kids three to four days before to the commencement for a short performance which included learning poems (Achakzai, n. d).

Children

The initial experiences of a baby have a lifetime affects on their emotional and mental health. Also, some studies identified that more than 80 percent of long term prisoners have affections issues that develop from their childhood; this is now proof to recommend that one can forecast two thirds potential criminals by observing the behaviour at two years of age (Achakzai&Bukhari, 2012). As per, Arons, et. al, (2014), if someone wants to change their society for the country's betterment, they should emphasis on the important period between the beginning and the two years of age. Realities of children of imprisoned women have discussed the threats of prison environment on the children, it is very significant to emphasis on the most feasible ways to proffer these children a positive surrounding and educational facilities, therefore allowing them to stay optimistic and become creative, productive as well as Pakistan's law abiding citizens (Bhandari, 2015).

Availability of Educational Facilities provided to the Children of Imprisoned Women in Australian jail

Six states of Australia and two territories implement their own governmental structures in association to the disciplinary facilities that they control (Jiang &Winfree, 2006). Provision of education facilities is made in the legislation and policies of all six states of Australia for the education accommodation of the children of imprisoned women. The customary directions for corrections in the states of Australia that if educational facilities provision is made for the children to exist in along with their main custodian in jail, clear and well planned structured strategies and schemes must be created where the education of the children of imprisoned women are paramount (Murray, Farrington &Sekol, 2012).

Furthermore, ACT the Australian Capital Territory has explained procedures and rules associated to the children living in with the imprisoned mothers in the particular ACT prison (Bagnall, et. al, 2015). Cohen, (2014), explored that female prisoners who are the caretakers of the children and their education facilities are allowed to participate in the children educational provision programs.

Availability of Educational Facilities provided to the Children of Imprisoned Women in Indian jail

The research reported that children of women prisoner in Uttar Pradesh are deprived of fundamental minimum accommodation of educational facilities. Committee of Justice Lver investigated the conditions of educational facilities provided to the children of imprisoned women (Kouyoumdjian, et. al 2015). This committee examined that the children were cruelly placed in the jails in common except in some women central jails where the educational facilities was adequate. Though, there is scarcity of pragmatic data and literature on the issues of educational facilities provision to the children (Easteal, et. al, 2015).

The committee of Justice Lver stated that the facilities of education and re-education for the children were most abandoned aspect in the prison (Saxena, Messina &Grella, 2014). The facilities for vocational training, recreational facilities and the educational facilities for the children are very limited as well which is very alarming situation for the development of the country (Dawson, Jackson &Nyamathi, 2012).

In India women are participating in most of the political insulations, economic and a societal sphere has elevated to higher level (Shortt, et. al, 2014). So, due to this reason, the graph of women involvement in the criminal activities has been increased in the country. Now, the women are imprisoned in the jail in heavy amount. However, the amount of the women detainees is changing since mostly prisoners are under trial procedure.

Shlafer, et. al, (2013), stated that, though, the quantity of the children who are living with their imprisoned mothers is high in some Uttar Pradesh jails. Incarceration of the mother with their young children is an extremely difficult issue. These kids are enforced to spend their childhood with their mothers in jail with other female suspects and criminals as well in a badly unfavourable condition (Brown, 2014).

Percentage of the problems that are faced by children of imprisoned Women in Central Jail of Karachi

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	3.6	4.4	4.4
	2	92	41.4	51.1	55.6
	3	72	32.4	40.0	95.6
	4	4	1.8	2.2	97.8
	5	4	1.8	2.2	100.0
	Total	180	81.1	100.0	
Missing	System	42	18.9		
Total		222	100.0		

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.043	1	.043	.083	.773[a]
	Residual	92.757	178	.521		
	Total	92.800	179			

a. Predictors: (Constant), imprisoned women
b. Dependent Variable: education facilities

Results and Analysis

Statistics of the various types of problems and issues faced by imprisoned women's children

The value of regression is. 773[a] (which denotes that (the outcomes of the questionnaire was (negative and also identified that educational facilities in the Central Jail of Karachi needs appropriate monitoring and more investment for the fulfilment of educational goals and objectives.

Conclusion and Recommendations

This research has discussed the availability and the importance of educational facilities to the children of imprisoned women in Central Jail of Karachi and has identified that the government is working hard for the development of those children since 2004. It was also identified that the security condition within and around the Karachi Central Jail plays a vital role in determining smooth operations of proffering educational facilities to the children.

