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Gender and Its Representation in Contemporary Arts

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Abstract

The concept of gender is an important issue that has been over-emphasized in recent years with an increasing rate of violence against human beings, is perhaps an important issue that needs to be addressed much more. The similarity of the terms, gender and sex, suggests that these two concepts are the same. The elimination of this mistake and the transformation of the position into a conscious awareness are carried out with the awareness of social responsibility with contributions in different disciplines. At this point, an evaluation can be made on art and the social function of art can be mentioned because the art is an important way of communicating collective messages through the artists by their works. In the 20th century, and especially since the second half of the century, the content of art is as important as the aesthetic appreciation and this point can be seen at the art practices which multidisciplinary approaches get to the forefront. In this paper, the way of expression of the concept of gender in contemporary art has been researched through the social function of art. The methods of this work depend on literature and artwork sample researches. And the concept of gender has been primarily addressed. This concept has been studied in terms of art works, disciplines, forms of expression, and works of artists who find meaning and overlap. And the results show that the concept of gender has found its place in contemporary arts.

Keywords: Gender, Contemporary Arts, Relation, Art, Artists

Introduction

Society is a regular combination of self-constituting parts and human is the most important part of this circle. Depending on this point sex takes a big role because of the human biological structure. Modernity in the society provides to query the relationship between sex and society in the content of roles mean gender. So, gender which is the review area of social sciences and sciences such as psychology, sociology, anthropology and biology, is an actual subject of our century.

The semantic and phonetic similarities of the terms male-female and feminine-masculine are dissociated from these similarities in the biological dimension and the social dimension. The concept of gender which is formed within the framework of the difference of these dimensions and which is theoretically expressed first with Freud and psychoanalytic approach has many explanations. There are those who advocate that biologically based differences need to be expressed in terms of sex, sociocultural based differences should be expressed in gender, as well as in the case of differences between men and women (Dökmen, 2016:18). In general frame; the biological aspect of being a woman or a man corresponds to sex, whereas the understanding and expectation of society and culture related to the biological structure of the individual corresponds to the gender. Although scientific investigations have already dealt with this issue in the 1970s, the time it began to focus more on it was after the 90s.

Ann Oakley introduced the concept of gender into sociology with her book *Sex, Gender and Society*, published in 1972 (Pilcher and Whelehan, 2004: 56). At the same time stated that Oakley said "gender is a cultural issue. It marks the social classification of men and women as masculine and feminine" (Bhasin, 2003: 2).

Historically, sociological and psychological studies and researches on the subject have also revealed other sub-concepts and theories such as sex-typing, gender differences, gender discrimination, gender identity, gender roles/social role theory and gender stereotypes associated with the concept of gender. And also all these sub-concepts one by one have become the subject of other disciplines besides sociology additionally to general term of gender.

The multi-disciplined area of our time provides the connections between all disciplines. In this atmosphere different fields can get into relations with each other. Also an art is in the relation with other disciplines not only in forms but also with its conceptual contents because an art is the part of human, environment, society and life. So the term of gender also takes in place in art especially in the contemporary arts.

According to this point the meaning of gender in contemporary arts has been studied in this article. Firstly, the existence of the concept of gender in the art history has been examined. At the second heading of the study, the works in which the concept of gender has been expressed as the subject matter and the works of art in which gender inquiries have been investigated.

Gender in Art History

This part can be examined under gender difference, gender discrimination and gender role which are the sub-titles of gender and depend on sex differences.

Gender differences mean feminine and masculine those social roles differences between men and women. Being man or woman is biological structure but femininity and masculinity are sociological statuses. While the male-female difference is largely characterized as universal, the distinction between femininity and masculinity is culturally determined and highly variable. Biological differences are combined with culturally accepted gender differences, and the prevailing values in the socialization process shape the sexes at the point of femininity and masculinity (Bilton and others, 1983:148). And also this social structure is combined with the gender roles given to the person according to his/her sex. To put it simply; woman should care of her house and man should get money for his family. Girls should be stay at home with her mother and learn how to cook and boys should go outside with his father and learn how to get money. Occupations are separated by sex in social structure. Gender differences stem from the different roles that women and men learn to play or have to play in various organizational structures. And all these situations can be seen also in art history in the frame of woman's presence in the art environment.

The investigations on art history show that because of the prevailing values and also because of the cultural and social structure, the women artists mostly have been devalued in art history¹. It is seen that most of the studies on this subject have been directed to the situation by interrogating the artistic activities of women who have not been evaluated in the past or have not been evaluated enough in the history, and by extracting the usual misconceptions and evaluations (Tufts 1974, Sutherland and Nochin 1976, Petersen, Karen and Vilson 1976, Bachmann and Piland, 1978, Sherman 1981).

If this issue is tried to be explained by the numbers, the following examples can be given and the situation of female artists is clearly understood. All of the artists mentioned in the book *The History of Art* (E.H.Gombrich, 1984), are male. In Francis Claudon's (1988) "Encyclopedia of Romantic Art", all of the 64 mentioned artists are male, too. In Jean Causso's (1987), "Encyclopedia of Symbolism", the female artist rate is 5%. In Maurice Serullaz's (1983) "Impressionism Art Encyclopedia", the rate of female artists mentioned only reaches 5%. In Lionel Richard's (1991) *The Encyclopedia of Expressionism Art* the percentage of female artists is 6%, in Reni Passerou's (1982) *Surrealism Art Encyclopedia* the percentage of female artists is % 8. In Nibert Lynton's (1982) work called *The Story of Modern Art*, all of the artists who are considered to be pioneers, big stars, or stamps of revolution are all male. In the seventh volume of "The book of Art" published in 1985 which reserved for impressionists and post impressionists, only one female artist is mentioned: Marry Cassalt (1844-1926). Even more interesting, the 8th of the same publication is devoted to Modern Art and there is no single female artist (Ulusoy, 1999).

In fact there are so many women artist during the history of art. This is known by the book called "Le Vite Più Eccellenti dei Pittori, Scultori e Architettori" which was published in 1568 by Vassari. It is one of the rare studies that are prepared to deal with the artists of the period in terms of art history. In the first publication of this book in 1550 there were no women artists. But at the second edition of the book (1568), thirteen female artists were featured. Due to this book by Vassari, women artists who lived in the Renaissance period and were accepted for the first time by the society have become able to recognize (Sankir, 2010).

¹ About this, you can watch the video by Professor Amanda Vickery who journeys from Renaissance Italy to the Dutch Republic and discovers a hidden world of female artistry: *The Story of Women and Art 1 -2-3*.
https://www.youtube.com/watch?v=SCKab-v_o3k

We learn the information from this book that Marietta Robusti, who has been named among the artists of his time, is a woman and despite all the negativity of social construction, continues his artistic work and even receives orders from the Spanish palace (Grosenick, 2005: 11).



The other female artist mentioned in that book is Artemisia Gentileschi who was artist Orazio's daughter and studied art at his father's atelier, had trouble history about her life. She was raped by Agostino Tassi, who was held to give perspective lessons by Orazio. This incident has been accused by the court with laxity, and even the size of the harassment has been further enlarged by performing vigilance control in the courtroom. It can be thought that Gentileschi punished the masculine world which she could not punish in real life, by her art as seen in picture 1. (Lapierre, 1998:121, Grosenick, 2005: 11).

Picture 1. Artemisia Gentileschi, Judith and Holofernes, 1620-21, oil on canvas, 162.5 x 199 cm, Uffizi Gallery, Florence

<https://ka-perseus-images.s3.amazonaws.com/c7c9e80c309a6e17daebdf461c4374ec3ee0aa20.jpg> (20.08.2017)

But until the 1970s, Vassari's effort did not create a chain reaction. In the 1970s, gender-based inquiries peaked and the reasons why women were not involved in the art world were searched. The most important of these researches is the article by Linda Nochlin, published in 1971, "Why is not there a great female artist?" But as seen the number and percent given above, there were no enough interest about women artists and the male-dominated hegemony was still going on even during that times.

At this point some questions can be asked: Where are women artist in any social position or situation? Are women not really active enough in the field of arts? Or maybe this can be explained the word 'Patriarch'. This concept refers to the hierarchy of social relations and the institutions in which men can repress women. The masculine value system dominates art and art history. As in art history, male viewpoint is dominant in science as a whole. So the existence of women, their experiences and the roles they play are either incoherent or misinterpreted (Sherman 1978, Kraus 1967, Kampen 1976, Scully 1969.). Plastic Arts has been seen as a 'proper activity' area suitable for men as it is in many professions. Therefore, for many years, women have been excluded from plastic arts (Ulusoy, 1999). This can be explained with gender role which is a group of sex-related anticipations that the community defines and expects the fulfillment from the individual (Dökmen, 2016:29).

The other point about gender and gender discrimination in art is about the representation of woman that sexual identities or roles attributed to them, in art works. During medieval period and new age generally two main prototypes of the theme were created over women: first the seductive and fallen woman and the second angel mother and spouse with naive, weak image iconographies. The history of 'Samson and Delilah' is an iconographies theme, which was about seductive woman and man who needs to protect himself from her, in painting art as it seen in Ruben's painting at picture 2.



Picture 2. Rubens, 'Samson and Delilah' about 1609-10, oil on canvas, 185 x 205 cm, The National Gallery.
<https://www.nationalgallery.org.uk/paintings/peter-paul-rubens-samson-and-delilah> (21.8.2017)

When examining the history of painting art, especially in the 16th and 17th century at Northern art, 'Seducer-provocative' woman who carries a sexual proposition is commonly applied at paintings. But on the other hand, paintings during those times reflected a woman as passive, naive, and powerless person in social sense instead of provocative woman representation. As an example Judith Leyster's (1609-1660) who is not very well known female artist, painting which is representing sewing woman, can be given about this point (Picture 3). This theme by Leyster is not the only example of the period. But it had stand against the traditional Dutch artistic theme about prostitution. This art of work is important because it is as one of the first efforts to be regarded as a hoax (Hofrichter 1982: 173-182).



Picture 3. Judith Leyster, 'Woman Sewing by Candlelight', 1633, oil on canvas, 28 cm. <https://www.pubhist.com/w22161> (21.08.2017)

Representation of Gender in Contemporary Arts

At the 19th century before the appearance of avant-garde, subjects and genres that determine the art such as historical, mythological, religious themes or portrait, still life and landscape, were dependence of traditions rooted in the taste of powerful individuals and power institutions. But at the beginning of the 20th century, avant-garde movement countered this by using non-traditional ways in art or by removing subject matter totally. Towards the mid-20th century, it became impossible to classify art in terms of genre or subject. And this atmosphere opened the way for contemporary art.

Contemporary art generally includes the art works from 1970 until today. But it means not only the art works which were dated in past but also means the unusual art works in appearance, production and ideas. It began to deal with sociopolitical, economic, moral and cultural issues in instead of traditional themes. And most of contemporary artists care about the idea and philosophy on their works not cares how the art work looks. Of course the art has always been interested in social themes but with contemporary art this relevance has been more than ever before. These points also can be explained in other way with Kagan's explanations: "The ability of the art to undergo changes can make it possible for a great variety of different art forms to exist" (Kagan, 2008: 275). And also Kagan says that the art has functions such as illuminating and constructive function, educational function and cultural function (Kagan, 2008: 441-451). So the themes of art are in connection with people and society directly or indirectly.

So art works from 1970s until today has been taken into consideration in the context of the title in this chapter. And the representation of gender in contemporary arts has been examined in different sub-lines according to the sub-titles of the term of gender.

Gender discrimination can be considered as the first gender issue and the representation of body in art can be examined under this point because of its relationship with being woman or man. Woman was one of the main subject matter of art in the past and it was mostly represented by nude figures. And the most popular discourse belongs to Berger about the term nude. In his book 'Ways of Seeing' in 1972 he said that being naked is to be yourself. But being nude is to be seen naked by others. And it must be seen as an object to be the nude of the naked body. Naked body reveals itself as it is, but nudity is displayed to be watched (Berger, 2008: 54). If we look at the art history we can see many artworks about nude, according to the Berger 'woman as an object'. So this point can be explained with the term gender discrimination over the woman body. Because in those art works we cannot see 'man as an object'. But in the frame of modern art we can see some differences about the representation of woman body in art. For example, 'Olympia' by Edouard Manet in 1863 which Manet

based the composition of this painting on The Venus of Urbino, by Titan (Picture 4), may be the first protest about nudity. This work is also nude artwork but at the underlines it carries different messages. As Berger said "if we compare Manet's Olympia with Titan's, we see the woman opposes her place where she was sited the traditionally, with a certain uprising" (Berger, 2008: 63). The position of her head shows that as seen at picture 5.



Picture 4 (left). Venus of Urbino, Titan, 1538 <http://www.uffizi.org/img/artworks/tiziano-venere-urbino.jpg> (30.08.2017)

Picture 5 (right). Olympia by Edouard Manet, 1863. <https://www.mtholyoke.edu/courses/rschwart/hist255-s01/courtesans/olympia.jpg> (30.08.2017)

Also in the frame of modern art Tamara De Lempicka's art is important because of the representation of modern woman. Especially Tamara's iconic painting 'Self-Portrait in the Green Bugatti' in 1929 which represents woman who is equal to a man in a social context and who is strong and free. This painting also had come to the agenda during 1970s with feminism. And in 1989 with 'Guerrilla Girls' the big reaction about representation of woman in art over body started distinctly and it was quite a sound. That poster criticized the representation of woman in art with this slogan 'Do women have to be naked to get into the Met. Museum?' (Picture 6). This work criticized the gender discrimination in two ways: first is about the number of woman artist and the second is about the naked figures of woman. Since their inception in 1984 the Guerrilla Girls have been working to expose sexual and racial discrimination in the art world, particularly in New York, and in the wider cultural arena. The group's members protect their identities by wearing gorilla masks in public and by assuming pseudonyms taken from such deceased famous female figures as the writer Gertrude Stein (1874-1946) and the artist Frida Kahlo (1907-54). The Guerrilla Girls wanted to change some points around the art environment such as; biology is fate (which belongs to Freud), there is no great woman artist, emotional and intuitive is a man, at Palladium only men's work can be exhibited, when they were invited to the Palladium to organize an exhibition by feminist art critic Lucy Lippard (Wither, 1988: 286).

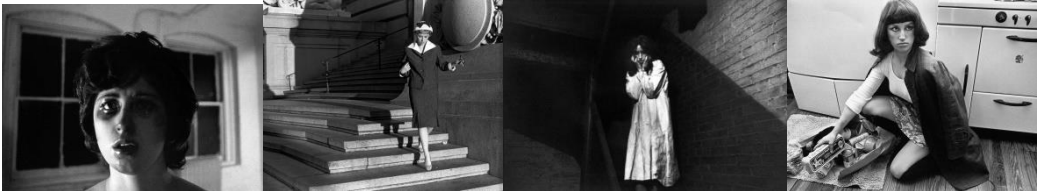


Picture 6. http://www.tate.org.uk/art/images/work/P/P78/P78793_10.jpg (1.9.2017)

Another graphical expression about the gender roles is belongs to Barbara Kruger. Gender roles mean that is a group of gender-related anticipations that the community has defined and expects the individuals to fulfill (Dökmen, 2009:29). In her work named 'We don't need another hero' (1986) a girl admired and leaned to a small boy who had a weak. And this work queries the implicit gender roles of image in the context of structuring of cultural representations (Whitham and Pooke, 2013:210) because the society mostly gives gender roles to the children during their childhoods and these roles mostly gives the power to the boys.

Cindy Sherman also criticized the statue, roles and representation of woman through her artworks. At the end of the 1970s, Cindy Sherman exhibited series of small, 8 "x 10" cm photos named 'Untitled Film Stills' in New York, Artists Space. In that series, she was changing from one scene to another without being recognized by changing her makeup, hair style like a chameleon (Picture 7).

Cindy Sherman's *Untitled Film Stills* is a suite of 70 black-and-white photographs made over the course of three years in which the artist posed in the guises of various generic female film characters, among them, ingénue, working girl, vamp, and lonely housewife. Staged to resemble scenes from 1950s and 60s Hollywood, film noir, B movies, and European art-house films, the printed images mimic in format, scale, and quality the often-staged "stills" used to promote films. By photographing herself in such roles, Sherman inserts herself into a dialogue about stereotypical portrayals of women. And each photo frame looked as portrayed scenes of Hollywood melodramas. And the real woman hid herself behind the scenes and could not be caught. At this photos Sherman not only criticizes the forces that direct women to behave in a way that has received public approval but also tries to reverse the gaze of the man who watches the woman as an object (Freeland, 2001:136-138).



Picture 7. Cindy Sherman's iconic stills <http://d3ao8sz5cjr5i0.cloudfront.net/01-cindy-sherman.jpg> (1.9.2017)

Sherman's philosophy in this artwork series also can be supported with Mulvey's explanation that in films is a structure which functions on an axis of passive/active with the man always on the active gazing side and the woman on the passive "to-be-looked-at-ness" side. This is done in two completing manners, with both the male figure within the diegesis and the camera looking at the woman and directing the viewer's objectifying gaze. In plain words, the woman in films is meant to be looked at (Mulvey, 2003).

The body is one of the most important points about gender in art. And also the criticism about the representation of woman has quite changed in contemporary arts especially with the changing atmosphere of art with new art types such as performance art which depends on human body.

Violence against women was also represented by performance art in the frame of gender theme. For example Japanese and American artist Yoko Ono who was John Lennon's wife, debuted 'Cut Piece' in Kyoto, in 1964 (Picture 8) and has since reprised it in Tokyo, New York, London, and, most recently, Paris in 2003. The artist sat alone on a stage, dressed in her best suit, with a pair of scissors in front of her. The audience had been instructed that they could take turns approaching her and use the scissors to cut off a small piece of her clothing, which was theirs to keep. Some people approached hesitantly, cutting a small square of fabric from her sleeve or the hem of her skirt. Others came boldly, snipping away the front of her blouse or the straps of her bra. Ono remained motionless and expressionless throughout, until, at her discretion, the performance ended. In reflecting upon the experience recently, the artist said: "When I do the Cut Piece, I get into a trance, and so I don't feel too frightened....We usually give something with a purpose...but I wanted to see what they would take...."¹

Also Gina Pane (1939-1990) who is a French artist of Italian origins working in installation and performance. Gina Pane is best known as one of the few female body artists of the 1970s to use her body in her work in extreme ways, including self-inflicted injuries. In the tape *Psyche* in 1974 (in some texts it is referred to as *Psyché*), Pane is inspecting herself in a large mirror (a *psyché*), and is using make-up to draw an image of her face on that mirror. With a razor blade, she cuts herself just below her eyebrows. Then she goes and stands against a grid, holding a bunch of downy feathers in her hands. With the razor blade, she cuts across in the skin around her navel. Between these acts of self-mutilation, she plays with tennis balls, licks her breasts and caresses her body with the feathers. However, these moments never last long. Ritual torture always plays the lead in this ceremony of cleansing. In *Psyche*, the artist proves herself to be as vulnerable as the mythological King's daughter with her butterfly wings.

Another important female artist is Marina Abramović who performed her art *Rhythm 0* in 1974. The artist allowed the viewers for intervening with some tools to her during the performance. And also some of the tools were cutting tools. The work was remade for exhibition purposes in 2009 as part of the Abramović's retrospective exhibition at the Museum of Modern Art,

¹ Yoko Ono quoted in MoMA Audio+ Guide, <https://www.moma.org/explore/multimedia/audios/406/7254>.

New York. In these performances, the violence that women apply to their bodies is the metaphor of social pressure and violence that women are exposed to (Antmen, 2014:177). And Suzi Gablik who is an art theorist, argues that the performers who uses violence and self-injurious during their performance with high-risk dimension have mirrored the general insensitivity of the social structure (Gablik, 1984:48).



Picture 8. Cut Piece, Yoko Ono, <http://www.artversed.com/wp-content/uploads/2016/03/Yoko-Ono-Cut-Piece-1965..jpg> (1.9.2017)

In other representation of woman in the context of gender can be seen at Shirin Neshat's work called 'Rebellious Silence' which depends on photograph and video art (Picture 9). In the series "Women of Allah" (1993-1997) the contrast between the calligraphic text on women's bodies and the prohibition on speech is often suggested by titles. In "Speechless" the barrel of a gun peeps out from between a head-cloth and a woman's beautiful face laced with calligraphy, and in "Rebellious Silence" the cold steel of a weapon parts a woman's face and dark body into light and shade. The clothing and weapons suggest both women's defense of Allah in the revolution, and their defense of privacy and chastity in daily life. In these images there is a clear but ambiguous contrast between defense and attack, secrecy and exposure, eroticism and aggression. The range of imagery is kept within the cultural, religious and social codices of Islamic society, so Shirin Neshat is entitled to claim to have opened "a pictorial discourse between feminism and contemporary Islam", though "not as an expert" but as a images "passionate researcher" (Müller,2003).



Picture 9. Rebellious Silence, Shirin Neshat,

<https://kaperseusimages.s3.amazonaws.com/106da1496a448c8b8563ff5d9a26eb419eb1e3d0.jpg> (1. 7. 2017)

In the frame of gender another sub-line is stereotypes. A stereotype is "...a fixed, over generalized belief about a particular group or class of people" (Cardwell, 1996). Researchers have found that stereotypes exist of different races, cultures or ethnic groups and cannot change immediately or easily. And gender stereotypes also depend on social factors and cultural environment. The society has some rules about how man should be look or how woman must behave as woman. This point also has been voiced by the artist in contemporary art because contemporary art provides a favorable environment for gender inquiries. Of course the samples have given above also reflect stereotypes, too. But another side of gender which generally depends on sexual identity is mostly finding its place in contemporary art in the frame of stereotypes. With new approaches and new ideas of artist stereotypes have been started to collapse especially with queers. But Foucault's work has a strong influence on any postmodernist criticism and also in the activity of activist artists.

About queer Abrams says (1999: 255) "A central text is the first volume of Michel Foucault's *History of Sexuality* (1976), which claims that, while there had long been a social category of sodomy as a transgressive human act, the "homosexual," as a special type of human subject or identity, was a construction of the medical and legal discourse of the latter nineteenth century. In a further development of constructionist theory, Judith Butler, in *Gender Trouble: Feminism and the Subversion of Identity* (1990), described the categories of gender and of sexuality as performative, in the sense that the features which a cultural discourse institutes as masculine or feminine, heterosexual or homosexual, it also makes happen, by establishing an identity that the socialized individual assimilates and the patterns of behavior that he or she enacts".

Butler argues that we all put on a gender performance, whether traditional or not, anyway, and so it is not a question of whether to do a gender performance, but what form that performance will take. By choosing to be different about it, we might work to change gender norms and the binary understanding of masculinity and femininity. This idea of identity as free-floating, as not connected to an 'essence', but instead a performance, is one of the key ideas in queer theory (Gauntlett, 1998).

If we look at artworks in contemporary arts we can see many examples in these frames. And the collapse of stereotypes in art can be explained with Derrida's theory; Deconstructionism (or sometimes just Deconstruction) which is initiated by Jacques Derrida in the 1960s. It is a theory of literary criticism that questions traditional assumptions about certainty, identity, and truth; asserts that words can only refer to other words; and attempts to demonstrate how statements about any text subvert their own meanings. Also in Derrida's the postmodern theory of identity and subject that can no longer be mentioned a fixed feature, "It may be possible to discredit the masculine and feminine antagonisms of the gender in the postmodern era and thus to remove the hierarchies and the alienation from the scene" (Esayan, 2002).

For example the photographer Diane Arbus has photographed the daily life scenes of prostitutes, transvestites, mentally retarded subjects, and other alienated identities, usually left out of social life in America. This photograph (Picture 10) reflects Arbus's interest in gender and identity. This young man, photographed by Diane Arbus, looks at the objectives with a feminine expression with the curlers, the removed eyebrows and the painted fingernails, while the other side still preserves the appearance of masculine. This portrait can be explained with deconstruction of gender and identity because of unusual look for a man. This young man trapped between what societies expects from his body and what his body wants to present. By this scene society can be sent to rethink about different identities and also all known truths can be rethought.



Picture 10. A young man in curlers at home on West 20th Street, N.Y.C. , Diane Arbus, 1966 <http://ilovetalent.net/post/53507051465/this-friday-we-have-decided-to-look-into-the-work> (1.7.2017)

Olympia' by Edouard Manet in 1863 which Manet based the composition of this painting on *The Venus of Urbino*, by Titian, is reinterpreted by Yasumasa Morimura in 1988 (Picture 11) in the frame of contemporary art and also in the basis of Deconstructionism. Gender identity is important theme of *Portrait (Futago)*. In western painting, female nude is a traditional genre. It was a master genre of the official French salons of the nineteenth century. When we look at the artwork we can notice the sexual identity of the object in the composition has changed. He presented the male body as a feminine indicator on a cover made of Japanese motifs. a male body which is with heeled slippers, hair, make-up and other accessories, is looking at the viewers with passive posture and inviting look. In this work, Morimura reverses codes known in both cultural and gender contexts. And his work leads to the reflection of the Japanese artists' role under the western influence and the gender identity. Despite their hair and muscular structure, the stretched naked body has accepted that it is feminine with a known Venus posing, and has embraced an inviting female posing as it was in Manet's *Olympia*. Manet deconstructed the classic Venus interpretation with *Olympia* in 1863 and Morimura after a hundred years passed, reinterpreted by adding the perception of homosexuality. This situation takes the viewer back to the Renaissance period and moves all the images and

indications of the body in the subconscious. "The placement of Morimura as a woman destabilizes the notion of fixed, binary gender roles of male and female that is prevalent in existing culture, and instead constructs a new, more elastic gender identity, where stereotypes of male and female are subverted "(Roca, 2006). Morimura's artwork also can be explained with Barthes's theory that is the most eloquent theorist of intertextuality and always attacked the notions of stable meaning and unquestionable truth. Barthes says that all works of art are created by consciousness and unconscious references with other artworks in Intertextuality theory (Whitham and Pooke, 2013:82). According to this approach Morimura's Futago has been created consciousness to other Venus' for drawing attention to the gender issue.

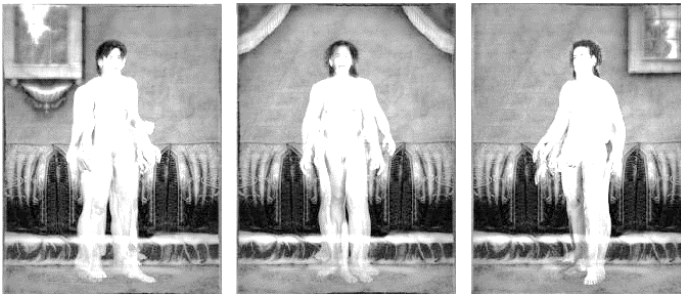


Picture 11. Portrait (Futago), Yasumasa Morimura, 1988. <http://ge1110-contemporary.blogspot.com.tr/2013/03/yasumasa-morimura-portrait-futago-1988.html> (2.9.2017)

Within each person, masculine and feminine features are found in different quantities. The masculine and feminine qualities within the bodies are transforming in the process according to Lacan and Deleuze. This transformation is reflected from outside the body as images and emotional behaviors. These reflections are mostly in the fight against heterosexual oppression, divided into two categories as gender categories, male and female. While sexual identity is simply divided into masculine and feminine according to the heterosexual cultural system, it comes in divisible in Lacan's subliminal theory. If the ban imposed within the social system creates division by Lacan's expression, the inner bisexuality that resists this division in the spiritual arena (Butler, 2012: 81-118). Deleuze who is a key figure in postmodern French philosophy, allows us to rethink the gender issue, similar to Lacan and Derrida's approach. According to Deleuze's theory, the body is a constant, constantly changing entity that is affected by society and affects society. Sometimes it can melt or glorify certain properties in itself (Işık, 1998: 117). According to Braidotti, who embraced the Deleuze philosophy, it should be the basis on which the individual wants to be rather than what is expected. These theories about how sexual identity can be transformed in a process can be visualized in the works of Teiji Furuhashi and Ahmet Elhan.

'Lovers' is a room-size installation by Furuhashi, a young artist from Kyoto. Full-scale images of five members of the Japanese performance collective Dumb Type (including the artist himself) fills four walls of a dark room. Motion detectors trigger some of the nude dancers' movements: strutting, running, embracing, separating, and posing with arms outstretched. Their bodies are at once wraiths, made insubstantial by technology, and corporeal, aching with feeling. Through his messages, Furuhashi is generally opposed to gender oppression and obligatory heterosexuality. Furuhashi died of complications from AIDS like Foucault's death from AIDS in 1984, shortly after "Lovers" debuted. He was thirty-five. This restoration is a landmark in the history of new-media art, and an epitaph for an artist who died far too young.

Ahmet Elhan brings different cultures and gender identities with nude bodies as a sculpture which is a universal symbol of antiquity heritage. Elhan puts bodies with different sexual identities on top of each other and intervenes, takes the transformation of the process individual into himself in his exhibition called 'Ink/composed' (Antmen, 2014: 70-71). Ahmet Elhan explores the boundaries of photography through experiments and studies the human body and plays with gender in his works of art. In his exhibition, Ink, Elhan carries the temporal wholeness, which he had previously created in the space axis, with the heterosexual hermaphrodite figurines. While the works at the exhibition are posing over the female and masculine body, they are investigating the new questions about movement and stability (Picture 12).

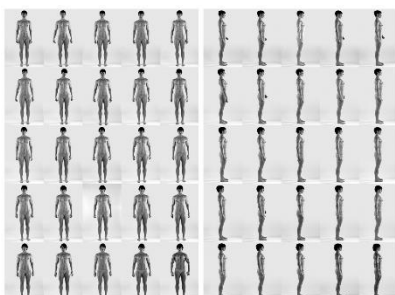


Picture 12. "Mürekkep I" Ahmet Elhan, 2013. <http://zilbermangallery.com/murekkep-e116-tr.htm> (2.9.2017)

There are also transgender artists who are changing the landscape of contemporary art. Transgender is a term that includes the many ways that people's gender identities can be different from the sex they were assigned at birth. There are a lot of different terms transgender people use to describe themselves. For example, sometimes the word transgender is shortened to just trans, trans, or trans male/trans female (Dökmen, 2016:25-26-27-28). Transgender people express their gender identities in many different ways. Some people use their dress, behavior, and mannerisms to live as the gender that feels right for them. Some people take hormones and may have surgery to change their body so it matches their gender identity. Some transgender people reject the traditional understanding of gender as divided between just "male" and "female," so they identify just as transgender, or genderqueer, genderfluid, or something else.

"Working in an array of artistic media including photography, video, sculpture, classical music and the spoken word, transgender artists are sharing their stories and experiences, their trauma and hope, their pasts and futures — on their own terms. Whether defining themselves as transgender, gender variant, transfeminine or gender failure, the following artists challenge our current understandings of identity while paving the way for a more aware and accepting future. With skill, bravery, humor and passion, the following artists interpret transgender life in radically different ways, revealing the infinitely multifaceted reality of the trans experience" (Frank, 2014).

One of them is Heather Cassils who is Canadian artist based in Los Angeles. While some view transgender identity as crossing from one gender to another, Cassils breaks down binaries to create a vision of continuous — and sometimes slippery — becoming. "Our bodies are sculptures formed by society's expectations...My body is my medium," says Heather Cassils, who uses art to explore gender in non-binary terms. Approaching transexuality as a continuum rather than a process of transition with an end point, he combines the artistic traditions of documentation and performance with his own bodybuilding practice. In the work 'Cuts: A Traditional Sculpture', Cassils revisits Eleanor Antin's landmark work of feminist art, 'Carving: A Traditional Sculpture'. Cassil's work upends Antin's quest for physical perfection by focusing on the quest to gain mass rather than lose it. Unlike the feminine act of weight loss in Antin's performance, Cassils's performance involves a transformation into a traditionally masculine muscular form (Picture 13).



Picture 13. 'Cuts: A Traditional Sculpture', Cassils, 2011-2013

<http://cassils.net/wp-content/uploads/2014/07/17heathercassils2011cutsatraditionalsculptureimelapsefrontright-w-e1406233594208.jpg>

Yishay Garbasz is a Berlin-based artist and photographer whose diverse body of work displays a fortuitous congruity. Often, her subject matter is trauma and its intergenerational inheritance, through which bodily and embodied sites of conflict and memory loom large. In the case of her 2010 tour-de-force, 'Becoming', which chronicled changes in her body over the course of her gender affirmation surgery, she created a human-scale zoetrope to exhibit the work (Picture 14). Garbasz, who is transgender, previously explored issues of identity during her sexual reassignment surgery, documenting her body in the process. Garbasz says about her 2010 piece 'Becoming' "The piece looks at the viewers' reactions in a way. In the beginning most people look at the genitals—yes, no—but then they continue to look. The most interesting part about the piece is the hair. There are two versions of the work: the zoetrope, which when it was installed was the second biggest in the world, and the flip-book version. Even in the flip-book, the hair is really what interests' people. The genitals occupy so little of the body in terms of percentage, and the legs and arms don't change. I'm the same person that I always was. To put it more clearly: I'm the same woman I always was. I wanted to bring that to light because the before-after trope is boring and clichéd, contrary to what hundreds of CIS photographers would have you believe. I wanted to create something more real, and not about before and after" (Hugill, 2016).



Picture 14. Yishay Garbasz, *Becoming*, 2010, Installation at the Busan biennale // Copyright Yishay Garbasz, Courtesy Ronald Feldman Fine Art New York <http://www.berlinartlink.com/wp-content/uploads/2016/04/berlinartlink-yishaygarbasz-becoming-new.1.1-590x393.jpg> (2.9.2017)

Conclusion

In this paper, the way of expression of the concept of gender in contemporary art has been researched. The art is an important way of communicating collective messages through the artists and their work. In the 20th century, and especially since the second half of the century, the content of art is as important as the aesthetic appreciation and this point can be seen at the art practices which multidisciplinary approaches get to the forefront. This content was sometimes emphasized as Teiji Furuhashi's installation and performance work, 'Lovers' which opposition to gender repression, that controlled by computer and incorporating audiences into moving pictures and sounds. An indirect duel was expressed, as in the work of Ahmed Elhan, 'Ink', which can be explained by some identity theories the social content in the artwork has sometimes turned into a meaningful interpretation by iconographical analysis, as in Shirin Neshat's works on gender and power. This research has also showed that the postmodern age has become very important issue for vocalizing the term gender by society and artists. The concept of gender has been explained in several times during the modern and postmodern age and it made possible to talk about it or to represent it by art. The studies on gender issues by psychology, sociology and philosophy have allowed contemporary artists to move to this subject in their works of art. And also these investigations have given a change for transgender artist about feeling free to invoice their hopes and ideas on the stage of contemporary arts. In fact as Kagan's says that the art has a social function. The art must give different perspective to the society because making easier to perceive some different situations, thinks and ideas.

And as a result, when we look at 'The Venus' which are in pictures 4-5-11, it tells us that the concept of gender has found its place in contemporary arts with its changing looks.

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Participatory Approach in Project Management and Development in Developing Countries

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Abstract

Community development and management in most developing countries especially in Africa has been retarded because the main participants which are the local people have been left out or neglected in the implementation of developmental projects by either governments or some developmental agencies Whereas, participatory approach is a method of conceiving projects in which all the stake holders have a say in decision making which has greatly been the canker-worm of developing countries. They are various types of participatory approaches which may include Rapid Rural Appraisal (RRA), Participatory Rural Appraisal (PRA) and Participatory Assessment Monitoring and Evaluation (PAME) which could be analyzed as appropriate approach in realizing Community's effort in developing countries and stresses the need for integration, participation and empowerment. With the application of these principles, the integration of various stake holders will enhance cross 'sectoral' harmonization of developmental objectives as well as increased coordination between agencies involved in the developmental process. Participation on its part gives the opportunity for consultation with those most directly affected which most at times are rural dwellers in developing countries; hence increasing the level of involvement of local people in the development process (Storey, 1999) and gives community members to take part in identifying priority areas, decision making and vulnerable groups to participate effectively in community development.

Keywords: Participation, Management, Project, Approach, Developing, Development, Community

1. Introduction

Community development and management in most developing countries in Africa has been retarded because the main participants which are the local people have been left out or neglected in the implementation of developmental projects by either governments or some developmental agencies; in order to empowering the community, members suggest a greater degree of influence being wielded by local residents and this shift in the power balance between "Centre" and "Periphery" and between "Professionals" and "Amateurs" (Storey, 1999). In practice this has resulted to the plethora of initiative which to a greater or lesser extent espouses the idea of a more locally attuned "bottom up" approach to community development stressing the importance of involving local community associations. Thus in order to understand how this participatory approach is important to speed local community development, we will examine the strategies used by SHUMAS. SHUMAS is an African development non Governmental Organization (NGO) based in Bamenda, North West Region of the Republic of Cameroon. This organization started as an informal initiative in 1993 helping to educate deprived children passed to premature adulthood. By June 1996 she formalized her activities focusing on enhancing and promoting sustainable rural development and assisting urban poor. Their policies promotes integrated sustainable rural development and its aim is to improve the overall living standards of poor disadvantaged people in particular women and children and also establishing some basic facilities like schools, social welfare, agriculture, health care, women's issues, forestry and organic farming, adult literacy and many other social amenities .

a) Problem Statement

Participatory approach is a more sustainable approach in project management because all the stake holder are usually taken into consideration and they participate in all the various phases of the project unlike in the other approaches such as the "Traditional planning approach" whereby professionals carryout almost all activities starting from Needs assessment right up to Evaluation by themselves with very little or no consideration of the views of the beneficiaries and other stake holders. On the other hand in a participatory approach, regardless of the methods of actual participation a large volume of

qualitative data in plain text format as well as numeric or quantitative data can be generated which tell about people's view, desires, priorities and can also provide much deeper insights into complexities involved. Some of the flaws of the traditional planning approach have been that analyses of some numeric values itself may not be sufficient to identify problems or desired actions to address them. Professionals normally apply their own value judgments in interpreting the results to identified problems which may not necessarily be the ones perceived by the real beneficiaries.

2. Literature Review

The concept of project management is a methodical approach to planning and guiding project process from start to finish. According to project management institutes, the processes are guided through five stages; Initiation, Planning, Executing, Controlling and Closing. Project management can be applied to almost any type of project and is widely used to control the complex processes of software development projects. The System Development Life Cycle (SDLC) is one example of a methodology for guiding the project management process from an initial feasibility study through maintenance of the completed application. Various SDLC approaches include the waterfall model which was the original SDLC method followed by Rapid Application Development (RAD), Joint Application Development (JAD), the Fountain model, the Spiral model; build, fixes and synchronize and stabilized a number of charting methods such as Gantt Chart and Pert Chart and have been developed as tools to create a graphic representation of a project plan and its current status.

3. Methodology

The concept of community development derives its strength from two fundamental words namely "community" and "development". The former according to Oduaran (1994:2) implies a group of people or persons in a prescribed locality. The later "denotes an unending improvement in the capacity of groups of individual and societies to control and manipulate the forces of nature as well as themselves for their own material benefits and ultimately for the benefits of the community at large" (Garigiri, 2009:11). Sander (1970:46) identified four ways of conceptualizing community development namely; community development as a process, as a method, as a program and a movement. As a process, community development is viewed as something dealing with the sequences through which communities and their segments go as they advance from traditional to modern forms. In this sense community development advances in stages from one state or condition to the next. It connotes a progression of changes that could be measure using certain specific criteria. For instance it stresses the social relations of the people and the changes that exist in the behavior, attitude and aptitude of such people. Community development has also been viewed as a method that is to say it may be supplemented by such other methods as change by decree of fiat, by the use of different rewards and by formal education. To this end Osuji (1984) advocated for the induction and educational management of that kind of interaction between the community and its people which leads to the improvement of both.

Furthermore, community development has been conceptualized as a program. This has to do with something involving the enacting of a set of procedures in a given goal. Biddle and Biddle (1965) proffered a broader meaning to this when both submitted that emphasis is shifted to how subject specialties like health, welfare, agriculture, industry, recreation etc could be integrated in an effort to promote the development of the people and their communities. The crux of the matter here is on how different sets of activities could be accomplished within a given social milieu.

4. Findings

Community development significantly takes the posture of a crusade determined efforts or course to which the people of a community are whole-heartedly committed. Ezeh (1999) conceived community development as a movement designed to produce better living for the whole community with their active involvement and possibly on the initiative of the community members. In the same vein UN (1957) maintained that community development connotes the process by which the efforts of the people themselves are united with those of the governmental authorities to improve the economic, social and cultural life of the people to integrate the community into the life of the nation and to enable them contribute fully in the national progress; in this light, the question of neutrality is ruled out and all members are expected to be actively involved to enhance the quality of living through voluntary efforts and through the participation of individuals and groups in the development proves for the achievement of some definite goals (Ezeh, 1999). Community development is also an effort through which resources could be mobilized and redistributed. It also utilizes an educational process to increase social and political awareness of the causes of their problems, thus empowering them to effectively address those problems. Speight (1973) noted that community development tends to become institutionalized building up its own organizational structures, accepted

procedures and professional practitioners. He advanced that the goals of community development are essentially broad based focusing on needs like the construction of roads, bridges, markets, stalls, dispensaries etc to non-material needs like making the illiterate people in the community literate, bringing about attitudinal change, reducing maternal and infant mortality rates and averting the incidence of cholera or malnutrition in the community; development project can be measured by examining the extent to which the project has been integrated into national life. Speight was also of the view that we look at other things like increase in per capita income, a decrease in mortality rate, increase in literacy rate, increase in progression of person through the institution of formal education, a lower birth rates, increase in political awareness are empowerment at all levels in the government, increase in rationality of decisions made at the community and national level, rejection of fatalism and defeatism as part of a common existence and an increase rate of voluntary participation in the community and national affairs. Hence, community development is essential in the concept of self-help because it mobilizes the individuals in the community to fully integrate and engage them in the community development projects for a better standard of living and that can sustain the future generation socially and economically in the long run.

5. Summary and Conclusion

This sustainable integrated participatory approach has been used by SHUMAS and has been involved in sustainable rural development but believes strongly that isolated actions cannot lead to any meaningful development in the community. In consequence, they adopted the "Integrated Rural Development Approach". This approach is to ensure that beneficiaries contribute in the projects; this participation will ensure project realization and completion and sustainability will be assured as the beneficiaries will acquire some skills during their participation in the project which will help and enable them to manage and maintain the projects after completion and also to help them take development initiatives on their own. Through the participatory approach, SHUMAS has constructed and equipped more than a hundred classrooms in both rural primary and secondary schools in the Far North West, Western and Adamawa Regions of Cameroon. This includes inter-alia government schools like "Kitchu, Ntesimbang, Mejung, Quebessi, Mbokija, Roh Meluf etc etc", Catholic Schools such as "Bamali, Golongui" etc and even Islamic schools like "IPS Bamali" and a host of many other schools. In the sector of Agriculture they have set up integrated Organic Farming training and Demonstration Centers in Kumbo and are training leaders of farming communities and unemployed youths in sustainable agriculture and organic farming which is cost effective and environmentally friendly methods. In the health, water and sanitation domain they have provided portable water to fifteen (15) communities in the thirty (30) village schools in Cameroon over the last two years. She has also continued to make accessible micro credit and micro enterprise to women cooperatives in Cameroon and about Forty (40) women cooperatives are current beneficiaries, with each cooperative made up of an average number of fifty (50) women making a total of 2,250 women.

Furthermore they have collaborated with local councils in replacing eucalyptus trees (detrimental to the soils and water sources) with indigenous and environmental friendly trees species in parts of Bui and Donga Mantung Divisions of the North West Region of Cameroon and protection of water catchments by replacing the 2 million eucalyptus trees with 2.5 million indigenous and water shade trees i.e. agro forestry trees.

End Notes

Some major difficulties in the implementation of these policies in the various regions amounts to the fact that most of the projects are in rural areas thus follow ups, monitoring is quite ineffective because of accessibility and hampered mobility due to bad or no roads; Delayed or incomplete reports sent by beneficiaries for monitoring. Most at times in a community with people having diversified ideas on ancestral cultures and development has made some to be recalcitrant and they don't want to accept change and development. While some participants will indicate their readiness to participate in the projects while they still remain negligent of the roles they have to play; that is why protocol agreements are signed with beneficiaries defining the role they have to play in the project realization. Thus it has been concluded as at now that there are no any other future approaches to be used in community development other than Sustainable integrated participatory approach which has proven to maintain and guarantee sustainability of projects, community participation is ensured and they strongly believe that isolated actions cannot lead to any meaningful development in a less developed and developing communities.

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The Effectiveness of Using Song Therapy In Increasing Year 5 Primary Pupils' Engagement In Science Classroom

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Abstract

The purpose of this study is to investigate the effectiveness of song therapy in increasing students engagement in Science classroom. The researcher used questionnaire on students engagement items to analyze students level of engagement after using song therapy in teaching science. The questionnaire has three sub categories, (1) cognitive engagement, (2) affective engagement and (3) behavioral engagement. The participants are total of 82 students from both controlled group (38.1% males and 61.9% females) and experimental group (45.0% males and 55.0% females). The data were analyzed using both descriptive (mean, frequency and percentage) and inference (Independent sample t-test, paired sample t-test and Kruskal-Wallis). The findings showed that students engagement after using song therapy is higher than before using it between the pretest and posttest for experimental group. Besides that, students' engagement has increased after using song therapy to experimental group students compared to without using it to controlled group. Moreover, the mean between gender female and male is not much difference and not significant in comparing gender on the effectiveness of using song therapy for experimental group. In addition, the findings showed that the students level of engagement in Science classroom after the posttest is not effected by their level of achievement in Science test.

Keywords: The Effectiveness of Using Song Therapy In Increasing Year 5 Primary Pupils' Engagement In Science Classroom

Introduction

Background of Study

Malaysia is a developing nation that is moving towards a globalized world to achieve vision 2020. Therefore, education plays a key role to place the country at a most high level. With this realization, the Malaysian government places importance in education as first step to achieve vision 2020. Hence, it is clearly shown that education is put at the top of the needs of a nation to be able to make a human being who is competitive, capable and always finds and alternative solution to get rid of any problems which affects the reputation of our country.

Educators may use various teaching strategies to achieve the learning objective of the lesson. One of the methods that educators can use is songs. Music can be integrated with teaching in all subjects and of course it brings significant impact in teaching and learning also. Teaching and learning Science is a fun experience where it involves mostly knowing about nature and how things happen around us do. Besides that, according Jensen (2000), music and related content of lyrics brings the information and make emotional impact. Songs for learning science can be designed for all grade levels and include information about, facts and concepts included in the science curriculum.

According to Einser (2003), using song embedded with music help students to remember something better. This is because, the emotions that a student feels more connected to his learning mood. This is supported by Sousa (2006), who says emotions can affect attention and learning and strengths students' memory to remember the certain content. (pg 44). Hence, it clearly shows that music embedded with song is more relevant to teach science topic to help students actively take part in science classroom as well as they are able to understand the content of a topic better.

'Kamus dewan Edisi Ketiga (2000) defines song as lyrics composed with music or a tune and sung with the voice. When a song is related to Science song, the lyrics associated with the Science concepts that it would like to teach. Therapy is also

meant as a method. According to the book 'Siri Pendidikan Perguruan: Pedagogi Untuk Kursus Diploma semester 3', Mck (2002) defines method as an activity which is carried out systematically to achieve a learning objective. In this research, pupils will sing the song the process of water cycle with lyrics related to the topic and embedded with the melody to understand the topic better.

Furthermore, the words in the songs are easily remembered because students are bringing in emotions while singing. This is what stated by (Caine & Caine, 2001, p.47) that any message which is delivered through emotions will improve learning. Therefore, songs used in teaching science content also will be very useful to help to students to remember the content for longer time. According to (Jensen, 2008, p.75), songs with music in science –content songs can be used to teach science content information and because of the emotional response elicited by music, students are able to store the information for longer time.

Engagement of pupils in a learning classroom is referred to pupils' participation in the classroom. According to (Metallidou & Viachou, 2007), cognitive engagement of pupils in a classroom is defined as how pupils feel about themselves and their work. Besides that, Skinner and Belmont (1993) elaborates affective engagement of pupils as feel of interest, joy, anxiety, and anger during carried on activities. Therefore, the engagement of pupils in science classroom in this research is referred to how actively they are participating or showing interest in learning Science by using song.

In a study by Calvert and Tart 2 (1993) a melody selected from the 1970's Schoolhouse Rock television series was used as a teaching strategy to determine if text was remembered better when played via song or learned verbally and the researcher found that the songs were powerful mnemonic tool to recall what has been taught and were useful to apply the knowledge (Calvert and Tart, 1993). Besides that, according to the research done by Wallace (1994) in four different treatment to see the effectiveness in using song to remember a text compared to via listening, he concluded that "melody of a song able to make a text more memorable compared with listening the text out of the context of the melody" (p.1481).

It is assumed that most children love music and love to sing. Therefore, children will actively take part in the science classroom if the content is taught through singing songs. Besides that, children will find a straightforward way to remember the science content for longer time. According to Chris Brewer (1995), he states that integrating music in a lesson can be used to remember an information. The sound in the song increases interest of one and activates their information mentally, physically and emotionally. He says that content which is put to rhythm and rhyme will help to recall at any time. Besides that, music with the song able to focus and gain one's attention. Music can create a positive learning environment and brings effect on students' attitudes and motivation to learn. This is because, the rhythms of the musical sound can help one focusing their attention on what we learn.

Problem Statement.

In a classroom setting, there are number of group pupils such as active learners and passive learners. All the pupils in the classroom may not able to catch up with flow of teaching style by the educator. Learners are come from different learning and processing information strategies. Not all students are capable with only one teaching and learning strategies. Therefore, the passive learners usually show lack of interest and not really engage in classroom activities as the lesson is boring to them. Pupils usually like to have activities like moving around, kinesthetic which keep them busy doing something to not make the lesson boring especially science lesson.