In addition, it is also identified that the authorities of Karachi central jail environment carried a quite friendly atmosphere and provide educational facilities to the children. Jail authorities gave credit for proffering educational facilities to different NGOs and Early Learning Centre (ELC) which was inaugurated by Legal Aid Office (LAO). It is the project which was founded by the government of Pakistan and run under the supervision of the prisoners' welfare committee that has been since the year 2004 for the rights of prisoners. Also, the school functions in association with the administration of the prison and Prison Inspector General, therefore if there is any issue related to the security they have a system where the management of school informed earlier. Due to this facility the schooling system is running smoothly.

Recommendations

Recommendations for the smooth availability of educational facilities to the children are as follows:

Accelerate the proposal of teachers in every female prison facilities.

Monetary provisions should be made for the stipulation of the education kits which includes books, uniforms and school bags for the children so as to imitate and endeavour the environment of the schools in the Karachi Central Jail.

Books must be incorporated in appropriately.

Establish library inside the jail so that future imprisoned women's children will be able to take advantage from the educations and books. Budget must be assigned on the regular basis.

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The Importance of Professional Training for Establishing Psychological Health Workers

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Abstract

Training is an important part of modern European healthcare services and is often cited as a way to improve care quality. Health workers constantly participate in training aimed at enhancing their professional, although often noted lack of training adapted to their specific needs. The purpose of this study was to identify the needs for vocational training that nursing Shkodra need to handle psychologically their patients where specifically the main goal is to recognize the level of practical skills adviser to the profession of a nurse, techniques, application of these skills in hospital settings. Results of the study reported that about 63.3% of subject report that they are trained on the techniques of psychological counseling, about 18.5% of the subjects are familiar with these training through scientific articles, about 41.1%, through announcements made by the Directorate of Public Health, 18.5%, via the internet, 16.1% are recognized through curricula, 5.6% through newspapers. And 87.4% of subjects were equipped with skills and techniques to handle the emotional state of patients or their families, while 12.6% report that these exercises are not equipped with these skills, as about 90.7% of the sample report that would have liked to be trained to enhance their professional skills in dealing with emotional concerns etc.

Keywords: Psychology, skills, training, professional development, communication, general practitioners, nurses

Introduction

There is a serious shortage of well-trained to employees of nursing, and this situation is creating severe difficulties in the delivery of high-quality psychological service. Techniques for psychologically-informed practice are diverse in themselves, and recommendations to improve care have included developing communication skills, cultural sensitivity and interpersonal interactions to name but a few. In addition to these abilities, the rapidly-expanding evidence base of diagnoses and their treatments creates a need to regularly update healthcare professionals' own psychological knowledge. 'Education, training, and development' are regularly acknowledged as the preferred way to enhance skill acquisition, and more frequently the only way to improve patient care in this context (Department of Health, 2013).

The need for training is a concept that is quoted in an ongoing but very rarely recommend how it should be. Numerous issues facing health workers especially nurses lead to the birth of the need for their participation in appropriate training that make them better able to handle situations of patients who go to great psychological burden.

The purpose of psychological professional development is to improve patient outcomes; therefore it is necessary to gain practical knowledge for the profession of nurses to affect patients effectively. However, there are relatively few studies that determine the effective training of personnel psychological health.

During the past decades, advanced practice nurse roles have been successfully established (e.g., in the USA, Canada, Great Britain, Holland, in Zealand, and Australia). The advanced practice nurse role includes educational advancement, specialization, and role expansion (Harmic) and is shaped by country and context specific characteristics (Wong, 2008). Nurses who successfully train and practice their roles are constantly in a process of maturity enabling equipping them with skills in order to rate the patients' holistic. A recent Nordic study also revealed that top-level managers and politicians emphasize that the acute and complex needs of ill people will require nurses who possess an advanced competence, relative to both medical treatment and psychological nursing care (Finnbakk, Skovdahl, Fagerstrwm, 2012). After a brief description of the theoretical baths are needed to be presented and the objective of this study which was: identification of vocational training needs that nursin Shkodra can handle psychologically their patients where more specifically key goal was the knowledge level of practical skills to the profession of nurse counseling techniques, the application of these skills in hospital settings.

I. METHODOLOGY

Participants

Participated in this study, 201 nurses and nursing students of the city of Shkodra. The statistical data report that about 86.7% of participants in the study were female and 13.3% male. 97.7% are over age group 20-29 years. 11.6% were aged 30-39, 4.3% are aged 40- 49 years, 2.9% are 50 and older. About 51.6% have higher education, 31.9% have a master, and 2.2% have doctorate education level. About 60% of participants turns out to have 0-years of work, 8.1% appears to have 1-5 years of work, 9.3% appears to have 6-11 years of work, it appears that 12.8% work 12-17 years, and 5.8% it turns out to have more than 18 years of work.

Table 1. Socio-demographic characteristics of all study participants.

Demographic characteristics	Sex of respondent		
	Male (%)	Female (%)	Total
All respondents	33 (13,3)	159 (86.7)	201
Age			
21-31	12 (57.1)	118 (83.1)	
32-42	6 (28.6)	14 (9.9)	
43-53	3 (14.3)	4 (2.8)	
54-65	12 (51.6)	2 (1.4)	
Educational level	18 (31.9)	81 (50.9)	
Bachelor	3 (2.2)	60 (37.7)	
Msc		14 (8.8)	
Phd	3 (10)	100 (65.4)	
work experience	6 (20)	10 (6.5)	
0 years	12 (40)	9 (5.9)	
1-5	3 (10)	25 (16.3)	
6-11	6 (20)	9 (5.9)	
12-17			
More than 18			

Measures

It is used a questionnaire in this study: Clinical powers to nurses (NCCS) Nieminen and Fagerstrom 2005. Nurse Clinical Competence Scale Based on ICN: definition of Nurse Practitioners i.e.: the expert knowledge base, complex decision-making skills and clinical competencies for expanded practice example of items to be assessed: -I take responsibility for my own actions -I work independently -I am systematic in my way of working -I am self-critical about my way of working -I conduct physical assessment of the patient -I have independent responsibility for the examination, care and treatment of patients with complicated- and uncomplicated illness -I provide individual advice on health promotion and illness prevention to the patient, taking national recommendations into consideration -I take active responsibility for my own professional development.

Research question:

How is the level of competences to nurses to carry out psychological counseling to their patients?

Hypothesis:

The level of competence of exercising psychological consulting skills to nurses is high.

Data management and analysis

The analysis of this research was performed by statistical Package for Social Sciences (SPSS) version 21. Descriptive analysis as well as analytical Was employed to Determine psychological level vocational training which are equipped nursing students and nurses of the city of Shkodra. The results are presented in statistical way according to some demographic data.

Results

The statistical data about the training received during the last 3-5 years on techniques of psychological counseling to students and teachers report that 63.3% of subjects were trained on techniques of psychological counseling during the last 3-5 years, also around 36.7% they are not trained in the techniques of psychological counseling during the last 3-5 years.

Statistical data derived from descriptive analysis about the manner of obtaining information about the training techniques of psychological counseling report that 18.5% of the subjects are familiar with these training through scientific articles, about 41.1% through announcements made by the Department of Public Health, 18.5% via the internet, 16.1% are recognized learning through curricula, 5.6% are known through newspapers.

The results of the question: during training made part of the training has been a device with practical skills and techniques advised to treat emotional or psychological patients, their relatives, etc.? Reported that 87.4% of subjects were equipped with skills and techniques to handle the emotional state of patients or their families, while 12.6% report that these exercises are not equipped with these skills. Details about the need to have this category for obtaining training to support their professional practice primarily in the treatment of emotional distress report that 90.7% would be like to be trained to enhance their professional skills and 12.6% report that they would not They wish to train.

The results of the level of ability that these entities to advise patients about their concerns psychological and emotional results show that 65.7% of respondents think that they are able to advise psychologically their patients. 17.4% think that they are not able to handle psychologically patients about their concerns. Results arising in connection with counseling techniques that use respondents in their work with patients reporting that 4.9% interact with their patients, 24.3% report that they listen carefully to their patients about the concerns. 17.5% try to be empathetic, 3.9% report that they offer continuous support patients. 1.9% try to alleviate emotional symptoms. 8.7% strive to continuously encourage their patients. 20.4% encourage their patients to speak openly in about emotional concerns that they may have 2.9% report that they try to reduce the level of stress and anxiety in patients, 3.9% up trying to raise the morale of patients, 5.8% try to provide a better environment, comfort, try 3.9% increase the level of positive emotions of patients, 1.9% and to help their patients to remain calm. *(See table 2).*