Therefore, the purpose of this study was to know the experiences of students and teachers when song integrated with music was used as a strategy in the science classroom to increase pupils' engagement in science activities.

The main purpose or objective of the research is to examine whether the effectiveness of song method help in understanding the process of water cycle among Year 5 Science pupils by analyzing their responses from given questionnaire items. Specifically, the study is conducted to fulfill the following objectives;

1. To identify the level of engagement of students before and after using song therapy in Science classroom.
2. To identify if there is any difference in the level of engagement of pupils between two groups before using song therapy.

3. To identify the level of engagement of pupils affected by the teaching song therapy in Science classroom based on the gender.
4. To identify the level of engagement of pupils affected by the teaching song therapy in Science classroom based on their level of achievement.

Research Design

To test the use of song therapy in teaching Year 5 pupils 'water Cycle' topic, quasi-experimental research design is implemented. The quasi experimental nonequivalent control group design is shown below in Figure 1 (Gay, Mills, Airasian, 2009). Quasi experiments are experimental experiments in which is assigned by the researcher, but not randomly participants to groups because the researcher cannot simply create groups for the experiment (Creswell, 2008). This quasi-experiment of causal comparison is most suitable in investigating effectiveness of an intervention with the intact groups and it can be used whenever the true experimental design is not done easily (Creswell, 2008; Wallen, 2006). Therefore, the total number of pupils in each group are different.

Group	Pretest	Treatment	Posttest
E	O	X	O
C	O	-	O

Figure 1 Quasi Experimental None equivalent Control Group Design

E – Experimental Group X – Song Therapy Strategy Teaching (STST)

C - Control group - Conventional Strategy Teaching (CST)

O – Yes N - No

The experimental group, E would undergo STST meanwhile the control group, C would undergo CST under the same topic for two weeks. The questionnaire will be distributed to both of the groups before the treatment starts. The treatment will be on only for two weeks to avoid the interruption of the teaching period. In this study, two different classes of Year 5 from the same school will be chosen. Ary, Jacobs, and Sorensen (2010), have said that the time table in the classroom cannot be disturbed and rearranged to conduct the research in a school. Therefore, one uses groups that already exist as said by (Creswell, 2008). Hence, the implementation of song therapy in teaching only focuses for two weeks treatments.

Song Therapy

Song Therapy teaching strategy is used for experimental group. Pupils will be given a song on the rain formation which is downloaded from YouTube. Pupils will sing along with the video and engage actively while singing. The lyrics and the visual shown in the video help pupils to remember the sequence of rain formation well.

Sampling

In this study, the target group is Year5 primary school pupils. The pupils are from one of the Tamil primary schools in Perak. There are two Year 5 classes. Both classes are categorized as normal class which comprises fast, intermediate and weak students. Two classrooms stated above as two intact groups which is an already exist group like as a class or group is set up independently of the planned experiment (Ary et al.2010). Random sampling is done where coin toss is carried out to determine which is the experimental and control groups in this research. The Song Therapy (experimental group) comprises 40 students. They are 19 males and 21 females. The Conventional Strategy Teaching (control group) comprises of 42 students where there are 15 males and 27 females. Gall, Gall, and Borg (2007) have written that there should be at least 15 participants in each existing group to be compared in experimental research. Therefore, the sample sizes for both groups in this research are appropriate in conducting the research. 28 students with 66.7% from controlled group and 11 students with 27.5% from experimental group obtained Grade A in Science test. Furthermore, the total of 14 students with 33.3% from controlled group and 16students with 40.0% from experimental group obtained Grade B in Science test. There are none obtained Grade C in controlled group but 9 students with 22.5% obtained Grade C in Science test. Grade D also obtained by none in controlled group but 4 students with 10% obtained Grade C in Science test. In overall, Grade A is obtained by most number of the students from the sample in the Science test.

An independent-samples t-test was conducted to compare the students' engagement according to their group in the pretest. Such results reveal that the two groups have the same level of engagement before the experiment which means that any future progress in their engagement level will be according to the teaching method.

Instrumentation

In this study, a questionnaire with 26 items are adapted and modified based on several engagement questions from the journal of students' engagement in Mathematics. The research is conducted by Qi-Ping Kong (2003), on Students engagement in Mathematics, to investigate or make query on students' engagement in the learning of Mathematics contents among CHC regions. The samples of the research were 4 classes from Grade 5 which are different schools from the city of Shanghai. The researcher has identified 3 dimensions of engagement based on the interview he has done to his samples. He has constructed the items based on the phrases and wordings found in the interview transcripts. The researcher also has considered well established items, such as the Affective Engagement Questionnaire (Miserandino, 1996) and Student Engagement Questionnaire (Marks, 2000). Furthermore, he has referred to Learning Process Questionnaire (Biggs, 1987) to design items on cognitive engagement. The research he has done has shown internal consistency reliability high with the median of 0.86. Likert scale is used in this questionnaire, with options ranged from Agree, Disagree, Not sure.

Reliability: The Cronbach's Alpha found is 0.84 is reliable according to Ary et al. (2010) where a coefficient of 0.80 for a test creativity would be judged as excellent.

Data Analysis

Research Q1: Effectiveness of song therapy between pretest and posttest for experimental group.

Considering the difference between pretest and posttest for experimental group, the researcher used paired sample t-test samples. The results included in table 1.

Table 1 Results of Paired Sample T-test for experimental group between pretest and posttest.

	Test	Mean	N	Std. Deviation	Std. Error Mean	t	df	sig.
Cognitive	pre	1.25	40	.28	.04429			
	post	1.63	40	.30	.04811	-5.760	39	0.000
Pair 2	Affective	1.24	40	.36	.05840			
	Affective2	1.50	40	.24	.03897	-3.520	39	0.001
Pair 3	Behavioral	1.68	40	.33	.05277			
	Behavioural2	2.05	40	.95	.15170	-2.210	39	0.033
Pair 4	Engagement	1.28	40	.28	.04518	-5.530	39	0.000
	Engagement2	1.72	40	.34	0.5481			

A paired-samples t-test was conducted to compare the pretest and posttest between experimental group. The results in table (1) shows that there are differences in students' engagement in the pretest (M = 1.2875, SD = .4518) and posttest (M = 1.729, SD = .5481, t(39) = -5.53, p = 0.05). It is clear from this result that students engagement after using song therapy is higher than before using it. Revealing the effectiveness of song therapy as an effective tool to increase student's

engagement. Besides that, there are differences in students' cognitive engagement in the pretest ($M = 1.2500$, $SD = .28011$) and posttest ($M = 1.6350$, $SD = .30429$, $t(39) = -5.76$, $p = 0.05$). It is clear from this result that students' cognitive engagement after using song therapy is higher than before using it. Moreover, there are differences in students' affective engagement in the pretest ($M = 1.24$, $SD = .36$) and posttest ($M = 1.50$, $SD = 0.24$, $t(39) = -3.520$, $p = 0.05$). It is clear from this result that students' affective engagement after using song therapy is higher than before using it. Additionally, there are differences in students' behavioural engagement in the pretest ($M = 1.68$, $SD = .36$) and posttest ($M = 2.0500$, $SD = .95943$, $t(39) = -2.210$, $p = 0.05$). It is clear from this result that students' behavioural engagement after using song therapy is higher than before using it. In general, students' level of engagement has increased after using song therapy in Science classroom.

Research Q2 : Effectiveness of song therapy between posttest for both experimental and controlled group.

Table 2 shows posttest between both groups.

RESPONDAN	Group	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tail)
Cognitive	Control	42	1.29	.37142	.05	-4.580	80	0.000
	Experimental	40	1.63	.30429	.04			
Affective	Control	42	1.44	.26669	.04	-0.993	80	0.324
	Experimental	40	1.50	.24648	.03			
Behavioural	Control	42	1.48	.62944	.09	-3.150	80	0.002
	Experimental	40	2.05	.95943	.15			
Engagement	Control	42	1.40	.32131	.04	-4.350	80	0.000
	Experimental	40	1.72	.34665	.05			

An independent-samples t-test was conducted to compare the students' engagement according to their group in the posttest. The results in table (2) shows that there are differences in students' engagement in the posttest; controlled ($M = 1.4086$, $SD = .32$) or experimental ($M = 1.72$, $SD = 0.34$), $t(80) = -4.350$, $p = 0.000$. It is clear from this result that students' engagement has increased after using song therapy compared to without using it. Moreover, there are differences in students' cognitive engagement in the posttest; controlled ($M = 1.2905$, $SD = .37142$) or experimental ($M = 1.63$, $SD = 0.30$), $t(80) = -4.350$, $p = 0.000$. It is clear from this result that students' cognitive engagement has increased after using song therapy compared to without using it. Moreover, there are differences in students' affective engagement in the posttest; controlled ($M = 1.44$, $SD = 0.26$) or experimental ($M = 1.50$, $SD = 0.24$), $t(80) = -0.993$, $p = 0.324$. It is clear from this result that students' cognitive engagement has increased after using song therapy compared to without using it. Additionally, there are differences in students' behavioural engagement in the posttest; controlled ($M = 1.48$, $SD = 0.62$) or experimental ($M = 2.05$, $SD = 0.95$), $t(80) = -3.150$, $p = 0.002$. It is clear from this result that students' behavioural engagement has increased after using song therapy compared to without using it. In general, experimental group students' engagement has increased compared to control group students after using song therapy instead of without using it.

Research Q3 : Effectiveness of song therapy in posttest for experimental group Based on Gender.

Table 3 Results of independent Sample t-test between posttest for experimental group based on the gender.

GENDER	N	Mean	Std.	Std. Error	t	df	sig.
Cognitive2	MALE	18	1.7556	0.25946	2.401	38	0.021
	FEMALE	22	1.5364	0.3079			
Affective2	MALE	18	1.5394	0.18801	0.825	38	0.414
	FEMALE	22	1.4745	0.28675			
Behavioural2	MALE	18	1.9444	0.9376	-0.625	38	0.536
	FEMALE	22	2.1364	0.99021			
Engagement2	MALE	18	1.7461	0.38502	0.267	38	0.791
	FEMALE	22	1.7164	0.32054			

An independent-samples t-test was conducted to compare the students' engagement according to posttest for the experimental group based on the gender. The results in table (3) show that there no differences in students' engagement in the posttest; male (M =1.7461, SD =0.38502) and female (M =,1.7164 SD=0.32054.), $t(38) =,0.267$ p 0.791= based on the gender . It clearly shows that, the mean between gender female and male is not much difference and not significant in comparing gender on the effectiveness of using song therapy. In addition, students cognitive engagement in the posttest for male (M =1.7556, SD =.25946.) and female (M =, 1.5364 SD =0.30790.), $t(38) =2.401$,p =0.021. Both the mean has difference and the results shows significant value. It might be because male students mostly responded 'agree' to the cognitive engagement based items compared to female students. Besides that, no differences in students affective engagement in the posttest male (M =1.5394, SD =.18801) and female (M =1.4745, SD =0.28675), $t(38) =0.825$,p = 0.414. It clearly shows that, the mean between gender female and male is not much difference and not significant in comparing gender on the effectiveness of using song therapy. Furthermore, no differences also in students' behavioral engagement in the posttest male (M =1.9444, SD =.93760) and female (M =2.1364,SD =99021.), $t(38) =-0.625$,p = 0.536. The reading shows no significant value in comparing both male and female students' behavioral engagement after using song therapy. In conclusion, there is no difference and no significant value in student's engagement if compare between male and female students' in the experimental group after using song therapy.

Research Q4 : Effectiveness of song therapy in posttest for experimental group Based on Level of Achievement.

Table 4 Results of Kruskal –Wallis test between posttest for experimental group based on their level of achievement

Test Statistics^{a,b}

	Cognitive2	Affective2	Behavioural2	Engagement2
Chi-Square	1.030	2.191	2.581	1.552
df	2	2	2	2
Asymp. Sig.	.598	.334	.275	.460

a. Kruskal Wallis Test

b. Grouping Variable: GRADE

A Kruskal-Wallis test revealed that there was no any significant effect of level of achievement of students on their engagement in Science classroom. ($H(2) = 7.27$, $p < .05$). Even though, students from the experimental group has scored Grade A, B C and D in their previous Science test, it did not affect their engagement in Science classroom. For instance, students' cognitive engagement has significant value = 0.598, students affective engagement has value, $p = 0.334$, behavioral engagement has value, $p = 0.275$ and the overall engagement has value , $p= 0.460$ which are greater than >0.05 . It clearly shows that, students level of engagement in Science classroom after the posttest is not affected by their level of achievement in Science test.

Discussion

The results show that there are differences in students' engagement in the posttest; it is clear from this result that students engagement has increased after using song therapy compared to without using it. This indicated that the song therapy has made difference in students' engagement level to perform better in their learning style in Science classroom. This is supported by (Jensen, 2008) where he says that a content of learning comes along with music and songs is effective in activating multiple neural networks. Songs comes along with music helps the neurons in a human brain in remembering a content for a longer time memory.

The results show that there are differences in students' engagement in the pretest and posttest. It is clear from this result that students' engagement after using song therapy is higher than before using it. Revealing the effectiveness of song therapy as an effective tool to increase students' engagement.

This is supported by the researcher Campbell (1990) on his title 'Multiple Intelligences In The Classroom' stating, songs help them to remember facts well as well as able to increase their self-confidence. This is proved when the respondents gave positive perception towards using song learning where they said by singing they are not only enjoyed but also feel confident when remembering what they have learnt well.

Based on Gender

The results show that there are no differences in students' engagement in the posttest between the genders. It clearly shows that, the mean between gender female and male is not much difference and not significant in comparing gender on the effectiveness of using song therapy. The results indicate that the students who are male or female does not matter on giving effect to learn Science through song.

This is supported by research has done by Zainure (2003), on using music with song in teaching and learning Biology process.

Level of Achievement.

The results show that the engagement of students' level only increased after the active participation in the classroom. This is supported by Brewer (2007), in his research stated that, embedding songs with music is really effective in teaching and learning process. Learning through music with song will help students to remember what they have gone through in the classroom as well as make students actively participate in the classroom.

Nevertheless, there are some suggestions can be made if similar to this research is to be carried out in future.

- a. Increase the number of samples to see more effective result on the effectiveness of song therapy in teaching and learning process.
- b. Besides that, the researcher can use more than one topic from the subject to see more engagement level of students in the classroom with using song as method of teaching.
- c. The researcher might use different songs with music for the focused content rather than using only one.

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Financial mediation and its impact on the Albanian economy

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Abstract

This article aims to present the importance of financial intermediation to real economic growth in the case of Albania. The article analyses the main indicators of financial intermediation and through the application of statistical and econometric methods gives their impact on economic growth. Findings show that there is a mutual relationship between economic growth and private sector credit growth. Also, the effect is a chain, because the positive impact that one indicator gives on another indicator is associated with a positive effect on the indicator itself that gave this effect earlier. On the other hand, besides the positive performance of financial intermediation indicators in Albania, as a result of the growth of lending to the economy, deposits in the Albanian banking system have increased throughout the period of study. The recent financial and economic crisis had its negative impact mainly on the growth of problem loans but not on the deposit market that continued to grow.

Keywords: Financial intermediary, Economic growth, Loans, Deposits, Albania

1. Introduction

The financial system is said to be the main engine of the market economy. To get a clear idea about this phenomenon, we need to clarify the role of the financial system in a market economy. This system provides the means of payment to the economy and influences its real activity through the realization of financial intermediation and the transfer of monetary policy.

Given that in emerging economies including Albania, the financial system is often in line with the banking system, the treatment of this topic aims at drawing some conclusions that may apply to the entire financial system.

The financial system has an irreplaceable role in economic activity. This system performs two main functions:

- Financial system realizes the financial intermediation process:
- Channellings savings (usually households) on loans and investments (usually firms).

Financial institutions in Albania and above all banking institutions are the most developed component of the Financial System in Albania.

1. Performance and analysis of the Albanian Banking System.

Financial sector reforms marked significant progress in this period. They relate to the privatization of state-owned banks and to the entry of new private banks, which have affected the deepening of financial intermediation and the enhancement of the quality of banking services.

Characteristics of these developments was the increase in the number of banks through new private banks, which currently reach 16. The banking activity has been expanding along with the expansion of banks in the market, increasing both banks'

assets and deposits. At the end of 2003, total assets of the system amounted to ALL 373.6 billion or about 50% of GDP. On the other hand, the level of deposits has continuously increased from ALL 178.2 billion in 1998 to ALL 323.2 billion in 2003. The level of financial intermediation has further deepened reflecting the positive trend of developments in the banking sector. The ratio of total deposits to GDP, which is one of the main indicators of the level and depth of financial intermediation, has been increasing throughout the transition period and especially after 1998, marking a 43% level in 2003. The same tendency has the ratio of time deposits to GDP, as the most significant indicator of intermediation, which increased significantly from 12.8% in 1994 to 29.3% in 1998 and 35.3% in 2003. Another characteristic of positive developments in the banking sector is the improvement of the credit market. Two are the most positive trends seen in this market: firstly the continuous growth of private sector lending and secondly the reduction of non-performing loans to total credit. The continuous improvement of banking infrastructure, the establishment and functioning of the Deposit Insurance Agency in 2002, the improvement of banking supervision increased confidence in the banking system Cani (2004).

Albanians had negative experiences of the 1997 pyramid schemes and the banking panic of 2002, where their confidence in the financial system was shaken. Again, when they saw the global financial crisis of 2007-2008 hit financial institutions worldwide, Albanian depositors began deposit withdrawals by the end of 2008, which reduced the funding sources available to banks to give credit. The crisis curbed the banks' tendency to credit the business. It affected the real sector and slammed the economic growth rates, bringing a downward slump in the borrower's solvency, which made banks more sceptical about lending new loans during that period;

The growth of credit risk, which was also materialized in the increase of the percentage of non-performing loans in the loan portfolio, may have been caused by two main phenomena. First, the exchange rate fluctuation, as about 50% of foreign currency loans were unprotected from exchange rate risk. Consequently, the borrowers found themselves vulnerable to the immediate exchange rate changes, causing their solvency to fall. Secondly, the emergence of problems in the loan portfolio came as a result of its maturity and this was an expected phenomenon, which probably just coincided with the global crisis but had no direct connection with it.

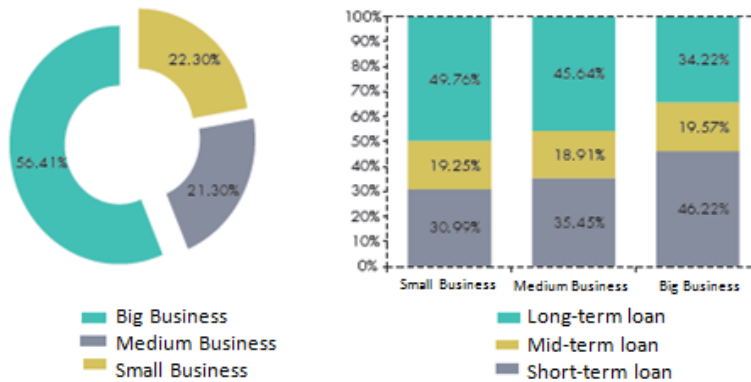
During this period, the banking system continued to be characterized by a **lack of liquidity**. The Bank of Albania has injected liquidity through its open market operations by means of weekly repurchase agreements. Interest rates on euro-denominated time deposits generally followed the same seasonal movement, though not with the same margin.

During 2016, the banking sector has been stable. Compared to the previous year, the activity of the sector has expanded at higher rates, mainly based on the growth of stock of securities investments. In annual terms, the growth rate of total banking sector assets was 6.8%, compared to 1.9% a year earlier. The ongoing process of delisting loans lost from banks' balances has slowed down the pace of rising non-performing loans. Despite this development, the banking sector continues to be exposed to credit risk. Exposure to market risks remains controllable, but requires regular monitoring and evaluation.

Financing of banking activity is mainly ensured by deposits, which account for about 82% of total assets. Loan / deposit ratio marks 52%. The deposit base has grown almost at the same levels in both semi-annual and annual terms (about 5.2%), supported by foreign currency deposits. Depending on maturity, there is a shift of deposits to current accounts. This development poses a potential weakness in the banking sector's financing structure, which, however, is mitigated by the fact that 83% of deposits are held by individuals and, as a whole, the residual maturity of liabilities has increased due to growth of the value of deposits with maturity over one year. Banks have maintained the ratio of their use of capital to finance the activity, while respecting the relevant requirements of the regulatory framework.

The banking sector has accelerated lending to individuals, but has lowered the lending rate for businesses. In annual terms, the credit balance for households has expanded by 3.7%, while for businesses it has expanded by 2.4%. During the period, the new household loan increased by 14.3% over the same period of the previous year, with the main contribution to the expansion (about 60%) being the loan for real estate purchase. Compared with the same period of the previous year, its share in new loans to individuals increased by 3 pp to 39%. By contrast, during the period, the new credit to businesses narrowed by 12.2%, driven by narrowing lending to "purchase of equipment", "working capital" and "overdraft". The public sector credit outstanding accounts for a low share of 4.8% of the total, but the new credit granted during the period for this sector accounts for 12.6% of the total.

Grafic 4.5. Business credit structure by size



Source: Bank of Albania

This graphic is a clearer idea that the credit structure tends to go from long-term to short-term. This can be considered positive because the short-term credit risk is lower than in the long run. The problem we think is that banks thinking of credit risk are not financing enough domestic business, which could give breathing to the economy.

The aggregate index of key indicators used to track the performance and the banking stability situation has deteriorated since the end of 2015.

1. Methodology used and findings of the study

This study was conducted based on partial analysis of the financial intermediation indicators presented in Table 1. The indicators are disclosed by reference to publications made by the Bank of Albania for the period 2002-2017 for a series of time based on 3-month data. Some other indicators such as the amount of bad credit loans is based on authors' calculations. The data were analysed from the first quarter of 2002 to the first three months of 2017. The project was carried out by making analyses and relevant econometric models depending on dependent and independent variables being considered according to the respective boxes.

Table 1. Indicators used in the model

Box number	Variables	Measures	Data Source 2002 to 2017
Box Nr.1	Dependent Variable: Y- GDP Independent Variable X1- The amount of credit extended to the government X2- The amount of credit extended private sector	Data	BoA
Box Nr.2	Dependent variable: Credit granted to the private sector / GDP Independent Variable X ₁ - Economic Growth X ₂ - Deposits/GDP X ₃ - Loans/Deposits; X ₄ - (Interest Rate x NPL)	Data Calculation	BoA

Source: Authors' processing

Economic Growth is the indicator that is widely used in measuring economic performance. In this study this indicator was used as a dependent variable. The data were obtained from the Bank of Albania publications. The database is 3-month.

Deposits / GDP refers to the depth of the financial system referred to Crowley (2008). This indicator expresses in the first place the level of public confidence in the banking system. Apportion of deposits with GDP is also done to eliminate possible "overtakings" of the model indicator.

Loans / Deposits, expresses the level of use of bank deposits and, above all, of time deposits which are the most likely sources of credit. Sa (2006) best describes the linkage of lending rates to the welfare of a country. When the economic situation is optimistic and expectations for the future are better, expecting more revenue and profits, is being optimistic, also leads to an overestimation of assets, real estate prices. This increases the net worth of firms, reduces external finance premiums, and increases their ability to borrow and spend.

(Private sector credit x NPL) is an indicator derived from the calculations as factor interaction to see if it has an impact on the dependent variable. It was not used for further analysis since it did not result stylistically important during model testing.

Based on the objective of the study we have formulated two hypotheses;

➤ **Hypothesis 1:** The higher the lending to the private sector, the better the economic performance of a country is expected to be.

Based on the least squares method we have the following results

Table 2: Government credit extended to private sector credit

Dependent Variable: Y
Method: Least Squares
Date: 06/24/17 Time: 11:11
Sample(adjusted): 2002:1 2016:4
Included observations: 36 after adjusting endpoints
 $Y=C(1)+C(2)*X_1+C(3)*X_2$

	Coefficient	Std. Error	t-Statistic	Prob.
C(1)	11879.86	49958.50	0.237795	0.8135
C(2)	0.593173	0.305531	1.941447	0.0608
C(3)	0.284390	0.125852	2.259720	0.0306
R-squared	0.754706	Mean dependent var		326597.8
Adjusted R-squared	0.733780	S.D. dependent var		38575.94
S. E. of regression	2.675543	Akaike info criterion		23.03378
Sum squared resid	1.80E+10	Schwarz criterion		23.16574
Log likelihood	-411.6081	F-statistic		31.28543
Durbin-Watson stat	2.352455	Prob(F-statistic)		0.000000

Source: Authors' processing

Preliminary explanations:

- Y- GDP
- X₁- The amount of credit extended to the government
- X₂- The amount of credit extended to the private sector.

By submitting the above, the loan granted to the government does not result in an important variable.

According to Student's test "t", since the probability near the variables of this variable results in Prob = 0.0608 > 0.05 then it can be said that this variable is not significant. Otherwise it happens with the private sector lending variable which can not be removed from the model as it turns out important.

Secondly, according to the Fisher model test, it generally results significant as Prob (F-statistic) = 0.000000 < 0.05. However, this is not the best possible model.

Lastly, referring to the above model, it can be said that private sector credit has had a positive impact on the growth of Albanian GDP for the years studied.

- **Hypothesis 2:** The economic growth and public confidence in banks are expected to have an impact on the magnitude of credit extended to the private sector.

Based on the least squares method we have the following results

The impact of various factors on the development of credit extended to the private sector has been tested by means of the least squares method. Initially, four independent variables were taken into consideration (see Table 1), but only two of them proved to be significant during the test.

Table 3. Factors that have had an impact on the development of private sector credit.

Dependent Variable: Y
Method: Least Squares
Date: 06/23/17 Time: 01:19
Sample: 2002 2016
Included observations: 15
 $Y=C(1)+C(2)*X_1+C(3)*X_2$

	Coefficient	Std. Error	t-Statistic	Prob.
C(1)	0.646665	0.098155	6.588177	0.0000
C(2)	0.012191	0.001171	10.40827	0.0000
C(3)	0.357367	0.038666	9.242538	0.0000
R-squared	0.919061	Mean dependent var		1.557333
Adjusted R-squared	0.905571	S.D. dependent var		0.136144
S.E. of regression	0.041836	Akaike info criterion		-3.333258
Sum squared resid	0.021003	Schwarz criterion		-3.191648
Log likelihood	27.99943	F-statistic		68.12998
Durbin-Eaton stat	1.711532	Prob(F-statistic)		0.000000

Source: Authors' processing

The variables under consideration were:

Dependent variable:

- Y- Credit to Private Sector / GDP

Independent Variables:

- X1 - Economic growth; X2 - Deposits / GDP; X3-loans / deposits; X4 - (Interest rate x NPL)

Model:

$$Y=0.646665+0.012191X_1+0.357367X_2$$

Firstly, an economic growth of 1% , provided that the factor X2 does not change, would affect the growth of 0.012191 units of private sector / GDP credit.

Second, an increase of 1% of the Deposit / GDP indicator, provided that constant X1, would affect the growth with 0.35736 units of the dependent variables. So the size with which financial intermediaries in Albania have credited the private sector over the years under analysis is largely determined by the size of deposits.

Conclusions:

- Referring to the analyses carried out based on the data above, it can be said that private sector credit has had a positive impact on the growth of Albanian GDP from 2002 to 2017. At the same time, economic growth affects the growth of the private credit sector. Therefore, the effect seems to be a chain, where the positive feedback that one factor gives over another factor is associated with a positive effect on the factor that gave this effect earlier.

- For the years under review, the size with which the financial intermediaries in Albania have credited the private sector is mainly determined by the size of deposits. So, the impetus that banks create in the economy depends on the amount they receive as deposit.
- According to the model presented, there is an inverse relation between interest rates on ALL deposits and the size of deposits in ALL. The testing of the model resulted that the increase in the size of deposits in ALL would affect the reduction of the interest rate on ALL deposits.

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Interplay Between the Human Resource Development Activities and Organizational Commitment

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Abstract

This mixed methods research was aimed to explore relationship between the human resource development activities and the commitment of employees. In the research, we applied explanatory sequential design using nested samples for the quantitative and qualitative components of the study to foster deeper understandings of these relationships. In the quantitative component, data were obtained with scales, and analyzed from 609 employees in different companies in Serbia, while for qualitative component semi-structured interviews were conducted with 29 respondents from the same sample. The collected data were subjected (in the first component) to a few common (frequencies, std. deviation, means, etc.) and more complex statistical proceedings (canonical correlation analysis), and in the second component were subjected to the qualitative content analysis. The quantitative results indicate complex interaction of affective, continuance, and normative components of organizational commitment with different human resource development activities, while the qualitative data revealed deeper meaning of these connections.¹

Keywords: human resource development, human resource development activities, organizational commitment, mixed methods

Introduction

The reason to research the interconnection of human resource development activities and organizational commitment, we found in fact that it is a relatively a new paradigm in HRD studies. Most of papers related to this issue are written from the perspective of learning organization concept, from perspective of new employees, older workers, certain professions or the fields of practice, or considering only limited spectrum of HRD activities – training, virtual HRD activities, etc. Nearly all of studies treated relationships between HRD activities and organizational commitment as one of the research questions. Only a few quantitative studies aimed to investigate relationships between HRD activities and organizational commitment were performed recently (Bartlett, 2001; Tansky and Cohen, 2001, In Chalofsky, et al., 2014), while qualitative and mixed method studies were missing. Based on lack of empirical studies of the interconnection of HRD activities and organizational commitment, we decided to research it using an explanatory sequential design.

Human Resource Development Activities

Human resource development (HRD) activities are designed to contribute to the achievement of strategic objectives of the organization, to produce changes in behavior of individuals, group or organization, to help organization to obtain higher performance, and aimed to enrich and develop employee's work-related potential through learning and training. They encompass "a whole network of activities involved in preparing people for work and coping with a multitude of issues related to work" (Ruona, 2000: 14).

¹ This article is a result of the project "Models of evaluation and strategies for improvement of education quality in Serbia", No 179060 (2011–2015), financially supported by the Ministry of Education, Science and Technological Development, Republic of Serbia.

According to Hamlin and Stewart, HRD activities are a workplace process that encompasses “planned activities, processes and/or interventions designed to have impact upon and enhance organizational and individual learning, to develop human potential, to improve or maximize effectiveness and performance at either the individual, group/team and/or organizational level, and/or to bring about effective, beneficial personal or organizational behavior change” (Hamlin and Stewart, 2011: 213). Moreover, these activities include not only “cognitive activity but also involve the emotional, imaginative, and intuitive aspects of humanity” (Bennett and Bierema, 2010: 641).

Although earlier studies emphasized that through HRD activities learning is related to attaining organizational and not necessarily individual performance goals, many latter authors (Reio, 2013; Sambrook, 2002; Slattery et al., 2006; Wilton, 2013) consider that HRD activities, whether face to face or virtual, encompass not only adult education/learning activities (long- and short-term, self-development, collaborative, organization- or socially-oriented), but also, broader spectrum of activities aimed to improve organizational culture, organizational climate, through processes of appraising and rewarding, leading, directing, motivating, building trust, taking risks, developing new knowledge, sharing knowledge, etc. Garavan and associates consider that “HRD activities may be multidimensional, including combinations of voluntary, involuntary, formal and informal, current and future, incremental as well as frame breaking, interactive and passive learning activities, and generic and specific competencies” (Garavan et al., 2004: 427).

Very interesting classification of HRD activities related to learning is given by Rowden (2002: 410–417): (a) *formal* (structured, planned, organized) learning activities, (b) *informal* (unstructured, or spontaneous) activities that lead to learning on the job, (c) *incidental* (activities that lead to learning on the job, even though that was not the purpose of it, which occurs as an unintended by-product of some other activity, such as trial-and-error experimentation or interpersonal interaction), and (d) *overall* learning activities that combines the three aspects of workplace learning. He extended understanding that most of the HRD activities related to learning are intentional, i.e. formal or informal. Rowden (2002: 410) emphasizes that HRD activities are a means of achieving various organizational and individual goals.

Besides traditional practices of formal and informal learning activities, described by Rowden (2002) we found several interesting characteristics of the contemporary HRD activities. Knowles et al. (1998: 121) wrote about “self-initiated activities” performed by employees who “are not asked to do it”, when facing new challenges on the job that benefits organizations. Supported by development of new technologies, needs for sharing knowledge in organization, global- and market-driven economy, “just-in-time” (JIT) learning activities at workplace emerged as unstructured, but important HRD practice. As Tkaczyk (2017) recently emphasized, earlier orientation in HRD activities were “just-in-case” oriented, trainer-centered, centralized, ad hoc, bureaucratic, mechanistic, menu-driven, reactive, and short-term. As opposition to them, “the new learning and development function is being identified by employees and company leaders [...] as learner-centered, agile, energized, holistic, humanistic, just-in-time, on-demand, commitment-focused, knowledge-led, organic, integrated, strategic, networked, and long-term” (Tkaczyk, 2017: 11). These “new” activities are practice-oriented, intended to be applied at the job. Moreover, there are many other HRD activities that do not belong to these groups because they do not belong to traditional adult education or human resource development paradigms (i.e. learning oriented evaluative activities, organizational learning activities, solving-problems activities, etc.), or because they are not aimed only to work-related-learning (i.e. supportive, provisional, motivational, festive activities, etc.).

Organizational Commitment

Organizational commitment is a construct that been defined in relevant literature in many various ways. Some authors (Bishop & Scott, 2000, Vandenberg, & Scarpello, 1994, In Meyer, 2014; Joo, 2010) treated commitment as a unidimensional construct, while others (Johnson, 1991, In Reis and Sprecher, 2009; Meyer et al., 2010, In Meyer, 2014; Rusbult, 1983, In Reis and Sprecher, 2009) were applied a multidimensional framework. Joo consider that organizational commitment “refers to an individual's overall feelings about the organization”, and that this construct is related to “behavioral investments in the organization, likelihood to stay with the organization, and goal and value congruence” (Joo, 2010: 70). Rusbult defined commitment as “the subjective experience of dependence and is a function of three independent variables: satisfaction level, quality of alternatives, and investment size” (Rusbult, 1983, In Reis and Sprecher, 2009: 246). Meyer & Herscovitch described commitment as “stabilizing or obliging force that gives direction to behavior”, i.e. “mind-set that can take different forms and binds an individual to a course of action that is relevant to a particular target” (Meyer & Herscovitch, 2001: 301, In Meyer, 2014: 35–36).

Meyer et al. (Meyer et al., 2010, In Meyer, 2014) consider that commitment is construct formed by three basic components – affective, continuance and normative. Intensity of commitment is moving along the continuum of engagement, and depends from work motivation. The affective commitment (attachment) can be described as emotional bond with an entity (organization) that involve acceptance of value system and identification with an entity. The continuance commitment (gratitude) can be described as a perceived cost of leaving organization, or as a perceived lack of position and benefits in the case of leaving organization. The normative commitment (loyalty) can be described as a perception of obligation to remain in organization due to ethical reasons.

Earlier definitions been grounded in understanding that organizational commitment is force that drive an individual to an entity. However, contemporary definitions underline that organizational commitment is attachment, that connects an individual to an entity and/or to behavior (Miroshnik, 2013). Although subtle, that difference emphasizing importance of extrinsic motivation and external requests (through formal or informal organizational regulative, processed through management requirements or through organizational culture) given in former definition, that notably reflect on continuance commitment.

Human Resource Development Activities and Organizational Commitment Relations

To date, not too much is known about the relationship between HRD activities and organizational commitment. Some earlier studies (Ashforth & Mael, 1989, In Slattery et al., 2006) revealed that HRD practices influence organizational commitment through the development of an employee's organizational socialization. An earlier study, conducted by Mathieu (1991) provides a base for examining the relationship between training activities as one of the aspect of HRD activities with organizational commitment. Based on responses from 588 ROTC (*Amy and Navy Reserve Officer Training Corps*) cadets he found, opposite to earlier studies, that "the influences of training characteristics on organizational commitment were completely mediated by their impact on satisfaction" (Mathieu, 1991: 616).

Recently, few studies have investigated this relationship as one of the research questions. Slattery et al. (2006) in their empirical study found importance of HRD activities during new employee development practices for development of three aspects of commitment – loyalty, attachment and involvement. Bartlett found that "organizational commitment is an additional outcome of training and development activities", i.e. that "that training can play a role in the development and maintenance of organizational commitment" (Bartlett, 2001: 348). Similarly, Hartung and Wilson (2016) highlighted that HRD activities may support participants' building commitment, while Tansky and Cohen reported in their study that satisfaction with employee development resulted in more commitment to the organization (Tansky and Cohen, 2001, In Chalofsky, et al., 2014). Some authors (Ruona, 2014, Nafukho and Muyia, 2014, all In Chalofsky, et al., 2014; Thurston et al., 2012) found that HRD activities could foster and stimulate organizational commitment, i.e. to activate and build organizational commitment (Swanson and Holton, 2001).

Research Questions

This study was aimed to explore relationship between the human resource development activities and the commitment of employees. Relationship between different aspects of HRD activities (frequency of participation, content of activities, applicability of knowledge and skills obtained through HRD activities to practice, motivation for organizational and job-related learning, support to employees' learning, learning through evaluation, and availability of job-relevant information) and major components of commitment – affective, continuance and normative were explored through the following research questions:

1. How frequency of participation in HRD activities relate to organizational commitment of employees?
2. How content of HRD activities relate to organizational commitment of employees?
3. How applicability of knowledge and skills obtained through HRD activities to practice relate to organizational commitment of employees?
4. How motivation for organizational and job-related learning relates to organizational commitment of employees?
5. How support to employees' learning relates to organizational commitment of employees?

6. How learning through evaluation relates to organizational commitment of employees?
7. How availability of job-relevant information relates to organizational commitment of employees?

Methods

This mixed methods research was aimed to explore relationship between the human resource development activities and the commitment of employees. The rationale to opt for this design, according to one of the most accepted classifications of the purposes for mixed-method evaluation designs given by Greene and associates is complementarity (Greene, et al., 1989). In that research design purpose of combination of quantitative and qualitative methods are to obtain more in-depth insights into the nature of relationship through qualitative methods; in the case of this study, our intention was to increase understanding, meaningfulness, and interpretability of the results obtain by quantitative methods. The study, reported herein, involves an explanatory sequential design. In accordance to its characteristics (Creswell & Plano Clark, 2011), we first employed quantitative, followed by qualitative component, where quantitative component has priority in the study.

Sample

The population for this study were employees from different companies in Serbia. Participation in the study was voluntary and anonymously. We opted for sequential design using nested samples for the quantitative and qualitative components of the study (Onwuegbuzie & Collins, 2007; Matović, 2013).

By using random sampling, data for quantitative analyses were collected from employees in different organizations from 10 cities in Serbia (N=609). The on-line questionnaires were distributed to 612 respondents. We received total of 609 completed and usable surveys for a response rate of 96.8%. The demographic variables included age, gender, employees' overall tenure, tenure with current employer, level of education, number of employees in organization, and industry type.

The age of the participants ranged from 18 to 67 years, with a mean age near 39 years and 3 months. Female participants (n=377; 61.9%) outnumbered male participants (n=232; 38.1%). Average overall tenure ranged from 6 months to over 45 years, with a mean near 13 years and 3 months, while mean of tenure with current employer were near 8 years and 8 months. Among the respondents, most of them, i.e. 28.4% had a four-year university degree, 19.4% finished vocational/craft schools, while master degree or higher had 17.9%. Bachelor or college degree had 15.1% respondents, 10.0% finished gymnasiums or professional schools, professional master degree hold 7.7%, 1.3% hold a doctorate/PhD, while 0.3% finished only primary school. Most of the respondents (48.3%) were engaged on various consulting positions, 19.9% were engaged as technicians, 16.9% as manual laborers, 10.2% were engaged on managerial positions, while 4.8% were engaged as researchers, university professors or university associates. Among them, 67.7% are full-time employees, 22.5% have fixed-term contracts, 5.7% are freelancers, 3.8% are volunteers, while 0.3% are re-employed pensioners.

Most of companies in which respondents are employed have less than 500 employees (70.9%), 15.6% have 1001–5000 employees, 8.5% have 501–1000 employees, 3.0% have more than 10000 employees and 2.0% have 5001–10000 employees. 73.9% organizations that employed respondents are wholesale and distribution companies, 17.6% companies are in production and the distribution of goods and services, while 8.5% of them are production companies, 22.5% respondents are employed in the education and science, 12.7% in retail, 10.9% in public services, 9.7% in communication and telecommunication, 8.6% are employed in health care, 5.5% in banking, 4.4% in lodging/food/tourism, 3.9 in automotive industry, 3.8% in art and culture, 3.3% in transportation, 3.1% in energy & natural resources, 2.8% in construction services, while 8.9% are employed in other industries and services.

For the qualitative component, the present study employed stratified purposeful sampling. We choose that sampling by reason that some authors suggest "purposive sampling of particular cases combined with random sampling for survey to maximize both discovery and generalizability" (Greene, et al., 1989: 268). To identify respondents for the qualitative part of the study we opted for the purposeful sampling based on respondent's tenure. From the sample for quantitative component for the qualitative component of the study we selected 29 respondents, each of them with different length of tenure. Correspondingly, the sample for qualitative component of the study included similar number of randomly selected respondents with: less than five years of tenure (10 interviewees), from six to thirty years of tenure (11 interviewees), more than thirty years of tenure (8 interviewees). The average length of tenure for respondents were 15 years and 8 months. The sample included 16 female and 13 male respondents. The average age of the participants were 48 years and 2 months.

The average tenure of interviewees was 15 years and 11 months, while the average tenure with current employer were 10 years and 4 months. Among the interviewees, most of them (51.7%) had a four-year university degree, 24.1% had bachelor or college degree, 13.8% finished vocational/craft schools, 6.9% finished gymnasiums or professional schools, while master degree had 3.5%. Most of the respondents (55.2%) were engaged on various consulting positions, 24.1% were engaged as technicians, 13.8% were engaged on middle-range administrative positions, while 6.9% were engaged on managerial positions. Most interviewees (20.7%) are employed in communication and telecommunication, in the field of education (13.8%), in lodging/food/tourism (13.8%), 10.3% of them are employed in retail, 10.3% in transportation, 6.9% in public services, 3.4% are employed in health care, 3.4% in energy & natural resources, 3.4% in art and culture, while 13.8% are employed in other industries and services.

Instruments

To conduct the quantitative empirical research few instruments were prepared and adapted. Instruments development involved several stages. First, we developed a pool of items for each construct using a deductive approach, based on lists of common HRD activities derived in prior studies (Knowles, et al., 1998; Marsick, et al., In Chaloofsky, et al., 2014; Ovesni, 2014; Rigg, et al., 2007; Swanson and Holton, 2001; Watkins & Marsick, 1993). This first stage's content validity was assessed using survey research through independent crosschecking by seven andragogy/HRD experts. Based on their suggestions the list of questions was shortened, and the correction of text translated from English to Serbian were performed to assure the accuracy of the items. Table 1 shows internal reliability coefficient, Cronbach's α for all instruments used for collecting data for quantitative component of the study.

To measure *different aspects of HRD activities* (frequency of participation, content of activities, applicability of knowledge and skills obtained through HRD activities to practice, motivation for organizational and job-related learning, support to employees' learning, learning through evaluation, and availability of job-relevant information), we used 8 instruments. Frequency of participation in organized HRD activities (FP scale) was measured by 18-items instrument. A three-point frequency rating scale with anchors ranging from 1 ("never"), 2 ("rarely"), to 3 ("often") was used. For CA, AKS, ML, SL, LE, and AI scales each item had the response options to three choices, i.e. "1 = almost always", "2 = to a considerable degree" or "3 = seldom".

To measure *organizational commitment*, in 41-items instrument (OC scale) we used a three-point rating scale with anchors ranging from 1 ("agree"), 2 ("undecided"), to 3 ("disagree"). In the instrument, we included items with different intensity related to all three components of organizational commitment – affective, continuance and normative.

In the qualitative component of the study we applied semi-structured interview, aimed to gather data about experience and respondent's opinion about achievement of their engagement in HRD activities and about their commitment to organization. For this instrument under the term "HRD activities", we consider different spectrum of previously described HRD activities – related to organization, formal, informal, self-initiated, etc.

The interview protocol included ten open-ended questions. All questions were pilot tested for clarity with the group of graduate students in andragogy. The interviewees were informed that the interview will be anonym, audio-recorded by interviewer, and transcribed verbatim. Participants were labeled by random names. Interview length were 18 to 30 minutes. The interviews were transcribed, and the key themes were identified.

Data Analyses Techniques

The collected data were subjected (in the first component) to a few common (frequencies, std. deviation, means, etc. with IBM SPSS Statistics 23) and more complex statistical proceedings (canonical correlation analysis with Dell Software STATISTICA 12.5). To supplement them, for the data collected by interviews, qualitative content analysis was used. The primary purpose of qualitative content analysis was to register different explanations of experience and interviewees' opinion about achievement of their engagement in HRD activities and about their commitment to organization. Three explanations were identified.

Analysis and Discussion

Quantitative Data

Relations between frequency of participation in HRD activities and organizational commitment of employees

Results of canonical correlation test for relationship between frequency of participation in HRD activities and organizational commitment of employees (Table 2) showed that two canonical correlations are significant. By using the cutoff correlation of 0.3 to select variables for each variable set, the variables in the set of frequency of participation in HRD activities (FP) correlated with the first canonical variate were: lack of employee engagement activities and HRD activities related to learning of business principles and standards. Taken as a pair, these variates suggest that lack of employee engagement activities followed almost only by HRD activities related to learning of business principles and standards leads to a lack of affective commitment of employees, i.e. to reduction of their attachment to organization.

The second canonical variate included learning about using organizational data basis and absence of HRD activities directed to obtain conflict solving skills. This pair of canonical variates reveal that reduction of HRD activities to learning about using organizational data base combined with absence of HRD activities directed to obtain conflict solving skills lead to lack of normative commitment of employees, i.e. to the loss of loyalty to organization.

Relations between content of HRD activities and organizational commitment of employees

Canonical correlation test for relations between content of HRD activities and organizational commitment of employees (Table 2) revealed that two canonical correlations are significant. By using the cutoff correlation of 0.3 to select variables for each variable set, the one variable in the set of content of HRD activities related to organizational learning was included – "single-loop" learning activities. In organizations which operates in a hierarchical way, executive management and employees usually generates specific, subjective, implicit logical, for specific group characteristically information, that are difficult to generalize. In the organizational hierarchy, unlike to other employees, top managers generate an abstract, objective, explicitly logical, comparable information that could be generalized. Differences in perception between first line managers and employees at one hand, and senior executives and top managers, at the other hand are in the core of: tensions, distorted information, and creation of conditions for downsizing performance. Such practice does not encourage the development of creativity, or any kind of conditions necessary for the improvement of organizational performance, which is the main goal to any HRD professional or department. It has potential only for "maintaining the current level of efficiency in the implementation of the acquired knowledge with the possibility for obtaining new but fragmented, functional knowledge and skills of employees through participation in traditional educational and training programs" (Ovesni, 2014: 44). These variates suggest that learning in organization only through "single loop" HRD activities affect loss of loyalty (lack of normative commitment) to organization.

The second canonical variate included "double-loop" learning activities and overall organizational learning. This pair of canonical variates reveal that learning as a rigorous review of processes in which the error originally appeared and in completely restructuring of these processes, together with learning about some organizational determinants (culture, tradition, history, etc.) could raise up affective commitment (attachment to organization) of employees.

Relations between applicability of knowledge and skills obtained through HRD activities and organizational commitment of employees

Third research question asked about a relationship between applicability of knowledge and skills obtained through HRD activities and organizational commitment of employees. Canonical correlation test (Table 2) revealed that one canonical correlation is significant. The variable which correlated with the first canonical variate was "application of knowledge and skills obtained through HRD activities only in case of error". Taken as a pair, these variates suggest that application of knowledge and skills obtained through HRD activities only in case of error leads to lack of loyalty, i.e. normative commitment. Apparently, if employees obtained some new knowledge and skills during participation in HRD activities, they expect that organization take care about content of these activities, and that organization expect that they apply it to their work-tasks. Nevertheless, if utilization of these knowledge and skills is limited only to cases when previous behavior is not sufficient, or in the case that it leads to error, they could lose confidence to organization that leads to weaker normative commitment.

Relations between motivation for organizational and job-related learning and organizational commitment of employees

Results of canonical correlation test for relationship between motivation for organizational and job-related learning and organizational commitment of employees (Table 2) showed that one canonical correlation is significant. The variable which correlated with the first canonical variate was "autonomy in learning". Taken as a pair, these variates suggest that

respondents with more autonomy for organizational and job-related learning are more loyal to their organizations. Autonomy represent the reflection of power (influence) and knowledge in context; it is critical in obtaining the status in own profession, job or among coworkers (Ovesni, 2014). Therefore, it is not surprising that employees with higher level of autonomy in job-related learning express stronger loyalty (normative commitment) to their organizations.

Relations between learning through evaluation of HRD activities and organizational commitment of employees

Fifth research question asked about a relationship between learning through evaluation of HRD activities and organizational commitment of employees. Canonical correlation test for relations between learning through evaluation of HRD activities and organizational commitment of employees (Table 2) revealed that one canonical correlations is significant. The variable which correlated with the first canonical variate was "discussions about application of learned". This pair of canonical variates reveals that employees who reported that they discuss about possibilities to apply knowledge and skills obtained in HRD activities express stronger continuance commitment (gratitude). One of reasons could be that specific ("how-to") knowledge could support their decision to stay in organization.