Received training during the last 3-5 years of psychological counseling techniques.	Yes % 119 (63.3)	No % 69 (36.7)
Ways of getting information about the training techniques of psychological counseling	scientific articles Staff from DFS Website curriculum Newspaper	23 (18.5) 51 (41.1) 23 (18.5) 20 (16.1) 7 (5.6)
Asked during training, the training part was a device with practical skills and techniques to advise psychological or emotional treat patients, to their relatives, etc.?	Yes % 159 (87.4)	No % 23 (12.6)
You would like to have the opportunity to receive training, which focus specifically on increasing the skills to deal with emotional distress?	Yes % 165 (90.7)	No % 17 (9.3)
Do you think you are capable or prepared psychologically professionally to advice patients about their concerns?	Yes % 132 (65.7)	No % 35 (17.4)
What are the psychological techniques to use during your work with patients?	Conversation Patient listening carefully Being empathic Continued provision of support Emotional symptom relief Encourage continuous patient	5 (4.9) 25 (24.3) 18 (17.5) 4 (3.9) 2 (1.9) 9 (8.7)

	Promoting an open communication	21 (20.4)
	Stress reduction in anxiety symptoms.	3 (2.9)
		6 (5.8)
		4 (3.9)
		4 (3.9)
		2 (1.9)

Discussion

The Findings of the study equipped Was psychological counseling techniques. Information about the organization of such training is generally received more training that organizes the Regional Directorate of Public Health in Shkodra.

Nursing students and nurses of the city of Shkodra expressed the wish to participate in training that help enhance their professional skills especially in the training main objective is giving them the skills counseling, they also see themselves capable to treat patients using psychological counseling techniques.

In connection with the techniques that they use to treat their patients psychologically they report results used the some practical techniques which in some way may help their patients to be more calm their emotional. Results of the study generated a confirmation of the hypothesis report filed by the researcher. The data derived from this study are now declined with other studies that also suggest that students and employees of nursing participated in vocational training among other things, part of these trainings are very effective to improve the professional skills of employees health, and this effect increases when these skills to achieve desired results in patients.

In a study conducted by Hollimworth and Hawinks attended by 39 nurses results showed that nurses who had undergone intensive training to improve their skills consulting in the exercise of their profession, were found to be better able to handle their patients with psychological disorders. After the training there was a difference in understanding and providing psychological support. While the group of nurses who did not participate in this training were unable or unwilling to apply the skills of counseling care.

This highlights the need to address nurses' attitudes and beliefs that may interfere with psychological support for patients with various emotional difficulties (Hollimworth and Hawinks, 2002). Increased professional training tailored to the specific needs of professional nurses can positively influence the growth of professional skills of these employees. Results of the study provide a brief overview about the level of psychological counseling skills to benefit from various professional training to students and the city of Shkodra nurses.

Realizing the importance of this study was associated with the identification of needs for the implementation of professional training in accordance with the objectives of the work of these employees. Results of the study though, may be modest groundwork for a future work with the aim that can be expanded and the inclusion of a representative sample with.

The results can be generalized only to be included in the study sample, but can be reversed by researchers who want to submit similar data. It is important to get to know the limitations of this study.

- *First limitation associated with the selected method and questionnaire for this study*

- *Second limitation is related to the number of participants in the study which it can't be generalizing*

and in a group or similar populations.

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How the Al-Quds Bard MAT Program Changed Mathematics' Teachers in Their Classrooms

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Abstract

In this paper, we are going to analyse the situation in math classes in Nablus Directorate depending on reports written by their supervisor. Also we are looking at AQB courses in MAT (Master of Arts in Teaching) program for math teachers and supervisors, discussing the syllabus of these courses, in particular relating to a math supervisor. We will show how the courses met the needs of this supervisor in her work with teachers. We will concentrate on the effectiveness of using Action Research as an important strategy for MAT program in developing this supervisor's educational skills. In the third part we are going show how the assignments and the emphasis in the use of qualitative research, greatly affected the supervisor. We will also compare between teachers' work in their math classrooms before and after being in workshops organized by this supervisor who is now a graduate of the MAT program. Finally, the data was collected and analysed to describe how participation in the Al-Quds Bard MAT program changed this mathematics supervisor's workshops and how it greatly affected teachers' work in their classrooms.

Keywords: How the Al-Quds Bard MAT Program Changed Mathematics' Teachers in Their Classrooms

Introduction:

Who needs math? In an article published in the New York Times (2012)

The Author Prof. Andrew Hacker writes "It is not clear that the Math we learn in the classroom has any relation to quantitative reasoning we need on the Job". He adds: "There is no evidence that being able to prove "

$$(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$$

Leads for more credible political opinion or social analysis". He concludes

"making Mathematics mandatory prevent us from discovering and developing young talent. In the interest of maintaining rigor, we are depleting our pool of brainpower.". Most students agree with Prof. Hacker. They always ask questions like:

Why do we learn this stuff?