Relations between support to employees' learning and organizational commitment of employees

Canonical correlation test for relations between support to employees' learning and organizational commitment of employees (Table 2) revealed that three canonical correlations are significant. The first canonical variate included support to share knowledge with co-workers and lack of support to employees' learning. This pair of canonical variates reveal that employees who been asked to share their knowledge with co-workers and those who don't have support for learning express lack of normative commitment, loyalty. First pair is especially interesting, because it reveals possibility that employees perceive sharing own knowledge as unethical practice, and potential high value given to job-related knowledge. Obliging someone to give something valuable to someone "for free" could trigger them to reconsider obligation to remain in organization due to ethical reasons. Moreover, absence of support for their job-related learning, especially if they are intertwined with some other factors of job dissatisfaction (lower status, job insecurity, low salary, poor work conditions, etc.) could also lead to lack of normative commitment to organization. The second canonical variate included learning about job, in free time, and full support for formal professional education. This pair of canonical variates reveal that respondents who learn about job in their own time, and those who have full support for formal professional education express higher affective commitment, attachment to organization. The third canonical variate included learning through social networks in free time, non-material support for formal professional education, provision of the on-the-job trainings, and support to participate in seminars, conferences, or other out-door learning activities. Taken as a pair, these variates suggest that respondents with more support for personally important job-related learning given by organization express stronger continuance commitment (gratitude) to organization.

Relations between availability of job-relevant information and organizational commitment of employees

Results of canonical correlation test for relationship between availability of job-relevant information and organizational commitment of employees (Table 2) showed that two canonical correlations are significant. The first canonical variate included possibility for knowledge sharing via social networks, and for social networking among co-workers during working time. Taken as a pair, these variates suggest that respondents with more freedom in usage of social networks express stronger continuance commitment (gratitude). The second canonical variate included open access to all organizational data and freedom in using the Internet on the job. Taken as a pair, these variates suggest that employees that freely access all data necessary for successful job performance express higher attachment to organization (affective commitment). One of explanation is that employees tend to be creative in job-related problem solving, that they need open access to all job-relevant information, and through this – express tendency to work in a learning organization that support interconnectivity, creation of system for maintaining and sharing knowledge relevant to organization.

Qualitative Data

Development of employees in organization is performing through different learning process that involve a broad spectrum of different HRD activities (Knowles, et al., 1998; Marsick, et al., In Chalofsky, et al., 2014; Ovesni, 2014; Swanson and Holton, 2001). Concerning responses given by interviewees in this study, HRD activities encompass: activities organized by employers that could be performed indoors or outdoors, activities organized by employees, or self-initiated activities. Although plentiful HRD activities are recognized by interviewees, availability and offer of them is very limited. Interviewees

employed in the organizations that have high performance, or those involved into industries characterized by rapid changes, with emphasized need for innovations underline necessity for continuing learning. For example:

Jovana: *"Considering that my industry is characterized by rapid changes, where day-to-day learning, that is supported by my company, is necessity. It is very important to be informed about all relevant changes. Once a year we have intensive training about new standards and regulative, and new methods. Also, during working time we can approach to all required information by different organizational web-portals".*

As important effects of learning in organization, employees usually itemize: obtaining new knowledge, development of good relationship with co-workers, building up self-confidence, deeper knowledge about own job, and with the context for its performance. Some of responses given by interviewees describes these effects:

Zorica: *"I would like to say that HRD activities organized by my organization not only that contribute to obtaining new knowledge, but also to development of good relationship and better communication with co-workers".*

Olivera: *"Learning and continuing attendance to seminars boost up my self-confidence."*

Marko: *"Trainings organized by my company helped me to obtain insight into processes and purposes of my organization."*

Based on obtained responses, we could conclude that most of them consider that participation of employees in HRD activities contribute to organizational commitment. Only few of them categorically deny it.

How to explain relations between HRD activities and organizational commitment? Reflections of interviewees about that issue are different. However, it is possible to extract a few explanations based on their statements. First explanation is based in opinion that planning and realization of different learning activities express concerns for employees, and expression of security of their jobs:

Nemanja: *"Education organized by company contribute to attachment and to loyalty to organization. That way, employees could get impression that company care about them and their skills, and that company have long-term plans with these employees."*

Zoran: *"Care about promotion and development of employees expressed through organizing learning activities develop empathy to my organization."*

The base for second explanation is conviction that development of organization is intertwined with development of employees. Development of competences necessary for optimal performance, building up self-confidence of employees, and drive organization toward optimal performance:

Nemanja: *"I consider that what I learned in my company obligate me to be loyal, and drives me to further learning".*

Nevena: *"Satisfaction with learned helped me to perform my job better, and acknowledgement that I am better than before drives me to stronger commitment to my organization."*

Vladimir: *"I feel that when I learn what I want, and my company benefits from it, we grow up together."*

The main characteristic of third explanation is opinion that organizational commitment is grounded in organizational climate that is developed through learning and understanding of own job, and context for its realization. Furthermore, as additional encouragement for stronger commitment to organization, interviewees emphasize relationship of employees with processes in organization.

Aleksandar: *"By learning in the workplace context somehow I accept job characteristics. These knowledge is only mine, and as consequence, they form my commitment to organization."*

Tijana: *"Workplace learning contribute to better understanding of the work-related processes and relationships in organization, and what you understand, is closer and more intimate, so you feel it as something what belongs to you."*

Zlatija: *"Learning in organization influence me... because create bonds with organization, helps me to understand organizational values."*

However, besides opinion that participation in HRD activities contribute to development of organizational commitment, some interviewees point to circumstances when such development is missing. For example, when participation of employees in HRD activities is not perceived as possibility to improve quality of own performance, but as a request to obtain a job. In such case interviewees underline that commitment to organization is not matter of choice, but necessity. In some cases, if they want to hold their work-position employees are obligated that in a certain period achieve a prescribed amount of points (by participation at seminars) or to pass some tests.

Gorica: *"HRD activities in our organization are usually directed to obtaining more points, and then, it is imposed. We participate in some seminars just because possibility to obtain points, not because possibility to learn something related to our work. To me, participation in such activities can't raise up my organizational commitment ... it means only that I'll get some points for it."*

Commitment to organization, besides engagement of employee in HRD activities, is caused by broad spectrum of different factors: organization culture, climate, management, tradition, critical reflection of achievements, feedback, research and development, optimal performance requests, possibility to accomplish organizational mission and vision, possibility to understand organizational philosophy and politics, realization of ethical principles, etc. In our study, interviewees emphasized importance of manager-employee relation, overall organizational climate, quality of communications between employees, acknowledgement with and acceptance of work processes, salary, work conditions, etc.

Jelena: *"Loyalty and commitment to organization are influenced by top managers who are capable to recognize efforts, efficacy, and commitment to job that are performed by workers."*

Marija: *"I would say that incomes provided by organization are base of loyalty, and that commitment is based on income arguments."*

Vladan: *"Loyalty comes from job satisfaction, that is primary satisfaction with salary and work conditions"*.

Conclusion

This study showed deep and complex interconnections of HRD activities and organizational commitment. Through first, quantitative component we learned that, at the one hand, limited scope and inadequate offer of HRD activities, as well as limitation to "single loop" HRD activities, issues with applying obtained knowledge and skills, forcing employees to share own knowledge with others, leads to the weaker normative commitment of employees, i.e. to reduction of employees' loyalty to organization. Moreover, limited scope and inadequate offer of HRD activities also lead to weaker affective commitment of employees, to reduction of their attachment to organization.

At the other hand, "double-loop" learning activities, learning about organizational culture, learning about job in free time, full support for formal professional education, and free access to all data necessary for successful job performance could raise up affective commitment of employees, i.e. to make attachment to organization stronger. Autonomy in job-related learning could trigger stronger loyalty (normative commitment) to organizations, while active learning through evaluation of HRD activities with more support for personally important job-related learning given by organization, and more freedom in usage of social networks raise up continuance commitment (gratitude).

Explanation of interplay between of HRD activities and organizational commitment given through second qualitative component of our study revealed that quality of these relationship depends on understanding the role of learning and participation in HRD activities – as reflection of organizational carefulness and long-term plans of human resource management, as prerequisite for improvement of organizational performance, as path of understanding and acknowledging with job character, as means to acceptance of organizational context, or as requirement for holding obtained work-position.

These findings could have consequences on human resource management practice. They pointed out necessity for differentiated approach to HRD activities design. As Ryan wrote: "When the circumstances warrant special attention, significant benefit is gained when a manager secures a personal commitment from the employee to be accountable for the desired results. Commitment is the key" (Ryan, 2003: 521, In Ovesni, 2014).

Although this study is among a very few studies for this topic, the usage of explanatory sequential design to explore the interconnection of human resource development activities and organizational commitment may require further researches

with different samples, in different social context, or with longitudinal design and are necessary for better generalizability of results.

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Table 1. Internal reliability coefficients for CA, AKS, ML, LE, SL, and AI scales

Instrument	Number of items	Cronbach's α coefficient
Frequency of participation in organized HRD activities (FP scale)	18	0.83
Content of HRD activities (related to organizational learning) (CA scale)	10	0.69
Applicability of knowledge and skills obtained through HRD activities to practice (AKS scale)	16	0.80
Motivation for organizational and job-related learning (ML scale)	6	0.69
Learning through evaluation (LE scale)	7	0.64
Support to employees' learning (SL scale)	17	0.71
Availability of job-relevant information (AI scale)	5	0.66
Organizational commitment (OC scale)	41	0.94

Table 2. Canonical correlation test for relationship between HRD activities and commitment of employees

FREQUENCY OF PARTICIPATION	Chi-Square Tests with Successive Roots Removed				p	λ'
	Cncl R	Cncl R ²	χ^2	df		
	0.365	0.134	195.375	108	0.000	0.720
	0.256	0.065	110.0023	85	0.036	0.831
	1st Cncl Var.			2nd Cncl Var.		
	lack of affective commitment			lack of normative commitment		
employee engagement activities	-0.589			/		
business principles and standards	0.406			0.706		
using organizational data basis	/			0.473		
conflict solving skills	/			-0.414		
			Percent of variance		36.46%	
			Redundancy		12.53%	
					16.61%	
CONTENT OF HRD ACTIVITIES (related to organizational learning)	Chi-Square Tests with Successive Roots Removed				p	λ'
	Cncl R	Cncl R ²	χ^2	df		
	0.395	0.156	360.376	220	0.000	0.544
	0.358	0.128	260.184	189	0.000	0.644
	1st Cncl Var.			2nd Cncl Var.		
	lack of normative commitment			affective commitment		
"single-loop" learning activities	0.397			/		
"double-loop" learning activities	/			0.672		
lack of organizational learning	/			-0.506		
			Percent of variance		54.46%	
			Redundancy		17.19%	
					14.07%	
APPLICABILITY OF KNOWLEDGE AND SKILLS (obtained through HRD activities to practice)	Chi-Square Tests with Successive Roots Removed				p	λ'
	Cncl R	Cncl R ²	χ^2	df		
	0.436	0.190	286.308	144	0.000	0.618
	1st Cncl Var.			Percent of variance		
				Redundancy		12.53%
						36.46%
					16.61%	
only in case of error	0.556			/		
MOTIVATION FOR ORGANIZATIONAL AND JOB-RELATED LEARNING HRD ACTIVITIES	Chi-Square Tests with Successive Roots Removed				p	λ'
	Cncl R	Cncl R ²	χ^2	df		
	0.409	0.167	168.466	64	0.000	0.755
	1st Cncl Var.			Percent of variance		
	normative commitment			Redundancy		15.15%
						89.42%
					15.64%	
autonomy in learning	0.635			/		
LEARNING THROUGH EVALUATION	Chi-Square Tests with Successive Roots Removed				p	λ'
	Cncl R	Cncl R ²	χ^2	df		
	0.436	0.190	166.059	49	0.000	0.758
	1st Cncl Var.			Percent of variance		
	continuance commitment			Redundancy		16.16%
						55.37%
					18.17%	
discussions about application of learned	0.462			/		

Table 2 (continued). Canonical correlation test for relationship between HRD activities and commitment of employees

	Chi-Square Tests with Successive Roots Removed				p	λ'
	Cncl R	Cncl R ²	χ ²	df		
SUPPORT TO EMPLOYEES' LEARNING	0.457	0.209	318.366	136	0.000	0.586
	0.297	0.088	179.147	112	0.000	0.740
	0.282	0.079	124.245	90	0.010	0.812
	1st Cncl Var.		2nd Cncl Var.			
support to share know ledge with co-workers	0.424		/			
lack of support	0.381		/			
learning about job, in free time	/		0.626			
full support for formal professional education	/		0.378			
	3rd Cncl Var.		Percent of variance			51.3%
	continuan ce commitment		Redundancy		20.05%	16.68%
learning through social netw orks in free time	0.669					
non-material support for frm. prof. education	0.504					
provis ion of the on-the-job trainings	0.381					
support for seminars, conferences, etc.	0.328					
AVAILABILITY OF JOB-RELEVANT INFORMATION	Chi-Square Tests with Successive Roots Removed				p	λ'
	Cncl R	Cncl R ²	χ ²	df		
	0.412	0.170	216.414	85	0.000	0.696
	0.308	0.095	105.379	64	0.001	0.838
1st Cncl Var.		2nd Cncl Var.				
continuan ce commitment		affectiv e commitment				
know ledge sharing (social networks)	0.494		/			
allow s social networking among co-workers	0.331		/			
open access to all organizational data	/		0.617			
allow s using the Internet on the job	/		0.957			
		Percent of variance		48.72%		
		Redundancy		18.92%		15.75%

The Agreeableness Type of Personality and the Basic Personal Values

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Abstract

The goal of this study is to discover the relationship between the agreeableness type of personality and the basic personal values, analyzed through non-experimental methodology and quantitative approach. The sample of this study is the Albanian high school seniors in Skopje, Republic of Macedonia which consists of 479 subjects, randomly selected from the total sample specified. The subjects' willingness to participate in the survey and their anonymity was respected by following all ethical norms. The results of correlative statistics show that there is association between the agreeableness type and all basic personal values, while the comparative statistics indicate statistically significant differences between the basic personal values related to the agreeableness type of personality and the highest mean score was reached by the value universalism. The Eta square agreeableness type of personality results showed a relatively low effect on the values stimulation as well as hedonism.

Keywords: personality, agreeableness type, basic personal values.

1. Introduction

The goal of this study is to discover the relationship between the agreeableness type of personality and the basic personal values, variables that belong to organizational psychology and the theory of personality.

Agreeableness is a personality trait that holds people to be accommodating and help (Burch and Anderson, 2008) them solve issues by creating win-win situation by their flexible attitude (Cattell and Mead, 2008). The notion value refers to beliefs on which situations or actions are desirable. Basic personal values are treated based on Salom Shwartz theory i.e. the Theory of basic values (1994, 2012). Shwartz sees values as consistent standards based on which we value everything else, including the appropriateness of norms, attitudes, traits or virtues that might be suggested to us. The values included in this study are: conformity, tradition, benevolence, universalism, self-direction, stimulation, hedonism, achievement, power and security. Guth et al (1965) stresses that "Values are not only closely related to personality, they are part of it, and serve as a guiding system by personality when facing choices and alternatives, values form a very consistent personality trait of an individual, especially if some values are clearly dominated by the others".

It is the first time in the Republic of Macedonia that statistical data related to the abovementioned variables are presented. Therefore, these results will open one more page for the organizational psychology and researchers who will examine these variables in the Republic of Macedonia.

1.1 Agreeableness type

Agreeableness is a personality trait that holds people to be accommodating and help (Burch and Anderson, 2008) them solve issues by creating win-win situation by their flexible attitude (Cattell and Mead, 2008). These people are usually very social (Mount et al., 2005) and friendly, generous in negotiations, usually balancing reports in tense situations. These people have a tendency to attain cooperation and social harmony (Goldberg, 1992). Helping the others is their incorporated attribute and therefore they believe that the others are also honest and trustworthy (Saucier and Goldberg, 1998). On the other hand, people who rank low in this trait of personality have a tendency to be selfish, unfriendly (Howard et al., Howard, 1995), and rough in social relationships (Ostendorf et al., 1992). For the reason that they are selfish, they believe that

others work against them, and therefore are suspicious (Goldberg, 1992). Furthermore, these people are not concerned for the other and it is less likely they will help others by sacrificing their own interests. In the five factor personality model, only artistic, social and entrepreneurial interests were clearly related to the personality traits. Artistic interest is positively associated to agreeableness and intellect ($r=.26$ and $r=.27$ respectively); social interest was moderately associated to agreeableness ($r=.43$).

1.2 Basic personal values

The notion value refers to beliefs on which situations or actions are desirable. Basic personal values are treated based on Salom Shwartz theory i.e. the Theory of basic values (1994, 2012). Shwartz perceives values as consistent standards based on which we value everything else, including the appropriateness of norms, attitudes, traits or virtues that might be suggested to us.

The values included in this study are: conformity, tradition, benevolence, universalism, self-direction, stimulation, hedonism, achievement, power and security.

- 1) *Conformity* is defined as a restraint of actions, inclinations, and impulses likely to disturb or harm others and violate social expectations or norms.
- 2) *Tradition* refers to respect, dedication, and acceptance of the customs and ideas that traditional culture or religion offer.
- 3) *Benevolence*: protection and enhancement of the people's welfare with whom the individual is in frequent personal contact
- 4) *Universalism* represents the understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.
- 5) *Self-direction*: independent thought and action—choosing, creating, exploring.
- 6) Stimulation refers to excitement, novelty, and challenge in life
- 7) *Hedonism*: enjoyment and profound gratification for oneself.
- 8) Achievement: personal success through demonstrating aptitude according to social standards
- 9) *Power* refers to the inclination for social status and prestige, control or dominance over people and resources.
- 10) *Security* is defined as safety, harmony, and stability of society, of relationships, and of self.

Guth et al (1965) stresses that "Values are not only closely related to personality, they are part of it, and serve as a guiding system to personality when facing solutions and alternatives, values form a very consistent personality trait of an individual, especially if some values are clearly dominated by the others".

Agreeableness predicts values associated to the quality of social interaction such as: appreciating teamwork and unity and disapproval of competition and benefits. The agreeableness dimension branches the differences between the people-oriented and objective-oriented values (McCrae and Costa, 1996).

2. Research methodology

The aim of this research study is to determine the level of association between the agreeableness type of personality and basic personal values through non-experimental quantitative methodology using original measuring instruments appropriate to the main variables. The set hypotheses, based on the theoretical frame, are that

- there is positive association between the agreeableness type of personality and basic personal values.
- the agreeableness type reaches the highest level of mean score by the value *universalism*

The population of this research consists of all senior students of Albanian high schools in Skopje, Republic of Macedonia, (High schools: "Zef Lush Marku", "Arseni Jovkov", "Cvetan Dimov", "Pançe Karagjozov", "Vlado Tasevski", "Marija Kiri", "8 Shtatori", "Zdravko Cvetkovski"), and the total number of subjects is 479. During the data analysis 50 subjects were

excluded from the final results since the validity of the data was threatened. Based on gender, 200 male and 279 female subjects were included, whereas 222 lived in rural areas and 257 in urban areas. Other descriptive data was not calculated as it was not within the scope of the study goals but were set to control any factors that might threaten the results. The descriptive data present in the measuring instruments did not indicate any threats during the variable measurements. The subjects in the survey were randomly selected and their willingness to participate as well as their anonymity was fully respected by following all ethical norms.

The survey was conducted during March-April 2017 and the study as a whole ended in 30.08.2017.

2.1 Measuring instruments

The measurement of the variable of agreeableness type of personality was achieved through the five factor questionnaire of personality – Big Five Inventory ((BFI; John, Donahue et al, 1991 and John et al 2008)) and only the data of the items 26, 27, 28, 29, 30, 31, 32, 33, were processed since they obtained the sincere opinion of the subject on how much they trust others, how much they oppose others, how easy they adapt, how much they think of themselves, how concerned they are about the others and to what extent they pressure others to complete an activity.

The BFI reliability value for extraversion in Alpha Cronbach scale reached satisfactory value of .508. The approval of nine items with the highest possible value in the answers from 1 (never) to 5 (very often) indicates that the subject has a more expressed agreeableness personality. This questionnaire is applied for the first time in Macedonia and is translated into Albanian through back translation procedure.

In previous research where this instrument is applied (Benet-Martinez and John, 1998; John et al.,2008; Soto, John, Gosling and Potter, 2008) according to Alpha Cronbach scale, it resulted with high reliability from .81 to .88 with an average .85.

The personal values questionnaire Portrait Values Questionnaire (PVQ)

(PVQ-40; Schwartz, 2003; Schwartz et al, 2001). This questionnaire is created by SVS (Shwartz Value Survey, 1992) with the idea of developing an instrument which is less abstract. It consists of 40 items which include descriptions of individuals that support certain values, including three to six items per value. The subjects answer on the scale from 1 (very much like me) to 6 (not like me at all) to describe to what extent they comply with the value descriptions. The questionnaire is constructed to measure ten basic personal values: conformity, tradition, benevolence, universalism, self-direction, stimulation, hedonism, achievement, power and security. The portraying is achieved by two types of questions: the first one refers to the importance (*it is important for them to have in their life...*), and the second one refers to aspirations or desires (*he/she want, seeks, believes...*). The instrument resulted in high reliability on all value categories, with an exception (tradition) conformity =.73, benevolence =.65 tradition =.51, universalism =.85, self-direction =.89, stimulation =.78, hedonism =.81, achievement =.84, power =.69 and security =.64 according to Carson J. Sandy, Samuel D. Gosling, Shalom H. Schwartz & Tim Koelkebeck (2016).

The same questionnaire is used by Desirée Knoppen; Willem Sari (2009), Alvaro Tamayo, Juliana Barreiros Porto (2009), Constanze Beierlein, Eldad Davidov, Peter Schmidt, Shalom H. Schwartz, Beatrice Rammstedt (2012).

2.2 Findings

Table 1 presents the descriptive statistical analysis for the main variables of the study, the agreeableness type of personality and basic personal values according to the Kurtosis statistic. The agreeableness personality type is averaged (M = 20.42) from minimum 13 and maximum 34 and standard deviation (SD = 3.71). The value *conformity* is averaged (M = 17.53) from minimum 7 and maximum 24 and standard deviation (SD = 3.23). The value *tradition* is averaged (M=17,28) from minimum 8 and maximum 24 and standard deviation (SD=3,30), *benevolence* is averaged (M=18,32) from minimum 7 and maximum 24 and standard deviation (SD=3,73), *universalism* is averaged (M=27,08) from minimum 13 and maximum 36 and standard deviation (SD=5,04), *self-direction* is averaged (M=17,83) from minimum 7 and maximum 24 and standard deviation (SD=3,72), *stimulation* is averaged (M=13,17) from minimum 5 and maximum 18 and standard deviation(SD=3,03), *hedonism* is averaged (M=12,08) from minimum 4 and maximum 18 and standard deviation (SD=2,98), *achievement* is averaged (M=17,12) from minimum 6 and maximum 24 and standard deviation (SD=3,72), *power* is averaged (M=10,13) from minimum 3 and maximum 18 and standard deviation (SD=21,75), *security* is averaged (M=21,75) from minimum 11 and maximum 30 and standard deviation (SD=4,11). From the data it is obvious that, in contrast to other

personal values, the dominating basic personal value of the subjects is *universalism* with the highest mean score from the general data.

Table 1. General mean score of agreeableness personality type and the basic personal values.

	N	Minimum	Maximum	Mean	Std. Deviation	Kurtosis	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	
agreeable_elimination	479	13.00	34.00	23.5136	3.71800	-.135	.223
PV_security	479	11.00	30.00	21.7537	4.11877	-.665	.223
PV_conformity	479	7.00	24.00	17.5324	3.23140	-.258	.223
PV_tradition	479	8.00	24.00	17.2881	3.30216	-.273	.223
PV_benevolence	479	7.00	24.00	18.3236	3.73069	-.339	.223
PV_universalism	479	13.00	36.00	27.0877	5.04630	-.615	.223
PV_self-direction	479	7.00	24.00	17.8351	3.72147	-.408	.223
PV_stimulation	479	5.00	18.00	13.1795	3.03348	-.381	.223
PV_hedonism	479	4.00	18.00	12.0814	2.98105	-.384	.223
PV_achievement	479	6.00	24.00	17.1211	3.72737	-.409	.223
PV_power	479	3.00	18.00	10.1399	3.45794	-.590	.223
Valid N (listwise)	479						

The results presented in table 2 and 3 show the association between the agreeableness personality type and basic personal values which verify the first hypothesis stating that *there is positive association between the agreeableness and basic personal values*. The data indicates that the agreeableness type has statistically significant and positive association to all basic personal values, and the association to values is as follows: *conformity* ($r=.135$; $p<.01$), *tradition* ($r=.122$; $p<.01$), *benevolence* ($r=.249$; $p<.01$), *universalism* ($r=.255$; $p<.01$), *self-direction* ($r=.224$; $p<.01$), *stimulation* ($r=.234$; $p<.01$), *hedonism* ($r=.274$; $p<.01$), *achievement* ($r=.172$; $p<.01$), *power* ($r=.119$; $p<.01$), *security* ($r=.173$; $p<.01$).

Table 2. Correlations of agreeableness type of personality and basic personal values.

	Agreeableness type	Conformity	Tradition	Benevolence	Universalism	Self-direction
Agreeableness type	1					
Pearson Correlation		.135**	.122**	.249**	.255**	.224**
Sig. (2-tailed)		.003	.007	.000	.000	.000
N	479	479	479	479	479	479

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

Table 3. Correlations of agreeableness type of personality and basic personal values.

	Agreeableness type	Stimulation	Hedonism	Achievement	Power	Security
Agreeableness type	1					
Pearson Correlation		.234**	.274**	.172**	.119*	.173**
Sig. (2-tailed)		.000	.000	.000	.009	.000
N	479	479	479	479	479	479

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

The table 4 shows the results of one way ANOVA regarding the differences of basic personal values mean scores and the agreeableness type of personality. According to the results it is proved that: the agreeableness type achieves high level on

PV *benevolence* with M=19,2763 and SD= 3,75614, in contrast to the average type with M= 18,4892 and SD=3,39729 and the less agreeableness type with M= 17,4309 and SD=3,75599 [F(10,910) p<.000]. For the basic personal value *universalism*, the agreeableness type achieves high level M=28,6382 and SD= 4,43279, in contrast to the average type with M= 26,7698 and SD= 4,90684 and the less agreeableness type with M= 26,0691 and SD=5,32781 [F(11,789) p<.000]. For the basic personal value *hedonism*, the agreeableness type achieves high level M=13,2566 and SD= 2,85290, in contrast to the average type with M= 11,7698 and SD= 2,75396 and the less agreeableness type with M= 11,3617 and SD=2,97171 [F(8,739) p<.000]. However, there were no differences between the levels of basic personal values and the agreeableness type regarding the values: conformity, tradition, self-direction, stimulation, achievement, power and security therefore their results were not indicated in the study.

Table 4. Differences of basic personal values in the agreeableness type of personality

		N	Mean	Std. Deviation	Std. Error	Minimum	Maximum	F	Sig.
Benevolence	Low	188	17,4309	3,75599	,27393	7,00	24,00	10,910	,000
	Average	139	18,4892	3,39729	,28815	8,00	24,00		
	High	152	19,2763	3,75614	,30466	7,00	24,00		
	Total	479	18,3236	3,73069	,17046	7,00	24,00		
Universalism	Low	188	26,0691	5,32781	,38857	13,00	36,00	11,789	,000
	Average	139	26,7698	4,90684	,41619	14,00	36,00		
	High	152	28,6382	4,43279	,35955	17,00	36,00		
	Total	479	27,0877	5,04630	,23057	13,00	36,00		
Hedonism	Low	188	11,3617	2,97171	,21673	4,00	18,00	19,442	,000
	Average	139	11,7698	2,75396	,23359	5,00	18,00		
	High	152	13,2566	2,85290	,23140	5,00	18,00		
	Total	479	12,0814	2,98105	,13621	4,00	18,00		

The effect of agreeableness type on basic personal values *stimulation* and *hedonism* was examined through Eta square where the findings indicate as follows: the agreeableness type has a low effect on the value *stimulation* ($\eta^2=.112$) or 11.2%, as well as on the value *hedonism* ($\eta^2=.138$) or 13.8%., (Table 5).

Table 5. The effect of agreeableness type on basic personal values according to Eta square.

	Eta	Eta Squared
Stimulation *	.335	.112
Agreeableness type		
Hedonism *	.371	.138
Agreeableness type		

3. Conclusion

Referring to the reliable statistical results of the study which were obtained through questionnaire measurements appropriate to the main variables of the study, it was proved the agreeableness type of personality has a positive association and statistically significant to all basic personal values. These findings are not found in any previous research in the Republic of Macedonia, yet the other research show that: "Values are not only closely related to personality, they are part of it, and serve as a guiding system by personality when facing choices and alternatives, values form a very consistent personality trait of an individual, especially if some values are clearly dominated by the others" Guth et al. (1965), just as the McCrae and Costa, 1996 study shows that agreeableness predicts the values related to quality of social interaction such as: appreciating teamwork and unity and disapproval of competition and benefits.

In the five factor personality model, only artistic, social and entrepreneurial interests were clearly related to the personality traits. Artistic interest is positively associated to agreeableness and intellect ($r=.26$ and $r=.27$ respectively); social interest was moderately associated to agreeableness ($r=.43$).

One way ANOVA statistical data prove that there are statistically significant differences in basic personal values in the agreeableness type of personality where the value universalism achieved the highest mean score and hedonism the lowest, whereas values such as: conformity, tradition, self-direction, stimulation, achievements, power and security had no significant differences. Other studies on the same variables show that the agreeableness dimension branches the differences between the people-oriented and objective-oriented values (McCrae and Costa, 1996).

The effect of agreeableness type on basic personal values was examined through Eta square where the findings show that there was effect on values stimulation and hedonism ($\eta^2=.112$),

($\eta^2=.138$). These results have not been examined in any other previous research in our country and they represent a valuable and important finding in the organizational psychology which leads to opening a new chapter for further studies and researchers on the same topic.

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Analysis of the use of Google Classroom, in the students of System Engineering of the Instituto Tecnológico de Mexicali

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Abstract.

Google Classroom is a new tool that allows the student to work online with various file formats such as MP3 audios, Videos, Photos, images, PDF files, which are intended to be a valuable tool in the teaching process. The objective of this quantitative research is to measure the impact on the users of the systems engineering career of the Instituto Tecnológico de Mexicali with 402 student enrolled and to make a diagnosis, based on the results of a survey applied to a 71 students of the career of Systems Engineering of the Instituto Tecnológico de Mexicali.

Keywords: Google, Classroom, Ingenieria de sistemas.

Introduction

In the 1980s and 1990s, the issues of competitiveness in were not on the agenda at meetings in where the top management of business organizations participated, but in this 21st century, with the great advances in information technologies and the communication, the changes are so rapid that top management must innovate to it is for this reason that researchers in the focused its lines of research and development to generate new strategies for that organizations are more competitive. This is the reason why this study points out to us the topics related to the use of the students of systems engineering career of the Instituto Tecnológico de Mexicali of google classroom.

Methodology

To begin to explain the design of the research as well as the conception of the research idea and the research problem, we later defined the objectives of research and formulation of research questions; In addition and Following the methodology, we explain the type of methodology to be followed according to the proposed objectives. We will then focus on the specific description of our study population, indicating the main factors for which it has been delimited, including in addition the statistical formula used to determine the sample. In a following section will define the technique and instrument used for the compilation of the information that makes up the sample, basically focusing on the survey. We will explain the main variables we have included in the research and the measures used to make them operations. On the other hand, we dedicate a section to the analysis of the measurement scales, so that we analyze the different dimensions of competitiveness according to with the model used, based on a factorial analysis, as well as verified the reliability and validity of the previous scale of measurement with which we obtained the information, which we use in the next section. And finally we will detail the assumptions used in the research as well as the analytical techniques for compare them statistically.

$$n = 71$$

$$N = 402 \quad 402 (3.8416) (0.5) (0.5)$$

$$Z\alpha = 1.96 \quad n = \frac{402 - 1}{(0.0025) + (3.8416)(0.17)(0.17)} = 71$$

$$p = .17 \quad (402 - 1)(0.0025) + (3.8416)(0.17)(0.17)$$

q = .17

e = .17

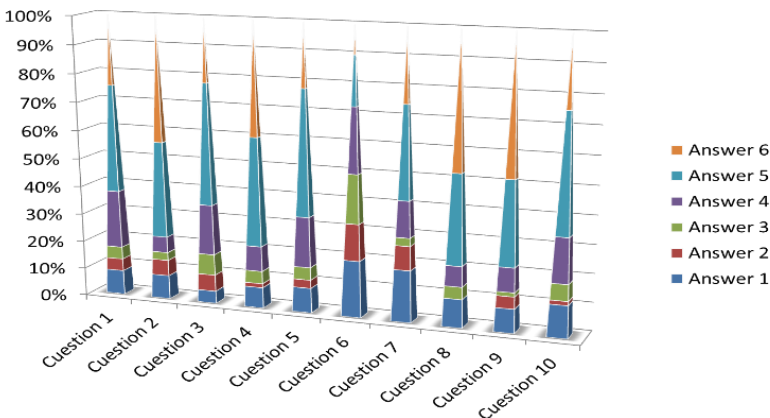
Survey

1. The Google Classroom Platform, which is used in the subjects of the career of Computer Systems Engineering at the Instituto Tecnológico de Mexicali, are known by students.
2. The Google Classroom platform that is used in the subjects of the Computer Systems Engineering career at the Instituto Tecnológico de Mexicali is useful for the student.
3. The Google Classroom platform that is used in the subjects of the Computer Systems Engineering career at the Instituto Tecnológico de Mexicali is used regularly in classes.
4. The Google Classroom platform that is used in the subjects of the career of Computer Systems Engineering at the Instituto Tecnológico de Mexicali will be recommended to other students.
5. The Google Classroom platform that is used in the subjects of the career of Computer Systems Engineering at the Instituto Tecnológico de Mexicali, considers them necessary for a better learning.
6. The Google Classroom platform that is used in the subjects of the Computer Systems Engineering career at the Instituto Tecnológico de Mexicali, Apart from the use in class you have seen them being used in some other career.
7. The Google Classroom platform that is used in the subjects of the Computer Systems Engineering career at the the Instituto Tecnológico de Mexicali, In the last 12 months you have used them.
8. The Google Classroom platform that is used in the subjects of the career of Computer Systems Engineering at the Instituto Tecnológico de Mexicali, If you had the opportunity to use this technology you would use it.
9. The Google Classroom platform that is used in the subjects of the career of Computer Systems Engineering at the Instituto Tecnológico de Mexicali, considers them reliable for use in the classroom.
10. As a student of the subjects of the career of Computer Systems Engineering at the Instituto Tecnológico de Mexicali, You consider yourself an enthusiast of the Google Classroom platform

With the following multiple choice answers:

- a. Strongly Disagree
- b. Disagree
- c. I slightly disagree
- d. A little agreement
- e. Agree
- f. Totally agree

Result:



Conclusions

Based on the answers obtained google classroom if it is known by the students, besides being considered useful, and is used regularly in classes, and students recommend it to other students, and consider them necessary for a good learning, it was detected that not all the students use the google classroom, but more than 50% of the students surveyed use it, 100% of the students surveyed want to use it, 80% of the students consider it a reliable tool, more than 90% of students are considered technology enthusiasts.

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Global Effects in Political Ideology-Case of Kosovo

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Abstract:

The paper examines the global effects on political ideologies in the case of Kosovo not only theoretical but also practical aspects. The ideological misunderstanding of political parties in Kosovo at a first reading creates the idea of a virus that has passed in many countries with consolidated democracy. In this logic, we can not claim something different to us, for how long, the claim to refer to different doctrines is viewed with much scepticism. To achieve the objectives of the paper, we have elaborated the global effects that have in the ideologies of political parties in Kosovo. The paper found that Integration into the European Communities over the years has become an indisputable priority for any government in Kosovo. The integration process changes in the government program of any political force, not just on paper. It was observed there exists International organizations such as the IMF strive, with a degree of success, to push and impose aspects of globalization in a particular direction, and such discourses, such as neoliberal economic discourse, are an important part of the strategy for to achieve this goal. The findings, therefore, suggest that through participation in democratic elections, they want to represent these interests to representatives and formal political institutions.

Keywords: Kosovo, Political parties, Ideology, Globalisation, IMF, EU

Introduction

The ideological misunderstanding of political parties in Kosovo at a first reading creates the idea of a virus that has passed in many countries with consolidated democracy. In this logic, we can not claim something different to us, for how long, the claim to refer to different doctrines is viewed with much skepticism.

There are many political scientists who advocate how socialism and capitalism are doing practices that are close to each other. In the European and global political scene, it is found a cooling and reduction of the debate and of the leftist right antagonistic positions.

Adapting a modern philosophy that is important to identify the problem, find the causes of creation and propose measures or better policies for its elimination, has oriented the left and right political forces as well as their programs Towards more pragmatic solutions in relation to social theory or social currents that they might prefer. Social processes themselves force them to do so.

The most typical example of this political philosophy is Tony Blair's political experience in England and the success of his liberal neolabouristic platform which is synthesized in ensuring the survival of binomial economic efficiency - social equality. The same philosophy and political action is also found in the analysis Of reforms or development programs in Germany, Switzerland, Denmark, Norway, Austria, Finland, Sweden, USA, etc., although in many cases the ruling parties were parties of the right-wing Christian Democrats or traditional conservatives, again a political pragmatism is Solving the problems associated with a pragmatic compromise with the parties of social democratic orientation. However, despite the similar tendencies in these countries, the Albanian context is not the same and certainly the factors that have influenced these countries for such policies do not have the same effect. Exactly, the evaluation of external and internal factors in the Albanian context is of interest, whether to "blame" the political class somewhat for ideological ambiguity but also to make it accountable for the reports it has created over the years.

The Influence of Globalization in Defining Political Ideologies

The notion of globalization is more and more described, and less defined, because it is very complex as a concept. "The word globalization in most dictionaries is interpreted as a notion that implies the world as a whole. The global surname was

born at the end of the 19th century to mark the overall world, while the globalization name entered for the first time in the Webster dictionary in 1961. (Smith Baylis & Owens, 2010)

Globalization, globalisation, is translated as an expression: universally, the universe. Frenchs call globalization globalism. The idea of globalization has many meanings, once used in terms of direction, development of capitalism, or as a notion of the new world business paradigm as a technical term for describing economic processes, political processes and national processes. Some expressions, "globalization, are exclusively used to describe the relationship between the continents (Pelevik, 2003).

Globalization, described by Gunchenout, is very impersonal, since its concept is undefined. Determining globalization largely depends on the perspective that the author explores: the economic, social, cultural, communicative, and ecological or governance aspect.

As for Robert W. Cox (Cox, 1992), the trends of globalization include the internationalization of production, the new international labor division, the new migratory movements from the South to the North, the new competitive circles that accelerate the processes of internationalism and turn states into agencies of the world globalized. While Richard Muir (Muir, 1997) advocates that it is not a political concept, but above all, it is a phenomenon that has arisen with the development of technology, economic trends, and enterprise activity that can change political systems. For Charles Kegley (Kegey, 2008), the phenomenon of globalization is defined as the interconnection of states through the constant growth of cooperation, communications and trade that precedes the creation of the world as an integrated and dependent whole or the global system and the unique country in which processes Changes connect the same lucky people.

From various approaches to globalization, it is possible to conclude that the overall definition may include the economy, politics and culture. It is necessary to improve the broadly-conceived globalization as a global economy, as globalization is a rather complex process, while the creation of the global economy is a part of it.

Globalization for many scholars is a major challenge for state sovereignty. This is because the foreign policy of a state is dependent on supranational institutions. In essence, this independence is the willingness of the state to align its foreign policy with the policy of international institutions, regimes and norms in exchange for favors of a different kind (Thomas, J. Alford, R. Hicks, A. Schwatz, M, 2005).

Despite the manifest process of reconciling domestic trade with global trade, which is always descriptive and shapes the national economy as a subordinate part, it is always possible but with the greatest difficulty to distinguish between national, regional and global economies. The development paradigm according to Jasna Plevnik (Plevnik, 2003) is the ideological currency of globalization, a model that will surely exist for the future, as propagating the most powerful states. According to this model, the key to the development of each country is the ability to integrate this economic system into the global economic system.

Contemporary French philosopher Alain Finkelkraut warns about the phenomenon of marginalization of the policy, the role and importance of which the economy takes. Even for Manuel Castels (Castels, 2010), politics is no longer a place of power, despite its influence still going on. While Ulrich Beck (Beck, 2000) for globalization defends the thesis that world ideology or ideology of neoliberalism develops precisely because of political activity. Economic globalization has a strong impact on international relations through the process of market, goods, services and finance integration, argues Eric Hobsbawm (Hobssbawn, 1994), but this does not mean that we have only a content of international relations in the external and internal relations of states. In Webster's vocabulary the notion of geo-economics is defined as a letter for the letter etymologically, as the activity of economic policies in the global space. The ideology of mobilizing capital is more widely represented by international organizations such as the International Monetary Fund, the OECD and the World Trade Organization. These institutions have reduced the power of the state.

World Trade Organization member states have been summoned with the aim of familiarizing themselves with their international core labor standards and reviewing the relationship between trade provisions and workers' rights. We take the case of the International Monetary Fund, which has become the lender of the Third World in order to secure the temporary loan of these countries. Loans granted to these countries conditioned the IMF to reduce overall spending, in some cases with devaluation requirements for the national currency, reducing donations to social policy by significantly curbing the areas of national independent policy (Ch, 2008).

Since the requirement for IMF involvement comes from the government of the state which represents interest in credit, such commitment is not interpreted as a threat to sovereignty, although the definitions presented are large. The IMF has approximately uniform and rigid access to countries that become debtors in this institution and expect them to exclusively follow the financial logic. In this logic Plevnik states: states need to be highly disciplined to govern economic policy in accordance with rules dictated by the IMF, but this logic not only causes problems because the specifics of that country are not taken into account or are not allowed to take measures for which perhaps the economic situation could be advanced. No wonder that IMF role Joseph Stiglitz has labeled metaphorically as firefighters (Kegey, 2008).

Rightly Thomas, Alfrid, Hicks, and Schwatz (Thomas) advocate the idea that politics has not disappeared and has not lost its impact, but in content terms it is increasingly becoming a supporter of economic activity, whereas previously the economy has been supportive of political activity. The economy thus becomes the fundamental means of political power.

This concept is accompanied by prominent sociologist Anthony Gidens when he points out: ... global social globalization through which distant countries keep in touch with one another, so that events in a particular country are characterized by the same processes as it may happen Another country miles away ... and vice versa. But, the conclusion and the best summary is given by Laurent Carroue. ... Current globalization, this geo-historical process of the progressive expansion of capitalism on a planetary scale, is at the same time a liberal ideology, a coin, a dollar, a model - capitalism, a political system, democracy, a language – English (L. Carroue, D. Collet et C. Ruiz., 2005). Some politologists have given another dimension, calling globalization ... an indicator of reconfiguration of the role of the state in relation to the actors and new challenges ... or in a more global plan a typical phenomenon of international relations ... which represents the global context in the To which all the trends and forces of force and power develop on a planetary scale. First and foremost, there is the so-called economic globalization that is closely related to the worldwide spread of services, the extraordinary mobility of capital, the workforce, innovation, technical and technological knowledge, the creation of global markets, the expansion of Firms and multinational companies and products made in world etc. This specific profile, according to many authors who have specifically addressed it, implies three dimensions: geographical (capital movement from one country to another); Functional (diversification of the capital market - monetary market, stock market, etc.); Time, (markets operate today 24 hours all over the world).

In terms of globalization, terms such as the right, left, center, left right, are subject to the same patterns. In the framework of globalist doctrine, the main objective of the action is to reduce the scope of government activity in relation to the transnational capital flow and reduce national sovereignty in decision-making in favor of decision-making power of international institutions and bodies such as: IMF, World Bank, WTO, IBRD, ALENA, EU, etc. In general, the policies pursued by these organisms by many scholars are perceived as right-wing globalization.

While the center globalization policy is estimated to be dominated by major national and international NGOs such as Oxfam, Greenpeace, MSF, ATTAC, World Social Forum, Via Campesina, etc. These organizations are thought to have a different vision in relation to the first group, expressing through their actions and allegations the sensitivity and demands of civil society to the effects of globalization.

Starting from 1995, there is a tendency to increase the power and decision-making of international institutions or groups such as the IMF, WTO, World Bank, G7, OECD, UNDP, and so on. The extreme liberalism of markets and the economy, served as the only alternative to development theories based on public funding and protectionism, began to show much weakness and inability to cope with the frequent crises of this decade. However, the years 2007 - 2008 showed that the world financial system suffered its biggest crisis since 1929 (Civici, 2009).

The internationalization of the US crisis of risky real estate loans led to drastic reductions and losses for world stock markets, provoked the bankruptcy of many banks and insurance companies and orientated the entire planet's economy into a dangerous recession. Alan Greenspan's statement to the former Federal Revolutionary President in the United States, often regarded as the cornerstone of the economy or as a magician of finance since the current crisis questioned the superiority of a free market system to which he had Always trusted, is the most significant indicator for a new page to be read in reading, understanding and applying the economy. The first line of this page was probably written by French President Sarkozy as he declared: ... the XXI century needs its capitalism, which can not be the capitalism of the last century (Civici, 2009).

While politicians and bankers from all over the world are trying to get out of the crisis, economists and academics try to find the right lessons, to understand the causes and above all to elaborate the new economic and financial policies and models and instruments to do so. Do not repeat more at the global level as well as at national levels. All governments, parties, business or public opinion are maximally interested in these conclusions that would guarantee us the non-repetition of this global situation, quite disturbing.

The Role of the International Community in Defining Ideology in Kosovo

Kosovo already has contractual relations with the European Union, meaning it is a signatory and a political-economic beneficiary through its missionary mechanisms that have long been operating in Kosovo.

Unfortunately it is known that Kosovo remains only a geographic part, and almost no political part of the EU. The EU Rule of Law Mission (EULEX) has been initiated since 2008, *(It was established by the EU and is directly under the responsibility of the EU's Foreign and Security Policy Officer established through the Joint Action of the Council of the European Union (5928/08) on 4 February 2008)*, with a European building spirit for Kosovo, which has been intensified since the first half of 2007, when the idea of a Such a plan of establishing a mission with innovation and special modeling as a project for the EU for Kosovo.

The sole objective of the EULEX mission is to *"support Kosovo towards European integration in the area of rule of law and EULEX expertise are being used in support of the EU's main goals in the visa liberalization process, Feasibility study and Pristina-Belgrade dialogue. EULEX also supports the structured dialogue on the rule of law, led by Brussels. EULEX is continuing its devotion to the fight against corruption in close co-operation with local peers to achieve the EU's solidarity and best practices in Kosovo. At the same time, EULEX is giving priority to the establishment of the rule of law in the north"* (eulex-kosovo.eu, 2012) according to the Brussels plan since its mandate remained largely to assist Kosovo in strengthening security and order in co-operation with potential donors of European states, with beneficial, developmental, legal-economic, recommendation and cognitive interest for Kosovo in the processes of integration.

Integration into the European Union over these years has become an indisputable priority for any government in Kosovo. The integration process turns into the government program of any political force, not just on paper. Often, the priorities set out in the reports are more or less the government program of the ruling political and opposition power. Not only that, but the EU's reports, criticisms and assessments become the epicenter of the debate and discussions on the achievements, challenges and decisions of the present and the future. This logic [is promoted more by the public. Many consider membership in the EU as a guarantee for controlling the irresponsibility of the local political elite.

The high level of confidence in EU structures is illustrated by the results of surveys conducted by international specialized institutions. In this context, the political elite uses this indicator as a way of justifying cooperation with international institutions in general, European ones in particular and political credo. But this creates a problem from the point of view of representation. Many lectures and priorities coming from EU institutions do not necessarily reflect the main concerns of the electorate. This often creates problems with regard to representation.

For many scholars, such an approach, from a content point of view, focuses mainly on democratization technology, which is not left or right but right or wrong. On this logic, the "people" emerged in relation to its European future rather than on certain social - or in the context of an ideological universe. As long as the Albanian society emerged through its European future, it is logical that integration into the EU, symbolizing precisely this future, would turn into an end in itself. In this logic, categories such as farmers, young people, marginalized groups, civil society, small business representatives are articulated in the framework of a future European society rather than the milestones upon which this society should be established. Consequently, their special interests are subject to European integration emergencies.

According to Kaldor and Ivan in the conditions when faced with the inability to purely and simply follow the evolution of the public, we stand before the emergence of new features of politics, which distract the latter from public opinion. Here we are talking in the first place about the technical nature of politics. Often the differences between PDK and LDK are minimal, the role of ideology becomes negligible. Between them it becomes very difficult to find fundamental changes in ideology, economic policy or foreign policy. More important to be considered as a technical, procedural rather than an ideological aspect. Matrices, reforms, models, procedures, standards, dominate the discourse of political actors.

As long as such Europeanization processes are reduced to the technical implementation of standards, procedures, laws and practices dictated by the EU, no matter which political force is in power, the issue of ideological structuring of parties remains unresolved. Much more such an approach is also stimulated by the public. This latter end is used by political forces to increase co-operation with international institutions with the ultimate goal of improving legitimacy lost to this electorate, despite the fact that this behavior often contradicts the ideological profile they claim to belong to.

Party positions related to European integration may depend largely on two main factors: the ideology or party strategy. According to Timus (2008), in the case of candidate countries, ideology may be the main factor explaining the parties' positions towards EU integration.

The EU is currently in the spotlight. Although there are debates about the future of Europe and sometimes the emergence of the Eurozone, there are also countries that are interested in becoming new members of the EU. Kosovo is also one of these countries.

LDK's policy, in relation to Kosovo's EU and NATO membership, also consists in more co-ordinated co-operation with international institutions deployed in Kosovo. LDK believes that the integration of Kosovo and the Western Balkans into the EU brings peace, prosperity and stability to this part of Europe" (LDK's political program).

The strategy used by the European Union during the enlargement process relies on giving or holding rewards, then punishing some party for unwanted and rewarding behavior of the other party for good behavior. During the integration process, the EU works with two types of rewards. The first is technical or financial assistance,

So that it becomes a market economy. The second reward consists of institutional links, such as trade links and association / association agreements, greater involvement in the EU market and finally full membership.

How successful is this conditionality strategy depends on the domestic political conditions a place?

All political parties in Kosovo are supporters of Kosovo's EU integration. Other Euro-Atlantic structures, since Kosovo's goal is to build strategic partnership relations with the United States of America, to integrate the Republic of Kosovo into the European Union, NATO, the UN, and other international mechanisms (PDK's political status).

The party system in Kosovo is characterized by unpreparedness in terms of social regulation. Political parties in Kosovo, after the declaration of independence, were challenged on issues of building states. Continued support from the European community to market reforms and the European integration agenda are the two main factors that show the ambiguity of structuring the relationship between Ideology and political parties, respectively the difference between the right and the left. When we look at the programs of Albanian political parties in Kosovo and take into account the economic and political side, it is difficult to make a distinction between the left and the right. All parties promise the development of Kosovo's economy by improving the livelihoods of its citizens; Promise gradual reform, deeper social connections from the state, providing the state with a stronger position.

Political parties in Kosovo have not explicitly expressed their ideological orientation. The two largest parties in Kosovo analyzed, PDK and LDK, are considered to be center-right parties. Both parties, according to their programs, have conservative ideologies. LDK since its inception has started its political activity as a right-wing party, while the PDK starts as a left-wing party while retaining the "heir of war values", to change its party profile at the party of the center Right. Even after analyzing the programs of these center-right parties, they are almost the same and often appear to have created an ambiguity in structuring their ideological profiles.

The effects of the IMF on political ideologies in Kosovo

Kosovo's membership in these two international IMF and World Bank mechanisms will enable the country an even greater access to global monetary co-operation and the international market.

Kosovo's membership in the International Monetary Fund and the World Bank will create Kosovo's economic security, enhance its image in financial markets, and it is expected that many foreign investors will enter the Kosovo market with a much greater confidence.

"As a member of the IMF, the state of Kosovo will enjoy an even greater access to global monetary cooperation and the international market, with this decision coming to the state of Kosovo with greater opportunities, but also with very serious responsibilities."

The International Monetary Fund and the World Bank have their offices in Kosovo since the end of the war. The World Bank has helped with some small money projects, while the IMF office has overseen the Kosovo budget (*Kosovo Prime Minister Hashim Thaci: "Statement after Kosovo's membership in the IMF, June 29, 2009, available at: <http://dw.com/p/kddl>*).

The International Monetary Fund does not support specific economic funds, but this mechanism supports economic initiatives in general and, on the occasion of allowing different credits, this mechanism requires certain reforms to be made in fiscal policy. Example on the privatization of enterprises or on the balance of payments deficit. So the essence of funding from the IMF relates to overall economic financing, for example when countries do not have sufficient liquidity to meet their external obligations. Since Kosovo's membership in the International Monetary Fund in 2009 to date, politics, media, civil society and our institutions have officially treated everything officially between Kosovo and the IMF.

Politics, seen from the point of view of the position or the opposition, have in many cases been forced under the tutelage of this institution. Be it for pragmatic reasons but also as part of the obligations stemming from the related agreement. During these years, the phrase "forces the IMF", "has set the IMF", "is an IMF estimate," etc. have been constantly present throughout these years. Our institutions have respected and have tried to maximally benefit from their performance from the IMF's "tips" and "suggestions". Every IMF mission in Kosovo, or any agreement with it, has been an event in institutional and political life in Kosovo.

To understand the role of the International Monetary Fund (IMF), it is necessary to look at the context of the circumstances that created this important mechanism for the development perspective of each country in the world. And some of this context is related to the phenomenon of globalization or the process which, apart from re-arranging (transforming) reports, primarily economic, political, social, and especially cultural, between countries, regions and continents, reorganizes and accelerates massively The process of relations between the social and financial dinosaurs such as the World Bank, Transnational Companies and the International Monetary Fund, which we are talking about, is also delightful.

The role of the IMF therefore has to do decisively with: rules, instruments, services and organizations to accurately enforce payments and credits received from countries and countries around the world.

It is the criterion of acceptance for all member countries the process of capacity verification and national assets in the exchange plan with other countries. So the height of the trade exchange rate in one way determines the voting power of the member country in this institution.

With this dioptr, the question of the "weight" of each country is judged by "specific weight", which in the case of Kosovo as a small country seems extremely pernicious also due to late membership. But what is the role of this very important mechanism for countries that are still in transition?

According to many analyzes, it seems to us that the main role of this institution with planetary dimensions and tasks is largely related to: the tendencies of promoting a co-operation and the global financial institutional mediation that is imperative to holding international consultations in the field of finance only Not only to cause deficiencies and sufficiency, then to provide assistance to create an equilibrium or an equilibrium of international trade; Promoting and maintaining a constant high level of employment and income, as well as a permanent development of products, with a view to preserving a stable economy and without obvious dissolution in international relations; Creation of stable preconditions for non-discrimination of the currencies of countries and countries across the world; As well as creating the preconditions for a single payment system between various regional and sub-regional partners, along with the various processes that go hand in hand with a multilateral exchange in the world.

In addition to the positive thoughts of this international institution, there are those who have very harsh warnings and suggestions about it. So eg. One of the greatest economists of the last century (according to most world economics experts), well-known Professor Jim Saxton (Jim Saxton), the institution of the International Monetary Fund, is recognized as one of the most arrogant, most counterproductive and most destabilizing institutions "That they have ever been able to happen to the civilized world (!), And that this international institution in essence" possesses more capital than at first glance

impresses in the broader international opinion. Realistically the countries in transition, as a single address almost when it comes to economic development capabilities, have the IMF, but some of them are disappointed with the facts that we now have no time to elaborate even so much because they have more political reasons than economic reasons.

Kosovo, with its claims to monitor this important international institution, must nevertheless prove its integrative, but not conflicting, journey as it has done in disregard of standards for raising salaries (Maloku). It remains to be seen which of the routes will take Kosovo in the period we are entering, alongside there are many dilemmas recently displayed by different experts ...!?

Conclusions

For some experts, the 8-year experience of co-operation of all governments following the country's independence with the IMF in the framework of the agreements results to be very successful and decisive for managing public finances and maintaining the country's key macroeconomic balances. It is precisely the criteria established by this Institution that maintained the acceptable level of public debt expressed as a percentage of GDP; The budget deficit, also expressed as a percentage of GDP, reforming the social security system. Any deviation from IMF standards in these indicators may provoke a chain of effects of the type: price hikes, inflation, lower purchasing power, debt growth, public spending cuts, shocks to macroeconomic balances, unemployment, fictitious and superficial development. The role of the IMF has been the financial and economic stability in general, which they have offered. Whereas, the World Bank which has offered grants has now turned it into a loan form for the results to be expected.

Precisely, this fact makes the IMF's presence with its recommendations and certifications for the performance of our financial system as positively positive from the point of view but also imposing. However, if we look at this role of the IMF from an ideological perspective, we notice that its role significantly limits the ability to stay strictly assigned to a certain doctrinal profile.

The moments where this aspect of the IMF can be tested are the privatization processes of former public enterprises. Almost all small and medium-sized enterprises were privatized under the IMF's "blessing".

The 2.7 percent growth of Kosovo's economy for 2014 has been appreciated by non-optimistic tones from the country's central bank.

The public sector in Kosovo remains the main sector of employment. Meanwhile, the International Monetary Fund (IMF) in the concluding statement of Kosovo's economic assessment, published on March 30, 2015, highlights specifically employment in the public sector as one of the risks for the country's economy's sustainability. During the presentation of this report, it was emphasized that this growth was made possible by the increase of public sector wages (as a result) the growth of lending by consumer credit and remittance banks, while foreign investments experienced a drastic decline of about 50 percent.

Meanwhile, the International Monetary Fund (IMF) in the closing statement of Kosovo's economic assessment, published on March 30, 2015, highlights the overcrowding in the public sector as one of the risks for the country's economy's sustainability. However, in June 2015, Kosovo has reached agreement with the International Monetary Fund for economic reform. "This program fully addresses the needs of the state of Kosovo, Kosovo's economy to provide future development opportunities.

It is worth underlining the fact that following the IMF guidelines has influenced the behavior of political forces in relation to their possible identities. No matter what political force has been in power, each has had to follow its guidelines and recommendations in order to benefit from its expertise and the funds it accords to cooperative countries. A legitimate attitude towards some of the political parties for the country's own development stage. The need to gain experience and to participate in international bodies was accompanied by conditionalities that governments, despite the political wing, were obliged to fulfill. As we tried to explain above, governments, regardless of the political wing they belonged, maintained the same line as regards the implementation of guidelines set by the IMF.

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Transcultural Poetics: Dissolving Borders in the Poetry of Li-Young Lee

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Abstract:

In a world characterized by a loss of direction, an absence of hope, and a disbelief in spirituality, a world that disrespects differences, obliterates human relations, and undermines emotions, man tends to lose faith in humanity. Amidst this debris of human fragmentation and disconnectedness, Li-Young Lee ventures to reach the whole world by transcending time and space, appealing to the metaphysical, and excluding the cultural. This research paper aims to highlight Li-Young Lee's endeavors at creating tight bonds between himself and the rest of the world by unifying the dichotomies of the self and the other, interlacing a web of mutuality to embrace the entire universe. Lee calls into question the separation between beginning and end, birth and death, past and future, man and woman, and body and mind attempting to create a universal dialogue reflecting transcultural hybridity. To attain his goal, Lee depends on his memories to write poetry that is deeply personal but is universal in its appeal. Borders dissolve and language opens up to become the go-between the self and the other, giving meaning to what is invisible and evanescent.

Keywords: Transculturalism – Ethnic American Poetry – Li-Young Lee – Universalism

Introduction

Amidst wars, destruction, and bloodshed, man faces the problem of coming to terms with a world that seems to lack real spiritual significance, a world often visualized as a wasteland. The accelerated rate of killings, environmental disasters, and unaccounted for racism make the world a place of purposelessness, alienation, and bleakness. That sense of loss is usually not only outer, as it were, but also inner, producing an 'objective' world that lacks meaning or intention and a fragmented 'subjective' world. It is a challenge to any artist, thus, to deal with such loss of unity, order and belief that seems to characterize this world. In such chaos and fragmentation, human beings suffer from loss of moral and spiritual compass and "chronic absence of resources with which they could build a truly solid and lasting identity, anchor it and stop it from drifting" (Bauman 26). The rise "of relativism and skepticism to the level of a guiding doctrine has not only turned the world into a labyrinth of endless questions and humans into automated passive subjects, but it has also deprived humanity from spiritual peace, social stability, and hopes for a better future" (ElHayawi 176). Li-Young Lee exerts strenuous efforts to place himself in this world, being always placeless and diasporic. Looking beyond this world, not at it, he attempts to underscore transcultural encounters, engaging himself in universal dialogue.

Transculturalism: An Overview

In the world of today, we can no longer categorize individuals according to their origins since the idea of origin itself has become very much destabilized due to many factors including colonization, wars, immigration, diaspora and others. In his book *L'impurite*, Guy Scarpetta maintains that "impurity is the order of the day. The 'we' and 'you', include also the 'he' and the 'she' of all linguistic groups, of all nationalities, of all the sexes. We are of all the cultures. Each person is a mosaic" (qtd in Cuccioletta 3). Scarpetta here implies the view that culture is an evolutionary process and that one usually recognizes oneself in the other.

The term 'transculturalism' is sometimes used alternately with the term cosmopolitanism. A cosmopolitan is defined as "someone who thinks that the world is, so to speak, our shared hometown, reproducing something very like the self-conscious oxymoron of the global village" (Appiah 217). Transculturalism was originally coined in 1940 by the historian Fernando Ortiz in his book *Cuban Counterpoint: Tobacco and Sugar*. Ortiz defines transculturalism as a:

Synthesis of two phases occurring simultaneously, one being a de-culturization of the past with a metissage with the present. This new reinventing of the new common culture is therefore based on the meeting and the intermingling of the different peoples and cultures. In other words, one's identity is not strictly one dimensional (the self) but is now defined and more importantly recognized in rapport with the other. In other words, one's identity is not singular but multiple. (qtd. in Cuccioletta 8)

Hence, transculturalism proposes a deconstruction of cultural boundaries. We no longer speak of "integration of a minority culture into the mainstream, but of an interweaving of all cultural identities present in a nation-state" (Grosu 108). This idea calls for encompassing, respecting, and embracing the cultural specificities of different races and ethnicities, leading to the recognition of the self in the other.

In Germany, a group of scholars including Frank Schulze-Engler, Sabrina Brancato, and others have introduced the field of transcultural English Studies. Schulze-Engler maintains that transcultural English studies:

Stands for a genuinely transnational and transcultural perspective that is capable of encompassing both the literary practice of writers who can no longer be related to one particular 'national literary space' and the complex articulations that link individual works of literature not only to local or regional modernities with their specific social, linguistic, and cultural constellations, but also to the world-wide field of English language, literatures and specific forms of communicative interaction and political conflict engendered by it. (qtd in Dagnino 2)

Thus, transcultural literary works "engage with and express the influential nature of cultures overcoming the different dichotomies between North and South, the West and the Rest, the colonizer and the colonized, the dominator and the dominated, the native and the (im)migrant, the national and the ethnic" (Dagnino 3). The foundation of transcultural literature springs from its globalizing or universalizing forces which tend to restructure our cultural, economic, and social landscapes as in the "literary discourse related to mobility at large, including its migrant, diasporic, postcolonial, and transnational variants" (Dagnino 4). It is not by coincidence, then, that immigrant literature has recently been seen in a transcultural light:

Migrant literature considers, and urges readers to consider, people, places, histories, languages, and especially poetics ... dynamically, in continuous relation to each other, rather than as mutually exclusive absolutes ... Attention is focused on the recognition ... of porous borders, on the construction of zigzagging trajectories, and on the reconsideration of the complexity of cultural systems traditionally codified as univocal and contaminated ... Yet, what makes migrant writing specific ... are its contemporary trans-cultural ... aspects ... and its consequent resistance to being exclusively appropriated by traditional national canons. (Di Maio 1-2)

Talking particularly about the "New Literatures in English", Schulze Engler claims that "the idea of 'locating' culture and literature exclusively in the context of ethnicities or nations is rapidly losing plausibility throughout an 'English-speaking World' that has long since been multi-rather than monolingual" (qtd in Dagnino 4). Thus, the notion of making the strange stranger and the foreign more foreign that is taking place in the world of today, could no longer be tolerated. The division of the world "between the West and the rest; between locals and moderns, between a bloodless ethic of profit and a bloody ethic of identity; between 'us' and 'them'" (Appiah xxi) is not applicable anymore. In our globalized way of living, "culture should be perceived as a universal contract negotiated through a comprehensive dialogic agenda that not only accepts the otherness of the other but also allows human beings to dwell in-between cultures, unshackled by the bonds of belonging, yet bound up with an obligation to create a better future" (ElHayawi 178).

Li-Young Lee

Li-Young Lee (1957 -) was born in Jakarta, Indonesia to Chinese parents. His first five years were spent in exile throughout Hong Kong, Macau, and Japan until his father was able to settle in the United States. Critics such as Wenying Xu underscore that Lee's condition of exile has proved to be immensely productive of emotional intensity and imagination. His poetics, Xu adds, "derive largely from his ontological condition as an exile, driven by the desire to transcend time and space by appealing to the metaphysical, to the exclusion of the cultural and material" (129). While educating his experience as an ethnic 'other', Lee's poems resist social inscriptions, racial definitions, and ethnic stereotypes. Being a 'winged' seed, Li-Young Lee does not identify himself with a specific place or a specific culture. His Chinese memories seldom link him with his homeland or awake any kind of nostalgia for Asia as he spent a very long time of his life in exile. This sense of belonging to a particular land is completely lost for Lee who always describes himself as a 'guest' on earth. The first common denominator that gathers all humanity under its umbrella is this sense of loss on planet earth and the incessant search for

a place that could encompass and tolerate all differences and variances. For Lee, this place is the whole cosmos, to which he is always associated. The whole human race belongs to this universe, and thence, all people are similar in that they share many common realities. In his poetry, Lee expresses feelings of alterity and inferiority, being an Asian American trying to assimilate in a foreign culture that does not respect differences. To pave the way for his transcultural poetics, Lee proposes a universal self that experiences similar knowledge, trajectories, and even destinies. In his interview with Tod Marshall, Lee states:

I am perfectly convinced that that's what I am, the universe. I can't live it. Why? So the poetry comes out of that. The poetry comes out of a need to somehow – in language – connect with universe mind, and somehow when I read poetry – and maybe all poetry is quest, a poetry of longing – when I read poetry, I feel I'm in the presence of universe mind;...SO that's why I read poetry, and that's why I write it, to hear that voice, which is the voice of the universe. (130)

Lee believes that the role of poetry and poets is of immense importance in the society to the extent that he puts poetry and religion on equal levels. "It [Poetry] is the practice of the sacred ...", Lee explicates in an interview with Tod Marshall (139). Poetry is a spiritual activity that starts individually and then moves outward to contain the whole world. In the same interview, Lee adds:

We're in service to poetry. Poetry is something greater than we are. You see, the whole universe is a poem! It has no rational meaning. It has no reason for being. Yet it is. All of the laws, all of the universes' laws, are poetic laws. None of them are logical; all of them defy understanding. All of them are great. Everything we say about a great poem is true about the universe. (145)

Poetry becomes Lee's means to reach universalism and underpin transcultural ethos.

Transcultural Encounters in the Poetry of Li-Young Lee:

Memory

Lee is contingent on his personal memory as a way of identity-formation. This process of recovering personal heritage reveals both the confusion of the immigrant condition and the underlying universality that emerges from this confusion. In his poem 'The Cleaving', for example, the Chinese immigrant self is portrayed as being chopped and cut into pieces like the meat at the butcher's. For the poetic persona, the Chinese butcher does not only bring back images of ancestors back in China and of the painful process of immigration, but also induces the fear of cutting and fragmentation, wounds and bleeding in socio-cultural and personal terms. Images of migration to the US gradually metamorphose into images of the chopping of the duck, and finally evoke a metaphorical halving of the 'I. In his book *Cities, Borders and Spaces in Intercultural American Literature and Film*, Jesus Benito explains:

Lee's intervention ... underlines the immigrant's assimilation of the wound, the self's metaphorically fingering the open wound and sucking up its blood. The bridging of the gap between self and other, immigrant and local, is dramatized in the poem not so much through the jump into the other's territory as through the permanence in the painful middle ground. Despite its emphasis on cleaving and cutting, the poem veers toward communion and restoration; rather than hoping for unattainable healing, it manages to extract sustenance from the wound. (104)

The sense of 'placelessness', of being "lost in America" (Lee *Seed* 76) – of being an outsider, a shadow, an inhabitant of a "city I call home, in which I am a guest" (Lee *Seed* 51) pervades Lee's poetry. The feeling of displacement and disconnectedness is particularly disturbing for the poet, since he cannot even re-create the Chinese homeland, which he never really knew or felt. Lee "represents the figure of the dweller of the nowhere, the inhabitant of the places of nonexistence who struggles to make 'placelessness' his home" (Benito 105).

This feeling of fragmentation and disintegration becomes deeper due to Lee's ideologies and convictions. Lee rejects the common definition of the word 'culture' and sees it as a low version of oneself. In *The Winged Seed*, Lee's poetic alter ego describes himself as a ghost who "got lost and now is trapped between two worlds" (120). Rather than spanning two cultures, Lee decides to occupy the abyss, the gap separating them, as represented in 'The Cleaving'. In his interview with Tod Marshall, Lee explicates:

I have no dialogue with cultural existence. Culture made that up – Asian-American, African-American, whatever. I have no interest in that. I have an interest in the spiritual lineage to poetry – through Eliot, Donne, Lorca, Tu Fu, Neruda, David and the Psalmist ... Somehow an artist has to discover a dialogue that is so essential to his being, to his self, that is no longer cultural ... but a dialogue with his truest self. His most naked spirit. (132)

For him, cultural identities are works of the rational mind, and true poetry works against it. Thus, Lee proposes an escape from culture as particular location, culture “built on sand” (Lee ‘Marshall’ 133) that looks solid but is misleading. Lee never referred to himself as an Asian American writer. He believes that reading Asian American Literature through the lens of ethnicity only empowers a certain population and potentially ‘ghettoizes’ the writer and treats him/her as a subaltern figure rather than a talented individual. Instead, the poet appeals for a ‘nobodyhood’ that defies material and cultural political emplacement and chooses to rebuild the moment of the cutting of the self from its sheltered place. Paradoxical as it seems, this ‘nobodyhood’ is turned into an ‘everybodyhood’ that strives to achieve the state of the naked self in relation to God and the universe. Presenting the fundamental vision of a space where all beings, “through splitting and connecting life and death as well as immanence and transcendence, exist immanently without divisions between transcendentality and materiality, animality and humanity, and subject and other” (Kim 29) is the aim of Lee’s poetry in general. The poem ends with an image of gathering of all diverse immigrants into one common place:

The terror the butcher
scripts in the unhealed
air, the sorrow of his Shang
dynasty face,
African face with slit eyes. He is
my sister, this
beautiful Bedouin, the Shulamite
keeper of Sabbaths, diviner
of holy texts, this dark
dancer, this Jew, this Asian, this one
with the Cambodian face, Vietnamese face, this Chinese
I daily face,
this immigrant,
this man with my own face. (*City* 86 – 7)

The poem’s conclusion suggests a bridging, if not a destruction, of any gap that separates between different entities in the universe. This bridging of the gap between the self and the other is not confined to Asian American immigrants only but also to the Asian Diaspora, as well as the Middle East and Africa, concurrently dissolving the gap between genders (“He is my sister”) and highlighting the state of ‘universality’ that Lee believes in. That is why when Li-Young Lee discusses his art in interviews, he often speaks of the universal self and the link between all beings even though the context of his poems, like ‘The Cleaving’, are focused much more on the struggles of alienation, isolation and disconnection between people and the universe around them. Lee digs deep in his memory in an endeavour to place himself in context of a more universal existence.

Language

Upon his arrival to the United States, Lee found linguistic communication a burden. In his poem ‘Persimmons’, Lee narrates a situation that happened to him at school when his class teacher scolded him physically and psychologically for not being able to differentiate between the two words ‘persimmons’ and ‘precision’:

In sixth grade Mrs. Walker
slapped the back of my head
and made stand in the corner
for not knowing the difference
between *persimmon* and *precision*. (*Rose* 17)

The word 'persimmon' is not easily pronounced by the poet because English is not his mother tongue and because the system of the Chinese phonetics "does not include the complex syllable onset of the pr- at the beginning of the word *precision* as an allowable sequence" (Yao 7). In the next stanza, the persona shows his masterful knowledge of the English language by explaining the difference between these two words as well as other words such as 'fright' and 'fight' and 'wren' and 'yam'. The narrator, then, begins to bring forth vivid images of his mother and father and their interconnectedness with the 'persimmons' which tends to be an image of love and tenderness. The poem earnestly relates various aspects of immigrant experience in America underpinning the dilemma linked to learning (or failing to learn) English pronunciation, the sense of profound alienation and otherness that "arises from a confrontation with mainstream ignorance and cultural insensitivity, and finally the anxiety over a loss of connection with the original or parental culture" (Yao 5). The narrator's varied experiences, in this poem, "reveal complications of living as an ethnically Chinese person in America: assimilation into American culture, orientalist exoticization and white mainstream appropriation of Chinese culture" (Chan). The fact that Lee, in the coming stanzas, succeeds in explaining the difference between the two words and other words too indicates that language is not an impediment for him, but the difficult thing is to emerge into a foreign society; the act that became more problematic from his teacher's scolding and racial hints. The poem "achieves a triumphal narrative of integration and synthesis wherein the poet ... enters fully into (indeed, contributes to the formation of) multicultural American society by mastering its operative language, as evidenced by the poem itself" (Zhou 32). In his interview with Tod Marshall, Lee explains that everything in life is discourse. He says:

... It's like a big roar, a big hum. Everything is language. Trees are language; birds are language. A bird is a little cipher. A bird is a word. Beyond the word for bird, bird is a word ... A tree is a word that refers to something else. The ocean is a word; each wave is word. The whole world is language to me ... A word is a vibration; a leaf is a vibration ... Branches are words! ... I feel like it's all language. It's all conversing. Apples on the trees: I look at them and see all these words on the trees. It's all language. All of it. This table is a very bad form of language. This room is language; when you walk into this room, it's saying something. (143)

In his interview with Dianne Bilyak, additionally, Lee talks about his concept of 'word'. He states:

When I was a kid, I felt as if everything was talking to me. I would walk to school by the river, and it was as if everything knew my name; I mean I literally felt that I thought, "Oh, okay, then everything is talking, everything is in discourse, everything is in dialogue ..." (607)

Lee's conviction that everything in life is conversing gives language a role of being not only a mediator between people, but also a means of communication between different parts of nature. Language, for Lee, does not only refer to what is visible, but creates the 'invisible' harmony between earthly and sublime matters. Thus, when writing about abstract notions such as language, Lee seeks connections even if he is describing alienation and disconnection. Although the poem appears to be dominated by lack of communication and misunderstanding, Lee "is always seeking to show how there is a oneness that binds everything together" (Duncan 32). The "multiplicity of meanings and materiality of persimmons and the sensibility and spirituality of the speaker's immigrant parents, challenge mainstream America's reductive view of difference" (Zhou 33). This 'oneness' or 'allness' is one of the main aims of language.

Eating

In his poem 'Always a Rose', Lee explicates: "So I was given the remedy of the rose, / made to eat you whole, / swallow your medicinal taste" (Rose 39). In one of his interviews, Lee confides that his father taught him that roses could be eaten and that the rose is a main ingredient in many Chinese dishes cooked by his mother. Ostensibly, through this autobiographical reference to eating roses in general and to eating roses as remedy in particular, Lee introduces the motif of eating which refers to the idea of opening the self to the other as well as transforming the self through otherness. Thus, eating becomes the pattern for accepting otherness into sameness for the sake of self-metamorphosing. As the poem develops, eating becomes a symbol of resisting suffering, comprehending the self and the other, as well as exploring otherness:

Odorous and tender flower –
body, I eat you
to recall my first misfortune.

Little, bitter
body, I eat you
to understand my grave father.
Excellent body of layers tightly
wound around nothing,
I eat you to put my faith in grief.
Singed at the edges, dying
from the flame you live by, I
eat you to sink into
my own body. Secret body
of deep liquor
I eat you
down to your secret. (Rose 40)

In his book *The Ethics and Poetics of Alterity in Asian American Poetry*, Xiaojing Zhou maintains that eating as a reaction to otherness renders the self defenceless and susceptible to the other because of the self's corporeality. Thus, "eating serves more than a cognitive function; it enacts openness to and contact with the other through what Levinas might call 'sensuous exposure' to alterity" (40). Lee's sumptuous experience with alterity prevents the lyrical "I" from assuming mastery over the other.

In 'The Cleaving', the image of the butcher gives way to succeeding images of eating and devouring. Though eating becomes the ultimate image of death and dissolution, it also signals growth and blending of opposites. A recurrent trope in Asian and Asian American literature, eating is "a cultural activity that evokes family ties and generational continuity ... Ingestion is the physical act that mediates between self and non-self, nature essence and foreign matter, the inside and the outside" (Partridge 82 – 3). It, thereupon, represents the split, the wall, or the dividing line. In 'The Cleaving', eating reads as the chief metaphor for the marrying of opposites, "as well as the opening of the self to whatever is new, painful, violent, and transformative" (Huang 195).

In 'The Cleaving', the speaker eats all kinds of things in life, both material and immaterial. From duck brains, he moves on to eating non-food items, such as people, their actions, their manners, and their history:

What is it in me would
devour the world to utter it?
What is it in me will not let
the world be, would eat
not just fish,
but the one who killed it,
the butcher who cleaned it.
I would eat the way he
squats, the way he
reaches into the plastic tubs
and pulls out a fish, clubs it, takes it
to the sink, guts it, drops it on the weighing pan.
I would eat that thrash
and plunge of the watery body
in the water, that liquid violence
between the man's hands,
I would eat
the gutless twitching on the scales,
three pounds of dumb
nerve and pulse, I would eat it all
to utter it. (City 82 – 3)

The speaker of the poem 'devours' everything in life suggesting that to 'eat' something is to understand it and be part of it. In his book *Eating Identities Reading Food in Asian American Literature*, Wenying Xu maintains that "turning inward into

our multiple and sometimes competing selves, we understand that we eat (live on) our identities, for they actualize and sustain our selves". "Identities", he presumes, "are to our social being what food is to our body. Without them, we do not exist" (168). Hence, the poem suggests Lee's endeavours at 'eating' the American identity to understand it and be part of the American community.

Later, in the sixth stanza, Lee hints at the possibility of eating 'death' itself. On the one hand, to eat death is to understand its essence and accept its existence. On the other, death could be used as a metonymy for history; the Asian American history in general and Lee's history of alienation and fragmentation. His eating of this history, therefore, could "serve as an elegy for all the Asian Americans who die after eating much bitterness. By eating their misery and deaths, he endeavours to understand and place himself within the Asian American history" (Xu 153). According to Sau-ling Cynthia Wong, big eaters in Asian American Literature are defined by "an ability to eat unpromising substances and to extract sustenance, even a sort of willed enjoyment, from them; to put it symbolically, it is the ability to cope with the constraints and persecutions Asian Americans have had to endure as immigrants and racial minorities" (25). Eating becomes a way of understanding the self and accepting the external other.

Lee, then, explains the cause of the anti-Chinese sentiments:

I would devour this race to sing it,
this race that according to Emerson
managed to preserve to a hair
for three or four thousand years
the ugliest features in the world.
I would eat these features, eat
the last three or four thousand years, every hair.
And I would eat Emerson, his transparent soul, his
soporific transcendence. (City 83).

The part in *italics* is a quotation from Emerson's journals and it is at this point that Lee overtly enters into a conversation with the American culture. The fact that the speaker agrees to eat such negative comments on the Chinese race and eat the person who uttered them himself makes him look like a hero who cuts the head of his foe off after a fight. Hence, swallowing hardship or eating 'bitter' is represented in this poem as a heroic act. The speaker turns the "seemingly useless into the useful" when he eats Emerson's racist remarks, hence "embrace[ing] the notion of the champion eater; he does not adopt white American eating habits but makes his pride in his own culture's customs his weapon" (Partridge 112). The rule of turning the useless into useful could also be applied to the act of eating Emerson himself. While eating Emerson would explicitly and viciously disassociate the speaker from Emerson and his ideas, as a 'food' substance, Emerson also becomes a nutrient for the speaker's poetic utterance. The poem suggests, therefore, that "positive change requires ... an 'embrace' and a 'covenant' between the racialized self and the racist other" (Partridge 114).

The trope of eating paves the way, thus, for two opposing actions on the part of Lee. It figures, on the one hand, for the poet's negation of his adversary, in this case racial hostility, and on the other, it "stands for the poet's eager loving absorption of all that is around in order to turn daily life into poetry" (Xu 153). That is why the protagonist switches from the idea of eating and devouring to the act of uttering: "I would eat it all / to utter it" (City 83). Poetry is the result of the poet eating the world and just as eating symbolically tears apart and brings back together, poetry, for Lee, carries within its boundaries the double meaning pervading the poem. In this regard, Benito explains that for Lee, the physical bodies of his fellow immigrants, as much as the world itself, become the source and sustenance of poetry. Eating becomes both "a signal of cultural communion with other Chinese immigrants (i.e. the larger cultural community) as well as the aggressive weapon against racism in American society and American culture" (Partridge 108). Eating is, thus, deployed in the poem as an active gesture of opening the self to what is new, afflictive, coercive, and diversified.

Death

Death is one of the most crucial topics that Lee's poetry discusses. In his poem 'Rain Diary' from his earliest volumes, *Rose*, Lee explores deeper implications of the protagonist's relationship with death as the mysterious, unknowable other. In this poem, death, like rain, arrives suddenly and unpredictably and leaves without a trace, "stirring the lyric speaker and compelling him to explore its unknowable mystery" (Zhou 42). The encounter with death, as 'other' in this poem, "challenges

the subject's mastery over the self and the exterior world" (Zhou 42), giving him room to explore this inaccessible, ungraspable other.

However, in 'The Cleaving', it appears that Lee began his journey towards understanding the meaning of death. In the eyes of the speaker of 'The Cleaving', animals, the butcher, and the speaker are all related ontologically via death. The reason behind Lee's interest in death and dying is that it is one of the most known common denominators shared by all creatures on this earth. Death does not differentiate between Asian or American, white or black, or even human and animal. In the speaker's imagination in the poem in hand, the duck while being dissected by the executioner, imagines that the butcher retreats from his fear of his own death. Death is, thus, "a common, factual element among living beings, regardless of a being's hierarchal position in nature" (Kim 22). It is, also, according to the speaker the ultimate fixed truth in life that no one can escape from:

All of the body's revisions end
in death.
All of the body's revisions end.
Bodies eating bodies, heads eating heads,
we are nothing eating nothing,
and though we feast,
are filled, overfilled,
we go famished.
We gang the doors of death.
That is, our deaths are fed
that we may continue
our daily dying, our bodies going
down, while the plates-soon-empty
are passed around, that true
direction of our true prayers,
while the butcher spells
his message, manifold,
in the mortal air.
He coaxes, cleaves, brings change
before our very eyes, and at every
moment of our being.
As we eat we're eaten (City 85).

The speaker portrays death as a process that every human being must pass through. Human beings live by the dying of other creatures in the world and the opposite could be quite true as well. Having this kind of conviction made the poetic persona feel that life is about nothing since everything in life is built on the processes of eating, devouring and then dying.

In his poem 'Stations on the Sea', from *Book of My Nights*, Lee meditates on his dead family members. "I don't want to seem morbid," Lee states, "but it feels to me that the process of dying is actually dying into a greater presence ... we die into greater awe, greater splendour, greater terror, and greater presence" (Jordan). In 'To Hold', in addition, he begins the poem with the assumption that "we're dust" (*Behind* 98). Death is, thus, a recurrent motif in the poetry of Lee. Even if, at the beginning at least, it was tackled as an ungraspable idea, eventually, it was utilized as a means of transcultural hybridity in his poetry in general.

Conclusion

Despite its autobiographical and personal particularities, "the lyric I in Lee's poems is not defined or confined by autobiographical details or by his socially constructed identities" (Zhou 53). Lee's poetry tackles universal and transcultural themes masked by his personal experience. In an attempt to find a place for a self, traumatized by division and disconnectedness, the poet reconstructs reality, paving the way for a universal dialogue. Lee recreates a world, within and without, to interweave a network of relationships that would connect the people of the world. He redefines cosmic themes and relations to prove that even through multiplicity, there still is a common ground to be shared by all humans. For Lee, his immigration memories are transformed into universal interconnectedness where all distinctions and differences are

deconstructed including race and gender. Language, which tends to accentuate ethnic hierarches, especially, in a multiracial society like the United States, is changed to a universal discourse. Everything in the world talks to Lee, and especially a poem. Poetry becomes a means for transcendence, spirituality, and morality. A word, a text, or a poem – all are synonymous for Lee – are the major constituents of his microcosm and macrocosm as well. He even turns eating into a cognitive, epistemological activity that helps connect the people of the world. Death, as dark and gloomy a concept as it appears to be, is seen by Lee as a transcultural destiny encountered by all people, notwithstanding any hierarchal standards. Seeking connection and creating dialogues with the whole universe is Lee's aim behind his poetic vocation.

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Project-based learning and student development skills

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Abstract

This study presents the results of a research work, which aims to highlight the benefits of learning through projects in the development of cognitive and psycho-social skills of students. Project-based learning is a contemporary teaching method where students work on a project about a topic or a particular problem that seeks to develop a variety of learning skills such as cognitive skills, social and collaborative skills, self-affirmative and leadership skills. To accomplish this work, students rely on prior knowledge of the subject and in-depth research on issues to be answered. The purpose of this paper is to highlight the positivity that the projected hours for the development of the special potentials the students have, aiming at the successful inclusion of students in the learning process. To substantiate the problem, we have also raised the research question: How does project work affect the students learning, leadership and social skills? To answer the research question of this study, we have raised the hypothesis that project work encourages the development of student learning, leadership and social skills. We have proved this problem through a qualitative observation method that was realized with the students of the eighth grade in the 9-year school "Abdulla Hida" in Elbasan, in the interlocutor project hours. From the results of the research we have come to the conclusion that through project-based learning is achieved the cognitive, social and self-empowering development of students.

Keywords: project-based learning, cognitive development, social development, self-promotion of the individual

Introduction

Learning with projects

Project learning is a contemporary method that includes multiple learning abilities, such as cognitive ability, social and collaborative skills, self-affirmative and leadership.

Project-based learning is a teaching method where students work on a project about a topic or about a particular problem. To accomplish this work, students rely on preliminary knowledge about the subject and in-depth research on issues to be answered.

Through this teaching method, the aim is to deepen the knowledge of the classroom students and to apply them in practice. At the center of this research work is collaborative work between students, who work together in groups, focusing on individual jobs and shared tasks.

Project learning integrates theory with practice. Pupils receive knowledge and core curriculum elements, but they also apply their knowledge in solving authentic problems and achieving the right results. Project learning refocuses the education of students with the right skills that the global world requires, such as creativity, sensitivity and elasticity, which can not be taught by a text, but must be activated through practice!

Project-based learning is a comprehensive perspective, focused on learning the students involved in the research. Within this framework, students pursue problem solving, seeking and processing questions, debating ideas, making predictions,

¹Blumenfeld et al 1991, EDUCATIONAL PSYCHOLOGIST, 26(3&4) 369-398 "Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning." Phyllis C. Blumenfeld, Elliot Soloéay, Ronald É. Marx, Joseph S. Krajcik, Mark Guzdial, and Annemarie Palincsar.

compiling plans and experiments, collecting and processing data, drawing conclusions, communicating their ideas to others¹.

Project-based teaching has the following advantages:

- Deep understanding of concepts;
- A wider knowledge base;
- Improving writing skills;

Social, interpersonal and improved communication skills

Through project learning, students need to organize their work and manage the time needed for each stage of the project. Students become active digital explorers. Technology enables students to think actively about the choices they make and execute. Each student is likely to be included individually or as a group.

Project Learning supports student groups who identify a topic or problem around which they will investigate problem solving.

Project-based learning is of particular importance to these components:

- The main content of the project;
- Key Project Competencies;
- Deep research into the topic selected for the project;
- Building the questions. Each research is based on one or more research questions, so their construction is important for designing the project structure;
- Choices and decisions of students around time, resources, etc.
- Review the work done step by step by students about the project;

How can we plan a project-based learning activity (MBP)

Selecting the topic is one of the most important moments, as the topic needs to fill some mitigating conditions, such as: - the topic should be interesting to the students; - have space and opportunity for information; to fit certain age groups, given their level of knowledge.

Learning in collaboration

Based on project-based learning is learning in collaboration. According to Stevens & Slavin (1995), learning in co-operation increases the learning outcomes of students of all levels of ability, reading, writing, math, calculus and mathematical applications, in understanding and critical thinking².

Learning in co-operation improves interpersonal relationships, improving students' emotional status, self-assessment, coping skills, and attitudes to school tasks. (Musai, 2014, 279)

According to B. Musai, collaborative learning:

- Improves understanding of the content of the subject;
- Improves social habits;
- Encourages student decision-making abilities;
- Creates an active learning environment;
- Increases student self-confidence;
- Assess the different ways of learning;
- Increases student responsibility;

¹ B. Musai, Metodologjia mësimore (2014, 278)

² B. Musai, metodologji e mësimdhënies (2014, 278)

- It focuses on everyone's success. (Musai, 2014, 279)

According to Sharon (1995), the characteristics of learning in collaboration are:

- Use small groups of three or four students;
- It focuses on tasks to be carried out;
- Requires collaboration and communication of the group;
- Provides individual responsibility for learning;
- Supports group compactness¹

The role of teachers in project-based learning:

In cooperative teaching, the role of the teacher does not fade. He is the organizer or conductor of the lesson.

- Teacher is a partner in communication and interaction in class
- Teacher reduces the level of stress and workload during an activity, teaching them to help each other in the tasks assigned
- Teacher provides advice on the activities that the learner will develop
- Teacher encourages pupil-student action
- Teacher acknowledges student feedback about the method to be developed and creates the opportunity for the student to be free to inquire
- The teacher exercises the students for an independent evaluation of achievements in their activities

The role of student in project-based learning:

- Pupils are actively involved in the learning process and with interactive methods students have the right to take initiatives
- Students join initiatives
- The students speak on behalf of the group in which they perform the job
- Set certain rules for certain situations
- Create new communication relationships with each other
- Increase the quality of classroom learning

The rapid changes in society undoubtedly brought about the need for changes in our education system as well. Change in the education system is obvious. The curriculum is based on competencies, where emphasis is placed on developing students' skills, attitudes and knowledge.

In Europe, the European Commission has developed "Essential Competences for a Knowledge-based Society" that defines the knowledge, skills and attitudes of the 21st century. These can be found in EC 2004 report.

Competencies:

1. Communication and expression competence;
2. Competence of thinking;
3. Learning competence;
4. Competence for life, work and the environment;
5. Personal competence;
6. Civil Competence;
7. Digital Competence.

¹ Banks, T. (2000). Teaching learning process. Center for Aide Regulation and education. North Carolina

The development of these competences is achieved through cooperative teaching, with the student centered, which requires mutual teacher and student engagement and cooperation. In contrast to teacher-centered teaching, student-centered teaching makes the student not to remain a passive audience, but makes the student an active thinker and researcher.

While Kolbi (1984) puts the student at the center of learning, evaluating his participation in the learning process as crucial to his learning experience. Silcock and Brundert (2001) defined the teaching with center the student as an approach where the teacher is facilitating and guiding the learning process towards the teaching where the teacher exercises control in each direction for achieving the learning objectives. One of the most common activities in the classroom that is in fact the basis of all learning and education activities is communication between teachers and students. It is implemented in many forms throughout the classroom and involves directly or indirectly all students. It aims at improving the quality of teaching.

According to Banks¹, teaching is an active process in which a person shares information with others to provide them with knowledge, which lead the behavioral changes. Rather² emphasizes that teaching is a tripartite process, involving the teacher, the student, and the learning situation and leading to changing student behavior. Student-centered learning is part of contemporary, interactive, comprehensive learning strategies, methods and techniques.

Some of the features of this process are:

- a. The basic function of this lesson is learning, which in this case has a wide understanding and includes all learning models such as fact preservation, modeling, critical thinking, integrated learning, global education, learning with projects and so on.
- b. The student-centered teaching is distinguished by its asymmetrical nature, which includes the interaction between mature individuals and those of those who have high level of general development and those with low level of development.
- c. The student-centered teaching is organized around some knowledge that may be conceptual knowledge, practical knowledge, skills and abilities, procedural knowledge, etc. Schematically, a simple student-centered teaching model would be;

Methodology

The study is based on the importance of project-based learning as a contemporary and effective method of student learning, the implementation in practice and the comprehensive education of students.

This study is based on the challenges of today's education, which must respond to the challenges of human society in the face of global change. The proper education and education of students today makes them worthy citizens of tomorrow's global society, with creative minds in the face of information and communication technology developments. This tomorrow's mission, alongside various factors, can also be achieved through project-based learning, where knowledge-practicing weaving is given priority.

The study was raised around the research question:

How does project work affect student learning, leadership and social skills?

To answer the research question, we have raised the hypothesis that: Project work fosters the development of student learning, leadership and social skills.

The research was conducted through a simple survey method, which was realized in 8th grade students of the 9-year school "Abdulla Hida" in Elbasan. The survey was carried out in 3 hours of inter-project, on topic selection time, on assignment of tasks and on project presentation time.

The survey was conducted through the registration of project hours. For this, I need permission from the school board.

Purpose of survey application:

¹ Rather A. R. (2004). *Essentials Of Instructional Technology*. Publisher, Discovery Publishing House

² Constitution from the 17th of February 1994, published on <http://mjp.univ-perp.fr/constit/be1994-0.htm>

- Evidence of how the project hours are realized;
- Evidence of innovations that bring learning through projects as one of the contemporary methods, based on which theory-practice co-ordination lies.

Sampling

In this study were attended by 14 students of the seventh grade. Of these, 8 students are female and 6 students are male. Also, out of the total number of students, it is noticed that students are of different levels of learning outcomes. Since the project was interlinked, it was a good opportunity to look at the students at different levels involved in the different trends in the project.

The students were grouped into four groups, namely: 1- a group of languages and literature that worked on gathering the traditions and customs of the area, with regard to celebrations and hospitality; 2- the collection of traditional song songs; 3- the group that took care to paint the traditional costumes of the area; 4-story group that gathered stories and legends from the history of the area.

Since the project was interlinked, the study included 4 teachers, namely subjects: Albanian language, history, music education, figurative education

The theme of the project was "Our Popular Traditions and Customs".

The study belongs to the "Abdullahida" school, a common public school.

Practical Findings

Theories from the theory help us to focus on focusing on field research, specifically, the observation, the subjects and goals of the survey, the way the survey is conducted, the observation time span.

Starting from the discovery of videos recorded during the survey, the following findings result in the confirmation of the hypothesis that project work fosters the student's learning, leadership and social skills.

- In the composition of the working groups, the students belonged to different levels of achievement;
- Of the three students in the history group, two of the students were above the average, while one of them was below the average, but it was noticed that this student had brought interesting legends of the Zone. Through his assertion, it is noticed that he has used the positivists with the close relationship with his grandparents, who have confessed to their grandson legends.
- Out of the three drawers of the drawing group, one of the students, which is below the average achievement level, chosen as the leader of the group, has the passion for painting and has realized the costume paintings found by the other two members of the group. All three students in this group like paintings.
- Of the four music group students, three of them are undergraduate students below the average level, one of whom is a middle-level student. A group leader was selected by a student with poor academic achievement. All four students have talent music.
- Out of the four language group students, three of them result to be above the average level of achievement, while one of them scores below the average level of achievement, but it resulted to have brought interesting information about how the weddings were organized 50 years ago.
- Through the discovery of relevant videos it was noticed that students within the groups cooperated in harmony with one another, were motivated to work. Despite the different levels of learning outcomes, each contributed to the successful realization of the task assigned;
- Leaders of the drawing and music group, despite their difficulties in the subject, showed good leadership skills;

Analysis and interpretation of research results

Through this research, as Markham points out (2011), the analysis of data shows that for a comprehensive inclusion of students of different levels of learning achievement in the learning process, for an all-encompassing development of the cognitive and psycho-social learners, productive project learning, as project-based learning is a contemporary, student-centered approach.

From theoretical findings (Mouse, B, 2014) and data analysis, it is taught that learning based on projects, such as collaborative learning, creates an active learning environment that improves social habits and increases the student's responsibility. In the practical findings, it was noted how the students cooperated with one another and carried out highly charged tasks.

Teaching is a tripolar process (Rather A. R. 2004), which includes the teacher, the student, and the learning situation, and which leads to changing student behavior. Silcock and Brundert (2001) defined student-centered teaching as an approach where the teacher is facilitating and guiding the learning process toward teaching where the teacher exercises control in each direction for achieving the learning objectives. This was also noticed in the project hours, where teachers directed and instructed the students, when needed, especially in time management.

Through research, as noted by Blumenfeld et al 1991, it was noted that each one had acquired new knowledge through the project, exploring and discussing with one another. This was noted through student discussions on issues and sub-issues addressed at the discussion hours of the collected materials and on the hour of presentation of each group's work.

Conclusions

From the results of this empirical study, it was found that project - based learning positively influences not only the intellectual and psycho - social development of students but also the practical implementation of the knowledge acquired at school. From the research it is concluded that through project-based learning it is possible to:

1. A cooperative learning teacher - learner and learner - student;
2. Project-based learning develops intellectual skills of learners and promotes their critical thinking through discussion of project themes;
3. Develops the students' social skills and develops their self-evaluation skills through the task as a leader of the group;
4. Give another approach to the teacher's role in the classroom, from being a dictator of student information, to facilitating and guiding the learning process. The learner is placed in the learning center.
5. By project-based learning, scientific knowledge is coordinated with their implementation in practice;
6. Students develop the ability of research and problem solving, as well as make pupils' inclusion in the learning process by developing their special skills.