Do we really need it?

If this is the case, why do people like Prof. Peter Braun say: "Without Mathematics our civilization would collapse"? Regardless of the field of Study: Science, Medicine, Sociology, Law, Business…. Business students must take the GMAT. Medical Students must take the MCAT. Law Students must take the LSAT. All other students: Science, Sociology, History must take The GRE. Each of these test has a major section on Math. Do these students need Math? Or at least this kind of Math? A lawyer does not need to know how to how many diagonals in a 25 -sided convex polygon, but the thinking process that is involved is needed.

Why do students find it too difficult?

Failing Math at all levels affects retention more than any other academic factor

What is the Problem? Is it Math as a subject or the way we teach it?

Do we have this problem in Palestine and the Arab world or is only in the "other countries"?

Why Singapore?

In 1997 Goh Chok Tong, Singapore prime minister presented his initiative to revolutionize the Education in his country, he called his initiative. "School that think leads a nation that learn". One of his main items in the initiative was" to move education from one that focuses on rote memorization to one that concentrate on promoting thinking skills".

This can be done, by changing the classroom into environment that promote Critical Thinking. In the past, all philosophers were also great Mathematicians: Plato, Aristotle, and Socrates, Confucius this is because mathematics was used for critical thinking.

What teachers usually do in their classes?

Give formulas and ask the student to memorize them. Tell the students this the only way to solve this problem. Do not wait for more than a second for a student to answer a question. Concentrate on computation. Focus on the answers not the method. Ask questions that require straight solution. Repeat question in the exam that you solved in the classroom. Give the students number of questions and tell them the test will be from these questions. Do not allow students to challenge your way of solving problems. Tell the students that math is a subject everybody hates but they HAVE to learn. In some of the classes that I usually attend some students have right answers, but because they do not start from what the teacher thinks, many times the teacher refuses to listen to these answers.

What teachers need to do?

Teachers should encourage students to **be problem solvers**. Encourage the students to discover formulas that they need to solve the problem, find other solutions and compare them, analyse complex problems, increase their accuracy and skills, they should encourage students to create their own problems and suggest solutions.

Teachers themselves should listen to their students, know what they are thinking, I think they can motivate their students to participate in classes, encourage students to apply what they learned to real life problems, and help them learn to think deeply in their subject delivery, classroom discussions, assignments and tests.

So, if we do not use problem solving in classroom then our students WILL NOT. It is as simple as that.

In her book "MATHEMATICAL MINDSETS" Boaler takes about the difference between math and other subjects; she says it's not the nature of math; rather, it is due to some serious and widespread misconceptions about the subject: that math is a subject of rules and procedures, that being at math means being fast at math, that math is all about certainty and right and wrong answers, and that math is all about numbers. These misconceptions are held by teachers, students, and parents, and they are part of reason that traditional, fault, and ineffective teaching have been allowed to continue (P,31).

The problem:

It started when I joined the MAT program in Al-Quds University, I used to think that I was a good math teacher and I wanted to be a supervisor in order to support math teachers with my experience, but I realized that first I need to learn more and more. Teachers usually teach students math formulas and solve problems as examples, and students do the same, even if it's a good problem, they start to ask students questions that make it easier and easier; teachers always say "there is no time to wait for students' thinking, we need to finish the curriculum".
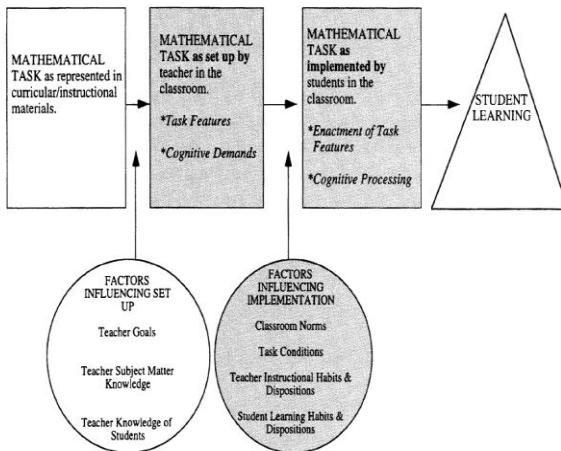
Figure 1. Relationship among various task-related variables and student learning. Shaded portions represent areas under investigation

"For example, Newman, Griffin, and Cole (1989) have provided extended ethnographic investigations surrounding the ways in which students' goal and their understanding of the objectives of the task can transform the task to the point that it is no longer the same as what was intended by the teacher at the outset. Teachers also can wittingly (or unwittingly) change the nature of tasks by stressing less- or more-challenging aspects of the tasks or by altering the resources available to students." (Stein, Grover & Henningsen, 1996, pp. 459-460)

Many teachers don't want to change their way, simply because this is easier for them and what they are used to. Also mathematics is a very complicated topic to be learned by students and most of the time their achievement is low in it. In fact, mathematics depends on analysing and understanding deeply the concepts which will finally help the students to solve problems. All these things make teaching and learning math difficult for both students and teachers. I think we need to change the culture in math classes.

In my visits. A math teacher was not able to engage 7th grade students in numbers class; he did all the work by himself in the class. Another teacher in 8th grade did not offer her students the chance to think about the questions that she asks in Algebra lesson, she answered them all.

What is needed for the 21st century?

To most people, mathematics means applying standard techniques to solve well defined problems with unique right answers. They have good reason to think that. Until the end of the 19th Century, that's exactly what it did mean! But with the rise of the modern science and technology era, the need for mathematics started to change. By and large, most people outside mathematics did not experience the change until the rapid growth of the digital age in the last twenty years. With cheap, ubiquitous computing devices that can do all of the procedural mathematics faster and more accurate than any human, no one who wants – or wants to keep – a good job can now ignore that shift from the old "application of known procedures" to new emphasis on creative problem solving.

When today's parents were going through the schools, the main focus in mathematics was on mastery of a collection of standard procedures for solving well defined problems that have unique right answers. If you did well at that, you were pretty well guaranteed a good job. Learning mathematics had been that way for several thousand years. Math textbooks were essentially recipe books. Now all those math recipes have been coded into devices, some of which we carry round in our pockets. Suddenly, in a single generation, mastery of the procedural math skills that had ruled supreme for three thousand years has become largely irrelevant. Students don't need to train themselves to do long computations, as was necessary when I was a child. No one calculates that way anymore! What they (we) need in today's world is a deeper understanding of how and why Hindu-Arabic arithmetic works. (Shapiro interviewing Devlin, 2014)

Studying at BARD

Nearly all of Palestinian universities offer Methods of Teaching in different disciplines (math, science, English….) among its undergraduate and graduate programs, but they all teach subject matter classes and educational classes separately, and educational classes are for all students together. In addition, universities in Palestine depend on exams in evaluating students for educational classes. The partnership of Al-Quds/BARD Universities offers a different program! I have finished my Master's degree from Al-Quds /BARD University in the summer of 2014 in MAT program in Mathematics.

During my two years as student in Al-Quds/BARD my teachers worked hard to change my (also my colleagues') methods of teaching besides the way that we think. We acquired knowledge, skills and critical thinking from the activities and the reading which we did. In addition, our self-confidence increased from doing presentations for the articles we read.

Also I learned the process of designing a unit plan correctly, from determining the goals for the whole unit, to the assessment tools and the activities needed to explain the concepts focusing on the role of students in the learning process. Previously I had planned lesson after lesson and not the whole unit one time. Besides that, I learned how to focus and organize my work on the three major components for teaching: objectives for student learning, what I want to teach; teaching/learning activities, how to teach and what is the best method to do so; and strategies to check student understanding, the assessment of students. (CRLT, 2016)

Using games in math lessons is something great that I have never imagined before. When we began using games, I found them suitable way of teaching math especially for students who like to play games while learning and they let all students participate and take a part in the class. In BARD we needed to apply what we were learning about these games; when we learn new game in the university we needed to transform this to our classes the next day, of course we needed to make our owns with same instructions but with different questions according to the class we teach and to the curriculum, the next lecture we had to write about that difference happened in the engagement of students to classes during these games. Along two years we –as students of such program- now can develop our strategies with different games that suites our students in math classes.

The MAT program of Bard/Al Quds focuses on action research. During the two years of study teachers (students in BARD) to do have the mini-project in the 1st year, and the CRP during the 2nd year; in these projects they start by reading many articles about math education and start to think of the best way to change in their work in classes that would help students to be better in their participation and learning. Doing projects encouraged me to continue my work with teachers to do math by using different strategies of critical thinking, open-ended tasks, and problem-solving. In addition to that, I studied the effect of using "a new strategy" on students' achievement, and make a comparison between the new strategy and the traditional ones, and how this affects both teachers and students.