Literature

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- [3] Joannes Antonin Léonce Joseph Hébrard (dit Jean) est un ingénieur agricole français, né le [29 août 1894](#) à [Laveyrune \(Ardèche\)](#) et mort le [23 janvier 1943](#) à [Saint-Alban-sous-Sampzon \(Ardèche\)](#).
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The Role of High School in Managing Conflicts that Generate Violence between Albanian Teenagers in Rural Areas

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Abstract

The purpose of this study is to determine the role of high school in managing conflicts between teenagers in the rural areas between Tirana and Elbasan. Conflicts among teenagers are always present. They can happen in families, at school, and in the community, but our focus will be the conflicts generated in school premises. It is concerning that teenagers are seeing school as a battlefield where they can fight away from their parents' eyes. The research will shed light on how the aid offered by the high school social services, impact teenagers' conflict management. This study uses Psychoanalytic, Humanist and Behavioral Directions to explain the source of violent behavior among students in schools located in rural areas. The study is based on the Positive Paradigm. The research method used for collecting data is the quantitative one. The population of this study is the teenagers of high schools located in rural areas between Tirana and Elbasan. The sample of the study is the students of "Krrabë" and "Ibrahim Hasmema" high schools and the instrument used is the sociological questionnaire. Data analysis will show whether teenage conflicts exist and how schools located in rural area manage these conflict cases. The document argues that conflicts between teenagers are present at school premises and the latest rarely use the social services provided at their school. The teachers' staff should be trained on identifying young people who tend to conflict and to have violent behavior. Teachers should be also trained on the ways to treat those teenagers who are victims of violence.

Keywords: teenagers' conflicts, physical violence, school role, conflict management, psycho-social service.

1. Introduction

All of us, in certain situations, may show violent behaviors. In some cases it can be practiced in direct forms, and sometimes it may be hidden. According to the World Health Organization, violence is defined as: "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation" (Save the Children, 2007, p. 17). But only its definition is not enough. Violence has already turned into a social problem. It affects people of different ages, and the consequences that it causes in some cases are unrecoverable. One of the most visible types of violence is the one exerted by teenagers. The place where it happens most often is the high school (Council of Europe Study, 2017). Nowadays, schools are seen as an arena of violent events involving students and teachers. Even though a "traditional phenomenon", it should be identified and isolated (Jorgaqi, 2001, p.7-8).

At school premises, the teenagers seem to feel free to display forms of violence. Sometimes in the bully position, sometimes in the role of the victim, they are constantly being affected by this phenomenon. From a study conducted in Albania in 2017, it resulted that in 11th grade students, the number of aggressors and victims was almost the same: 11.2% were declared as aggressors and 12.1% as victims (Council of Europe & ISOP, 2017, p.19)¹. The National Study on Bullying and Extremism in the Albanian Education System, referring to the designated sample, concluded that 20% of Albanian students from IV to XII grade in public and private schools, claimed to be involved in the phenomenon of Bullying in school (Council of Europe Study, 2017)².

¹ The Council of Europe Office in Tirana. 21 Apr 2017. Retrieved from <http://www.coe.int/sq/web/tirana/-/presentation-of-the-findings-from-the-first-national-survey-on-bullying-and-extremism-in-the-education-system-in-albania>

² World Report from Violence and Health, (n.d.). Chapter 2, Youth Violence. Retrieved from

According to the Council of Europe (2017) study, school is an environment where bullies feel safe to exert violence against victims. To combat this phenomenon, the school should play its role properly. It should be the institution where the education process takes place in an organized manner, and not the place that favors the exercise of violence.

Almost every day, many media report violence exercised by teenagers in schools or on the street. Media analysts claim that violence is everywhere, the victims and the main authors of which are teenagers themselves. Violence by teenagers harms not only its victims, but also families, friends and the community they live in. The range of violence negative consequences is so wide that has led to an increase in the state's financial costs for the services provided. The presence of psychologists in schools, the presence of social workers, teacher training on conflict management in the classroom, seem to be state-of-the-art measures undertaken by the state. However, conflict still exists and sometimes it appears in some of the scariest forms: students, who mock, offend, beat each other with fists and chairs, exercise economic violence, cybernetics, bullying, class confusion, etc. (Kadiu, 2000). This shows that the matter of the impact of educational institutions on minimizing cases of violence requires a particular attention. Therefore, what this society needs is to identify the problem by determining its frequency, assessing tolerance against conflict between teenagers in schools, determining the level of attitudes among different actors in the school, and identifying strategies for minimizing conflicts.

The importance of this study consists in defining the level of involvement of teenagers in the conflict and the effectiveness of the services provided in schools to manage these conflicts. The objectives of this research are:

- Assessing the extent to which teenagers are involved in violent behavior within school environments.
- Determining the genesis of violent behavior by relying on Psychological Directions.
- Identifying the institution or the individual to whom the victims of violence report the violent case.
- Assessing the efficiency of school services in minimizing conflicts.
- Recommendations and suggestions for improvement.

Based on the Positivists Paradigm, we have to measure and recognize the reality so that we can see whether these conflicts between teenagers are not well managed by the school. In order to recognize reality, studies need to be made and key interventions for minimizing conflicts need to be defined in three levels: in family, school and community where we grow and develop each day.

2. Literature Review

2.1 Violence among Young People Seen In the Perspective of Psychological Directions

According to the study conducted by the Council of Europe (2017), the most vulnerable group exposed to violence is the one of high schools' teenagers. From the study it turns out that violence can be developed in various forms, such as physical, psychological, sexual, verbal, and so on. For a long time, scholars have tried to explain why it is happening. Although measures have been taken to limit it, violence is still present (Council of Europe, 2017).

Explanation of violent behaviors can be made under several perspectives. If referred to **Psychoanalytic Direction** (Freud, 2005), we can say that young people who exert violence are exactly those who once in childhood were themselves victims of violence. These children may have been subject of violence of their parents or their babysitters. Freud believed that the past experience, of which the person is unaware of, influences much on current behavior (Pettijohn, 1996, p. 14).

Humanistic Direction claims that none of the people is violent. This direction emphasizes the fact that people are complex organisms and that each individual possesses a capacity that allows him to reach maximum potential (Dibra, Zhilla, Muçaj & Xhakollari, 2010, p.11).

Violent behaviors can be also studied under **Behavioral Direction**. According to this direction, the society, the environment that surrounds us, pushes us to display such behaviors. Skinner thinks that external forces are those that act on the individual and that do not treat him as free to make decisions (Pettijohn, 1996, p.407).

In each of these directions we can see some form of explanation of violent behaviors.

2.2 Mindsets in Violence Explanation

Alongside the psychological explanations, there are Albanian mentalities that justify violent behavior through expressions like "Who beats you, loves you", thus disrupting the climate of understanding (Kadiu, 2000, p. 83). But it is not just that. There are several instances during which state institutions remained indifferent to such intolerable behavior. Albanian parents often justify the violent behavior of their children by mentalities such as kids are young, and aggressive behavior decreases with growing age (Jorgaqi, 2001). Apparently, we see a negative correlation between teen age and aggressive behavior. The more the age increases, the fewer models of violent behavior we have. In fact, from the findings of the Council of Europe & ISOP study on bullying and violent extremism in Albanian schools, it turns out that with increasing age the level of violent behavior increases. Class 11th was the one that resulted in a higher number of students displaying violent behavior and one of the most common forms was verbal violence (ISOP, 2017, p.22). Students admit that they themselves or their friends in the 9-year school were wiser and quieter, and in high school they appeared to be more aggressive and violent. According to a study conducted in some countries around the violent behavior of young people, it turns out that the age-group that is most violent is the one of 16-17 years. Exactly these years of life where more violence is exercised, are termed "the path of continuous development of life" ¹ (World Report of Violence and Health, n.d. p.30).

2.3 Factors Affecting Violent Behaviors

Family environment and school are external factors that influence conflict management. Parents, who show little control over their children, but also those who use fierce physical or emotional punishments, model and cultivate violent behavior on today's youth. It was once believed that increasing punishment intensity increases its effectiveness, but it's not like that. If the punishment is taken into consideration, its most softened forms should be used (Musai 1999, p.104). Studies so far show that during adolescence the impact of the family decreases and it is strengthened more and more the influence of peers. Teenagers are locked into their social shell by shrinking the influence from family members. The family, which during the childhood period orientated the child to the right choices, is in weaker position during adolescence (Çelçima, 2017). Referring to studies about adolescence, the latest is perceived as a period of biological, psychological and social-economic transformation. During middle-aged adolescence, the individual is characterized from uncontrollable emotional outbursts, interest in reproduction, from sensation that they are now adults, smarter, and can make decision themselves (Çelçima, 2017, p.99). It is at this stage of life that the role of the school, the school's teacher or the school's psychologist should be strengthened. Too difficult, but necessary to have a civilized and less violent society (Stigler & Hiebert, 1999). Also, according to Sigmund Freud, it is shown that wrong actions have a hidden motivation, and therefore psychoanalysis is used to pave the way for the recognition of this motivation (Dibra, Hida, & Gjilkondi, n.d., p.271).

2.4 The School and the Conflict

The school is the institution where the education process takes place in an organized manner (Pino, Brahja, & Gjipali, 2016, p.42). And yet, this does not mean that the school should only learn writing and reading. It should increasingly pay attention to its secret functions as the socializing function, promoting creativity, emotional support, and so on. In schools we have teenagers who come from different provinces and cultures. This has made it difficult to establish lasting relationships between teenagers (Tamo, 2012). Failure to respect cultural values turns out to be a catalyst for the emergence of conflicts. What we need to understand is that the cultural groups are heterogeneous inside them and embrace a range of practices and various norms, which are often debated, changed over time, and applied by individuals in personalized ways (Barrett, 2016, p.19-21). Researcher Shapiro says that if we start from a prejudicious point of view from the beginning, our understanding and communication with them would be less fruitful. Consequently, our communication fails. In this way conflict becomes more and more destructive (Shapiro, 1997, p.90). Also, other studies show that conflicts in the classroom spoil the atmosphere of understanding and work not only within the class but also at school (Kadiu, 200, p.77). Many teenagers do not understand what is happening around them, so it is necessary to have a psychologist in the school who translates the situation into a simpler and comprehensible language for the teenager. According to researcher A. Kadiu,

¹ Retrived from, Information Technology and Statistics Sector, 2017, DARQ. Tirana and elaborated from the author.

adolescence is a stage of development where the individual is in crisis with himself, and inevitably even with others (Kadiu, A., 2000, p.12). In such a situation adolescents should increasingly be tolerant in their relationships.

Researches have shown that economic inequality of teenagers has consistently fueled violence among them. Just for a bit of money, teenagers violate each other and try to extort those who are weaker, less self-confident and isolated from other social groups. The latest fall prey to bullying or violent extremism. Faced with all these difficulties, the school is the one who follows different strategies to manage the conflict and foster the spirit of co-operation and tolerance among teenagers. The frequent provision of social services and psychologists is one of the ways to hold back violent behaviors that are evidenced mostly by teachers (Council of Europe & ISOP, 2017, p.32).

3. Research Methodology

3.1 Research Method and Research Design

The data of this article is derived from the study conducted in two high schools, "Krrabë" and "Ibrahim Hasmema". These two schools are located between Tirana (the capital of Albania) and Elbasan, which is a well developed city. Schools are located in a rural area and for the academic year 2016-2017 they have had a total of 403 students¹. The population of this study is composed by 1,267 high school students located in the villages between Tirana and Elbasan. The randomly selected sample consisted of 370 students from "Krrabë" and "Ibrahim Hasmema" schools. The research method used is the quantitative one and the tool used to collect the data is the questionnaire. Sample selection criteria are:

- Students of the 10th, 11th and 12th grades
- Girls and boys

Questionnaires were completed by 370 students in grades 10, 11 and 12. In the survey participated all students who were in the school premises on the day the questionnaires were completed. Time to complete the questionnaire was 45-50 minutes.

Table 1: Number of students enrolled in schools located in the area between Tirana and Elbasan for the academic year 2016-2017

School	Total Number of Students	Females	Males	Number of respondents		
				Total	Female	Male
Baldushk	180	71	109			
Mersin Duqi	75	51	24			
Killojkë	81	38	43			
Fark	259	136	123			
Krrabë	107	55	52	89	49	40
Sadi Nuri	269	135	134			
Ibrahim Hasmema	296	140	156	281	130	151

These data served to collect information about what teenagers perceives with term violence. Have they ever been victims of violence and whether they have denounced it somewhere? Are they affected by their friends to display violent behavior? Do they use social services provided in schools? Which of the sexes is more a victim of violence? The survey was also used to get information on the attitudes these young people have when they feel violated. Quantitative research method

¹ This article was produced from the unpublished master thesis called 'The Cuisine in Muhammad's Era' (Sakarya University, Institute Social Sciences, Sakarya 2007) written by Sevim Demir Akgün and supervised by Prof. Dr. Levent Öztürk.

was chosen because the anonymity of questionnaires allows teenagers to be freer in giving feedback without fearing to be prejudiced. In addition, questionnaires are easily completed by a large number of people within a short time (Bailey, 1982).

The elaboration of statistical data using the Statistical Science Package for Social Science (SPSS) will help explain the research objectives:

- Assessing the extent to which teenagers are involved in violent behavior within school environments.
- Determining the genesis of violent behavior by relying on Psychological Directions.
- Identifying the institution or the individual to whom the victims of violence report the violent case.
- Assessing the efficiency of school services in minimizing conflicts.
- Recommendations and suggestions for improvement.

This research will serve as a way of assessing the needs of teenagers in order for them not to be involved in conflict-generating violence. Also, appropriate recommendations will be provided to strengthen the school's role in conflict management among teenagers.

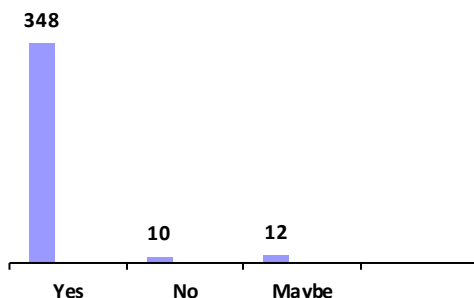
3.2 Reliability and Validity of the Instruments

To test the reliability and validity of the questionnaire, the latest was first applied to two pilot classes of the Sander Prosi high school, located in one of the rural areas of Tirana. To complete the questionnaire, 60 students were randomly selected. Taking into account the faced difficulties, reactions, responses and recommendations on the questionnaire's items, the latest was further elaborated and improved. Using a simpler language, avoided the prejudices and made the survey more understandable by the students who are the sample of this research. The result of the pilot study show that the reliability score for all items is Cronbach alpha (α) = 0.891. This value indicates that the questions are sufficiently related and have a high level of trustworthiness. The validity of the questionnaire content was determined by experts from the Faculty of Social Sciences in Tirana and by experts from the Faculty of Economics in Elbasan. Their consultation aimed to avoid unclear and prejudicial words, providing ease of understanding in terms of questions, as well as inputting data for its statistical processing.

4. Data Analyses and Discussions

The "Krrabë" and "Ibrahim Hasmema" schools which make up the sample of this research have a homogeneous population. Students belong to the same age group, are residents of the same village and have a common culture. The results of the descriptive analyzes of this study revealed that the conflict was present here as well. 94% of students claimed to have displayed violent behavior at school premises and only 3% of them claimed they did not exhibit violent behavior. This is a high percentage of students who think they have shown violent behavior in school environments. This situation requires immediate intervention in school management policies.

Graph 1: Have you ever shown violent behavior in school premises?



When students were asked if their parents used violence against them during childhood, 81% of respondents or 300 students said that their parents did not violate them at all, 8% or 31 students said that their parents violated them a little, 7% or 27 students said they were somewhat violated, and only 3% or 12 students expressed that they were heavily abused from their parents. From the data it results that we do not have a Psychoanalytic Direction approach to explain violent behavior because most of these students, 300 students, have reported as not having previously been violated by their parents.

Also, in order to recognize and describe the source of violent behavior, students were asked to choose between Psychological Directions, the one they find as a more appropriate approach. When students were asked to choose to which of the statements they agree the most, the results of the questionnaire indicates that we have a more approximate approach with the Behaviorist Direction.

- Psychoanalytic Direction - Teenagers who exercise violence are precisely those who, during childhood, have been victims of violence.
- Humanist Direction - People are complex organisms and possess the capacity to achieve maximum potential.
- Behaviorist Direction - External forces are those that act upon the individual and do not leave him free to make decisions.

Students think that for decision-making they are driven by external forces that may be parents, school's teachers, society, etc. For this finding, another more specific study is needed in the direction of closest relationship between teenagers.

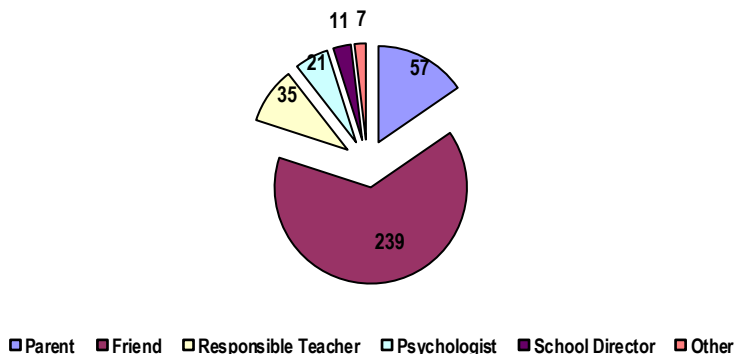
Based on the questionnaire's data, only 198 students, or 54% of the sample selected for this study, were previously victims of violence at school premises, of which 68% were males and 32% were females. Apparently their physical strength can not help them not to be victims of violence.

Table 2. Number of students who claim to have been victims of violence in school environments.

Total students	Violence Victims		in %	
370	198		54%	
	Females	Males	Females	Males
	64	134	32%	68%

Another question from the questionnaire was on where the students report if they are victims of violence. This question serves to test how effective the services provided by the school are in managing conflicts within it.

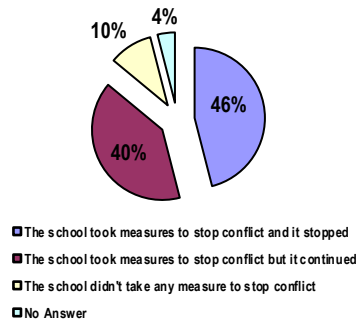
Graph 2: Where do you report if you are a victim of violence?



From the data processing it results that only 67 of the students report violence to the school psychologist, the teacher or the school principal. This is only 33% of the students who claim to have been victims of violence. The data show that we have a low credibility of students to the school institution and the services it provides.

To understand the school's response to the cases of reported conflicts, the students were asked what happened after they reported the conflict. Questionnaire data show that the percentage of cases when the school has taken measures to end the conflict was considerable, but in 40% of cases the conflict has continued again.

Graph 3: What happened after you reported the conflict?



To explore the potential for future research, students were asked to express their belief whether the school plays an important role in conflict management among teenagers. Although 40% of students reported that the intervention of school services could not stop the conflict, 87% of students believe that the school can play a very crucial role in conflict management. There are many potential spaces that can be used to have a spirit of collaboration between school and students.

5. Conclusions and Recommendations

In Article 36 of the Normative Provisions for Pre-University Education, "Rights", is quoted: "The individuality and human dignity of the pre-school child and the student is respected, he is protected from physical and psychological violence, discrimination and isolation. In the kindergarten and in the school it is prohibited the physical punishment or the humiliating and denigrating treatment of the child (Normative Provisions, 1998, Art. 36). Although the law for the protection of juveniles against forms of violence exists, again we see violence being exercised against them.

Individuals go through different stages of development, so strategies for preventing violent behavior should start in childhood. According to Psychoanalytic Direction, the teenager's past is important to explain his behavior in the future. The more violated the teenager has been during his childhood, the more likely it is for him to display violent behavior during the adolescence period. By getting a better education in the family, the school will have it easier to manage the situations of violence. One of the main measures suggested is the immediate training of parents on the methods they can use to educate their children. The appearance of violent behavior has consequences not only for the victim, but also for the relatives of the parties involved in the conflict. Therefore, the first and immediate intervention must be in the family.

Given the degree of homogeneity in rural areas, it was thought that young people were more familiar with each other and conflicts would be less present. In fact, from analyzing data in this study, it turns out that violence exists and in some cases we do very little to limit it. This violence does not come as a result of a violent past that teenagers might have had, but comes as a result of the impact that external forces have on the individual. It is therefore suggested that some of the interventions have to be on the social actors surrounding teenagers. Today's teenagers need positive models and we as parents or teachers should be willing to provide this service. Interventions should aim at strengthening the family-school-community partnership, prompting more and more parental participation in open-air activities or hours organized by the school.

198 students from respondents in this study were victims of violence. What is noticeable is that only 67 of them report the cases to the services offered at school. This shows that more needs to be done to strengthen the relationship between school and students. The school is one of the places in which violence might be favored. It is important to take measures to prevent the conflict between teenagers in these environments. The school should aim at promoting tolerance and

promoting positive behaviors to students. It should inspire new talents and organize practical activities aimed at student participation for their entertainment and socialization. Encouraging extracurricular activities and creative work in the group will help even more the teenagers to stay away from violence. School programs increasingly need to be focused on teenager's anger management, building social skills, and conflict resolution.

Psycho-social service needs to be closer and closer to teenagers. School psychologists should be constantly looking for students who need more counseling. They should not stay expecting the next student who does not want to attend the lesson and turns to the psychologist's office to advise. The presence of the school psychologist in Albania is only twice a week. Survey data shows that compared with the problems, their presence is rare. This also affects the decrease of the trust that these teenagers have toward this service.

Some of the students who report to the psychologist, the teacher or the school's principal, find no solution to their problem because the conflicts persist again. It is not enough to have only the teacher presence around in the school premises. It is important as well to have the emotional and psychological support of social workers. When there is conflict or exercise of violence, it is the psychologist who interferes with his professionalism (Tamo, 2012, p.86-89).

In some professions such as the teacher, there should be engaged professionals who not only transmit knowledge but also provide emotional support for teenagers. Through this study, it is suggested to train schools' staff (teachers, directors and psychologists) so that they are 'skilled' in identifying students who tend to show violent behavior and in building strategies to limit conflicts that may generate violence.

However, a profession is not created by certifications but by the existence of sufficient professional knowledge, the existence of a mechanism to improve it and the true desire of members of this profession to improve their practice (Stigler & Hiebert, 1999). Teachers should not only be trained for specific topics, but at the same time associate their work with the desire to be more effective in their noble mission of generations' education. Only in this way we can stop the violent actions among young people aiming to offer a more tolerant and social community.

The questionnaire also shows that boys are more involved in conflicts; in their ranks we find the highest number of victims. Therefore, it is suggested that the target group with which more work should be done and which should be the focus of interventions for conflicts minimization in school environments, should be boys.

Finally, our respondents tend to positively perceive the role that schools have in conflict management. Although teenagers think the school has not stopped the conflict, they are characterized by a high level of trust that the school and the services it provides, can manage it.

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The Impact of Organizational Factors in Ethical Decision Making of Albanian Accountants

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Abstract

The role of professional accountant is increasing in developed countries, part of which is also Albania. According to recent studies, accountants' ethics behaviour is not appropriate even though it is one of the most essential attributes that an accountant should possess in order to fulfil its mission. Various scholars admitted that during the process of decision making, accountants are influenced by individual and organizational factors. This paper aims to analyse the impact of organizational factors in ethical decision making of Albanian accountants. The article is based on primary data using a questionnaire and generating 230 respondent accountants that work in Albania. After data analysing we conclude that the code of ethics (*the companies ethical climate and the type of industry where the accountant works*) influences the decision making process. Meanwhile, the size of company is not an influential factor.

Keywords: albania, ethical decision making, accountant, organizational factors, ethical climate, code of ethics, type of industry

Introduction

The modern financial science complexity requires not only deepen theoretical framework but also a developed methodology to conclude in a realistic, rational and scientific context. The basis upon which relies the business unit reputation is related to the employees' individual behaviour, including different positions. It has a substantial and direct impact on the market value, on customers, investors, employees or consumers. Accounting, as a profession, is important for country development, since it contributes to the economic development, financial stability and efficient operation of capital markets and public sector. Accountants encourage and support the growth and development of business sector as well as strategic financial direction. Their aim is to ensure the interests of shareholders and the public that invests capital. Therefore, they represent successful people. According to studies, a successful accountant - regardless of the various businesses, human and technical abilities - must necessarily support the ethical standards (Taicu, 2007; Amat, Blake & Dowds, 1991). Accountants are often obliged to choose in different situations. (Shaub, 2005). To improve ethical behaviour, it is vital to better understand the involved components in the decision-making process and ethics impact on them. According to Jackling, Cooper, Leung, & Dellaportas (2007) education in terms of accounting ethics helps in amending the ethical collapse of the profession. For example, this study on Albania as one of the developing countries seeks to determine the effect of organizational factors on ethical decision-making for accountants.

The theoretical background of ethical decision making process and organizational factors.

The decision making process is difficult and complicated due to several factors and circumstances that should be taken into account. This process becomes even more difficult when it comes to accountants who are engaged in responsible decisions regarding the units they manage. The performance of the unit depends on these decisions. Each of us can easily imagine that personal ethical values and decision making processes that an individual uses in his daily life, are influenced by a number of internal and external factors. The following factors are combined to form an individual opinion for a given situation, ranging from important personal issues to those dealing simply with what an individual is required to do every day at his work place (Caldwell, Bischoff, & Karri, 2002; Polkinghorne, 2005). Individual ethics derives from the individual's

experience and can be influenced by a number of other important factors (Burns, 2004; Weston, 2001). The most acclaimed models of ethical decision making (Jones, 1991; Rest, 1986; Trevino, 1986) are based on descriptive theories and assume that the process of ethical decision making is influenced by a number of individual and organizational factors as well as the characteristics of ethical issues (Nill et al., 2004). The theoretical framework developed by Rest (1986) is considered as one of the most important articles related to the individual's decision making process within the organization. In the initial model of ethical decision-making, Rest (1986) defines four stages through which emerges the process. Later this model was improved to support the fact that psychological factors affect any moral action. (Rest et al., 1986, 1999). He proposes a process, which goes through four phases, as follows: ethical knowledge (the ability to make the difference if we deal with an ethical situation or not) ethical judgment (the ability to decide which is the right procedure) ethical goal (the ability to give priority to ethical alternatives versus other alternatives) and ethical behaviour (the ability to undertake ethical behaviour). Rest (1986) argues that each stage or phase is conceptually different and that success in the first phase does not necessarily impose success at the next stage. Trevino (1986) offered an interactive model of ethical decision making, which was mostly built based on the Recognition Theory of Moral Development by Kohlberg (1969). In her model she adopts three parts from Rest's model of the ethical decision making. In this complex model she describes the ethical decision making process in three stages. This process starts with ethical issues recognition, continues with recognition process and concludes with concrete actions. Individual factors, as well as organizational ones, are included in this process. According to Trevino (1986), ethical decision-making is the product of individual and organizational factors interaction related to the individualizing thought about the ethics of dilemmas. The involvement of these factors, in the decision making structures of ethical theory, is considered as one of the main developments in the area of business ethics research. This paper aims to identify the relationship between the ethical decision making process and the organizational factors in these models starting from the Rest model(1986)— that we will in this study to achieve goals. According to the literature, the individual decision-making process (in the case of accountants) depends to a considerable extent on the work environment. There are some organizational factors such as climate, ethics, the code of ethics, the size of company or the industry where the company operates, which are certified by the previous empirical researches to have a positive impact on the individual who takes an ethical decision. Organizational factors are defined as the characteristics of the background of a decision, which affect the ethical decision making process and its results (Ross & Robertson, 2003). Trevino (1986) concluded that some organizational factors often create obstacles to the individual's ethical decision making. However research on ethics has been very limited regarding accounting field in general and organizational factors in particular. Therefore, the findings regarding these factors, cast some empirical evidence in the accounting ethics literature in general and ethical decision making in particular. The code of ethics is considered as one of the most widely used tools by organizations aiming to direct the elections of their employees (Pater & Anita, 2003; Schwartz, 2002). It treats some common ethical issues that organization members face in their place of work. The code of ethics enhances the reputation of the organization and the brand image (Singh, Carasco, Svensson, Wood & Callaghan, 2005). Stevens (1994, p.64) defines the code of ethics as a written document through which corporations hope to model the behaviour of their employees and produce changes by making clear statements about the desired behaviour. In his summary Craft (2013) noted that during 2004 to 2011 the number of researches about analysing the impact of the code of ethics and the process of ethical decision making, has dropped significantly. According to the McKinney study, (2010), professionals working in organizations that have implemented a written code of ethics tend to address controversial ethical issues as less acceptable than those working in organizations that do not have an implemented ethical code. As noted, the number of studies related to the relationship between the first three phases of ethical decision making and the existence of a code of ethics, has been declining. In conclusion we can say that on behalf of these studies, it is noted that different results have been reached, but it should also be noted that most of them support the idea that the existence of the code of ethics is positively related to ethical decision making. Ethical climate is one of the most important organizational factors, which appears to have a significant impact on the ethical decisions of employees at their place of work. Victor & Cullen (1988) defines ethical climate as "the primary perception of practices and typical procedures of the organization, which have ethical content". They argue that the ethical climate in the workplace is the primary source of information for employees on the right or ethical actions in the organization. Martin & Cullen (2006) add that the ethical climate can be understood as the entirely procedures, policies and common practices, both formal and informal, within the organization. Using theories of moral philosophy and moral psychology, Victor & Cullen (1987) designed the Ethical Climate Questionnaire in order to identify the ethical climate of the organization or the group. The Ethical Climate Questionnaire (ECQ) analyses the perceptions of individuals within the organization about how members of the organization act based on the ethical issues they face. ECQ specifies certain necessary events, practices and procedures in order to establish the criteria for ethical decision making. The reason for choosing these three

dimensions is firstly related to the fact that these dimensions are known based previous empirical studies; therefore this paper suggests that these dimensions will be noticed in Albanian companies as well. Even though there have been a number of studies related to ethical climate, there is still little literature concerning factors linking these stages of the decision making process (Martin & Cullen, 2006). According to the Craft's summary (2013), a sum of ten studies is conducted regarding this issue; two of them were specifically related to the stage of ethical knowledge, four of them related to ethical judgment and the others with ethical purpose. It should be stressed that the Forte research (2004), concluded that there is a statistically significant correlation between levels of management and the organization's ethical climate. The industry is thought to have an impact on individual ethical behaviour (Oz, 2001). People who work in a place where dangerous products are produced, for example narcotics, may be more sensitive to ethical issues, compared to people who work for companies that produce safe products like furniture. Business ethics literature continues to produce mixed and inconsistent results, in terms of impact of the organisation quantity in ethical decision making. According to recent research, there are significant correlations between factors.

The purpose and the objectives

The main purpose of this paper is to establish organizational factors that affect the ethical decision making process of Albanian accountants as they make the most important decisions within the company.

The aim of the paper is to determine the impact of organizational factors in the accountant's decision making process in Albania.

The research question discussed in this article is: What impact do organizational factors have in the ethical decision making process?

The hypothesis is:

The organizational factors have a significant impact on ethical decision making process.

The organizational factors include: the code of ethics, ethical climate, size/quantity and industry.

The following under-hypothesis has been raised for the main hypothesis:

- The industry has a significant impact on ethical decision making. (1)
- The size of the company has a significant impact on ethical decision making. (2)
- The existence of the code of ethics in the company has a significant impact on ethical decision making. (3)
- The ethical climate has a significant impact on ethical decision making. (4)

Methodology

This article generates a considerable added value for young researchers and accountants who practice their profession in our country, whether they are employed in Albanian companies or free acting professionals. Regarding the selection of companies whose accountants would be part of the study, it was reasonable to concentrate at the large Albanian companies as these companies represent the biggest taxpayers. According to Zikmund (2003), the primary data are exclusively collected for the research on which they are working. There are several methods for collecting primary data, but in this paper we have chosen the questionnaire as the main tool. Van der Stede et al., (2007) defines it as the most useful method for researches and studies conducted in the field of accounting. The questionnaire was constituted based on two main parts. The first part collected information on the company size, type of industry, the code of ethics and the ethical climate of the company. In order to measure and determine the type of ethical climate of each company where the accountants are working—the Ethical Climate Questionnaire built by Victor & Cullen (1987) was used.

In the second part, through four different scenarios, the participants were asked to rate the hypothetical action of the individual who makes the decision through a *likert* scale. The first phase of decision making, i.e: the ethical recognition is directly measured by asking participants through a *likert* scale with five categories, to express their opinion about the statement if "the above situations comprise an ethical problem" (Singhapaki et al., 1996).

The ethics trial phase was measured by asking participants directly through the *likert* scale with five categories to express

the extent to which they agree with the statement "(the decision maker) should not have done this" (May & Pauli, 2002).

The ethical goal is measured in the same way by asking participants to express the extent to which they agree with the statement "If I had been the decision maker, I would have done the same thing/action" (Singhapakiet et al., 1996). In this paper we chose the method of distributing the questionnaires via email, because of the significant distance of the unit locations. The distribution of questionnaires by mail, obviously like any other distribution has its advantages. 571 questionnaires were distributed to the Albanian companies and from those only 230 returned completed. The response rate in this study is 40.3%. This is a very satisfactory result if we consider the fact that this form of distribution of questionnaires typically provides a low level of responses returned. Once the data were collected, they were coded and processed with SPSS 20.0.

The results

We dealt with the following results after data collection.

The first under-hypothesis is related to the company where the individual (accountant) operates.

Ho: Company does not have a significant influence in the ethical decision making. (1) By carrying out the ANOVA test after the data was processed, Table (1) is obtained. Table (1) indicates that $\text{sig.} = 0.001 < 0.05$. This means that we disprove the null hypotheses based on (1) and accept the alternative one.

This means that the industry has a major influence on ethical decision making. This result is consistent with a previous series of studies where Ergenelei & Arikan (2002); Krambia-Kapardis & Zopiatis (2008); Shafer (2007), can be mentioned.

The second under-hypothesis is related to the impact of company size in the ethical decision making.

: The company size has not a significant impact on ethical decision making. (2)

By carrying out the ANOVA test, Table 2 was generated. In this table, based on $\text{sig.} = 0.253 > 0.05$ we can not disprove the null hypothesis (2). This means that the size of the company does not have a significant impact on ethical decision making. Despite different opinions about the impact of the size of the company in the process of ethical decision making—this study reached to the conclusion that the company size does not have a significant impact on this process. Such a result is in line with other studies, such as Razzaque & Hwee (2002); Roozen et al. (2001); Paolillo & Vitella (2002), etc.

The third under-hypothesis is related to the impact of the code of ethics.

: The existence of a code of ethics in the company does not have a significant influence in ethical decision making. (3) After processing the data, performing the Independent Samples t-test we obtained the following table 3. In table 3, because $\text{sig.} = 0.561 > 0.05$, we meet the condition of equal variances of the two populations. Furthermore, as $\text{Sig. (2-tailed)} = 0.003 < \alpha = 0.05$, means that the null (3) hypothesis is disproved and the alternative one is accepted. This indicates that the code of ethics in a company has a significant impact on ethical decision making. The reached result is consistent with some previous studies, where Singh et al. (2005); Wotruba, Chonko & Loe (2001) can be mentioned.

The fourth under-hypothesis is related to the ethical climate impact of ethical decision making.

: The ethical climate does not have a significant impact on ethical decision making. (4)

By carrying out the ANOVA test, we obtained the following Table 4. In this table, because $\text{sig.} = 0.032 < 0.05$, we disprove the null (4) hypothesis. Hence, we conclude that ethical climate has a major influence on ethical decision making. From the three types of ethical climate taken into consideration, the ethical decision making process is more strongly influenced by the "Law and the Professional Code". Thus, from the four organizational factors taken into consideration, it is noticed that three of them have a significant impact on the ethical decision making process of our accountants.

It is noted that the kind of company has a greater impact compared to the code of ethics and the ethical climate. Between the last two factors, the code of ethics is more important than the ethical climate. The result achieved regarding the size of the company is consistent with several other studies, where Paolillo & Vitell (2002);. However it should be noted that there are different opinions about the impact of the size of company. We can mention Clarke (1996), who claims that the bigger is, the greater is the possibility that these companies benefit from the implementation of various helpful mechanisms, which can't be found in small companies to support ethical decisions that individuals of these companies make. Vitell & Festervant

(1987) claim that small companies forced to compete large companies are more likely to be engaged in unethical issues. According to Albanian accountants the size of company is not an influential factor when these individuals are forced to make decisions about ethical issues. The main reason for achieving such an outcome could be related to the fact that the study includes the most important companies of our country. The classification criteria in order to be classified in the group of large taxpayers in our country, is the annual turnover of these companies. This means that within the group of large taxpayers, there may also be companies with four or five employees in total. The industry where the company operates, represents the factor with the greatest impact on the ethical decision making process. Oz (2001) claims that the industry has a significant impact on the ethical behaviour of accountants. According to him, individuals who work in places where dangerous products are produced, for example drugs, are more sensitive to Ethical issues than individuals who work for companies that produce safe products, such as furniture. In our case "Trade" has the most significant influence on ethical decision making, compared to other types of industry. For this reason, this group of companies operating in this sector should be given more attention on ethics and its regulation.

The impact of the Ethics Code on the ethical decision making process for accountants is ranked based on this factor. The result achieved in this study is consistent with several other studies, where Pater & Anita (2003); Adams, Tashchiang & Shore (2001); Granitz (2003) and others can be mentioned. The fact that this factor has a significant impact proves that codes are recognized and respected by the employees of each company. In the Albanian companies the Codes of Ethics do not only represent the formal documents to comply with the law. There are some scholars who claim that a Code of Ethics on its own is not sufficient to significantly influence the ethical decision making process (Cooper & Frak 1997; Verschoor 2002). Rottig & Heischmidt (2007) have concluded that the Code of Ethics should be examined in a systematic and empirical way along with several other determinants of ethical decision making, such as ethical training.

According to the study, the Code of Ethics is not the only organizational factor which has an impact on ethical decision making. Another influential factor is also the ethical climate of the company. According to Victor & Cullen (1988) the ethical climate is defined as the dominant perceptions of typical organizational practices and procedures which have ethical content.

According to them, a company's ethical climate is the main factor, which helps to inform workers about the lawful and ethical actions within the organization. Three types of ethical climates considered in this study have important impact on Albanian accountants during the ethical decision making process. Although it is a new notion and only recently known by Albanian companies, it can be stated that the ethical climate has taken its belonging position in term of importance.

Companies in our country, although slowly, have managed to implement the ethical climate, regardless of its type. This factor has been improving and an important role in this case has had the new spirit that the foreign investors have brought. The main reason for achieving these results regarding the organizational factors may relate to the fact that the Albanian companies operate in the free market.

According to Agareal & Malloy (1999) the organizational factors do not define decision making process in state-owned companies because they have a relatively limited control of their employees. The fact that our companies operate in a competitive free market, fully supports the results obtained from this study about organizational factors. There are some previous studies, which prove that these factors have a significant impact on the stages of the process of ethical decision making of companies operating in a free market (Barnett et al., 1993; Granitz, 2003; Plugraht et al. 2007)

Conclusion

Organizational factors constitute a very important factor with a considerable impact on accountants as individuals during the process of decision making. According to the results, a special importance should be paid to these factors. Ethical behaviour and the right decision of accountants concerning any ethical dilemma which they face in their work place make possible the provision of accurate and reliable information. The leaders of an entity, by using this information have the possibility to make the right decisions regarding the future of the entity which they govern. Particular attention should be paid to the creation of an ethical climate in the work environment as well as the communication and application of the code of ethics by employees in general and accountants in particular.

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Tables

Table 1. Results of Anova Test About the Type of Company

ANOVA					
Ethical decision making					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	440.4	7	62.9	3.6	.001
Within Groups	3810	216	17.6		
Total	4250.5	223			

Table 2. Results of the Anova Test About the Company's Size

ANOVA					
Ethical decision making					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	107.3	4	26.8	1.4	.234
Within Groups	4148.2	219	18.9		
Total	4255.5	223			

Table 3. the Results of the Independent Samples Test About the Existence of the Code of Ethics

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Ethical decision	Equal variances assumed	.339	.561	3.021	222	.003	1.788	.592	.622	2.954
	Equal variances not assumed			2.974	166.376	.003	1.788	.601	.601	2.975

Table 4. the Results of the Anova Test About the Ethical Climate

ANOVA					
Ethical decision making					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	138.4	2	69.209	3.510	.032
Within Groups	3864.7	196	19.718		
Total	4003.1	198			

Syntax overview at units' level: Syntagma, sentence, phrase, and some correlations with the order of Greek-Albanian constituents in Th.Mitko's Phrase Book (1887-1888)

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Abstract:

In the article "Syntax overview at units' level: Syntagma, sentence, phrase, and some correlations with the order of their Greek-Albanian constituents in the tri-lingual Talking Dictionary of Th. Mitko", the author, **pedagogue of the Modern Greek Language in the University of Tirana**, dr. Elvis Bramo, brings the level of the language as the main topic of this research, that is the syntactical level, starting from the syntagma unit (as a building unit), different types of sentences, some phrases with predicative components, and some bilingual segments: Albanian-Greek, to identify several peculiarities of word order. This comparative study between the two languages (the Talking Dictionary has been compiled in three languages) aims at achieving some partial conclusions about the construction of the syntagma, their types as far as syntax connecting ways are concerned, and the valences that merge them into classes of words: It aims to identify the types of sentences with the grammatical elements of the question, with question words, with the denial grammatical tools, as well as the characteristics of the verbs as the heart of the syntactical organization in the communicated unit-phrase. Regarding the phrase (period), dr. Bramo has pointed out the relationship of the phrasal components merging, their functioning together with their thematic and rematic role, on the basis of the Prague School. The language research from this viewpoint of Th.Mitko's work, one of the most famous Albanian folklorists, has also brought in a comparable plan some models of syntactical phrasal and compound structures, to show that although the Greek and the Albanian languages are natural languages with a free word order (SVO), they do have parametric changes regarding the constituent parts of the sentence, particularly in the connoted constructions.

Keywords: Mitko, folklorist, tales, folk songs, collect, language, light, to lose, religion, tribe, brothers, albanian, greek, civilisation, glory, nationality

Introduction

Thimi Mitko has without doubt been among the first elaborators of the Albanian language, not simply because he joined the early collectors of folk oral creativity, otherwise known as a precious national treasury of the mother tongue, but above all, for being part of the heritage with his authentic lexicographic works, such as the Tri-lingual Talking Dictionary, prepared and published two years ago.¹ For his contribution not only in folklore, but also in the Albanian language, particularly in the field of lexicography, the scholars have classified him in that group of writers called *the southern orthodox district*,² who have used the Greek alphabet.

With the reprinting of his main work "The albanian bee" in 1924, in Vienna, by dr. Gjergj Pekmezi, Mitko's name became further known among the foreign Albanologists, who have also made him a subject of recognition and study. Suffice to mention here the high appreciation of the great renaissance man, Jeronim de Rada, who was among the first Arbëresh that got acquainted with his work, and published it in his newspaper, *Fiamuri i Arbërit*; (Arber's flag); saying that 'the collector of "The albanian bee" had realized that *un popolo non può uscire dalla barbaria se non coltivando la lingua a sè nativa*...³ A nation can not throw off the barbarian yoke, unless it cultivates the native tongue ... Albanian historians have asserted that the Italian-Greek-Albanian Tri-lingual Dictionary of Mitko has come to serve as an approaching, cooperation and friendship

¹ Sala, Shpëtim: **Italian-Albanian-Greek Dictionary** (Transliteration and Albanian Dictionary)II, WestPrint, Tiranë, 2013.

² The same author, the same book, p. 446.

³ Sala, Shpëtim: **Italian-Albanian-Greek Dictionary** (Transliteration and Albanian Dictionary)II, WestPrint, Tiranë, 2013, p. 65.

means between Albanians, Greeks and Italians, as an important means of cultural, commercial, scientific cooperation among the people. ¹

We think that the second part of the summary we have selected, leaves room for an analysis or presentation of the syntactical viewpoint of the lexical inflows from the syntagmatic to the sentence and phrase structure level, as well as the conversational level, Mitko brought 130 years ago. The three-collecting-work-decades, just like bees collecting nectar, have focused mainly on the author's contacts with the Tosk and Geg emigrants who worked and lived in Egypt and elsewhere, relying not only on the lexicon of the spoken language of the common people, but also on the lexicon obtained from the written language.²

Folklore researchers and Albanian literary historians have come to the conclusion that Mitko's broad creativity, to this day, has been quite scattered, better say uncollected, because they can probably be found in the form of manuscripts at the descendants of his heirs in Egypt. On the other hand, since 1981 when Mitko's work was published, it has been claimed that this outstanding folklorist has also left an Albanian-Greek dictionary, a manuscript (with about a thousand words), which is not the subject of our article.

Description

A. The valence and syntax:

In this linguistic research on Mitko's Talking Dictionary, we are focusing simply on the syntactical viewpoint of the language used by the author almost a century and a half ago, to investigate several peculiarities of this discipline, especially in the syntactic unions of concrete units, such as the "syntax", a construction element for the sentence throughout the process of communication. Studying these units in spoken language through "sentences", will help us judge upon their structures, the ways of union according to their components, and the syntactical connecting means used here.

In addition to the character of the connections and relations of the syntagmatic components, a special significance is attached to the valence indicator, ³ belonging not only to the verbal syntax (VS), but also to those with heads or components of other classes of words, such as nouns, adjectives, numerals, pronouns and adverbs. ⁴ During this analysis we have tried to see: structure, order, the distinction between the topic (old information) and the comment (new information), the tools of syntactical connection, etc., according to the structural school data, which can be integrated into the theory and practice of the Albanian language. And this is the **verbs' valency**, a very important achievement of the Prague School, which has been raised in theory by the French linguist of this trend in linguistics, Lucien Tesnière since 1959. ⁵ The author is also called the *father of modern dependency grammar*. ⁶ The models of this theory, which see the verb as the syntax center of the phrase (here: the sentence), were born in the European structuralist circle, more precisely in the French one, thanks to the achievements of the linguist L. Tesnière (1893-1954): a student of the well-known linguist Charles Bally and member of Prague linguistic circle. The act of this model eruption since its first steps to its formulation, seems to be fixed at the same time as the publication day of the work "**Éléments de Syntaxe structurale**" (**Structural Syntax Elements**). It has been determined for some time in theoretical linguistics that besides the verbs, for valency there should be talked about other classes and other denominations. ⁷ The famous Italian generativist, G.Graffi, stresses out that nouns as well as verbs, show valency but with some changes, not strange enough, because many nouns derive from verbs (and consequently they

¹ Sala, Shpëtim: **Italian-Albanian-Greek Dictionary** (Transliteration and Albanian Dictionary)II, WestPrint, Tiranë, 2013, p. 64.

² Dhima, Thoma: **Albanian Language Grammar-Syntax**, Gjirokastra, 2010.

³ Dhima, Thoma: **Albanian Language Grammar-Syntax**, Gjirokastra, 2010.

⁴ Dhima, Thoma: **Albanian Language Grammar-Syntax**, Gjirokastra, 2010.

⁵ Dhima, Thoma: **Albanian Language Grammar-Syntax**, Gjirokastra, 2010.

⁶ Dhima, Thoma: **Albanian Language Grammar-Syntax**, Gjirokastra, 2010.

⁷ Herein, p. 73. (Furthermore the Italian generativist, continues: ".The interplay between names and verbs is so systematic that in many cases class nouns noun classes can be given the corresponding verbal classes, so it is possible to speak about transitive and intransitive nouns, etc.

are called "verbal nouns"), for example, (ndriçim) lightening derives from verb ndriçoj(light), *lexim* (reading) from the verb lexoj (read) etj.¹ etc.

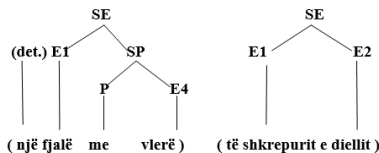
It must be pointed out here that the main aim and the linguistic situations which the communication units of the folklorist's Talking Dictionary are based on, are quite diverse, such as: begging or request, thanking, home conversation, before bedtime, dressing, conversation between the lecturer and the maid, discussions on age, life and death, lunches, dinners, invitations, walks, weather forecast, time indicators, weather, times of year, school, visits, rites of baptism, wedding, talking with the sick, the doctor, conversations among craftsmen, the contents of the letter, conversation at the bookstore, orientation questions, exchanges, fishing, hunting talks, meetings, and other linguistic situations.

The making of such dictionaries in the Albanian language has been a very rich tradition, starting from the XVIIIth century most notably to the present day. We can select the following syntactical order from Mitkos's conversational vocabulary on this theoretical basis, with:

Noun valency – një boce me verë (pot of wine), verë të kuqe(red wine), urdhërë tuaj(your order), njeri i ndermë(honoured man), punëra të vogla (small works), motërës suajë (your sister), të huajatë e Romasit (Roma's foreigners), gjuhën Italishte(Italian language), tim-vëlla(my brother), të bukuritë udhëtim(nice trip), rrobën e shtëpisë (the clothes of the house), këpucët

(shoes), çorape të linjta (linen socks), qerreja përpara derës(oxen ploughing), të ardhurit tuaj(your arrival), pagëzim në kishë (baptism in the church), lirëjen për të ikur (allowed to leave), dy orë (two hours), të dhemburë kreje(head ache), vaporr i Trieshtës (Trieste ship), etc.

The schematic structure model would be:



Valency of adjectives – i bukurë shumë(very beautiful), të dashurat pemët (nice trees), më i madh se atë (bigger than), të bukuritë udhëtimi(nice trip) etc.

Valency of numbers– dy pashë(two-fold), tri llojë (three sorts of), tri pasdreke(3 p.m), dy a tri javësh (two or three week), pesë vëllezër (five brothers), më katër në mëngjes (at 4 in the morning), dhietë mijë dërhëmë(10.000 dirham), tre kute cohë(three meters fabric), etc.

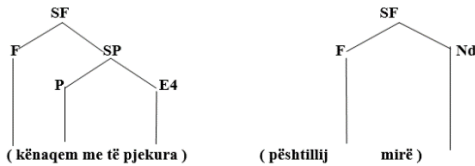
Valency of adverbs – fort mirë(very good), fort më rrallë (very rarely), shumë mirë (very good), tepër fellë (very deep), mjaft i njohur (quite well known), keq shumë(very bad), kaq vonë(too late), etc.