What was different for me, is that as a supervisor I needed to think about ways to change my workshops with teachers; according to Dr Jeanne" my work is with teachers whom I need to support them through different workshops, so, they can be better with their students).

During my research, I learned about several math and educational sites: http://www. nctm. org/, http://ymath. haifa. ac. il/,http://nlvm. usu. edu/en/nav/vlibrary. html, http://www. atm. org. uk/, and http://www. eric. ed. gov/.

These websites offered a lot of help for me while I was writing my papers. I read a lot about different strategies in teaching mathematics. Summarizing articles and then writing reflections about them was very helpful for me in understanding the articles deeply and enabled me to think critically about the big ideas they wrote about. Reading these articles also provided me with new strategies for motivating students' thinking and understanding. In addition, it was truly different to assess students through open-ended tasks; it is very interesting to notice the development of students' thinking about different ideas of math through tasks, games, and open-ended questions. **Do we (as teachers) really need SPSS statistical program to know what is happening in our classes?** I don't think so; we need to concentrate more with our students, listen to their conversations during tasks, appreciate their mistakes, and give them the opportunity to talk, because when a student talks, it is a sign that he is thinking. This gives teachers a chance to know how their students start to think and gives them time to do the game by themselves before giving it to students in order to know how it works and how to deal with it.

I also learned how to evaluate my work every time I visit teachers in their classrooms by reflecting. In addition to that, I start to ask teachers to evaluate their work after every lesson, ask themselves about their performance in the class if they

focus on participation of all students, if they are happy or not. In fact, some teachers began to allow students to write about their feelings and what they've learned after doing an activity or a game.

I found that these courses and the action research projects I did have given me a deeper understanding of my own work as a supervisor. I became abler to describe if the lesson was successful or not according to the performance of the teacher in the class.

How I changed the workshops I give for teachers?

Learning how to do action research projects has provided me with different things that helped me to study the effects of applying new methods in teaching on teachers' and students' attitudes towards math.

As a supervisor, I was so much affected in managing my workshops with teachers; by looking for new ideas that can be linked to the students and their learning, taking care of the teachers' needs and thinking of the most suitable strategies which suites the students. In my work as a supervisor of math I'll never do workshops as I used to do, while working in my workshops with teachers I have completely changed my strategies in managing these workshops, we worked together as a team, I started to listen to their opinions (so, they will listen to their students), they can practice their thoughts and activities, they share their thoughts and experiences, they have the opportunity to choose suitable activities to do in their classes, I don't force them to use special ones. One teacher said" it was her first time that she goes back to her class with something new (which she didn't know about) and it is useful in the class". Many teachers asked me when there will be new workshops (in the same way).

In each activity I prepare for the workshops, I began to think in two things: strategy, and math concept, so, there were many new strategies (think-pair-share, games, open-questions, tasks....) each concerning of different concepts. By the end of the workshops each teacher has many different activities to transform to his class.

I learned how to start the class or a workshop with a short interesting activity for 3-5 minutes in order to motivate the students and prevent math anxiety. It is much better to start the lesson with a problem and to let students work than just to do some exercises. During the lesson teachers have to avoid lecturing for most of the time of the lesson. Then, they have to avoid asking questions that require memorization; they have to ask open-ended questions which have more than one answer and can be solved by different ways so as to know how they think and what they understand about math. Besides this, timing is very important in the class, as it gives students the opportunity to try to reach the solution

I used to focus on teachers' classroom discipline, but using new strategies helped teachers to have a good discipline and make learning more meaningful and interesting for all students. Still, teachers need to give the instructions for students orally not just to write them on the board. The discussion between teachers and supervisors makes big progress in the way they think and practice.

In addition, I want to work with teachers and think of how to let students be more confident, creative in their thinking and active, but the beginning will start from changing our teaching.

How my work changed my teachers?

During my visits to teachers many of them said that they will always look for learning new strategies in teaching. They asked me what unit we will do next workshops. One teacher talked about the level of achievement of her students and she said "always this unit comes in the time of exams (she was talking about Measurement for 7th grade), so the students became hard to be engaged and so their achievement in the midterm exam for this unit does not exceed 25%. But after working in new strategies after being with me in 5 workshops" the girls were so much engaged and with full attention, and also their achievement in the midterm for this year was 60% " she said.