Valency of verbs – hëngra mejaft(I ate too much), u pieksim me të mirë (see you), vemë të baresim (loitering about), ulodha fort (very tired), epni të falurat e mia (give my regards to), kuvendojmë për – së- gjati (hold talks), e keni liriën me pashë(you are free to...), të flë aq shumë, (heavy sleep)këndoni përpara meje (sing in front of me), të parëdreki sod me mua (serve lunch to),² afërohij në zjari(come closer to the fire place), duhet të ngrihem mbë të zbardhëlyerit e ditës (waking up at dawn), thirrisoni mbë nesërë (call me a day after tomorrow), e pashë në mëngjestë (I saw her in the morning), ta shihni mbë meshë (wrapped), ju lypën ndjesë (forgive me), gaboni shumë (you're wrong), e dini mirë(you know well), ejani këtu(come here), vinj të drekem ndër ju (I'll have lunch with you), jam në parrais (living in paradise), i han me sheqer (eat it sweet), mësoni mësimen(learn the lesson), lojtëm me kartëra(play cards), shkruajta gjerë mbë mesnatë (write till

¹ It's quite interesting the verbal formation from the adverb "before lunch", a term that reminds us of "sillë-a"- vakt të ngrëni(serve the meal). The Dictionary of the Albanian Language of 1954 explains it as: "buka e mëngjesit që i shpihet bukut në arë parëdreke, më nja ora 10; koha kur hahet silla. (Breakfast brought to the farmer in the field early, about 10 o'clock; the right time to have breakfast. It must have been used at the time of the Authors' Dictionary as a verb).

² ASHSH, IGJL, *Albanian Language Grammar II*, Tirana, 1997.

midnight), dëftoni mbë gjuhën (what is your language), do f'a paguani shtrënjtë (pay dearly), mbeti me shëndet(safe and sound), kënaqem me të pjekura (I enjoy them raped), pëshillij mirë(wrapped up) etc.



The possibility of grammatical connection in the linguistic plan, is conditional on the valence of the parts of speech, a fact that draws attention to what is called dichotomy "language-utterance", the noun should be related to the nouns of different cases, with adjectives, with some pronouns, numbers, etc; while the verbs should be joined by nouns, adverbs, infinitives, etc. In all the studied cases, the syntactic connecting means between the building units, called the syntagma, in Mitko's Talking Dictionary, are firstly the prepositions, the suffixes, syntactical order, which rarely comes according to the nature of the Albanian language, due to the influence of the foreign languages the author was obliged to use during the long years of emigration; So there are many building models "adjective + noun" (beautiful woman, another time, first job, very hot, etc.)

The same goes even for the mediated construction of predicates with analytical verbs, such as: ...*nuk do të rinja, sepse kishnja pra dhënë fjalën tim-kuneti...*(I would not stay, **since I gave the word to my brother in law**). As for the level of the syntagmatic combinations, the frequent usage of the dative case without preposition, such as meeting friends, prepositions of the accusative case: "mbë" -on" and "ndë -in": do ta shihni mbë kishë(You will see him at church) ndë meshë(at the Mass/liturgical ritual), e pashë ndë treg(I saw her in the bazaar), ndala mbë këtë(I stopped a while on it), takuash mbë dialëthin(I met the boy)etc.

In the talking recordings of Mitko's Dictionary, we can notice all sorts of syntaxes, both from the simple to the extended structures: dëftoni më të mirën(show the best), kjo fytyrë(this face), të përkas ndë dellt(touch the forehead), të dalët e gjakut(it's bleeding), do t'i çanaj pas zakonit(I will send it, it's a tradition), ve të reja (fresh eggs), lëng zogut(boiled chicken juice), shkruanjë themën(write the topic), kishnja punë(I was busy); vivlin tënde të uratës (blessing book), ngrëhem pa shkrepur dielli(waking up at dawn), ju pres në vend të gjyqit(waiting you in court), nuk vëreni dorën e cohës(fabric's origine), kthehej ndë shtëpinë time(come back home), give, epëni ndë krahun tuajë të djathtin(your right arm), pagëzoni këtë dialë (baptize this guy); as well as according to the head that leads the components :vjelën tekdo(harvest), largohet zjarrit (away from the fire), t'ju thom të drejtën (telling the truth), i hamë me sheqer(we eat it sweet), do të priremi sakaqë (have a tendency), zotërë të dashurë(dear sir), të madhe bollësirë (abundance of), manushaqe të bukura(beautiful violets), ndë shtëpit(around the houses), për shëndet tuajë (to your health), mbi shtrat(on the bed), fort mirë (quite well), teprë lart (too high), keq shumë (too bad) etc.

B. Sentence level:

First of all, we have to point out that in the Mitko's Talking Dictionary; almost all types of predicate units defined by the Albanian syntax are generated¹from the declarative sentences to the exclamatory, imperative, and interrogative-dialogic ones, as called in such cases.

For instance: Më bëtë me këtë shumë detyarë (Grateful to you), Jeni shumë i fismë(You are noble). Ju dua me gjithë zemërë(I love you with all my heart). Epni më bukë(Give me sth to eat). Siellëni më një boce me verë të kuqe(Bring me a pot of red wine) Le të lëmë kajdet (Let the bagpipes play). Mos harroni të më vini nga herë ndë shtëpi(Don't forget to see me sometimes). Lini më të bënj unë (Let me do it).. Thoni të fala nga unë zotit atit tuajë (My regards to your father). Kopsitnim!...(button my blouse). Pastroni krëhënjët tuajë (Clean the combs). Shëndet paç zot. (Bless you).U gdhifisij shëndoshë(Have a good night sleep). Mirë paçi (All the best to you). Mirë qofisij(Wishing you all the best) Fort mirë, ju paça. (Wishing you well!)

¹ ASHSH, IGJL, ASHAK, **Albanian lexicography**-Heritage and perspective, Tiran, 2005, p. 167-168. (Hajri Shehu: Issues of syntagma in the Albanian Dictionaries).

We have also come to the conclusion that these types of sentences emerge according to the nature of the Albanian language, without a subject, as a single sentence, and according to a certain order depending on the statement or intonation of the phrase, mainly with verbs at the beginning of the sentence. The interrogative sentences turn out to be the richest in construction and corresponding grammatical tools, since their function during utterance is the most important. Thus, we find in the Dictionary first of all the so-called interrogative sentences having a parallel structure with the declarative sentences, defined as such only through interrogative intonation, not through interrogative grammatical tools, such as pronouns, particles or interrogative adverbs, for instance:

Keni ndonjë urdhërim për mua?(Any duty assigned for me?) Nukë do të ish më mirë të...?(It would be better to...) *Kërkoni të më bëni t'a mbesoni?(You make me believe..)* *Ndëguat gjë?(Did you hear anything?) E njihni së afërmi?(Do you know him from close?) Më ndjeni, jeni Zonja K...?(Pardon, Are you Mrs. K...?) Matij të veni në valle? Dini gjuhën Anglishte?(Do you speak English?) Jeni ende ndë shtrat?(Are you still in bed?) Vërteta ndërdyshij? Nuk doni t'a porositni? Nuk'mishnit zotuarë për sod? Nuk mund t'a marr nesërë?(I can't take it tomorrow.) I doni të lidhura me lëkurë keci, mëshqere? Nuk mundëni të rini të drekij me ne? Jeni frëng, zot? (Are you french?) S'ju k'anda portokallet?(Do you like oranges?) Keni gjylopërë të mirë?(Is that a needle?) Doni qengj a shqerë?(Do you want a lamb or a heire?) Ky mish është i mirë? Ju ka ënda të provoni këtë verë?(Try this wine?) Mëmi veshit italishtet?(Do you understand italian?) Ay që ju thot të vërtetën, çëthur gojë? But the majority of the interrogative sentences in the Talking Dictionary of Mitko emerge through interrogative grammatical tools, such as:*

Interrogative particles: *A mund të bëhet?(Can it be done?) A e kuptoni?(Do you catch it?) A më njihni mua?(Do you know me?) Zoti B. a i kujtohi atij të bukurit udhëtim, që bëm bashkë, që këtu e gjer ndë Smirë?(Did he remember the nice trip we had together to Smirna?) Përsni pakëz, ju lutem, kaq herëta? (Just a minute, please?Why so early?) A prutë eshkëtoren? A ju k'anda djathin?(Do you like cheese?) Fleni edhe a? Pas dreke a pini kafe?(Do you have coffee after lunch?) Mëndesha edhe aburda a erdhën? They are almost interrogative tools of the popular talk level.*

Interrogative pronouns: *Çë urdhëroni?(What do you want?) Çë'më këshilloni të bënj?(What do you advise me to do) Qysh do'e ndenjëm? Qysh mentohij për këtë?(What do you think of it?) Kush do ta thoshte?(Who would say that?) Çë farë marrëdhënëshash keni ndë Trieshtë?(What are your relations with Trishta?) Cilën frikë kujtoni?(What are you afraid of?) Die mbrëmënet mbë ç'orë dual? Me cilin flisni? Mbë ç'orë keni zakon të ngrëhij? Sa rëndë ju vien të ngrëhij? Sa vjetësh është vëllai juaj? Ç'orë keni zakon të paradrekij?(When do you have lunch?) Kush vien atie përpara nesh?(Who goes there before us?) E kujt është këjo vivli?(Whose this book?) Për çë nuk më duani?(Why don't you love me?) The pronouns brought here emerge not only in the direct case but also in the indirect ones: possessive, objective and dative.*

Interrogative adverbs: *Kur dotë përsëshihemi?(When will I see you again?) Ku vete ay?(Where's he going?) Kur do të shkonij për vatan? Kaha vjen ay?(Where's he coming from?) Përse më quani këshu?(Why do you call me like that?) Ku është gërshëra juaj?(Where are your sissors?) Përse më flisni anglisht?(Why do you speak me in English?) Fort mirë, përse nuk hani spinaq?(Well, why don't you eat spinach?) Ngaha vini? Ku nisnjëm?(When will we leave?) Mbë ç'orë u ngrëjtij?(When did you get up?)*

We also notice here and there the use of interrogative grammatical tools, not at the beginning, as it usually happens in these types of sentences, but also in the end of it several times using particles, but also carrying an expressive value when these tools emerge in the middle of the sentence, creating a middle pause in the sentence intonation, to attract the attention of the listener, such as: *Kushëriri juajë a u kthye nga Parisi? (Did your cousin return from Paris?)* In this presentation we also encounter phrase structures that include indirect interrogative sentences, which are present in the pragmatic group model **p.g.m** but in such constructions they have lost the corresponding intonation of the question, such as:

Pa më thoni, a dini ndë ertth vapor'i Trieshtës. (Could you tell me, whether the Trieste ship comeor not), Ju mëmi veshit fort mirë se ç'ju flas unë. (You know quite well what I am talking about), S'marr veshit aspak ç'thot ay. (I can't understand what he is talking about). Nukë dini se ç'orë është. (You don't know what time is it).

In our lexical studies it is emphasized that *the lexicographic treatment of word attachments should profoundly apply the theory of utterance activity in order to be appropriate, in line with the linguistic requirements.* ¹ The linguist H. Shehu points out that for issues such as these dictionaries there are well-known criteria, ie a). density of speech; B) thematic and situation

¹ The same author, the same material, p. 168.

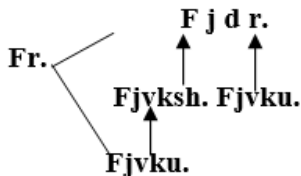
values of speech; C) the breadth of the lexical-syntagmatic links of the word with other words of the language, taking into consideration the extra-linguistic factors, the object-logic and the inter-linguistic factors, including even the structure of the language itself ...¹. Through these we can make out the mergers according to the features of our language, not only in the syntax, but also in the whole sentence structure, to reach the required level of communication.

Phrase construction

Even if we don't have the text structures for the linguistic heritage of Mitko, we are able to describe the constructions in phrases with two or more predicate elements, and we can speak about their nature, as it is usually said about a language, in terms of this level which has become the topic of our writing. In the formal and functional analysis of the phrases, first of all, a building method on the base of the components has been ascertained: the direct structure and the indirect structure.

The following model, from the Talking Dictionary, *Jo, unë nukë pasëdrekem kurrë, përse drekem mesëditet;* (*No, I never have snack, because I have lunch*); comes with a direct construction, since the phrase begins with a leading prediction unit and is followed by a subordinate. But the structure, *Tek është mjeshtëri i valles, ecni e kërcëni;* (*Come and dance where the master of dance is*), is a phrase that comes from an indirect construction,² used in a given context, has two SOC-s (syntax organization centers), placed behind a subordinate predicate unit; or:

Ndë doni t'a shihëni, ejan nesërë mbë dy, kur ne do t'a kemi për drekë; (*If you want, come tomorrow at two, when we have lunch*), where the leading unit lies between two sub-units. In today's syntactic studies, the functional syntax analysis should be treated up to the schematic presentation of the components, because, according to psycholinguists, the thought patterns turn out to be embodied in the language schemes.³ If we look for the coupling according to the principle of hierarchical linkage "main clause / subordinate clause", we sketch the following sentence as follows: *Të dinja se ishit për të ardhurë, do të kisha porositur të gatuanin gjegjë më tepërë.* (*Had I known you were coming, I would have ordered more food*).



Still staying at the level of the phrase (period), we first affirm here that, in the Mitko's Talking Dictionary, sentence-units do predominate - as basis for conversational discourse in human activity, but there are several cases when the utterance-phrases structures come as a combination with parataxis (in a few types, according to connectors), and with hypotaxis, focusing on some functional relationships, such as the determinative, time, conditional, consecutive and few others.

Secondly, the means of linking the predicate elements in the phrase are mostly those of the conversational prose and popular discourse. Thirdly, phrases and compound combinations with zero linking means are present as well, such as the one without syntactic connectivity tools known in syntax. For example, in the sentence: ***Ju lutem, mos ndërej tëroni fjalët tuaja, të sillemi si miq, e pa kajde, e pa pajka***

We notice missing links or conjunctions or correlates, but such a role is played by the pauses and the order of the components. It happens that in Mitko's Talking Dictionary, we find a wider structure than two predicate constituent units, but with 3 or more, where different functions appear, as in the following example: "*Ndë është kështu, do të ha me të madhe shije, përse m'a k'anda shumë mishin e kaut të piekurë.*" "*If it's true, I will take great pleasure in eating roast beef as I like it.*" Here, the syntactic relations, in addition to meaning, have also the visual grammar indicator, the conditional link "ndë"

¹ This is how we call the phrase structure, with two or more predicative components, which does not begin with a leading sentence.

² Ferretti, Francesco, **Alle origini del linguaggio umano – Il puno di vista evolucionistico**, GLF Editori Laterza, Roma-Bari, 2017, p. 37.

³ The compound term is used here, in the meaning that American linguist Leonard Blumfield has given for the first time in the generative linguist.

(if), which also marks the type of the phrase having an indirect construction, while the functions are: conditional, leading and causative.

It must be underlined that the generation of the predicative components in succession or with a dependency hierarchy in the indirect structures is more possible. These constructions are quite dense in the Dictionary we are considering and we find double-phrase constructions, linked with subordinating connectives, depending on the determination of the relations such as:

Vë shart //se kështu është;(I bet, // it's like this) Ju zotohem unë// se është e vërtetë;(I swear, //it's true) Kur unë s'di gjë, // çë doni të ju përgjigjem?(Since I don't know anything about it, //what answer do you expect?) Vemi// sepse më pëlqen shumë këjo melodramë;(Let's go, // for I like this melodrama.) Po ju thom //se nukë mund të ju gjegjem për tashi;(I'm saying, //I can't speak now) Për sod nukë dotë kem ngeh//të ju gjegjem;(Today I don't have time, // to answer to you) Nem më çorapet të linjtja, //pse është nxehtë;(Give me linen socks, //it's hot) Bët shumë mirë// që m'a kujtuat;(It's very kind of you, //to remind me) Thuaj i //të hynj;(Tell him, //to come in) Ndë mos arçi, // dotë ju kanos;(If you don't come, //I will threaten you) Le të kthehemi ndë shtëpit, //pse shoh motin//që po vrëhet. (Let's go home, // 'cause I see//it's cloudy) Kushdo që ka për të ngrehurë orlojin e vet, // duhet të vinj ndaj mua.(Everyone who has to repair the watch, // is wellcomed) Sometimes, particularly in constructions with more than two predicate components, ¹functional versus relations arise, as in the following examples:

<i>Jo, më pëlqen më fort, //</i>	<i>Erçë //vetëm sa të mësonj//se qysh jeni //</i>
<i>të rri ndë tryesët//</i>	<i>edhe të gëzohem //se jeni mirë.</i>
<i>përse jam shumë i urtë.</i>	<i>(I simply came here //to see you //</i>
	<i>and become happy you are doing well.)</i>

(No, would rather //

stay at the table //

because I'm very silent.)

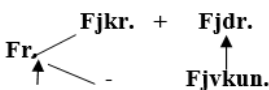


There are cases in Mitko's Talking Dictionary when subordinating and coordinating clauses are merged, as in the following two constructions, which can be presented in the following scheme:

O dialë, shpjerë letrën e zotit ndë postët, //edhe mos harronjësh //t'i paguanjësh harxhin.

(Hey you guy, post the letter, //and don't forget //to pay for it.)

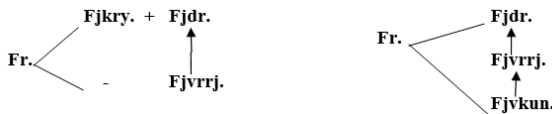
Ej, më foli për atë, //po më tha //se s'vijen gjë.(Hey, he told me about him, //but said, // that he's not coming.)



¹ De Mauro, Tullio: *Lezioni di linguistica teorica*, GLF Editori Laterza, Roma-Bari, 2008, p. 130.

Sometimes the phrase becomes complicated with more than 2-3 predicate elements, united in syndetic and asyndetic way, as in the examples we have found in different linguistic situations, selected by the author:

Nuku kënaqem aspak me të piekura kaqë të shkurtëra, ju shoh fort mbë të rallë, pa përëndaj duhet të më zgjatni kënaqien që ndienj nga të ardhurit tuaj. (I am sad, to see you so seldom, that's why it gives me great pleasure if you come.) In Mitko's Talking Dictionary we can also find substructural constructions: *Ej zot, e mësonj, //po këjo gjuhë, //sado e vëjëçime që është, //nuk'është pas modës. (Oh My God, I do study/although interesting/ this language is archaic//.) Të kënduarit e Anglishtes është kaqë të fëshitirë, //sa nukë mund të nxini //të këndonit mirë as mbë dhietë viete. (Reading English is so difficult/that you can't assimilate it //read well even after 10 years.)*

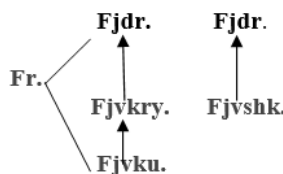


The following phrases as well, have a structure according to the nature of our language, with ordinary tools of the folk syntax, despite the indirect constructions:

Mbë kotë mbrohij, //unë jam bindurë //se ju këndonit shumë mirë, //edhe se keni zë të bukurë. (It's not even worth discussing/I am convinced you sing very well// and you have a beautiful voice.) *Ju s'keni kaqë nevojë, //tek gjendej ndë Elladë, //e përherë gjeni voli //të flisni Grëqisht, //meqënë unë nuku gjenj kurrë. (You don't need to study Greek, since you live in Greece// and you practice it//but I have never had the opportunity.)* *Meqënë ju, shudhasni Italishten, //që të merrij me tregëtiën, //thoni më //se qysh thohet ay //që heq një kambiallë? (Since you learned Italian/to trade/tell me //how do you say// to extract a tooth?)*

In Mitko's talks we notice that the means of connection used between the predicate components are the same from the phonetic viewpoint, but the units that follow them are functionally different, as in the following construction:

Nuk ni afërë ziarit, //se kam frikë //se mos nxehem shumë. (I can't stay close to the fire//I'm afraid// am too hot.) Symetric constructions of the components can be found in Mitko's talking phrases, such as: *M'u duk/ se e pash //të shkonjë parëdie, //po nukë munda t'e mbesonj, //pasij s'më kishnit thënë gjë për këtë. (I guess// I saw him leaving a day before yesterday//but I couldn't believe// since I was not told about that.)*



You can also find although rarely, conversational vocabulary phrases, arising as complicated constructions, may be due to the influence of the foreign languages, as in the following period, with 3 centers of syntactical organization, with 3 SOC-s (syntax organization centers).

Nuk mungojnë, në të rallë, edhe fraza të fjalorit bisedor, të cilat dalin me ndërtime të rënduara, mbase edhe nga ndikimi i gjuhëve të huaja, si në periudhën e mëposhtme, me 3 QOS: (po) (sepse)

"Dotë më vinte shumë keq// të ish //që të ju rëndohesha, //të mirët tuajë e quanj për më të shtrenjtë sesa kënaqien teme, //prandaj e keni lirinë me pashë, //po kujtohej //se të piekurit tuajë qe pesë së imëtash të orës, // edhe se dotë ju përes një tietërë ditë të javës //që vien." ("I would feel sorry//if I harmed you//I greatly appreciate your goodness rather than my enjoyment// that's why it's up to you to settle, // I wanted to see you only 5 minutes, // and will meet you another time in the coming week. ")

D. The correlation with the order of Greek-Albanian components.

This issue could be fully treated in this article, if only we had bilingual texts: Albanian-Greek or vice-versa, in order to achieve a correlative visual representation between the components. For this, as well as for the patterns brought to the review of phrase units, we should focus on the anastatic text of the Talking Dictionary, which is similar to today's bilingual guides, likewise to compare selected segments of the clauses' order. It is important to also bring here today's linguistic theory data, where several terms of characteristic features are used on the basis of **potency** in special languages.

In the translation process, language is used in a variety of situations, always allowing a formulation passing from- the source language - to the target language, of course, provided that the specific phonetic and rhythmic phenomena or the source semantic and syntactic peculiarities are abandoned. ¹ Furthermore, we get to know that whoever is familiar with several languages or with the theory of translation, is aware of the fact that it is often not easy to find the equivalents of a formulation from the source language to the target language. It is highly suggestive to look for the equivalent in the target language and it is so fascinating to notice some common traces found by the speakers of different languages separately which help expand their semantic heritage, but this suggestion and enchantment depend precisely on the fact that in every language, the speakers proceed in their own way (*suo iure*) to expand, build and rebuild their semantic heritage, and this constantly leads to the lexicon distance among themselves. "And it is precisely this - writes De Mauro - in the history of languages that we focus on important borrowings from one language to another, which prove to be a short the way, in terms of the translation." ²

P P C

125. Nuk ju marr vesh, duhet të m'a thoni më këthiellëtë këtë.

Δεν σας εννοώ, αρέσει να εξηγηθήτε κάλλιον σε ρε τούτο.

(I can't understand you, you should explain it better.)

P P C S

126. Vërtet vemi, sepse më pëlqen shumë këjo melodramë.

Αληθώς, θα πηγαίνουμε λοιπόν, διότι μου αρέσει πολύ αυτό το μελόδραμα.

(Really, we will go, because I like this melodrama very much.)

P P C

127. Po ju thom se nukë mund të ju gjegjem tani.

Ακούσατέ με, σας λέγω ότι δεν δυνάμαι να σας ακροασθώ.

¹ The same author, the same material, p. 130.

² **noetike**: **noesi** – greek phylosophy term, that carries the meaning of intuitive recognition; In Husserl's phenomenology is any act through which the subject perceives or recognizes or desires the object of experience. From Greek "Nōēsis" - perception, intelligence; Comes from "noein" - thinking, perceiving.

(Listen to me, I can't respond to you now.)

128. Më prishni punë shumë, përse është fjala për një kafshë fort të madhe.

Με αποθαρρύνετε πολύ, επειδή πρόκειται περί υποθέσεως πολύ σπουδαίας.

(You disappointed me so much, because it is a very important report.)

132. Ky, zot, duket, se e kupton shumë mirë gjuhën italishte.

Ο κύριος, φέρεται ότι εννοή πολύ καλά ιταλικήν γλώσσαν.

(This gentleman seems to understand italian very well.)

136. Unë s'thom gjë përveçe se, dot'ju bënj të më njihni paraqë, tuke ju thënë arrësyen.

Εγώ δεν λέγω άλλο παρ'ότι θέλω σας κάμη να με γνωρίσητε παρώπιους, λέγων σας τον λόγον.

(I am asking nothing else but simply to meet me, giving you the reason why.)

139. Thoni ju atë që dëgjuat.

Είπατε σης ό,τι ηκούσατε.

(Tell me what you heard.)

141. Ecëni të blini një okë peshk, po shukoni të jetë i njomë.

Πηγένετε ν'αγοράσητε με ον οκάν ψάρια, αλλά να προσέξητε να'ναι νωπά.

(Go and buy some fish, but make sure it's fresh.)

146. Unë s'harronj kaqë kollai miqët.

Εγώ δεν λησμονώ τόσο εύκολα τους φίλους.

(I don't forget my friends so easily.)

146. Edhe unë e njoha par viet ndë Vienë.

Εγώ τον ε γνώρισα υπό ενός έτους εις την Βιένναν.

(I met him in Viena two years ago.)

* * *

What we notice from these functional clauses correlations and their topicality within the parallel structures, in the introduced units for the characterization of the languages used here, we need to use the adjectives **potent** and **impotent** in all their uses, but even with an implication, using their special meaning.

Then, we come to the definition that *the semantic potency of a code is the number of markers it can distinguish within its noesis (perception) field.* ¹ Based on this notion, some theoretical approaches call this relevance of the languages we have spoken about, as **semantic omnipotence** or **semiotic**. It is worth focusing on the explanation of the term **potency**. De Mauro gives the following explanations:

- A language, that is able to welcome all the meanings of the phrases of another language, is **equipotent** (equivalent); it is precisely, in their diversity, that the languages may be equipotent among them, through the enrichment, the extension of the lexicon or the definition of meanings, etc. -----

- If a language is able not only to contain the meanings of another one, but to describe the syntax and structures, it is more than **equipotent**, it is more **potent**.

- A language that is able to be more potent than another one is **metalinguaggio** ² and the other language is an **objective language**. ³

Naturally, among the researches of linguistic theories, one may ask: Regarding these few correlations, which of these two languages we approached is more potent. Greek or Albanian. or are they both equipotent? The answer would require an in-depth research, because we can not rely neither only the archaic approaches, nor on the written documentary tradition, nor on the lexical wealth, nor on the syntactic structures, since this particular relevance, is a natural quality of every human

¹**Metaciuhë** metalanguage:

in logic and in the theory of formal languages, the term "metalinguaggio" means a formally defined language that is intended to define other artificial languages, which are referred to as objective language or object language (in the SGML districts of XML - the term "application" is also used). As for the SGML character symbols, we provide information technology: Standardized Generalized Markup Language - it is a metalanguage, defined as the ISO standard (ISO 8879: 1986 SGML), and intends to determine the languages used in draft of the texts intended for transmission and archiving with information instruments - in computer readable form. But the Middle Ages wise men show that they have perceived something more, that is, that in spontaneous - informal uses - a language can also perform even its own metalinguistic function. Thus, the metalinguistic communication is one that has the object of language in itself.

² De Mauro, Tullio: **Lezioni di linguistica teorica**, GLF Editori Laterza, Roma-Bari, 2008, p. 132.

³ **. Correlation is significant at the 0.01 level (2-tailed).

language. A partial indicator would be the semantic synonymy, or even grammar formal reduction. Through our simple examples, as they come from the literary legacy of Mitko, we have only shown some differences regarding the order and placement of the functional clauses of the Albanian and Greek phrases - as a language used for centuries, but with no filiation report, as the only European language **in the old continent**.

This simple analysis of the syntax level of Th.Mitkos's Dictionary, can become an object of research and study even at other levels of language to bring to light the Albanian writing of his time, otherwise called the variant of the South.

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Information Processing Analysis of the Harbor Nautical Charts and Their Representation of the Changes in the Territory: the Case of La Plata Port

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Abstract

Nautical charts are a representation of a territorial moment. Understanding the territory as a state of the process of social construction, historical analysis of the nautical charts allows the understanding of the spatial transformations that has crossed a maritime territory. Thus, the study of them represents a tool for the understanding of territorial transformations from the physical-social environment and in their navigation. According to the territory they represent, their scale and the information provided by nautical charts are classified as: general, Sailing, coastal navigation, approach or landfall, and Harbor charts. The latter, which constitute documents that provide important information for different classes of users, are modified as a result of the fact that ports as complex maritime spaces and of great dynamism cause in its coasts and nearby areas important modifications in both the physical and social environment that are reflected in the documents. The information organization and retrieval contained in the nautical charts are essential for access to them. The RDA (Resource for Description and Access) constitute a set of norms for information processing developed from the Librarianship and Information Science. This work will analyze the functionalities of the concepts of work, expression, manifestation and item incorporated to the RDA for the processing of nautical port charts and the possibilities of representation of the changes in the territory that have occurred over time.

Keywords: harbor nautical charts - Resource for Description and Access – Functional requirements for Bibliographic Resource – La Plata Harbor – Information Processing - Information retrieval

Introduction

In each historical moment, we can recognize a production of the territory where objects and actions are constructed and reconstructed and give a new meaning to the territory, with past traces and new imprints that are fruits of the world and the place at the same time. That is, the world events are mixed with the local leaving multiple types of inheritance (Carut, 2014)

To think of territorial organization as a process charged with historicity involves the study of territorial transformations that allow us to unravel these assessments and to understand that this organization of space has historically favored some areas to the detriment of others.

Throughout its history, different assessments of the territory, emerging from the prevailing climate of ideas, manifested in particular logics of appropriation and occupation; construct a succession of vocations, each of which leaves multiple traces (material and / or symbolic); territorial inheritances, in which the past becomes present.

These transformations in the territory described above when represented in different classes of information resources (maps, nautical charts) in the case analyzed, constitute a challenge for those who process this type of information.

According with the Statement of International Cataloguing Principles (IFLA, 2016) establishes 13 general principles as guidelines in the construction of catalogs that allow the retrieval of information.

Resource Description and Access (RDA) is the accepted international standard for cataloguing resource in the library and Information science discipline. It's was implemented in 2013. This means that although the new standard has been implemented four years ago the process of change and adaptation has not yet been completed. As argued Andrew, Moore and Larsgaard (2014) *when learning to describe cartographic resources using the new standard, it will be necessary to do some things differently but other will remain the same as in AACR2, the previous international standard for cataloging bibliographic resources. Part of this process is to learn and understand a new language, or at least new labels that identify objects, ideas and applications.*

Focusing our attention on the RDA, it is important to emphasize that they are based on the functional Requirements for Bibliographic Records. These have been developed by IFLA in the 1990s. As stated in the final report of FRBRs the entities that have been defined represent the key objects of interest to users of bibliographic data. The entities have been divided into three groups. The first group comprises the products of intellectual or artistic endeavor that are named or described in bibliographic records: *work, expression, manifestation, and item*. The second group comprises those entities responsible for the intellectual or artistic content, the physical production and dissemination, or the custodianship of such products: *person and corporate body*. The third group comprises an additional set of entities that serve as the subjects of intellectual or artistic endeavor: *concept, object, event, and place*. Each of the entities defined in the model has associated with it a set of characteristics or attributes. The attributes of the entity serve as the means by which users formulate queries and interpret responses when seeking information about a particular entity.

A nautical chart is a graphic representation of a maritime area and adjacent coastal regions. Depending on the scale of the chart, there are different classes of nautical charts: general, Sailing, coastal navigation, approach or landfall, and Harbor. Chart it may show depths of water and heights of land topographic map, natural features of the seabed, details of the coastline, navigational hazards, locations of natural and human-made aids to navigation, information on tides and currents, local details of the Earth's magnetic field, and human-made structures such as harbors, buildings and bridges. Nautical charts are essential tools for marine navigation; many countries require vessels, especially commercial ships, to carry them. Nautical charting may take the form of charts printed on paper or computerized electronic navigational charts. Recent technologies have made available paper charts which are printed "on demand" with cartographic data that has been downloaded to the commercial printing company as recently as the night before printing. With each daily download, critical data such as Local Notice to Mariners is added to the on-demand chart files so that these charts will be up to date at the time of printing.

Nautical charts are based on hydrographic surveys. As surveying is laborious and time-consuming, hydrographic data for many areas of sea may be dated and not always reliable. Depths are measured in a variety of ways. Historically the sounding line was used. In modern times, echo sounding is used for measuring the seabed in the open sea. When measuring the safe depth of water over an entire obstruction, such as a shipwreck, the minimum depth is checked by sweeping the area with a length of horizontal wire. This ensures that difficult to find projections, such as masts, do not present a danger to vessels navigating over the obstruction.

Nautical charts are issued by power of the national hydrographic offices in many countries. These charts are considered "official" in contrast to those made by commercial publishers. Many hydrographic offices provide regular, sometimes weekly, manual updates of their charts through their sales agents. Individual hydrographic offices produce national chart series and international chart series. Coordinated by the International Hydrographic Organization, the international chart series is a worldwide system of charts, which is being developed with the goal of unifying as many chart systems as possible.

There are also commercially published charts, some of which may carry additional information of particular interest, e.g. for yacht skippers.

The objective of the work is focused on the functionalities analysis of the entities defined in the FRBR (*work, expression, manifestation and item*) incorporated in the RDA for the processing of nautical port charts and the possibilities of representation of changes in the territory which have occurred over time

Origin and evolution of the port of La Plata

Taking into account these periodization's of the defined economic Azpiazu and Nochteff (1994), the periods of spatial valorization of the metropolitan estuary (Carut, 2014) and the identification of the port organization by Costa (2003) since

it was put into operation in 1890, it has gone through cycles of boom and decline, in response to these models and their functionality, in general, subordinate to the port of Buenos Aires. can identify four stages:

During the second half of the nineteenth century, Argentina went through a long period of organization towards the constitution of a nation-state based on an external development of the national economy, which would be reflected in port management, with a strong presence of the State in investment (Costa et al., 2003). In addition, it is important to note that, in the case of the ports, the ports are located in the provinces and municipalities (Costa et al., 2003).

As a corollary of the process of national organization, marked by the agro-export development model, in February 1880, the federalization law of the city of Buenos Aires was issued. This decision arose, and later revived the struggle of interests between the Buenos Aires elites with provincial and national interests. The city of La Plata then emerges as a political project. Not only out of necessity but also as an ideological proposition.

The harbor of La Plata was not part of the architectural contests or the layout of the city made by Burgos and reformulated by the Department of Engineers. The design of the new port of the Ensenada, of 21 feet of draft, was commissioned by Rocha to the Dutch engineer Waldorp in 1882, being approved the plan in 1883.

The territorial configuration designed for the space of the port was based on the idea of continuity between the economy of the Pampas region, based on an agricultural export matrix, materialized in a linear axis that would cross the city (Avenues 51 and 53, monumental axis) and end in port. To the northeast, the axis was directed towards the destination of exported raw materials: Europe; towards the southwest, the axis was imagined internally in the province of Buenos Aires, producing area of these matters (Losano, 2005). As can be seen in the images that accompany the present work, the urban area of La Plata and the port, although contiguous, are separated by the baths of Berisso and Ensenada, low lands and floods that conform the geomorphological unit of the Coastal Plain (Fidalgo and Martínez, 1983; Cavallotto 1995). The differential altimetry of the estuary littoral was valued for the positioning of the city on higher ground in the Continental Plain or Interior Zone (Fidalgo and Martínez 1983), Lomas de Ensenada, and therefore, some 9 km away from the river.

On March 30, 1890, the Port of La Plata was established. The works had begun in 1883. In just three months, the port access channel had been excavated, and the following year the piling-up was completed, giving shelter to the anteport (Katz, 2007). The Dutch origin of Waldorp - the engineer who developed the project - introduced in the design of the Port the concepts of Dock of Overseas and Dams of Cabotage that still today are evidenced as an indelible mark in the port territory

Until 1896, the economic functioning of the port continued to increase, both in terms of imports and exports, surpassing the latter to the former. Towards 1900 the salt industry began its decline, as the refrigeration industry opened its way.

At the beginning of the 20th century, Paulino Pagani, an Italian who was foreman of port works, settled on the island that later adopted his name, on the left bank of the port channel. There he built a hotel, which during the period of tourism of elites (Bertoncello, 2006), is frequented by personalities from Buenos Aires and Platenses of this social stratum. The lands, belonging first to Lavalle and Medici, and later to the company of the Dock of Transit from 1910, were terraplenados, and during the first half of century XX agricultural activities were developed, being protagonist the production of the denominated wine of the coast.

Meanwhile, Santiago West Island began to be populated by port workers of Italian, Spanish and Uruguayan origins, mainly based on tax lands granted by the state, and gradually developing fruit-horticultural activities (Hernández et al., 2013). The initial vegetation cover of both islands was completely modified by the economic activities therein.

Map 1: Stage prior to the construction of the port La Plata. Period analyzed: 1801-1872



Map 1: Stage prior to the construction of the port La Plata. Period analyzed: 1801-1872. Prepared by: Lic. Georgina Ghetti

1. A Port in the Service of the Argentine Industry: the Period of Industrialization by Substitution of Imports (1943-1980)

The port movement linked to the export of meat products was closely linked to the fluctuations of demand during the world wars. The supply by means of the export of refrigerated meat for the provisions of the armies maintained the boom of the meat industry (Lobato, 1990). However, at the end of the Second World War the demand for meat products exported decreased, and in addition to other factors such as the impossibility of technological readjustment of the refrigerators, the decay of the same began, generating the transformation of the port into one of cabotage

Towards 1940, another great sudestada with a peak of 4,45m, strikes on the coast of the port area affecting seriously the margins of the island Paulino and the activities related to the recreation like the hotel of Pagani and the activities of horticulture and fruit-growing in the island, and whose negative consequences would last for a long time.

Between 1950, and later in 1990 a new process of industrial specialization of the Port is generated and at the same time a decadence of the refrigeration activity begins. Thus, to the Rio Santiago Shipyards (1936), the Textile Cooperative of Labor (1940) is added the Military Factory of Sulfuric Acid (1952) and later Petroquímica Ipako (1962), Propulsora Siderúrgica (1969, of the Techint group, private sector at the mouth of the Arroyo Zanjón on the Santiago River), Petroquímica General Mosconi (1974), Copetro SA (1978), the creation of the Berisso Technological and Information Technology Pole (1989) and the operation since 1990 of an Industrial Estate the port industrial profile. It is, then, an industrial vocation linked, in part, in association with the oil industry. The development of the same will be focused mainly on the Ensenadian margin, unlike the meat industry in the previous period, on the Berisian margin. Parallel to these changes, towards the end of the 1950s, the National State cedes the use of 70% of the port to the YPF distillery, reaching 90% the export of the port in fuels (Sanucci, 1983)

Map 2: Model stage industrialization by import substitution



2. Opening and Decay: the Port in the Economic Opening Model (1980-2001)

Until 1990, the movement of the port of La Plata was dominated by the YPF and COPETRO Distilleries, which presented deterioration in the access channel. This was compounded by the construction of the Dock Sud pipeline, which acted to the detriment of cargo movement. In 1991, and in the framework of a series of policies of neoliberal cut implemented at national level, Puerto La Plata is transferred to the Province of Buenos Aires (through the decrees of the National Executive Branch 2074/90 and 906/91, ratified by Provincial Law No. 11.206) as part of the state decentralization. It should be clarified that the administration and exploitation of the ports was transferred, although not the ownership of the ports). State policies migrate their role to beneficiaries of private actors, favoring the accumulation of capital of the same.

The return to the provincial level of the jurisdiction of the port of La Plata, made effective with National Law 23.696 / 92, poses the challenge of a reconfiguration towards the new global market, being one of the first steps the creation of the "Zona Franca La Plata", which was added in 1999, the creation of the Port Management Consortium. The Consortium was constituted as a non-state public entity that has the purpose of administering and operating the Puerto La Plata, with legal, financial, accounting and administrative individuality and dependent on external auditing, through the Court of Auditors and the Organisms of the Constitution of the province of Buenos Aires.

With the aim of modernizing the port structure towards a port suitable for insertion into the global trade dynamics, the Director Plan was formulated, which outlined a series of strategic guidelines for the modernization of the port structure.

These works included dredging of periodic maintenance, the reconstruction of the southeast breakwater (concreted in the following period, see map 2), the development of terminals of public use specialized in containers.

Map 3: Model stage of economic opening



3. A New Port for the Global Horizons (2001-Today)

In 2001, under the new Port Master Plan, a public tender was approved for the construction of a Multipurpose Container Terminal.

The ambitious port project includes works in the area of the intermediate and external port to reconvert the profile to a multipurpose port, adding works related to improving road accessibility and service provision. In the first sector, work has been carried out on the expansion of the "Cuatro Bocas" turnaround zone, at the intersection of the port channel with the Santiago River, in order to increase the maneuverability of vessels of 500 m in diameter, to a depth of 34 feet. In addition, the terminal for the TECPLATA container was completed in 2014, in lands previously belonging to the Armor refrigerator, which is practically in disuse today (see map 2). As complementary works, coastal defenses were carried out on a sector of the intermediate channel and road infrastructure works were started to guarantee connectivity to the metropolitan infrastructure network. Likewise, in 2012, the "Engenada de Barragán" Thermoelectric Power Plant, operated by the state company ENARSA, was launched. The company built a fuel supply facility on Santiago Island (see map 2).

The dredged material of the expansion of "Cuatro Bocas", the deep channeling of the port channel and its mouth, was placed in a sector of the Paulino Island. Although the Consortium declares that it has all the relevant permits, and claims to have carried out the toxicity studies of the retreated sediments, with negative results, complaints have been made by non-governmental organizations.

The Master Plan also includes works that have not yet been initiated, such as those relating to the outer port, consisting of a platform that would house terminals of containers, a shopping area, and service area

At the present stage, the port territorial configuration is the result of a mosaic of territorial vocations that refer to different historical pulses, coexisting tourist-recreational in the islands, with military, industrial and services

Map 4: Model Stage of Global Horizons



Nautical Chart relevant data

A nautical chart shows water depth, the shoreline of adjacent land, prominent topographic features, aids to navigation, and other navigational information. It is a work area on which the navigator plots courses, ascertains positions, and views the relationship of the ship to the surrounding area. It assists the navigator in avoiding dangers and arriving safely at his destination.

The data contained in nautical charts can be classified in: general, topographic. Hydrographic and services and aids among the general data it is possible to mention: title blok, that should be the first thing a navigator looks at when receiving a new edition chart. The title itself tells what area the chart covers.

The chart's scale and projection appear below the title. The chart will give both vertical and horizontal datums and, if necessary, a datum conversion note. Source notes or diagrams will list the date of surveys and other charts used in compilation. Shoreline: nautical charts represent the line of contact between the land and water at a selected vertical datum. In areas affected by tidal fluctuations, this is usually the mean high-water line. In confined coastal waters of diminished tidal influence, a mean water level line may be used. If the low water line differs considerably from the high water line, then a dotted line represents the low water line.

If the bottom in this area is composed of mud, sand, gravel or stones, the type of material will be indicated. If the bottom is composed of coral or rock, then the appropriate symbol will be used. The area alternately covered and uncovered may be shown by a tint which is usually a combination of the land and water tint.

Another core elements are the sounding: Charts show soundings in several ways. Numbers denote individual soundings. These numbers may be either vertical or slanting; both may be used on the same chart, distinguishing between data based upon different surveys, different datum, or smaller scale charts. Large block letters at the top and bottom of the chart indicate the unit of measurement used for soundings. Soundings are supplemented by depth contours, lines connecting points of equal depth. These lines present a picture of the bottom. Depths are indicated by soundings or explanatory notes. Only a small percentage of the soundings obtained in a hydrographic survey can be shown on a nautical chart.

Besides these mentioned data, there are others that will not be listed in this work. The analysis will focus on those data to be taken into account when preparing a bibliographic record that have an impact on the retrieval of the information

Harbor nautical chart data and FRBR model

1) Work, expression, manifestation and item

A *work* is an abstract entity; there is no single material object one can point to as the *work*. We recognize the *work* through individual realizations or *expressions* of the *work*, but the *work* itself exists only in the commonality of content between and among the various *expressions* of the *work*. The attributes of a work for that are unique to harbor nautical charts is:

Coordinates: Degrees, minutes and seconds of longitudes and latitudes

An expression is the intellectual or artistic realization of a *work* in the form of alpha-numeric, musical, or choreographic notation, sound, image, object, movement, etc., or any combination of such forms. Defining *expression* as an entity in the model gives us a means of reflecting the distinctions in intellectual or artistic content that may exist between one realization and another of the same *work*. The attributes of a work for that are unique to harbor nautical charts are:

Scale: Scale is the ratio of distances in a cartographic *expression* to the actual distances they represent.

Projection: is the method or system used to represent the surface of the Earth or of a celestial sphere on a plane

Presentation Technique: is the method used to represent geographic or other features in a cartographic image

Representation of relief: is the technique used to depict the elevations or the inequalities of a land surface or of the bed of a body of water in a cartographic image

Geodetic, Grid, and Vertical Measurement: information on the spheroid used to construct the cartographic image, the grid or referencing systems used in the image, horizontal datum, vertical datum, mathematical data on contour intervals, bathymetric intervals, etc.

Recording Technique: is the technique used to capture an image through remote sensing (e.g., multispectral photography, infrared line scanning, SLAR, passive microwave mapping, etc.).

Special Characteristic: A special characteristic of a remote sensing image or an image produced through aerial photography is the altitude and attitude of the sensor, the position of the platform, the category and name of the satellite, the number of spectral bands involved, the quality of the image, the extent of cloud cover, or the mean value of the ground resolution

The manifestation is the physical embodiment of an *expression of a work*. The entity defined as *manifestation* encompasses a wide range of materials, including manuscripts, books, periodicals, maps, posters, sound recordings, films, video recordings, CD-ROMs, multimedia kits, etc. As an entity, *manifestation* represents all the physical objects that bear the same characteristics, in respect to both intellectual content and physical form

There's not specific attributes for nautical chart at this level. the general attributes that also apply to nautical charts are

Title of the Manifestation, Statement of Responsibility, Edition/Issue Designation, Place of Publication/Distribution, Publisher/Distributor, Date of Publication/Distribution, Fabricator/Manufacturer, Series Statement, Form of Carrier, Extent of the Carrier, Physical Medium, Capture mode, Dimensions of the Carrier, Manifestation Identifier, Source for Acquisition/Access Authorization, Terms of Availability, Access Restrictions on the Manifestation.

The entity defined as *item* is a concrete entity. It is in many instances a single physical object (e.g., a copy of a one-volume monograph, a single Nautical chart, etc.). There are instances, however, where the entity defined as *item* comprises more than one physical object (e.g., a monograph issued as two separately bound volumes, a recording issued on three separate compact discs, etc.).

In terms of intellectual content and physical form, an *item* exemplifying a *manifestation* is normally the same as the *manifestation* itself. However, variations may occur from one *item* to another, even when the *items* exemplify the same *manifestation*, where those variations are the result of actions external to the intent of the producer of the *manifestation* (e.g., damage occurring after the *item* was produced, binding performed by a library, etc.).

The attributes of an *item* defined for the FRBR are the following: *item* identifier, fingerprint, provenance of the *item*, marks/inscriptions, exhibition history, condition of the *item*, treatment history, scheduled treatment, access restrictions on the *item*

2) Person and corporate body

Persons are treated as entities only to the extent that they are involved in the creation or realization of a *work* (e.g., as authors, composers, artists, editors, translators, directors, performers, etc.), or are the subject of a *work* (e.g., as the subject of a biographical or autobiographical *work*, of a history, etc.).

The attributes for a person defined for the model are: name of *person*, dates of *person*, title of *person*, other designation associated with the *person*

Corporate body is an organization or group of individuals and/or organizations acting as a unit

The entity defined as *corporate body* encompasses organizations and groups of individuals and/or organizations that are identified by a particular name, including occasional groups and groups that are constituted as meetings, conferences, congresses, expeditions, exhibitions, festivals, fairs, etc. The entity also encompasses organizations that act as territorial authorities, exercising or claiming to exercise government functions over a certain territory, such as a federation, a state, a region, a local municipality, etc.

The attributes for a corporate body defined for the model are: name of the corporate body, number associated with the corporate body, place associated with the corporate body, date associated with the corporate body, other designation associated with the corporate body

3) Concept, object, event and place

The entity defined as *concept* encompasses a comprehensive range of abstractions that may be the subject of a *work*: fields of knowledge, disciplines, schools of thought (philosophies, religions, political ideologies, etc.), theories, processes, techniques, practices, etc. A *concept* may be broad in nature or narrowly defined and precise.

The attribute defined for a concept is: term for the *concept*

The entity defined as *object* encompasses a comprehensive range of material things that may be the subject of a work: animate and inanimate objects occurring in nature; fixed, movable, and moving objects that are the product of human creation; objects that no longer exist.

The attribute defined for an object is: term of the object

The entity defined as a event encompasses a comprehensive range of actions and occurrences that may be the subject of a work: historical events, epochs, periods of time, etc.

The attribute defined for an event is: term for the *event*

The entity defined as a place encompasses a comprehensive range of locations: terrestrial and extra-terrestrial; historical and contemporary; geographic features and geo-political jurisdictions.

The attribute defined for a place is: term for the *place*

it should be noted that the entities of the third group (concept, object, event and place) are not defined for the RDA, so they will not be considered for the present analysis.