Another teacher who's supposed to be a good teacher, she was with me in 3 workshops for using critical thinking in teaching Algebra for 6th grade students. Before the workshops she has to work so hard in the class to be sure that many of her students can understand the meaning of "variable", immediately after the workshops she teaches the unit using several strategies "turn-over game, developing patterns…), This year I visited her in 5th grade, she was able to develop her own game for her students to teach them fractions, and the students were setting together around her; it was a small workshop, not only a math class. After the class she said she was so much affected by the workshops and began to think of ways that makes her students more involving in classes.

All teachers that participated in the workshops were able to do activities that make the participation of their students much better in classes; they said "it took more time to prepare these activities, but surly it made classes much more active".

Other teachers now ask related questions including both closed and open-ended tasks, and they pay more attention to open-ended questions which can enhance and promote student's motivation and their understanding. Teachers' role has also changed from lecturing to facilitating for the learning process. They`ve now paid more attention to teaching for more understanding by giving students chances to discover through group work more than memorizing the algorithm needed for solving problems.

In my recent visit to teachers who were in my workshops, all the teachers believed in the importance of changing their ways of teaching; they were attracted to the new strategies I did in managing the workshops, and they liked these new strategies; they said this is their first time that they participate and share their thoughts with their supervisor, so, they were convinced to do this change. They started doing some activities in their classes and these were truly successful in these classes. All the teachers said were interested in using open-ended tasks in teaching several topics in the discipline (not only Algebra and Measurement).

Literature Review:

"What is mathematics, really?" this was a question for Boaler in her new book "Mathematical Mindsets". She adds that math is different because it is taught in ways that are not used by other subject teachers, it is taught as a performance subject but not by exploring or asking deep questions. (2015, p. 21)

Battista (2003, quoted in Maida and Maida, 2010, p. 292) also emphasizes that: "Students' construction … is facilitated, not by 'giving' them formulas, but by encouraging students to invent, reflect on, test, and discuss enumeration strategies in a spirit of inquiry and problem solving".

Carmody in her article wrote "Teachers know that students arrive in class with a wide range of insights and abilities; they also struggle differently and exhibit different needs. One method of incorporating this diversity is the development of open-ended mathematical projects, which offer the opportunity for differentiation and high levels of engagement that go beyond solving a set of pre-determined problems" (2010, P. 272). She also emphasizes elements crucial for developing an open-ended task:

10 Questions to Develop an Open-Ended Mathematical Project

With all these goals and components in mind, the OMPs begin to evolve. When

considering a new project, the following questions help to provide structure:

1. What topic is essential to the curriculum?

2. What are some meaningful and real-world applications of this topic?

3. What applications are appropriate for students of this age and level

of mastery?

4. How can I include mathematical computation, algebraic notation,

written expression, visual representation, peer collaboration, evaluation

of complexity, and opportunities for reflection and revision?

5. What choices can I offer in terms of content or product?

6. What resources do I need for the project? Am I ensuring that all students

have equal opportunities for success in terms of required resources?

7. What amount of time will students need to produce quality work?

8. How can I structure a timeline that allows for creativity and rigor?

9. Are adequate opportunities given for differentiation to accommodate

various student needs?

10. Does this project encourage a deeper understanding of mathematics than

students would otherwise have? (Carmody, 2010, p. 274)

Conclusions and Recommendations

I have worked as a supervisor of math in Nablus Directorate of Education since the year 2008. I have worked as a math teacher in Public High Schools for 13 years. As a supervisor, I was so much affected in managing my workshops with teachers; by looking for new ideas that can be linked to the students and their learning, taking care of the teachers' needs and thinking of the most suitable strategies which suites the students.

I always know that our students have many difficulties with math and always try to find solutions, some of them have succeeded and the others haven't. Now I have learned many things that are helpful for students in the classroom, as these can motivate and force them to be engaged in the lesson with fun and interest.

Using several strategies for solving problems in teaching math is very interesting and important; it really motivates students and affects teachers' performance: teachers that participated in my workshops worked hard to avoid lectures and show a big concern of their students' conceptual thinking. Now they are able to use many activities that we did in workshops.

Overall, teachers had much ability to use problem-solving activities such as open-ended tasks and questions in their classes. Students were able to ask and answer why questions, to work together and judge their thinking in different ways.

It would be very interesting to prepare workshops as a partnership between MAT program and the Ministry of Education for teachers; both sides can understand more the others' thoughts about education.

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