Application of the RDA for the processing of nautical charts of ports: the case of the Port of La Plata

As has been discussed in previous paragraphs, the territory involved in the area of the Port of La Plata has undergone successive changes over the last 100 years. The making of documents as nautical charts over time represents these changes that translate into important information for the user.

How does the RDA cataloging code of recent implementation respond to these information needs? Analyzing the FRBR model and its application in the RDA code on the one hand, there are no changes in the data that allow us to describe the port nautical charts. The following table shows the above mentioned

Nevertheless the concepts of work, expression, manifestation and item allow to link the different documents of the same place through time. The port of La Plata has gone through four clearly differentiated stages that are manifested through different documents. Each document (maps or nautical charts of the port of La Plata) represents a distinct stage with a given space structure. Each map represents different moments of the same work, with four different expressions, each of which contains its manifestation, with its item.

Conclusion

This conceptual model for information processing allows establishing links between information resources that have a common origin. This functionality of the FRBR applied to resources such as nautical charts of ports generates a benefit to the user when retrieving related information optimizing their time and reducing the dispersion of information

The application of this model to the processing of this type of resources endows the register of meaning by transforming the data into elements relevant to the description, allowing the distinction between entities such as work, expression, manifestation and item.

It is important to emphasize that the bibliographic description includes elements of the manifestation and also attributes that link it with the expression and the work

It is important to emphasize that this functionality of the bibliographic record improves the information retrieval process, but also allows the user to have additional elements of information resource selection and the possibility of navigating through the catalog

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Review of Georgian Leasing Market and Perspectives for Development

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Abstract

At contemporary stage leasing has formed as one of the dynamically growing trend that encourages investment progressions throughout the world business development. In the modern world, leasing acts as a multimillion industry. 80% of companies in developed countries use this financial instrument. 1/3 of investments in fixed assets are accomplished by means of leasing. Leasing companies have quite diverse business and operations. All these depend on lease term, type of relation, form of object, organizational structure of a company, etc. Leasing essentially is a whole complex of three simultaneously executed operations (lease, crediting and material support). At certain point, leasing is similar to credit, which is given to buy an object. Consequently, it may be called a property credit. Nowadays, in Georgia, banking credit is more well-known than leasing, in spite of the fact that for entrepreneurs leasing is more convenience than banking credit.

Keywords: Leasing, advantage, alternative, calculation, leasing market.

Introduction

The methodology of the study: During the research we used the following general-scientific methods: analysis by synthesis, observation, comparison, hypothesis and analogy.

Review of Georgian Leasing Market and Perspectives for Development

In the modern world, leasing acts as a multimillion industry. 80% of companies in developed countries use this financial instrument. 1/3 of investments in fixed assets are accomplished by means of leasing. In Georgia, leasing relations started to develop in 1997. Certain leasing operations had taken place before legislative control was established for leasing relations. For example, in April 8, 1997, governments of Japan and Georgia entered into an agreement according to which Japan granted unremunerated assistance for Georgia. The grant included \$ 4 million. In the following years, China and Greece also made grant to Georgia for assisting the leasing business. In Georgia, leasing business is controlled by articles 576-580 of Georgian Code and Law of Georgia "Regarding Assistance for Leasing Business" which was adopted in 2002.

Leasing business is one of the types of entrepreneurial activity which accompanied the establishment of market-economic model in Georgia. In Georgia, leasing market is the only area where demand exaggerates supply, while there is high competition in other entrepreneurial activities. Despite Georgia has a law "Regarding Leasing Business" and credit resource, leasing alternative is quite expensive, as a result of which neither small and middle-scale companies, nor large companies very often do not have access to leasing. Leasing sector is basic factor for economic progress of a country, though it plays less important part in Georgian economics.[3] Development of leasing sector shall promote economic progress in the country and especially increase small and middle-scale business. In Georgia, there are 138 registered leasing companies while actually less than 10% of them work. Today, acting leasing companies in Georgia fund following fields: construction, health care, transportation and utilities, trade and manufacture industry, agriculture, printing trades and polygraphy.

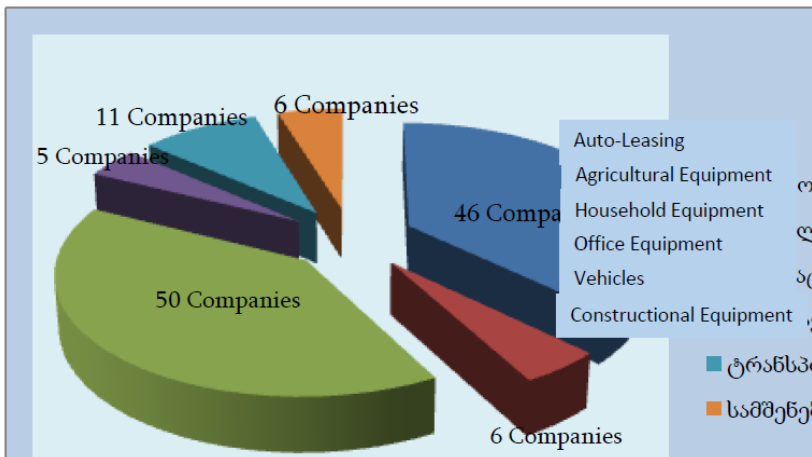
In Developing countries, 3-15% of investments required for constant capital renovation are financed from leasing, while in developed countries this value reaches 30% . In Georgia, as in a developing country, leasing finances approximately 2% of total assets, while the rest 98% appeal for banking, microfinance loans or their private resources to purchase primary means. Leasing in Georgia has not yet been developed properly, though, compared to common loan, it has lots of advantages. Security for mortgage is not required while taking a lease of property, as the subject of leasing is itself a guarantee. Return of lease property or terms of final purchase is agreed with lease recipient, finances are established in accordance with 100% demand and lease payment is less than bank's beneficial interest. The founders of lease companies are mainly banks and financial institutions because a client prefers to receive credit not in the form of money, but receive the property which is the subject of purchase. Although, banks are not allowed to perform leasing operations directly. [1]

Setting up an agreement is simple and does not require financial expenses. In Georgia, lease companies offer clients a financial leasing and leaseback. Terms of financial leasing are from 5 to 15 years. The lease company purchases the equipment/machinery chosen by the client and leases it to the client for monthly lease payments in return. The lessee uses the asset for the business, makes payments every month and after covering the whole liability becomes the owner of the machinery. In case of leaseback, the lease company buys client's fixed assets and gives them with financial leasing. The lessee continues to use the assets and once the payment is fully covered the he/she gets back the ownership again.[4]

Today, financial leasing holds an important part of portfolios of lease companies. This type of leasing is popular especially in those countries where lease industry is on inceptive stage.

Non-existence of secondary machines is related to a high risk. In such countries, lease companies cannot offer customers a possibility to receive machines back because a second-hand sale of machines is a big problem. At present, lease companies in Georgia take risks that are related to crediting but not to lease item.

Work of lease companies in Georgia According to specialization



According to legal forms lease companies are divided in the following way: joint-stock company - 11% , joint liability company – 23% , individual company – 37% , limited liability company – 27.6% , mixed companies and cooperatives – 0.7% relatively.

Most part (almost 50%) of lease companies existing in Georgia are registered in Tbilisi and their place of work is Tbilisi. The reason is that Tbilisi is more active in business than other cities of Georgia. 19% of companies (26 companies) are registered in Kakheti, 10 % (14 companies) – in Imereti, 6.5% (9 companies) – in Kvemo Kartli, 6% (8 companies) – in Shida Kartli, 5% (6 companies) in Samegrelo-Zemo Svaneti, etc. Such uniformity is caused as a result of irregular demand on leasing service in Georgian territory.[2]

Georgia has a big potential for developing a lease market and it was encouraged by reforms made in civil and tax legislation in 2011. These reforms mitigated the leasing service and regulated the tax accounts for lessor and lessee. Preparation of draft law had been taking place for several months. The process involved appropriate governmental structures, as well as representatives from lease companies, business association and international experts. The law was approved by Parliament of Georgia in November 1, 2011. Following these reforms in Civil Code, leasing was registered as an independent agreement. Before that leasing was a type of rent.

According to the existing statistics, there are 3 leading lease companies in local market of Georgia:

“TBC Leasing” of TBC Bank;

“Georgian Leasing Company” of Bank of Georgia;

“Alliance Group Leasing” – an independent lease company.

JSC TBC Leasing was established in 2003. The company with up to 600 clients across Georgia and over 1500 valid leasing agreements, is currently the leader of the market with 69% share and manages GEL 102mm portfolio. There are 53 employees in the company. The list of TBC L clients vary from medical, printing, transportation companies, food and processing industry, to service industry and trade, as well as some agricultural companies all across Georgia. The company participates in government programs (“Produce in Georgia”, Georgian Rural Development Fund, Cheap Agro-Credit). The company has been offering the customers exclusive conditions on auto-leasing since 2015 – financing for new, second-hand, local or imported automobiles is available both for individuals and legal entities. For individuals this is the first product that was offered by the company. Prompt and flexible service makes TBC L products attractive for both newly established yet developing and accomplished large companies. The company constantly strives to develop partnership with local vendors and thus offer clients flexible new products. Being a leader on Georgian leasing market, TBC Leasing has a number of reliable partners both on local and international market: BSTDB, EBRD, RESPONSABILITY, SYMBIOTICS, MICROVEST, TRIPLE JUMP, etc.

The sectors that are financed by TBC Leasing are as follows: medicine, service, development, construction, Road construction, industrial (agro, producing, trading), natural resources, renewable energy, technologies, media and telecommunications. Terms of Financial leasing: average price of asset - \$25,000 - \$1,000,000; term – 12-84 months; standard implicit rate - 15-35%; guarantee: the purchased machinery.

TBC Leasing is applied by many companies. By 2016, TBC Leasing whole leasing portfolio was more than 8 million dollars with over 90 financed projects. TBC Leasing has active relations with international organizations and with their direct support holds a dominant position in Georgia.

EBRD made decision to purchase 10% of stocks of TBC Leasing Company. This was the first investment that was made in Georgian leasing market. EBRD issued a credit for TBC Leasing with the amount of 3 million dollars. Such investment encourages both successful business of TBC Leasing and also development of newly created leasing market of Georgia. The credit of EBRD is for 5 years that enables TBC Leasing to perform lease projects with private, small and middle-scale Georgian companies.

Demand on leasing between enterprises in TBC Leasing portfolio are divided in the following way 15% of customers – small productions; 55% - medium-sized; 30% - large companies.

In 2014, TBC Leasing was financed with USD 4 million loan. The facility was issued by the Black Sea Trade and Development Bank (BSTDB). The facility will be used to finance small- and medium-sized local companies. The new loan extended by BSTDB to TBC Leasing serves increasing access to the finances for Georgian small- and medium-sized companies through development of nonbanking finance sector in Georgia. Leasing as a tool for investment in equipment promotes economic growth and consequently, creation of employment.

Best Equity Fund (LHV Persian Gulf Fund) GCC 2015	LHV Asset Management
Best Asset Manager GCC 2015	United Securities LLC
Best New GCC Fund 2015 – SEDCO Capital GCC Equities Fund	Sedco Capital
Fastest Growing Retail Bank Gambia 2015	FBNBank (The Gambia) Limited
Best Retail Bank Gambia 2015	Trust Bank Ltd
Best Regional Trade Finance Bank Gambia 2015	Ecobank Gambia ltd
Best Banking Cards (Regional and Visa Card) Gambia 2015	Ecobank Gambia ltd
Best Commercial Bank Gambia 2015	Guaranty Trust Bank (Gambia) Ltd
Best Internet Bank Gambia 2015	Guaranty Trust Bank (Gambia) Ltd
Best Leasing Company Georgia 2015	TBC Leasing
Fastest Growing Corporate Bank Georgia 2015	PASHA Bank
Best Retail Bank Georgia 2015	Liberty Bank
Best E-commerce Bank Georgia 2015	Capital Bank
Best Investment Brokerage Company Georgia 2015	Galt & Taggart
Best Corporate Finance Advisory Georgia 2015	Galt & Taggart

According to Global Banking & Finance Review Awards-2015, TBC Leasing is the best leasing company of the year of 2015 in Georgia

“Luca Polare”, a popular ice-cream shop in Tbilisi, collaborates with TBC Leasing. In the beginning of the business, purchase of technic equipment was funded by their partner. After that, the ice-cream cafe and production was expanded by the support from TBC Leasing. Today, they still collaborate with TBC Leasing and have many plans for the future. “Luca Polare” started its business with one ice-cream shop in Tbilisi, Leselidze street. Soon, they opened another cafe. At present time, they have five locations in Tbilisi. Support from partner is most important in competitive market.

The company works for establishment of new leasing projects that will give an opportunity of the customers to reduce monthly taxes: during the lease term the client will pay only part of the value of item and after the end of the period he/she will have an opportunity to return the old item back and take new. In September 2004, “TBC Leasing set up an agreement with “ADVANTAGE”. “ADVANTAGE” is USAID financed project, which aims to help the export of Georgian agricultural products to increase.[10]

“**Georgian Leasing Company**”, sub-company of Bank of Georgia, offers funding for purchasing the basic facilities. “Georgian Leasing Company” Ltd. (GLC) is a member of the JSC Bank of Georgia Group, with 15 years of experience in leasing services. GLC was the first company to offer customers leasing services as an alternative way of financing and continues successful implementation of this mission today. GLC provides an opportunity to start up business, SMEs and large companies to acquire wide range of leasing services such as finance lease, Sales & Leaseback and operating lease. GLC offers its leasing services to individuals as well. GLC’s business relations with the clients is based on partnership and mutual understanding. GLC considers success of its clients as its own and offers services of highest quality tailored to the needs of clients. Bu use of leasing, you have a chance to purchase assets without capital outlays. As a result, you have an opportunity to save credit lines for business development. Leasing products are: financial leasing, auto-leasing, auto-leasing without financial records, auto-leasing with remainder cost, leasing of restaurant equipment, leaseback, operational leasing.

GLC and “Mercedes-Benz” official representatives in Georgia offer customers (individuals/legal entities) completely new product – “Auto-leasing _ Your New Mercedes”. From today on, one of the most prestige and marketable brand “Mercedes-Benz” will become available for customer by means of auto-leasing. “Auto-leasing _ Your New Mercedes” allows customers to take advantage of so-called ‘trade-in’ which means that an individual/legal person purchases a new car at “Mercedes-Benz” center and after some time if he/she wants to return the purchased model back and replace it with a new one, GLC and “Mercedes-Benz” official representatives give the possibility for that. Customers

will also be able to redeem leased car and keep it in permanent use. First time in Georgia it is possible to purchase new “Mercedes” car by leasing based on minimal monthly lease cost and payment only 10% of car’s price (implication). It should be noted that monthly lease cost does not cover set up, legal, purchase-related, insurance or other costs. It is important to mention that during car using the customers can have their cars checked at “Mercedes Benz” service center for free once in 6 months. Term of “Auto-Leasing – Your New Mercedes” is maximum 72 months. During auto-leasing customers can reduce their monthly lease cost by increasing implication (first payment). For example, if a customer prefers 30% implication, monthly lease cost for 72 months’ period will be only 287 €.

Alliance Group Leasing (AGL) is the first independent, non-banking leasing company in Georgia, which offer customers financial, operational leasing and leaseback services. Since it was established in 2006, the company has served over 4,000 customers and funded 40 million USD transactions. Except Tbilisi, the company’s leasing service is available in Zugdidi Region. Alliance Group Leasing is the first leasing company in Georgia which was awarded with quality control international certificate ISO 9001 in 2011. Besides, Alliance Group Leasing is the first which was awarded with “portable guarantee” by US government in 2011. Alliance Group Leasing has special offer for wine producers, small and family wineries and touristic sites. In May 26, 2015, with regard to Independence Day of Georgia, Ministry of Environmental Protection hosted visitors at “Green City” on Rustaveli Avenue. Alliance Group Leasing represented electric bicycles at the corner of the city where visitors were able to be informed about technical specifications of the bicycles. The bicycles deserved great interest from the visitors. First time in Georgia, Alliance Group Leasing offers a unique, modern and easy way of transportation – electric bicycle. There are three types of Bicycles in sale: tourist i.e. mountain bicycle, city and cargo tricycles. Biking and maintenance of electric bicycles are very simple. It can be charged from household power supply. Electric bicycles can be used both in high mountain regions and also in lowlands and city. Electric bicycle is perfect for those People who follow a healthy lifestyle. Holidaymakers who want to take a ride in the city or in the mountains; Small and medium business and hotel employees in the regions who have to travel from village to the city and vice versa and need to carry some goods. For interested people it is possible to purchase the bicycles by easy, leasing service.[12]

In Georgia government project “Produce in Georgia” started in June 1, 2014. The program budget is 46 million Lari. It aims to support small and medium-sized businesses and start-up companies. In October 2016, Georgian government added to program a new component – leasing. “Leasing Course” is a new direction of the program. Industrial machinery technologies are very old in Georgia and that’s why the government will subsidize and provide far more cheap services for the program involved companies through existing leasing companies. This is a good opportunity to import technologies and new machineries in Georgia.

Recommendations

For development of leasing sector, it is required to work on new concept, according to which, new legislative ground will be established that will encourage to appear new sources of finances for assets, develop products and bring new investments in this field. According to the representatives of leasing market, leasing service prices will become cheap and more producers will come in the market as soon as leasing law is improved. It will increase the turnover of companies that consequently will cause set-back of prices on the assets. Finally, it will stimulate the companies to invest in fixed assets;

Development of leasing sector has direct relation to economic progress. Level of unemployment is lower in the countries where leasing operates properly compared with the countries where leasing is still in developing stage;

Proper leasing system provides successful business for small and medium-sized companies;

Profit of leasing companies was reduced by high taxation regime that is active in Georgia. Low profit margin is one of the main reasons that hindered the development of this market.

In Georgia, leasing business is taxed with VAT and this regulation still remains in legislation. Leasing is the best facility for developing small and medium-sized businesses. In foreign countries, Leasing is free from VAT and legislation regulated many other issues. In our country, leasing business is not free from VAT and consequently, using credit is cheaper than leasing. The owner of business prefers to take credit from bank rather than take leasing because VAT rate is added to monthly lease cost and in fact, the last one is more expensive.

In Georgia, there are two types of leasing companies – existing at bank and independent leasing companies. Georgian legislation allows being of leasing companies existing at bank by consent from National Bank. The lack of finances is more a problem. At this stage, banks have less opportunity to expand and establish leasing companies. On the other hand, banks look at leasing companies as their competitors. Though, word experience shows that banks and leasing companies are in different segment and are not competitors for each other.

In Georgia, interest rate on loans of leasing companies is between 16% - 20% , which is too high and requires work to be reduced.

More work is required with local businessmen to make them aware of advantages of leasing and its economic benefit.

None of the leasing companies work in quite large regions of Georgia, such as Racha-Lechkhumi and Kvemo Svaneti. This region is less developed and its part in Georgian industrial production is only 0,3% , still the recourse potential of this region makes it possible to develop.

Level of implication of customers in leasing should be cancelled by considering living conditions of our population.

We consider that market requires support and interfere from government on the beginning stage of leasing market formation where Georgia is now residing. Otherwise, it will not improve.

Literature review

The following materials from Georgian magazines were discussed during the work on the issue:

Practical-scientific journal “Accounting Records”;

Informational-scientific journal “New Agricultural Georgia”;

Methodic-practical journal “Taxations and Calculation”;

Judicial journal by Association of Judges of Georgia “Justice and Law”;

Materials for international scientific conference organized by Tbilisi Teaching University;

Collected works of Batumi Shota Rustaveli State University;

International practical-scientific journal by Guram Tavartkiladze University;

Addition of journal “Moambe” by Georgian National Academy of Sciences;

Scientific, practical-analytical journal “Business and Legislation”;

Collected Scientific works of Paata Gugushvili Institute of Economics of Tbilisi State University.

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Key Features of Personalized Learning

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Abstract

The term personalized learning, or personalization, refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Keywords: Key Features of Personalized Learning

Introduction

According to the **National Educational Technology Plan** developed by the US Department of Education, personalized learning means adjusting the pace (individualization), adjusting the approach (differentiation), and connecting to the learner's interests and experiences. Personalization, in theory, is broader than mere individualization or differentiation in that it affords the learner a degree of choice about learning.¹

The International Association for K-12 Online Learning (iNACOL) defines personalized learning as “tailoring learning for each student's strengths, needs, and interests—including enabling student voice and choice in what, how, when, and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible.”²

What are key features of personalized learning?

Based on web researched information, there are 4 key elements that form effective personalized learning practices.

1. Learner Profiles

Within the personalized learning environment, emphasis is placed on understanding each and every student. Learner profiles offer deep insights into “each student's individual strengths, needs, motivations, progress, and goals”, in an effort to provide the best possible solutions. Adaptive systems provide learner profiles tailored to the individual that add to each student's Learning DNA. These personalized profiles provide portals for educators to get to know every single student on a personal level, with the system providing resources tailored to each one.

2. Personalized Learning Paths

With personalized learning paths, “each student follows a customized path that responds and adapts based on his or her learning progress, motivations, and goals.” This allows students to engage in independent learning, through a tailored learning experience. Fishtree³ identifies personalized learning paths for each student, offering tailored resources along the way, with consistent support guiding them towards mastery of each objective. Each path is clearly identifiable by students and teacher, offering a deeper understanding of progress and performance.

3. Competency-Based Progression

¹ <https://www.edsurge.com/news/2015-04-01-five-key-elements-of-personalized-learning>

² <http://fishtreeblog.tumblr.com/post/105439362855/the-4-biggest-features-of-personalized-learning#sthash.uG7Q7P9x.dpuf>

³ http://www.inacol.org/resources/resource-search/?resource_topics=18

Competency-based progression involves a process whereby “each student’s progress toward clearly defined goals is continually assessed.” This ensures mastery of skills and competencies as students progress upon demonstration of proficiency, as opposed to measurement of seat time.

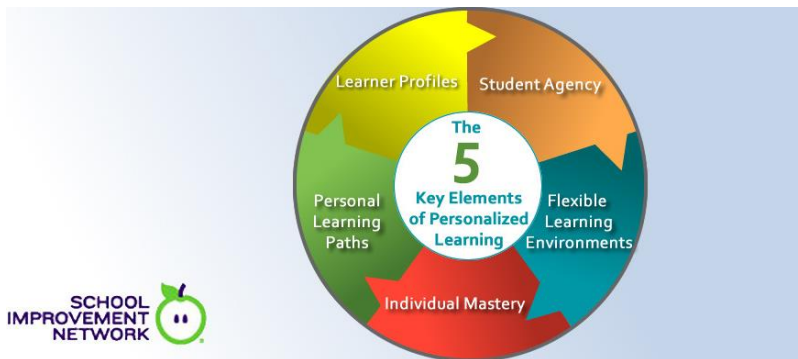
4. Flexible Learning Environment

Within personalized learning practices, “student needs drive the design of the learning environment.” With this in mind, the learning process rotates around students reaching their goals according to their own pace, needs, and interests. Adaptive platforms ensure a flexible approach that works around students with a mobile system that offers tailored resources and assessments. Educators are then free to adjust teaching methods to incorporate flipped, blended and mobile learning to meet the needs of every student. Combining all four key ingredients, the personalized learning environment is proven to be increasingly productive for both students and teachers.

Another essential element of personalized learning, based on iNACOL’s¹ discussions with educators in the field is:

Student Agency: Students should have some control over how they learn. With the help of their teachers, they should be involved in designing their own learning process and should be given a choice in how to demonstrate their learning through performance-based assessments.

Below is a visual representation of the four core features including Student Agency as a fifth one.



Source: <https://www.edsurge.com/news/2015-04-01-five-key-elements-of-personalized-learning>

What Personalized Learning really means and why there is value? Background

The idea of personalized learning is as old as time itself. The instructional model in which a tutor instructs an individual student one-on-one has long been accepted as the most effective method of educating a student. As tutors are able to adjust the pace of learning to the specific needs of their individual student, the power of personalized learning has proved not only to make intuitive sense, but has been supported by research as well. Benjamin Bloom’s 1984 study, for example, showed that students who were tutored 1-on-1 performed much better than those who received standard classroom instruction (Bloom, 1984; Horn, 2014).

Based on 2013 article titled The Next Generation of (Personalized) Learning, Stacey Childress and Scott Benson at Bill & Melinda Gates Foundation debate that “For more than 150 years, the system has been organized around the idea that students of similar ages should move along together, through the same material, at roughly the same pace”.²

In recent years, the idea of personalized learning has become a new focus for many districts and a trendy buzzword for anyone and everyone involved in the field of education.

¹ <http://www.impatientoptimists.org/Posts/2013/01/The-Next-Generation-of-Personalized-Learning#.V8XpHk14cuU>

² In this work we talk about *intelligence* in terms of information as opportunity or possibility, that is, knowledge structures that, being contextually relevant, allow an advantageous intervention in reality (to be successful). Thus, it refers to the set of integrated capabilities as a unit: learning, feeling, incorporating, linking, experiencing and communicating.

Having a closer look at our country's history, America is called a melting pot for many reasons. Each individual carries unique traits: culture, family, learning styles, interests, skills, life experiences, and more. We're all at our best when we can tap into those characteristics that make us unique. That's especially true when it comes to education.

A single dad looking to earn a college degree while raising an infant may need a flexible learning environment that allows him to learn at his own pace—and on his own schedule. A high school senior who hates physics, but loves skateboarding, might need a trip to the skate park to better understand speed, velocity, and momentum. **Learning becomes even more powerful when it's personalized to each student's needs, interests, and circumstances.**

Current status of Professional Learning application

The Debate around the new trend

Organizations engaged and resources

Other related Resources and Articles:

Personalized Learning

<http://k12education.gatesfoundation.org/student-success/personalized-learning/>

5 things you should know about Personalized Learning

<http://www.impatientoptimists.org/Posts/2014/11/5-Things-You-Should-Know-About-Personalized-Learning#.V8XVjU14cuU>

The Next Generation of (Personalized) Learning

<http://www.impatientoptimists.org/Posts/2013/01/The-Next-Generation-of-Personalized-Learning#.V8XpHk14cuU>

Four Reasons to Worry About "Personalized Learning" by Alfie Kohn <https://www.psychologytoday.com/blog/the-homework-myth/201502/four-reasons-worry-about-personalized-learning>

Updated Personalization vs. Differentiation vs. Individualization Chart Version 3

<http://www.personalizelearning.com/2013/03/new-personalization-vs-differentiation.html>

The Importance of Nepotism and Corruption Management in Institutions and the Economy of the Country

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Abstract:

Social, political and institutional factors play a major role in the country's economic development and economic growth in developing and developed countries. Corruption, which is a symptom of deep institutional weaknesses, is one of the factors responsible for reducing investment and spending (for education and health), increasing income inequality, decreasing foreign direct investment, and allocating resources. It tends to grow faster than the dynamics implemented to neutralize it. Systematically, it has caused many disturbing problems in all countries of the world. Based on a Transparency International report. Corruption is one of the greatest contemporary challenges of the world. It determines good governance, leads to inefficient resource allocation, disrupts the private and public sector, and often affects the poor. The people in the world carry the phenomena that society has so far encountered but has neglected. Nepotism usually means hiring close relatives, close friends, regardless of their merits and abilities. While corruption poses a permanent threat to both the economic system and the country's legal system. The purpose of this paper is; To assess the factors that have influenced the appearance and development of nepotism and corruption. Then, analyze the influence of nepotism and corruption in the country's economy. The impact of nepotism on employment and the advancement of relatives in the important sector of the country as well as the influence of corruption and nepotism in justice institutions. The research results will be useful for researchers who will be concerned with analyzing the influential factors of nepotism and corruption.

Keywords: management nepotism, corruption, justice institutions, the country's economy.

1. Introduction

"Corruption is bad, not because money and benefits change hands or because of the motives of the participants, but because it privatizes particular aspects of public life by creating different debates and problems." -Dennis F. Thompson, (1993)

The economy is generally in the phase of intense globalization, which does not only mean the interdependence of inter-regional economies, but also technological integration, as well as the profound structural changes that tend to dominate supersofted sectors such as high telecommunication equipment.

It is understood that these changes affect production in the first place and cause significant changes throughout the business process. This shows that they do not arise in themselves but are a factor in the changes of the surrounding environment that surrounds us.

In the world's largest encyclopedia on line, Wikipedia, (see www.wikipedia.org), the word "manage" comes from the word "maneggiare" (Ang. to handle-hendling, Train training or horse trainer - training space), which is derived from the Latin word which in translation means "hand."

While the word "Nepotism" comes from the "nepot" Italian, that is, the grandson, which has come into use by the papacy practice of granting special favors to their grandchildren or their relatives. So favoring relatives on the basis of family ties, namely nepotism, means hiring close friends or close friends, regardless of their merits and abilities (Dictionary, 2013). Nepotism can occur in different areas of organization of society (Nepotism, 2013). Nepotism exists all over the world, but nowhere does it dominate the political, economic, social and all-inclusive life as it is supposed to; The countries of Eastern Europe, southeastern Europe, the Middle East, even in some EU countries. According to the Strasbourg Convention (1999),

corruption threatens legal norms, democracy, human rights and freedoms, undermines the rule of law, social justice and honesty, deforms fair competition, curbs the economic development and the moral foundations of society.

The notion of corruption derives from the word "corrumpere" which means taking bribes, bribes etc. The word corruption is derived from Latin, and the literal meaning is corruption, defiance.

Mere defamation, "Corruption is the misuse of trusted power for personal gain." Corruption is a multi-dimensional issue. In a narrower sense, corruption can be defined as: any violation of the duty of official persons or persons responsible for legal entities and any activity of initiators or beneficiaries of this conduct in return for a service that is directly or indirectly promised, Given, sought, received or expected to be taken for yourself or for another person.

This definition includes active and passive corruption, such as: for official persons who have a public function or exercise a public service, persons responsible for the management and administration of companies and persons who are initiators of corrupt behavior. Many individuals misunderstand corruption. Some give a sense so close that they match the term myth, bribe, and some others every action of life associated with corruption. Both attitudes are wrong.

Thus a definition of corruption would be as follows: Corruption is a deviation from the duty, law, rule, or ethical norms of an official or a public institution in favor of the beneficiary of this behavior which is influenced by a reward, promise, preferential treatment, Offered, given, requested or received. Corruption also means damage to public interests at the expense of individuals' interests, or preferential treatment of a group of individuals who may belong to the same political party. So the term corruption is not a term that only includes bribery and bribery but also includes other forms.

The reward is not meant to be in cash, but it may also be a preferential treatment with regard to employment, the performance of any service, or the promise given for any work done. Usually, political party representatives promise employment to individuals who have served the party to win the elections. Corruption and its impact on economic growth are accomplished during their government mandate. In this case, employment rules, law and ethical norms are violated because the evaluation criteria are not respected, such as merit employment, interviewing, testing, etc.

In some cases, the term corruption is also interpreted as Alienation. Corruption or Alienation is a phenomenon during which the elements or attributes of an element of a community are alienated to another community. The problem is not the lack of alternatives, as the definitions of corruption are numerous, but to choose one that is complete, unique and at the same time comprehensible. These three criteria are needed to minimize the risk of misunderstanding. We have therefore chosen to use the following definition: corruption. We have: when a state administration employee motivated to have private benefits treats individuals preferentially when this is not legally permissible.

The term "Corruption" has been given a great importance especially during the twentieth century, as this phenomenon significantly affects the economic performance of countries and especially in developing countries. Various studies on the consequences of corruption point out its negative impacts on economic growth (Klittgard, 1988; Shleifer and Vishny 1993; Mauro 1995; Bardhan 1997). The World Bank study in 1995 identifies corruption as one of the key obstacles to the economic and social development of the poor.

Corruption is a phenomenon just as old as mankind itself. It is found in all environments, in all systems and possible regimes, constituting a threat to them, especially for democracies. In the twentieth century it is also called white crime, since it is difficult to find and punish it specifically. It fits all situations by surviving even during the campaigns organized against it and is considered as: Misuse of power or position for personal gain. In a narrower sense, corruption can be defined as: violation of duties by public officials or responsible persons of legal entities and any activity of initiators or beneficiaries of this conduct in exchange for a service that is directly or indirectly promised, offered, provided, sought, received or expected to be obtained for itself or for another person.

A human activity, regardless of whether it is state, private or non-profit, whether it is developed in America, Italy, Japan, Russia or Albania, tends to turn into a corrupt activity if a person (or a group of individuals), Have monopolized the power over a commodity or service, enjoys the freedom of judgment and action to establish the offer and the price of such goods or services and this person (or group of individuals) does not account for anyone (bears no responsibility) for the development of the activity.

For Kregar (1997), corruption is a pathological phenomenon, systematic operation in which the ruling political class places personal interest on the political community. Corruption is a phenomenon that has been found in both developed and

developing countries, but at different levels, and it can be noticed a higher trend among the poorest countries in corruption than it is present in developed countries. Corruption as a phenomenon is widespread worldwide, both in developed countries and in developing countries. But market places and centralized economies have faced more.

In the past and in the current period (Mihaiu and Opreana, 2013 From a legal perspective, distinguish two types of corrupt behavior, active corruption and passive corruption). We are aware that corruption, with a large or small extent, is a threat to all participants in a democratic society, especially for countries that are for a period of transition. Corruption is fought and put under control in the moments that it has emerged.

The reason why it is easy to fight corruption at the time of its appearance is that it is very easy to identify and prevent. More generally, corruption has a degrading effect on the overall system and social order. The limits of corruption are as inaccessible as human greed is unattainable. Human greed grows when the justice system does not work.

The offense of corruption is related to the violation of legal provisions and the code of professional ethics by employees in the public or private sector. According to Antonić (et al., 2001), corruption is manifested in different fields and in different ways. As an illustration, it may only focus on some forms of corruption in the judicial system, police, customs, health, and corruption of local authorities. But Halimi (2014), in his article titled; 'Corruption of cancer of Kosovo society', corruption is a factor influencing the destruction of the country's economy.

Corruption has been present and constitutes one of the worst problems of the past decades, but over the last decade has shown a great interest from academics and policy makers. Corruption has been a widespread and repeated phenomenon in human history. It has been present in all political and social systems, in different levels and forms. Hammurab's XVIII century code p.e.r. Specifies legally based punitive measures against corrupt officials, particularly for judges' corruption. In the 4th century BC, Kautiliya, Prime Minister of the Kingdom of India, wrote the Arathasastra book in which he also discussed corruption. Aristotle, Plato, Machiavelli and Ruso have studied government corruption. Dante put the deceased into the deepest hell, reflecting the medieval abomination of corrupt people. Shakespeare has given corruption a prominent place in some of his works. Known politicians (presidents, prime ministers, ministers) have lost their positions due to corruption and in some rare cases, the political class has been completely replaced.

Corruption is a devilish activity that is caused by the psycho-social shortcomings of adulterous behavioral norms, which are designed to produce advantages or benefits for themselves, the family or friends, friends or political allies. Corruption is a concept. With many meanings or a set of unambiguous concepts that are part of economic, political, psychological and mathematical sciences. There are several reasons why this phenomenon has shown a high interest: first, a consensus is reached that corruption is a unique and universal phenomenon. It is present both in poor and developed countries, in the public and private sectors as well as in non-profit organizations. (World Bank 1997).

Second, the scandals resulting from corruption have played an important role in the political sphere in recent years. For example: crashed governments as well as corrupt political figures or the destruction of the reputation of organizations and businesses

Powerful as a result of conducting corrupt affairs. A good illustration of them is the collapse of Marcos's government in the Philippines (New York Times, Feb. 26, 1986) and the destruction of the Enron Corporation in the US (Healy and Palepu, 2003). Shleifer and Vishny (1994) have noted that in Greece there is a high diversity of employees and leading corporations when the opposition party wins.

Thirdly, as well as the most important problem is that corruption can be an obstacle to the country's economic development and has a direct impact on its economic growth. In transition countries, transition from a centralized economy to a free market has created room for ineligible benefits. It is seen to be accompanied by a shift from a well-organized corruption system to a more chaotic system (Shleifer, 1997). Low economic growth has been present in some countries as a result of institutional malfunctioning and the proliferation of corrupt officials.

In the popular sense, corruption is the Abuse of State Position to Provide Unlawful Benefits II. The catalog of corrupt activities involves bribery, intimidation, exerting influence, exploiting another's property or property, speeding up or deliberately slowing down the job or favoring it by paying money, deceiving, revealing secret or confidential information, nepotism, etc. . Corruption exists not only in state institutions of different levels, but also in the private sector and in international organizations. So in the metaphorical sense, corruption is expressed by the formula:

K = M + L - P,

K - shows corruption, M - shows monopolization of power, L - shows the freedom of judgment and action, while P - shows the responsibility.

Improving governance is essential for the country's economic development and improving the livelihoods of poor individuals. But both of these main objectives are threatened by corruption. There should never be underestimated the urgent need for corruption to support political forces. Corruption is also helped and encouraged by the long standing power of the same political party. A prominent scientist in corruption theory (S. Rose-Ackerman, R.)

Nepotism can occur in various fields including: Political Nepotism; Family nepotism; Nepotism in the organization; Nepotism in employment / advancement. Political nepotism affects the giving of special favors to public organizations of political associates. For the Institute for Development Policy (2014), the politicization of public organizations has brought the first consequences.

Appointing political people on boards of public organizations. Now, the phenomenon of political nepotism has taken root in the provincial and provincial mentality in society, and it is no less harmful than family nepotism. This phenomenon, apart from political thought, has been installed in the wider population as well. Demi, A., (2014), estimates that the politicization of public organizations has started since the declaration of Kosovo's independence.

The favoring of relatives on the basis of family ties, which is more precise means nepotism, in one way or another in most cases enables the relatives to work without merit and adequate qualification, with later consequences for the institution and the society itself. According to the Kosovo democratic institute (2014), central public organizations have been the most suitable place for rehabilitating and settling party militants.

Political and family influences influenced the employment of approaches, in different positions in public and state institutions, employment included all relevant sectors of the country as well; Employment in public administration, employment in leading staff in ministries, employment of relatives in departments, important sector of the country, employment in security organs, employment in state agencies, employment in public corporations, employment in public media (Fetahu, D, 2016). According to Cohu (2007), the total politicization of administration is taking place in Kosovo, which is in full contradiction with the European criteria for reforming and building civilian administration, and such continuation will deepen the economic crisis in Kosovo and undermine sustainability. Its economic and political-social. Ruling political parties to engage people close to politics and on a clientelist basis have been a phenomenon of all those political forces that have been in power over the years. Unsustainable employment has (had) negative impact on the country and beyond.

Hence, not setting preliminary criteria for employment, but employment by group, tribal, or clan influences on the arrival of people without merit, with a negative impact on; The country's economy, the integration, with a negative impact on justice, as well as a negative impact on society itself.

With which criteria, the criteria and conditions for establishing employment relationships would be determined, where without the fulfillment of the criteria, no admission to work, the fulfillment of employment or advancement criteria, were done almost none. As appropriate, this had implications for the advancement of the HR and the development of the public sector. So, on the "criterion" of nepotism and non-professionalism it has been impossible to create genuine state bodies and officials as well as the professional administration.

Because, only a strong and professional administration led by people with the most appropriate experience could successfully build economic development field and in every area of life. Perhaps, we have not encountered anywhere in Europe, that in state and government bodies hiring and appointing officials in leading political and economic positions without public competitions, through which realistic assessment of staff according to their professional experience and skills.

Eliminating the impacts of family ties, as has happened and is still happening in the Balkan countries especially in: Kosovo, Albania, Macedonia, Montenegro, B & H, etc. Family nepotism (clan) is many times present, ranging from appointments to the highest state positions and to the lowest levels of municipal administrations. To take only the example of appointment of senior public / state officials, we will understand that almost no one has been named on the basis of the fulfillment of the conditions foreseen by law, respectively the competition, to be appointed or elected in these posts, The minimum of work experience.

In Kosovo mistakes in employment began with the deployment of the international administration (UNMIK, 1999). And here is the fatal mistake that UNMIK has done together with the Kosovo government afterwards. Because instead of issuing provisional normative acts as well as legal employment conditions, ranging from the mere referral to the position of the president of the country, making the professional selection of competitors to be admitted to work, what is happening to this day is the continuation of employment and appointment of people, not according to legal and professional norms, but on the basis of family nepotism.

But this has also happened in some public, diplomatic representations of most of the countries of the southeast Balkans. For Abdala, M. (et al, 1994), if employees are in competition with a privileged individual, their probability of advancement is rather low. Therefore, given the legal violations that have been made in terms of hiring people without merit and

Without meeting the competitive criteria, we should not be surprised why today in these countries dominates an economically backward, poor-to-extreme population, unemployed youth. Kayabaşı, Y., (2005) thinks that the phenomenon of preferential treatment is and is considered a "form of corruption" that appears in the political decision-making process, and is at the same time one of the main problems of public bureaucracy.

Nepotism within organizations when a person is employed because of their family ties. It is generally seen as unethical, both by the employer and the employee. According to the Institute for Development Policy (2014), the appointment of political boards has influenced these people to make room for other militant political parties, risking their full capture of party elements.

The presence of a high degree of risk in business, and unfair competition in the market in which organizations are operating, is increasingly affecting the economic stability of organizations and businesses (Fetahu D., 2014). Corruption is causing no trade equity by affecting the favoritism of certain businesses. As a result of corruption is increasing the cost of doing business in these countries, this is affecting the creation of a climate that for many businessmen is considered a difficult condition to stay active in the market. For Eigen (2004), the countries in the region have a multitude of anti-corruption laws, but they also have judges appointed and beholden to politicians who are selective about enforcing these laws. What good are these laws when crooked politicians know they will not be applied.

Switching from one system to another political system has impacted to a large extent has influenced the personal ethics of the citizens of the country. Therefore, the desire for the illicit profitability of the property is not incidental, it is the result of the slow action of the law, the act of justice with delay or at all (Fetahu D. 2014).

Switching from one system to another political system has impacted to a large extent has influenced the personal ethics of the citizens of the country. Therefore, the desire for the illicit profitability of the property is not incidental, it is the result of the slow action of the law, the act of delayed justice or the law does not act at all (Gjinovci A., 2015). But why should corruption be present in transition countries that are already economically crushed?

In countries, transition societies face;

- Demands for liberalization of the economy.
- Great social transformations.
- Property transformations.
- Lack of laws.
- We are dealing with legal loopholes (issued with or without purpose).

Low salaries of state administration officials.

- Abuse of official position is already in the trend, but in almost all countries

Southeast Europe.

- Citizens' requirements to live better.
- Corruption now takes galopante proportions, and with the available mechanisms

- and the climate that is dominating the citizens is hard to curb (Fetahu D.2014).

2. Research Objectives

This paper is based on the fulfillment of several objectives as follows:

- Information on nepotism and its impact on institutions, the country's economy and wide;
- Information on corruption and its impact on institutions, the country's economy and more;
- Theoretical treatment of nepotism and corruption and their management.

3. Purpose of the study

In this study, research into nepotism and corruption has been conducted and managed with this deviant phenomenon. This paper aims to fulfill the following goals:

- Assess the factors that have influenced the appearance and development of nepotism;
- Assess the factors that have influenced the occurrence and development of corruption;
- Analyze the influence of nepotism and corruption in the country's economy;
- The impact of nepotism on employment and advancement of relatives in important sectors

Of the country; impact of corruption and nepotism in justice institutions. The research results will be useful for researchers who will be concerned with analyzing the influential factors of nepotism and corruption.

4. Research questions

The research questions underlying the study are:

1. What is the impact of nepotism on the country's economy and how to manage it?
2. What is the impact of corrosion on the country's economy and democracy and which management methods are more favorable?

Hypotheses

The hypothesis of the study in this topic based on the research questions raised above

They are:

1. Nepotism and corruption are presented before 1999 and how to manage them;
2. Nepotism positively affects the country's economy;
3. Nepotism and corruption were introduced after 1999;
4. Nepotism and corruption have a negative effect on the economy and democratic institutions of the country.

5. Methodology

Literature in the field of management and corruption and nepotism has been used for the preparation of this publication, with particular emphasis on the use of research in this area, as well as the use of the materialist collected from the documents as well as the results of the respondents who are involved in this research. Based on the specifics of this research, combined research methods, such as quantitative and qualitative research, have been used.

Sample selection is based on the following criteria:

- A) Explore literature and publications on nepotism in Kosovo,
- B) Investigate literature and publications on corruption in Kosovo.

Participants' data, reports and surveys have been analyzed in detail in order to create a clearer picture that is related to the research.

6. Research results

6.1 Influence of nepotism in the country's institutions

Nepotism is a common accusation in politics when a close relative of a powerful political figure rises in power without possessing relevant qualifications. Nepotism as a term implies giving special favors to grandchildren or relatives. But the phenomenon of political nepotism has taken root in the provincial and provincial mentality in society, not even

Is nothing less harmful than family nepotism. This kind of nepotism, where leaders have been and remain the main pillar around which myths and political programs have been built on the basis of nepotism and political ideology according to the regional and kinship affiliation of the leader. This type of nepotism is undoubtedly the essence of failure in many political subjects, which continue to be identified with the leader and party leader. Of course, politicians must give their votes and support in their own merits and experiences in political life, not political nepotism, because such a localist "criterion" and logic in politics is not practiced by any legal and democratic state in Democratized countries and especially in a part of the countries of Europe that have already experienced these problems. This phenomenon, apart from political thought, has been installed in the wider population as well. Thus, favoring relatives on the basis of family ties, which means more precisely, means nepotism, in one way or another in most cases enables the employment of relatives without merit and adequate qualification, with consequences for the institution and the society itself. Political and family influences influenced the employment of approaches, in different positions in public and state institutions, employment included all sectors of the country such as: employment in public administration, managerial staff in ministries, employment of relatives in departments, important sector of the country, employment in security organs, state agencies, public corporations, and in public media.

The state itself as a cause for corrupt practices:

The main contributor to corrupt practices may be the state itself, mainly when it does not pay its bills. For example, a recent check in Russia (the first of its kind in the last 20 years) showed that Primorje's universities were raising money from students in the form of illegal payments such as library registration fees, or postponing students to pay large sums in favor of "charitable funds". At the State Academy of Economics and Management in the Far East, each of the 4,500 students contributed \$ 200 a year to the charity fund; Payment for unspecified student needs this amount.

Represents the 5-month average income in Primorje). Even those who have a free study pay this amount. Some universities ignore the benefits that Orphans and Corruption students need to take and their impact on Unemployment Growth 15. Gennady Turmov, Rector of Primary Technical University, said the government should blame for not financing colleges, forcing them to seek money elsewhere.

From the above, the causes of corruption can be grouped in institutional and social reasons. Among the institutional causes we can mention: broad authority and multiple powers, low accountability and lack of transparency, incentive policies that do not motivate (salaries, performance bonuses, job security and professionalism are at a low level, salaries and bonuses are not standardized).

In social causes we can mention: personal dedication, an unreliable government, inequality and discrimination, etc.

For countries that are going through the transition process, which normally involves our country, we can mention some specific causes of corruption as follows: appropriate conditions, risks of any kind (health insurance, accidents, unemployment, poverty) are high, risk distribution mechanisms are weak (insurances, underdeveloped labor market good). Not only is the lure stronger, but the possibilities are more numerous.

Monopoly benefits are too high, the economic bribery is too large because the amount of assets, once state owned, and marketed for privatization to give to the one who offers the most (under the hand) and the least legally. Corruption and its

Impact on Growth 16. The discretionary power of many officials is huge, while the legal framework is often unclear, in frequent and continuous change and poorly dispersed through various publishing and information mechanisms.

Accountability is generally poor, political competition and limited civil liberties, laws and ethical principles are little developed and legal instances charged with ensuring their respect are not properly prepared for this complex task. Counterparts providing data on which law enforcement and law enforcement are based are often weak and unprofessional. A paradoxical fact is the privatization process, as generally, although the privatization process, in the last analysis, reduces corruption by reducing state interventions in the economy, and in transition countries has been one of the main sources of corruption.

From a survey conducted in our country has resulted that the main factors influencing the spread of corruption are: low salaries 67.5%, rapid personal enrichment by people in power 49.0%, lack of strong administrative control 40.6%, combining official duties and personal interests 33.3%, legislation not perfect 28.8%, the moral crisis in the transition period 24.5%, problems inherited from the communist past 20.7%, inefficiency of the judicial system 19.5%, specific features of Albanian national culture 7.6% Source: Corruption Survey 2011.

When is nepotism introduced in Kosovo?

Field research was done to identify nepotism; Manner and period of submission. Field research results show that only 40% of respondents agree that corruption has been present before 1990, though 60% of them do not know if there were corruption during those years. Though, 40% of respondents fully agree that nepotism has been present after the 1990s.

When did nepotism occur in Kosovo?

Based on the findings of the field we conclude that nepotism before and after years has been very little present in local institutions. But there are field findings that show that 80% of respondents agree that nepotism has emerged after the deployment of the international administration in Kosovo (UNMIK). While 60% of respondents think that nepotism has come up after the declaration of independence

Table No. 1;

When did nepotism occur in Kosovo? Yes No I do not know!

Before the 90s, 40% / 60%

After the 90s 40% 20% 40%

After the war during the UNMIK administration 80% 20%

After Kosovo's declaration of independence 60% 20% 20%

Source; Author (2016).

Based on the research results, we conclude that nepotism has been introduced and developed over international administration and continued after the country's declaration of independence. But how does nepotism affect the country's economy?

The vast majority of respondents think that nepotism has a negative impact on the country's economy. As a phenomenon of nepotism is affecting the employment of non-professionals, this is negatively affecting the economy, the country's politics. Since there are jobs under political influence, this is affecting poor diplomatic representations.

Table 2:

How does nepotism affect the country's economy? Yes No I do not know!

Nepotism positively affects the country's economy? 20% 80% /

Nepotism is affecting hiring non-professionals? 100% //

Employment in Kosovo is difficult without external support / politics? 60% / 40%

Nepotism has affected to have weak diplomatic representations? 100% //

Nepotism is affecting the employment / advancement of relatives in the important sector of the country? 80% / 20%

Source; Author (2016).

Research results show that nepotism is affecting employment and advancing relatives in the important sector of the country, creating unprofessional and inadequate staff in the choice of the country's economic, political and social problems. This has led to a relative economic development that is not reaching young people's employment so earnestly. Insufficient economic growth is affecting the growth in demand for better life in Western European countries. This massive migration of the young population to the EU countries has created the impression that the country is being created in a workforce producer for EU countries with long-term consequences for families and the country's economy. As most of the people who seek economic asylum with EU countries lack the particular education / specialization that will help you find decent work places.

6.2 The results of corruption impact research

But what motivates officials to corruption, violation, and violation of the code of ethics by encouraging them to enter the sphere of corruption?

It is thought that there are many factors that influence access to the world of corruption. But what motivates them towards entering the sphere of corruption is; The desire to enrich as swiftly as possible; For the illicit profitability of the property which is seen as an easy enrichment form; The benefit of any personal, family, or privilege interest, the enjoyment of any right or advancement at high levels of the hierarchy, etc.

When did corruption occur in Kosovo?

Field research shows that all respondents think that corruption in Kosovo was postponed after the deployment of the international administration in Kosovo (UNMIK, 1999), and this opinion is shared by 100% of respondents. While 80% of respondents think that after the announcement That corruption is exposed to independence, while 100% of respondents think that the deployment of EULEX has no influence on reducing corruption.

Table 2;

When did corruption occur in Kosovo? Yes No I do not know!

After the deployment of UNMIK 100% //

After Kosovo's declaration of independence 80% / 20%

After the deployment of EULEX Kosovo 100% //

Source; Author (2016).

What is the impact of corruption on the country's economy?

Much of the respondents think that corruption has a negative impact on the country's economy, while 20% think that corruption has a positive impact on the country's economy. Indeed, the vast majority of respondents think that corruption is a leap for democratic institutions themselves. As a phenomenon, corruption curbs economic development, undermining the country's development processes. Corruption is affecting increased uncertainty, with negative impact on justice institutions.

Table no. 4;

How does corruption affect the country's economy? Yes No I do not know!

Corruption positively affects the country's economy? 20% 80% /

Corruption is a threat to democratic institutions? 100% //

Corruption curbs and undermines economic development? 100% //

Corruption is affecting the loss of local and foreign investors? 80% / 20%

Corruption is affecting increasing uncertainty? 80% / 20%

Corruption and nepotism have a negative impact on justice institutions? 100% //

Source; Author (2016).

Conclusions

Based on research, we understand that nepotism and corruption as a phenomenon has been present even before the 1990s, thus finding the country's monistic governance, but nepotism was more limited. But as a growing phenomenon, according to field research results, nepotism developed and increased especially after the 1999s, during the governance of the international administration (UNMIK). After declaring the independence of the country, no positive result was achieved in avoiding nepotism, although according to the results of the research it has been less present.

Problems that relate to nepotism are numerous;

- Nepotism is having a negative impact on the country's economy;
- Nepotism is affecting the employment of non-professionals, with implications for democratic institutions;
- Employment in Kosovo is difficult without support from politics;
- Nepotism has affected poor political, diplomatic representation;
- Nepotism is affecting employment and advancing relatives in the important sector of the country.

So the main concern for nepotism is that it opposes employee hiring and promoting the most qualified candidates for a job. While in the market we can encounter other candidates who can have high education, work experience. While, we are determined to hire a relative who does not possess the right qualities, and this can give the impression of a classic and detrimental nepotism.

Corruption poses a permanent threat to both the economic system and the country's legal system. Corruption is one of the greatest challenges of our time. It is a challenge that needs and can be met, but which requires engagement of ethical human resources that are scarce in southeastern Europe.

The research results show that

- Corruption as a phenomenon has emerged after the deployment of the international administration;
- After the declaration of independence of the country, no major effort has been made in combating corruption;
- Also, the international mission EULEX, in spite of exclusive competencies, has not even made the least effort to fight corruption in the country.

Field results show that corruption is part of phenomena that are difficult to define, because its meaning varies depending on the time and the social and political context.

However, according to the findings:

- Corruption is adversely affecting the country's economy;
- It is a threat to democratic institutions;
- Corruption is increasingly inhibiting economic development;
- Corruption is affecting the loss of domestic and foreign investors;

- Corruption is affecting economic, political and social insecurity;
- Corruption and nepotism have a negative impact on justice institutions.

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Some Legal Aspects of Abbreviated Trial in Albania

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Abstract

The Criminal Procedure Code of the Republic of Albania, as amended, came as an expression of the society's need for a more effective fight against criminality, a process that should go hand in hand with respect of the human rights and fundamental freedoms. This code, among other things, brought a new concept with regard to the possibility of applying special proceedings, as alternatives to the ordinary proceedings of investigation and judgment in the criminal cases. Thus, after nearly half a century, is reinstated in the Criminal Procedure Code, the special proceedings institute and for the first time in the history of the Albanian procedural law, an abbreviated trial, is foreseen as an alternative judgment. In this context, this paper gives an overview of the abbreviated trial, its legal meaning and the advantages it brings to the parties in particular and to the criminal process in general. The paper also contains a synthesized review of the abbreviated trial, under Albanian legislation and addresses some of the issues of judicial practice, as well as a brief presentation at a practical point of view of the abbreviated trial cases, answering some of the problems arising from the practice.

Keywords: The abbreviated trial, a regular legal process, criminality, the presumption of innocence.

Introduction

The abbreviated trial enters into the category of special proceedings, which is foreseen by articles 403-406 of the Criminal Procedure Code¹. The court, when the defendant has required to proceed with this kind of judgment, has to evaluate whether he can define the trial according to the acts. Thus, an abbreviated trial is not performed automatically at the request of the defendant, but also requires the approval of a judge who may refuse the request if he thinks that an ordinary trial is necessary. The abbreviated trial is of value to the judicial economy because it simplifies and shortens the procedures, increases the speed and effectiveness of the judgment and brings a benefit to the defendant, reducing the one-third of the sentence and not applying the life imprisonment sentence. This benefit should in no way undermine the righteous process.

So the defendant's and his legal representative request is accepted by the court only when it practically creates the inner conviction that the case can be resolved without the need for judicial review. Not unintentionally, Article 403/2 of the Criminal Procedure Code provides that a request is filed at least three days before the date set for the hearing or before the commencement of the main judgment, thus giving the court the opportunity to assess how it should be proceed further in the adjudication of the case.

The abbreviated trial, is a special procedure in which the preliminary hearing judge without entering into the main trial phase, delivers a judgment on the basis of the indictment filed by the prosecutor and the material contained in the prosecutor's file. This judgment avoids the stage of judicial investigation.

The Procedural Time of Submitting the Application

An important requirement for an abbreviated trial is the request submitted by the defendant or by his lawyer in court, before the judicial review is declared open. When the main judgment has commenced with ordinary procedure, it can not be continued with an abbreviated trial.

¹ Article 93, of the Code of Criminal Procedure of the Republic of Albania, Separation of cases: 1. The division of cases is decided, even mainly, only when the factual evidence is not damaged in the cases provided for in this article.

In a judgment with some defendants, it can not be processed for some with the special proceedings and for others with ordinary proceedings. Only in the case under Article 93 of the Criminal Procedure Code¹, is decided the separation of the case, and may allow an abbreviated judgment to defendants who have requested such procedure and issue aside for the other defendants whom seek ordinary judgment. It is conceptually wrong when accelerated procedure applied only as a benefit to the defendant.

This alternative judgment, in contrast to an ordinary judgment, it lacks the stage of taking evidence and the requirements related to their invalidity. If the parties have allegations regarding the absolute or relative invalidity of the evidence and require the ascertainment or declaration of invalidity, the court must revoke the decision for an abbreviated trial and order the continuation of the ordinary trial. When the lawforesees that the court² decides to proceed with an abbreviated trial in the state of the acts, means that the court has the obligation to consider the acts in advance, before deciding to accept the claim, and if it ascertains in advance that their invalidity affects the taking of a fair decision, it should not accept from the beginning the request for an abbreviated trial.

Court Dispositions and Cases of Judicial Practice

When for a defendant has more than one charge, may be allowed an abbreviated trial for one or more of them, when required by the defendant, on the condition that the case has to be divided and judged separately, without prejudice to proceedings on the other matters, as provided by Article 93 of the Criminal Procedure Code³.

Case 1

The Tirana Court of Appeal, has ruled that the decision of the First Instance Court, has been taken in contravention with the procedural rules established for an abbreviated trial, the Criminal College of the Court of Appeal concludes that the decision No. 130 dated 06.02.2012 of the Tirana District Court is not grounded in the law and as such it must be overturned and the case should be sent for retrial in that court with another trial panel⁴.

Concretely:

The Tirana Court of Appeal states that Decision No. 130, dated 06.02.2012 of the Tirana District Court was taken in the wrong application of the procedural law. From the acts in the trial file, namely the minutes of the trial, the act which reflects the court's activity at the court hearings, result that Judicial hearings have been postponed for procedural reasons and specifically for non-appearance and lack of knowledge of the parties to the judgment.

The defendant, was assigned a primarily appointed lawyer, by proceeding with ordinary judgment, where the parties submitted their allegations and the evidence to be considered. At the hearing with an intermediate decision the court based on Article 357/1 of the Criminal Procedure Code⁵ has allowed the taking of evidence for review and subsequently postponed the hearing. At the next session, which was conducted in the absence of the defendant but in the presence of the prosecutor, apart from the lawyer appointed primarily by the court, has also been presented the lawyer with a special proxy for defending the defendant in her absence.

By an intermediate decision, the court has replaced the primarily appointed lawyer with the lawyer assigned by the defendant. The lawyer assigned by the defendant has requested to proceed with an abbreviated trial and the court has accepted the request. It results that from the date of the 23.05.2011, the day that the first court session was held until 06.02.2012 the day that was announced the decision by the first instance court have passed in total about 8 (eight) months and have been developed in total 15 (fifteen) court hearings.

¹ibed.

²ibed.

³ See Decision No. 130, dated 06.02.2012, of the Tirana District Court

⁴ Article 357 of the Code of Criminal Procedure, "Provisional Court Provisions" 1. The Court, after hearing the parties, issues a decision on the taking of evidence.

⁵ See Article 403 of the Code of Criminal Procedure, paragraph 1 "The defendant or the special representative may request that the case be concluded until a judicial hearing has commenced."

In addition, the Criminal College of the Tirana appeal court conclude that the administration of the judicial process at the court hearings carried out by the First Instance Court has violated the procedural rules.¹ In this case, it results that the Tirana District Court after legitimizing the parties and their representatives has started the ordinary court hearing. At the eighth session, after replacing the primarily appointed lawyer, has proceeded with an abbreviated trial. In the interpretation of Article 403 of the Criminal Procedure Code but also in implementation of the unifying decision of the Supreme Court No. 2 dated 29.01.2003², Criminal College of Tirana Court of Appeal considers that when the judicial examination has begun with ordinary judgment can not proceed further with an abbreviated trial. In the interpretation of Articles 403, 404, 405 and 406 of the Criminal Procedure Code, the Criminal College of the Appeal Court considers that these provisions, the legislator has no intention of mixing the special proceedings (the abbreviated trial) with the ordinary judgment. In the application and interpretation of Articles 403-406 of the Criminal Procedure Code, the request for an abbreviated trial may take place until the judicial hearing has not yet begun and can not be restated when it has begun. The decision of the First Instance Court was taken in contravention with the criminal procedural rules for an abbreviated trial.

Case 2

Librazhd, Judicial District Court with Decision No. 64, dated 1.10.2006³ has found the defendant guilty for the criminal offenses of intentional murder against two persons committed in cooperation and illegal possession of weapons, also making use of a counterfeit passport. The Durrës Court of Appeal, by decision no. 267 dated 19.6.2007⁴ has decided to leave in force the decision no. 64 of 1 October 2006 of the Librazhd Judicial District Court, whereas the Criminal College of the High Court, in the Counseling Chamber, by decision no. 211 of 9 April 2009,⁵ has decided not to accept the recourse. The petitioner claim a violation of the right to a fair legal process because: ... *the decision to overturn the request an abbreviated trial has violated the applicant's right to benefit from the reduction of the sentence according to the Criminal Procedure Code. The decision to overturn the request for an abbreviated trial it is unjustified, failing to fulfill the obligation foreseen in Article 142/1 of the Constitution and Article 112/1 of the Criminal Procedure Code.*

On the allegation for the violation of the right to access to a court (access right), the Constitutional Court finds that this claim, in essence, deals with the ground of the decision to overturn the request for an abbreviated trial by the court of first instance as well as the denial by the Durrës Court of Appeal of the right to appeal and access to this court to control the decision of the first instance court.

The issue to be solved is:

The omission from the judicial jurisdiction of the first instance court decision to refuse the abbreviated trial violates the applicant's right of access to a second instance judgment? In this regard, the Constitutional Court notes that, according to articles 407/3 and 422 of the Criminal Procedure Code, the defendant has the right to appeal decisions of the first instance court.

This right of appeal extends both to the guilty verdict as well as to the punishment given by this court. This means that, in relation to the sentence, the defendant may appeal the measure of punishment given from the point of view of respecting the principle of proportionality. This principle is also violated if the criteria for an abbreviated trial are met, with the consequence of a reduction in one third of the sentence (Articles 404 and 406/1 of the Criminal Procedure Code).

Consequently, if in the first instance it is continued with the ordinary judgment procedure, the court decision may be appealed for an unlawful punishment, arguing that the refusal of the abbreviated trial is unjustified or incorrect. In this case, the defendant requests that the court of appeals examine the grounds on which the decision of non-acceptance of the abbreviated trial is based, challenging this decision because it has questioned the legality of the punishment given. Consequently, the concrete determination of the punishment is reassessed by the appeal court and if this court finds that it is unjustifiable to reject the abbreviated trial, it should apply a reduced sentence, although the procedure followed was

¹Unifying decision of the United Chambers of the Supreme Court, no. 2, dated 29.01.2003.

² See Decision of the Court of Judicial District Librazhd No. 64, dated 01.10.2006.

³ See Decision No. 267, dated 19.06.2007 of the Durrës Court of Appeal.

⁴ See the Decision of the Criminal College of the High Court, No. 211, dated 09.04.2009

⁵ See Constitutional Court decision no. 14, dated 26.3.2012, pg. 23 and 24.

not that of the abbreviated trial. Thus the motives of the decision rejecting the abbreviated trial, which affect the legality of the punishment to be given, can not be excluded from the substantive review on appeal.

All this, not with the purpose of recovering the special proceeding but of the appeal, in case of punishment, of reduced punishment.¹In the present case, the Constitutional Court determine that the Durrës Appeal Court by its decision No. 267 of 19 June 2007 was its assessment that the disposition regarding the acceptance or not of the request for an abbreviated trial is the attribute of first instance Court. This means that, according to the assessment of the Durrës Court of Appeal, the decision of the court of first instance, regarding the refusal of the request for an abbreviated trial, is not subject to judicial control in the second instance. *In the opinion of the Constitutional Court, this means that the lack of control in the second instance of this decision, the refusal, denies access to a second instance judgment regarding the allegations of non-compliance of the principle of proportionality in determining of punishment. Consequently, the Constitutional Court concludes that this approach of the appellate court has, in itself, violated the applicant's right of access and to appeal to a higher court.*

Another issue that is required to be solved is: *Can the legal qualification of a criminal offense be changed during an abbreviated trial?*

The Constitutional Court has pointed out in its jurisprudence that the institute of changing the legal qualification of a criminal offense during the judgment may be applied by the courts of ordinary jurisdiction during ordinary adjudication only when the requirements set by the Court itself are strictly applied, in particular with regard to guaranteeing the realization of the right of defense of the parties to the judgment to the new formulation of the criminal offense. *"The application of Article 375 of the Criminal Procedure Code in this way is a guarantee for the development of a fair legal process by placing the court in its role of giving justice"*².

Also, with regard to the institute under consideration, the ECHR³ has stated that *"the provisions of paragraph 3 of Article 6 sanction the need to give particular attention to the notification "of the charge" to the person concerned. Since the indictment has an important role in the criminal proceeding, article 6, paragraph 3 recognizes the defendant the right to be informed not only of the motive of the charge, that is, the material facts attributed to him and on which the allegations are based, but also, and in detail, with the legal qualification given to these facts"*⁴ and that *"accurate and complete information of the charges against a defendant and the legal qualification of the offense is an important condition for a fair legal process"*.⁵ This means that defendants should be informed within a reasonable time not only with the motives of the charge, that is, with the material facts attributable and on which the allegations are based, but also, and in detail, the legal qualification granted to them facts.

Based on these assessments, the Constitutional Court of Albania notes that the First Instance Court for Serious Crimes, by changing the qualification of the offense, having accepted the defendant's request to proceed with an abbreviated trial, did not respect the requirements defined by the ECHR and Albanian jurisprudence in relation to this institute. Thus, the First Instance Court for Serious Crimes has not given the defendant the opportunity to exercise their right to and effective defense against the new criminal offense.

In this respect, the Constitutional Court reiterates its position that while in ordinary judgment it is the exclusive competence of ordinary courts of law to change the legal qualification of a criminal offense, in special judgments, as considered an abbreviated trial, the right must be exercised in accordance with the particulars of this judgment, in particular with the fact that, in order to proceed with this kind of judgment, besides the defendant's request, the decision / approval of the judge is necessarily required. In other words, the judge when is deciding as whether or not to accept the request of the defendant for an abbreviated trial should consider not only the principle of judicial economy, but must decide primarily, in accordance with the principle of effective justice. This means that he, among other things, should also consider the legal qualification

¹ See decision No. 51, dated 30.07.1999 of the Constitutional Court. Article 375 of the Code of Criminal Procedure reads: "With a final decision the court may give a fact different from the one made by the prosecutor or the aggrieved party, easier or more severe, provided that the offense is in its competence.

² European Court of Human Rights.

³ See decision No. 14, dated 26.03.2012 of the Constitutional Court.

⁴ See decision No. 51, dated 30.07.1999 of the Constitutional Court.

⁵ Vargas and Peñaloza (2004) address the economic and social costs of not complying with judicial decisions, making estimates with Spanish data.

of the criminal offense established by the prosecutor. Consequently, if there is any doubt about this qualification, this element suffices for a judge to overturn the defendant's request to proceed with a special judgment and to continue the judgment by the ordinary procedure, thus respecting all the principles of a fair process, such as contradictory, the right to protection, etc.

Conclusions:

1. In an abbreviated trial, as a special proceedings, is essential the acceptance of the acts on the basis of the indictment filed by the prosecutor and the material contained in the prosecutor's file. This special proceedings avoids the stage of judicial investigation.
2. A request for an abbreviated trial, can be made until the judicial review has not yet started and can no longer be presented when it has begun. When the main judgment has commenced with ordinary judgment, it can not be continued with an abbreviated trial.
3. The Judge when deciding, whether or not the request of the defendant for an abbreviated trial must be accepted, consider not only by the principle of judicial economy, but must, in principle, decide, in accordance with the principle of effective justice. This means that he, among other things, should also consider the legal qualification of the criminal offense established by the prosecutor. Consequently, if there is any doubt about this qualification, this element suffices for a judge to overturn the defendant's request to proceed with a special proceeding and to continue the trial with an ordinary procedure, thus respecting all the principles of a fair legal process, such as the contradictory, the right to protection, etc.
4. When the ordinary jurisdiction court proceed with an abbreviated trial, a proceeding in which, the court can only takes into consideration the prosecutor's file, there is no possibility of exercising the effective right of defense by the defendant, so changing the legal qualification of a criminal offense by the court is contrary to the purpose of this judgment.
5. At a judgment with some defendants, can not be processed some with a special proceeding and the others with ordinary proceeding. Only when a case is split under Article 93 of the Criminal Procedure Code, an abbreviated trial, may be allowed for the defendants who have requested such a judgment and the case is separated for the other defendants who seek ordinary trial.
6. The ECHR has reviewed the abbreviated trial institute in order to guarantee the defendant's right to defense. She emphasized that "*the right to be informed of the nature and motives of the charge should be considered in the view of the defendant's right to prepare his defense*". This means that defendants should be informed within a reasonable time not only with the motives of the charge, namely with the material facts attributable and on which the allegations are based, but also, and in detail, with the legal qualification granted to this facts. This is an important condition for a fair legal process.

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Economic Drivers of Technology Enabled Health Services

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Abstract

Technology is all pervasive today. Advancements in technology has been welcomed and applauded in the health care sector. Healthcare technologies involve both clinical as well as non clinical processes. The applications involve patient safety, disease surveillance, E-health records, and patient empowerment. There are now various firms which are building health applications to further help the patients, care-givers and doctors. The global economy has however seen a change in the aftermath of 2008. The downturn experienced seemed to continue well into 2017. There however seems to be a spirited feeling that the economy is on the up and better prospects are forecasted for 2018. In this background, this paper looks at the various economic factors that impact technology enabled health services.

Keywords: Technology enabled health services, Global Indicators, Prospects, Competitive forces, Constraints to growth

1. Introduction

"It has become appallingly obvious that our technology has exceeded our humanity" said Albert Einstein. Technology is so pervasive that it has impacted every life on this planet and thus affected all sectors of the world. Advancements in technology have made the unimaginable possible; communication speeds between two ends of the world happens in a matter of seconds and production capabilities have surpassed the days of handmade products. In case of healthcare, technologies are creating various devices, procedures, medicines that are solving health problems and create healthier living. Healthcare technologies involve both clinical as well as non clinical processes. The applications involve patient safety, disease surveillance, E-health records, and patient empowerment. Latest technologies in healthcare space include:

Intelligent Pills programmed to deliver targeted doses of medication.

Wearable technology like Google glass which helps in improving experience of patients and practitioners.

Interoperability communication about latest information in real time between the doctors.

Digestible sensors that transmit information about the patients to identify the disorder and customize the cure.

Video Games stimulate 3D video of patients which enable medical student to make decisions as they would on real patients.

Needleless Vaccinations and such others.

2. Healthcare Technologies

Technologies can help in dissolving barriers in the health care process. An IBM white paper brings forth how technologies have enabled both patients and caregivers about working with EMR's, booking appointments, understanding system responses. Today there are companies which have put together enhanced servers and storage to support the patients, hospitals and staff involved in the process. Systems are designed such that physicians do not have to wait for system responses during interactions with patients. Faster data access and application performance can help streamline and speedup business operations.

3. Healthcare Platforms of the World

Healthcare platforms/Applications are vital part in developing a relationship with the physicians and patients through easy technologies. The 2015 mHealth summit¹ also has the same theme “Anytime, anywhere: engaging patients and providers”. Representatives from the field of medicine around the world think that this is essential to have more interactive and dynamic health experience.

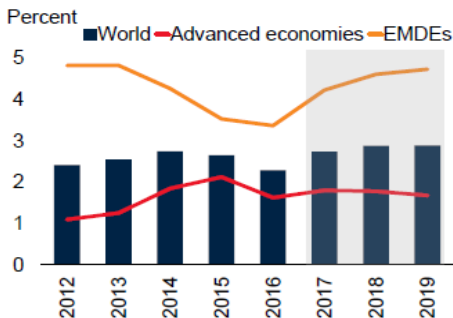
- Healthcare applications that have been developed for various functionalities are such as given below:
- Prevention or healthy living - Calorie counter, Nike training club
- Symptomatic/self diagnosis - NHS Health and symptom checker, HealthTap, Medibank symptom
- Finding a physician - Better doctors, US Hospitals, Doctor visit manager
- Education post diagnosis- Family drug guide, Emergency Info 4Family, Health handbook.
- Filling prescription - CVS Pharmacy, Walgreens, LowestMed Mobile
- Compliance - Medicine Reminder HD with local Notifications, MediSafe – virtual pillbox.

These platforms for healthcare have been created with the intention of monitoring, tracking patient information through connected devices and to access patients information in real time. Analysis of data helps to attend to the patients’ needs in critical situations as also help in enhancing the experience of the patients and physicians. The apps help in collecting, integrating health related information including data, images and records.

4. Global Economic Trends

Global economic trends are critical for any business and its growth. What is more important is to understand the relevant position of the economy irrespective of its position in the business cycle! A company develops its plans keeping in mind the impact of business cycle so that it can embrace a sustainable approach to growing its business.

Figure: Global Growth



Source: Global Economic Prospects 2017, <https://openknowledge.worldbank.org>

It has been practice of analysts to relate overall global economic trend. When one discusses global trends, overall markets and their growth are critically evaluated. In a sense, global economy is one market which by trade reflects overall health of the market. According to the Global Economic Prospects Report published in July 2016, Growth prospects have weakened throughout the world economy. Global growth for 2016 was projected at 2.4 per cent, unchanged from the disappointing pace of 2015. Further there was a downward revision of 0.5 percentage point below the January forecast. Emerging market and developing economies (EMDEs) were facing stronger headwinds, including weaker growth among advanced

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<http://www.mobihealthnews.com/news/mhealth-summit-2015-emphasis-ecosystem>

economies and persistently low commodity prices, as well as lacklustre global trade and capital flows. Global growth is projected to pick up slowly to 3.0 per cent by 2018, as stabilizing commodity prices provide support to commodity exporting EMDEs. Downside risks have become more pronounced. These include deteriorating conditions among key commodity exporters, softer-than expected activity in advanced economies, rising private sector debt in some large emerging markets, and heightened policy and geopolitical uncertainties.

It may be seen from the above figure that while the financial crisis of 2007 had a deep impact, it seemed to improve after 2014 with a marginal improvement for global economy and advanced nations. For emerging and developing economies it was far more flat. However, forecast for advanced economies look better with improved global growth prospects.

Table 1: Real GDP of Major World Economies 2014 - 2019

	2014	2015	2016e	2017f	2018f	2019f
World	2.7	2.7	2.3	2.7	2.9	2.9
Advanced economies	1.9	2.1	1.6	1.8	1.8	1.7
United States	2.4	2.6	1.6	2.2	2.1	1.9
Euro Area	1.2	2.0	1.6	1.5	1.4	1.4
Japan	0.3	1.2	1.0	0.9	0.8	0.4
Emerging and dev eloping economies	4.3	3.5	3.4	4.2	4.6	4.7
China	7.3	6.9	6.7	6.5	6.3	6.3
Russia	0.7	-3.7	-0.6	1.5	1.7	1.8
Brazil	0.5	-3.8	-3.4	0.5	1.8	2.2
India	7.2	7.6	7.0	7.6	7.8	7.8
South Africa	1.6	1.3	0.4	1.1	1.8	1.8
Economies grouped based on income:						
High income countries	1.9	2.2	1.6	1.8	1.8	1.7
Dev eloping countries	4.4	3.6	3.5	4.4	4.8	4.9
Low -income countries	6.2	4.8	4.7	5.6	6.0	6.1
BRICS	5.1	3.8	4.3	5.1	5.4	5.5
World (2010 PPP w eights)	3.5	3.3	3.0	3.5	3.7	3.7
World trade v olume	3.7	2.8	2.5	3.6	4.0	3.9

Source: Global Economic Prospects 2017, <https://openknowledge.worldbank.org>

A detailed table is presented above on Real GDP growth. Some of the inferences from the table are:

World GDP growth rate would be around 3 per cent by 2018 with uptrend from 2016. On 2010 purchasing power parity, it is likely to be at 3.7 per cent by 2018. This would be mainly contributed by world trade growth rate from 3 per cent in 2016 to 3.7 per cent by 2018.

Advanced economies are likely to remain stable around 1.6 to 1.8 percent. The better sentiment is due to the changed political circumstances of having a more pro-EU policy after the French elections. Japan continues to look a little damp.

Emerging and developing economies are strengthening their growth rates. In this group, BRICS shows an overall growth of 5% from 2017 onwards. China, one of the largest economy is shows more of a constant growth of around 6% which is on the slower side. Whereas Brazil, Russia and South Africa are showing signs of turnaround in 2017 and 2018. India is the only economy which shows stable and consistent growth rate of around 7.7 per cent in GDP for the period ending in 2018 based on estimates. With Goods and Services Tax being effectively implemented, this is likely to go up significantly and hence an attractive economy. BRICS growth rate largely depends upon performance of India and turnaround of Brazil, Russia and South Africa economies.

Low income countries are projected to improve their GDP growth rate by one per cent. However, experts qualify these estimates with a number of socio, economic, political and regional risks associated with these countries.

It may also be observed that world trade volume growth rate is estimated to go upto 4% in 2018, which of course could be due to fallout of the likely protectionist policies in the advanced economies.

4.1 Drivers of global economic trends

A few predicted drop in oil prices in 2014 and its likely impact on the global economic trend. Around the same time, commodity prices also dropped significantly, negatively impacting those Emerging and Developing Economies which export commodities. 2016 saw a drop in growth rate of China which also impacted Advanced Economies like United States of America, parts of Europe and other countries in BRICS which were dependent on the performance and overall health of Chinese economy.

Apart from these two factors, there were other developments which impacted the global economy. They were as follows:

While US economy continued to lead the global economy - it also has the largest trade deficit. Large economies like Germany, Japan and China are dependent on US trade policies and the appetite of its consumers to import goods and services from these nations. With the coming of the new US President, the trade policies are seeing a change.

China recorded high growth rates (double digit) for long. This was mainly because of government and state run enterprises investment rather than profits generated out of this investment. This helped them to export to developed nations. Since China did not engage with generation of domestic demand, the economy is under strain now with drop in growth rates. This is likely to continue till there is a fundamental correction to growth strategy. China is looking at other ways of doing this such as the One Belt, One Road scheme.

The collapse in Chinese growth led to severe dent in commodities market as China was one of the key buyers for basic metals, energy and even gold for private consumption. Unless commodities market revives, global economic prospects are weak. We noted this earlier when discussed about Developing and emerging economies belonging to commodity export activities.

Europe crisis is at an interesting phase with BREXIT from EU adding a new dimension. European debt crisis is a long phenomenon rather than recent history. Fundamentally, Europe is a group of economies having created an economic union with less balanced economic forces among the countries. One would have countries like Spain and Greece with high unemployment and low productivity as part of the system while Scandinavian countries, Netherlands, France, Belgium, UK and Germany having strong fundamentals. This would be structural feature affecting economic prospects in secular period. Brexit is a cause of concern! But one will have to wait for negotiations and settlement to understand full impact of exit to UK and rest of Europe and probably to the global economy.

India is emerging as new growth leader in the global economy. There is a positional advantage of demographic quotient which young and consumes more. Government policies are more open and democratic practice giving better edge to growth traction. GST would simplify business and increase GDP and further signals unification of fragmented political system for better economic management.

To conclude, global economic outlook, the economic growth rate looks stable between 3.5 to 4 per cent. Though there are a few headwinds, many expect economies to manage and remain stable at current levels of optimism to lead global economic factors.

What matters for healthcare technology providers is that it largely depends upon these two markets namely USA and BRICS nations especially India for its growth and hence well poised for growth. Unlike many other software companies which are being affected, Healthcare technology service providers is likely to be having favourable conditions which are discussed here.

5. Prospects for Technology Enabled Health Services in India

An interesting feature of businesses in the Technology Enabled Health Services is that it lies in the interface of two broad categories in industry classification. One is the human health industry which would include all kinds of healthcare and patient care that may be required for wellbeing of the human. The other classification of the industry is the technology group which is into providing software, hardware and support through applications and servers for enabling efficient delivery of healthcare and patient care.

According to Deloitte Report, "Capitalizing on new technologies, delivery options, patient experiences and partnering across the value chain can help organizations reduce costs and propel them past their competition."

Since technology applications derives value from healthcare, it would be more appropriate to discuss aspects of healthcare. It is seen that healthcare spend across the globe varies widely on per capita basis.

Countries like USA, Netherlands, Australia, Canada, Germany and Japan spend high amounts of per capita expenditure on healthcare with USA way ahead of other at US \$ 9146.

Brazil (\$ 1083) spends more than China (\$367) and India (\$61).

For businesses, wide variations show huge opportunities.

As a strategy for a company one will have to see how such variations can be exploited for growth of the business. Size by itself cannot define the opportunity. It has to be read along with other perspectives.

In general, healthcare costs continue to rise in the U.S. and throughout the developed world. The global health expenditure as of 2014 based on per capita spend of US \$ 948 (WHO estimate) is about US \$ 6.5 trillion (<http://www.who.int/mediacentre/factsheets/fs319/en/>). For instance, total U.S. health care expenditures were estimated to be \$3.24 trillion in 2015, and are projected to soar to \$3.78 trillion in 2018. The health care market in the U.S. in 2015 included the major categories of hospital care (\$1,031.1 billion), physician and clinical services (\$640.3 billion), dental services (\$119.1 billion) and prescription drugs (\$328.4 billion), along with nursing home and home health care (\$253.6 billion).

5.1 Competitive forces:

Each of the segments in healthcare industry like hospital care; physical and clinical services; dental services; prescription drugs and home health care would have independent competitive forces and industry level task forces influencing them. To quote Bain Report on future of healthcare industry in 2020¹: "The basis of competition in the marketplace will change as well. Different therapeutic areas will be affected in distinct ways by two significant trends: growing consumer engagement and increasing standardization of care ("protocolization").

With more information about treatments available to an increasing number of consumers or patients around the globe, every company with a product to sell must understand how best to engage with consumers, in a way that speaks to their individual needs and patient experience. Search engines have produced a vast engaged patient population that one could not have imagined even 10 years ago: 80% of Internet users now search for health information online, and more than half look for specific information about a medical treatment or disease.

The demand for more engagement is not limited only to the US and Europe. Mobile phones and Internet access are now available in most emerging economies. While there will continue to be cultural differences in the way consumers engage with their care, the degree of engagement itself will only intensify globally. More than one-third of Indians, for example, currently use the Internet to search for health information, with similar percentages of younger, more educated people seeking health information online in Brazil, Mexico and China.

US providers have been somewhat slower to embrace clinical protocols than their European or Asian counterparts, but there is little doubt about the direction of this change. No longer will the individual physician be the lone decision maker. The cottage industry of medical care is being industrialized, as payers and providers increasingly align their businesses—and results—which may be threatening to some, but may well produce better care at lower cost.

The above clearly brings out that the industry would depend upon on (i) Customization and (ii) Standardization.

Expected drivers of growth for Industry in India:

Demographics:

Population growth - Population growth is a natural phenomenon as countries manage population growth and stress on strategic resources by constantly looking out for efficient and effective deployment of the resources and use of advanced technology. Health care sector would be no different.

¹ Bain Report Healthcare Industry 2020

Aging population – Most countries are aging fast and a substantial portion of population is of age 60 years and above India is the only country which has advantage of youth quotient. However, this would not be a limiting factor.

Lengthening life expectancy - With better technology and medical care average life expectancy has gone up. According to WHO: "People everywhere are living longer, according to the "World Health Statistics 2014" published today by WHO. Based on global averages, a girl who was born in 2012 can expect to live to around 73 years, and a boy to the age of 68. This is six years longer than the average global life expectancy for a child born in 1990." ¹ This would positively influence the sector.

Increases in chronic diseases: Obesity, cardiovascular diseases, hypertension, and dementia are becoming common. Wide spread health problems because of increase in longevity of life and affordability are becoming a challenge for healthcare service providers. Diabetes is increasing with India leading in diabetes population. Resultant problems like renal issues, eye care, cardiovascular and limbs related because of diabetes demand healthcare demand and its infrastructure. Fight against communicable diseases continues especially in less developed low income economies.

Access: This is a supply side constraint. With the demographic factors influencing the demand for health care services, the number of physicians and support system to provide the same in all parts of the world is limited. The capacity to add infrastructure like hospitals, clinics, laboratories and health care education are capital intensive and time consuming. Further flow of capital to such a sector has to be balanced through private and public investments. Developing economies face a challenge and especially vast economies like India and China with sizeable portion of population living in rural areas, the challenge is likely to be huge.

Rising wealth: Global wealth reached 250 trillion US dollars in 2015. Rising wealth is contributed by US and China. Wealth is (nevertheless) still predominantly concentrated in Europe and the United States. However the favourable factor the increased middle class population - about 92 million in US and 109 million in China who would like to lead experience of change in consumption patterns and societal factors. Thus, one would expect demand for health care to go up because of this factor.

5.3 Expected constraints to growth:

Economic and political uncertainty: Economic uncertainty, Eurozone crisis and currency devaluation are expected to impact spending. However, India would lead the way at 16.1% growth by 2019 (Deloitte).

Price and value based care: Today's consumers are more informed and financially sensitive while they take healthcare decisions. They have higher expectations for the services and products they receive. Consumers place high value for convenience, amenities and integrated service and wholesome experience in addition to traditional clinical support. Changing customer expectations are pushing healthcare service providers on collaborative models driven by technology solutions.

Reforms: Healthcare reforms in three leading economies are highlighted here:

The largest market – USA was influenced by Affordable care Act (Obama care) and implementation of the "Cadillac tax". Affordable Care Act widened the insurance net to bring more people under health insurance coverage and imposed penalty on corporations who failed to provide cover. Further it brought revenue which could be used for covering incremental insurers brought under the scheme. The Federal poverty line multiple was formed as basis for states to implement the insurance for healthcare service. The law also provided scope for reducing costs especially of public spend by transferring to insurance exchanges and companies and employers. But this seems to be under a cloud because of the new presidency.

Reforms in China focus on improving not only volume of healthcare spend through public but more importantly on quality and effectiveness of resources spent.

In India the government initiatives to restructure public spend on healthcare activities would significantly increase the volume and intense urge on government and private to use technology would see major impact on healthcare sector.

¹ <http://www.who.int/mediacentre/news/releases/2014/world-health-statistics-2014/en/>

Cost pressures: All over the globe, health care costs have gone up because of pressure on resources and general inflationary trend especially in niche service areas. The mismatch in demand and supply conditions which trend both at operating level and strategic level in health care sector would make cost pressures mount. The patients seek better financing of health care services to manage these pressures which are discussed in the subsection later here.

5.4 Financing of healthcare:

Healthcare sector is estimated at about 10 per cent of global GDP and one of the largest industries. Increasing cost of healthcare service brings pressure on financing pattern. Normally, healthcare spend happens through public (government) spending, insurance and private spend. The table below gives pattern of funding for healthcare spend.

Table 2: Health Expenditures in Major Economies

	Out of Pocket	Public	Private Insurance
EM Economies	35.8	52.5	11.5
Asia Ex-Japan	34.5	54.9	10.4
China	33.8	55.8	10.3
Latin America	32.1	52.6	15.1
India	58.2	32.2	9.5
Advanced Economies	14.7	61.1	24.1
U.S.	11.8	47.1	41.1
Euro Area	14.1	76.1	9.7

Source : <http://siteresources.worldbank.org/INT/HSRD/Resources/topics/Health-Financing/HFRCchap1.pdf>

Except USA, all other economies have poor insurance based financing.

In USA where the healthcare per capita spend is as high as \$US 9413 compared to double digit level in India, out of pocket expense is only less than 12 per cent. Hence public spend and insurance would demand more efficiency and effectiveness through collaborative technologies and systems.

Euro Area largely depends upon government as high as 76 per cent and is spent by government.

China is better than India to the extent that government spends more than individuals. India has poorest record of government spend and insurance. However, with healthcare spend likely to increase by 18 per cent per annum efficiency and effectiveness is important. With further limitations on capital and inability to quickly build infrastructure by government alone, Private – Public partnership model and private investment becomes important.

5.5 Infrastructure Needs: In a country like India and many other developing nations infrastructure would play a significant role in improving effectiveness of healthcare delivery especially in rural areas.

Table 3: Changing Strategies for Healthcare

From	To
Department- and specialty driven organization of care	Multidisciplinary, multispecialty driven organization of care
Episodic and high acuity focus	Disease and cross-continuum focus
Provider centric experience	Patient-centric experience
Individual physician or specialty orientation to care delivery	Team orientation to care delivery that involves multiple specialties, APPs, social workers, etc.
Management of the high acuity portion of care	Collaboration with external partners to optimize site and level of care

Source: "The strategy that will fix healthcare", Harvard Business Review, October 2013

The above table clearly shows that future of healthcare is going to patient centric Apps and collaboration with third parties would drive the business.

Structural changes refer to service providers in relation to service seekers. This may include infrastructure created by government, private and in collaboration with each other and financing of healthcare spend like insurance and subsidies.

Second, one would consider technology infrastructure. This includes availability of bandwidth, favourable of policies towards development of technology especially towards information services sector and medical policies.

Third, wide adoption of broadband and mobile communications and usage of smart phones in rural and urban areas would be another significant influencer for healthcare service collaboration across stakeholders.

This would demand that healthcare stakeholders will need to work more collaboratively and operate more efficiently, lower their unit costs, raise their quality levels, and identify ways to optimize the value of their limited resources.

6. Conclusion and Roadmap

To summarise, opportunity factors for health care aggregators are:

- Demand side factors:
- Demographic trends,
- Increase need for chronic and communicable disease management
- Rising wealth
- Supply side factors:
- Limited access and capital requirement
- Adoption of technology for effective utilization of resources
- Threats to industry could be:
- Economic and political uncertainty: growing protectionism in countries around the world
- Customer expectations and value for money
- Cost pressures reducing affordability.

To conclude, it can be seen that those technology enabled service providers that have been early movers seem to be in the high opportunity market. Ability of the management to speed up its growth and experience and ensuring effective community building for its future value creation are going to be driving their performance.

Passionate culture, effective employee engagement, effective capital deployment and motivated (obsessed) leadership would be critical success factors. Management must build strong barrier to avoid competition to hijack the opportunity spectrum.

“Only in My Dreams Could Happen”- A Greek Gay Man’s Experience of Intimate Relationships in a Country that Has Just Passed a Same-Sex Union Law; a Qualitative Study Using Interpretative Phenomenological Analysis

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Abstract

This study investigated how a Greek gay man experienced his homosexuality over the course of his life, while living in Greece. Research has shown that sexuality does not play an important role in variables such as intimacy, and love (Elizur & Mintzer, 2003; Wagner, Remien & Carballo-Diequez, 2000). Social and cultural parameters however affect sexuality acceptance and psychological wellbeing (Bader, 2009; Wight, LeBlanc & Lee Badgett, 2013). In the Greek society many gay men over the years chose to conceal their sexual identity out of fear of harassment (Veremis et al, 2013). Greece however has just passed a new same-sex union law aiming at giving equal rights to homosexual couples. This study based on a single interview case, aimed at interpreting the participant’s reality under the premises of Interpretative phenomenological analysis. The participant, a 42 year old gay man, participated in an one hour semi-structured interview. Four themes emerged as a result of the transcript analysis; the need to be normal; time as a construct in his life; the importance of micro and macro environment; dealing with feelings and emotions. The participant’s need for safety and comfort, the emotional implication from lack of it, as well as his positive emotions as a result of intimacy, love and wide acceptance have emerged from the analysis of the theme “dealing with feelings and emotions”. The findings of the analysis are supported by existing literature. The nature of this qualitative study has helped the researcher to give voice to the participant and to analyze his experiences and concerns from a psychological perspective (Larkin, Watts, & Clifton, 2006).

Keywords: Only in My Dreams Could Happen a Greek Gay Man’s Experience of Intimate Relationships in a Country that Has Just Passed a Same-Sex Union Law a Qualitative Study Using Interpretative Phenomenological Analysis

Introduction

Love and Intimacy

The need for love and intimacy is one of the biggest concerns of human life (Horney, 1967; Maslow, Frager & Cox, 1970; Sternberg, 1986; Giddens, 2013). Human beings are seeking relationships and bonding since the day they are born; they identify with caregivers, and they develop their sexuality in early childhood (Belsky, Steinberg & Draper, 1991). During adolescence people explore their sexuality and most people conclude on how they want to identify themselves sexually (Giddens, 2013). As sexual awareness develops humans are seeking emotional and physical satisfaction through intimacy (Jamieson & Jamieson, 1998). The psychologist, Robert Sternberg (1986) developed the theory of “triangular love” with intimacy, passion, and commitment being its three components. His theory describes intimacy as a state where the partners feel connected, and close to each other aiming at continuous relationship growth. Passion refers to the physical attraction and sexual desire, and commitment refers to a mutual and logical decision for the two partners to be true to each other.

Research has shown is that there are many important parameters that affect intimate relationships. Things such gender roles, attachment style, family support, society norms, culture and religion are important parameters. (Bowlby, 1982; Smith and Mackie, 2007). Gender may affect perception and experience of intimate relationships (Brody & Hall, 2008). Moreover, micro and macro environments set standards and have expectations (Bronfenbrenner, 2009).

Homosexuality, Intimacy and Society

Sternberg's theory was initially developed for heterosexual partners however research has shown that sexuality doesn't play an important role in variables such as intimacy, and love (Elizur & Mintzer, 2003; Wagner, Remien & Carballo-Diequez, 2000). Flowers et al (1997) concluded that within the context of romantic relationships gay men thought of commitment, trust and love as more important as their own health.

Very often, social, cultural and religion restrictions present sexuality as something shameful and forbidden having as a result compromising and confusion and repression (Bader, 2009). Peer and family pressure can create stressful situations when it comes to sexuality; many times gay men feel pressure and they are negatively criticized (Bader, 2009). They are forced to keep their sexual identity secret and they lack support from friends and family; as a result they don't have equal opportunities to openly express feelings and desires (Rostosky, et al, 2004). Gay men interviewed in a small town in the north of England talked about their experiences as adolescents realizing their homosexuality, characterized by statements such as "defined by difference", "self-reflection and inner conflict", "alienation and isolation", "living a lie", "telling others", and "wholeness and integrity" (Flowers & Buston, 2001). Lack of family support brings out feelings of anger, emotional pain, and guilt which in turn affect forming of intimate and committed relationships (Rostosky, et al, 2004). This might be one of the reasons that gay couples' relationships differ as far as attitudes and practices goes (Adam, 2006). Many gay men in order to avoid hurtful family encounters are likely to try to engage in emotionless and meaningless sexual encounters avoiding this way exposure to possible intimacy and commitment (Green & Mitchell, 2002). Spoiled identity also comes as a result of social stigmatization, and many times gay men are trying to engage in heterosexual relationships in order to avoid this stigmatization (Goffman, 1963).

Support and acceptance

Peer support and strong friendships help men develop coping strategies and allow them to normalize feelings of the situation they encounter (Blair and Holmberg, 2008). As difficult as the process might be is equally liberating, allowing gay men to be true to themselves and to the important people in their lives (Brown, Ramirez, & Schniering, 2013). In turn, they tend to allow themselves to embrace their sexuality and to allow themselves to experience intimacy if they chose to do so (Giddens, 2013). Some men choose long term commitment and marriage when allowed by law.

Social support may have a tremendous influence in many different psychological factors (Ryan & Deci, 2001). Resent research has shown that social networks are an integral part in emotional support. Continuous and open communication among members helps them to deal with feelings of loneliness and despair (Berger, & Mallon, 2015). In addition wide acceptance and legalization of same sex marriages can have positive psychological affects to the members of gay community; a recent study showed that married gay couples have shown diminished psychological distress when compared with couples not in any type of legal unions. (Wight, LeBlanc & Lee Badgett, 2013).

Homosexuality in Greek Reality

The feeling of belonging is vital to happiness in many different collectivistic societies; family bonds, friendship, and social acceptance affect self esteem and life satisfaction (Shaffer, 2008). Greece is one of these societies; tradition; strong family values, intertwining between culture and religion, are some of the core characteristics of the Greek reality. Greece is also a rather conservative society and the homosexuality hadn't been a topic discussed openly. The "Citizen's Defense of Greece" reports, that individuals identifying as gay/lesbian are often being harassed in their work environment by coworkers and supervisors. As a result they often choose to conceal their sexual identity out of fear of being ridiculed or even excluded from future advancement. Similarly, they report many bullying incidents towards homosexual students in schools as the school system in Greece does not provide adequate support and education in the subject of homosexuality (Veremis et al, 2013).

In general, the subject of intimate relationships in the gay community has been a taboo for a long time in Greece. Many straight men and women discuss how they experience love however very rarely gay men have the chance to discuss love, intimacy and commitment. Long term commitment in gay couples was not supported by social construct and legislation on same sex unions didn't exist. However, Greece, on December of 2015, passed a new law officially recognizing same-sex unions. The new law gives almost all marriage rights to gay couples other than the adoption of children. It gives to all partners equal rights in areas such as social security, medical insurance, labour-law related issues as well as in inheritance taxation (Yiannarou, 2015).

Aim and Objectives of this study

While investigating the subject the researcher of this paper has found that there is no similar research done in Greece so far. There are several articles examining LGBT issues from a social construct but none of them focus on how individuals interpret the experience being a gay man in an intimate relationship in Greece. Research on gay intimate relationships has been conducted at other parts of the world but the social construct and culture is not similar to the one in Greece. The lack of research leaves a gap which the researcher of this paper will attempt to explore by giving a participant a chance to actively engage, to express thoughts and feelings on the subject.

The aim of this study was to give a Greek gay man the chance to discuss his experience and the understanding of his experiences. Based on the premise of idiography the researcher of this paper focused not on universal phenomenon but rather on a particular individual's experience (Smith and Osborne, 2003). The objectives were to generate a rich and detailed report on this person's lived experience, views and hopes without biases or direction and to try to understand how or whether social context and legislation affect his experiences.

Method

Interpretative Phenomenological Analysis was used for this study as the main goal of IPA is to explore individuals' experiences through their own point of reference, their own interpretation of situations, of objects and important others of their lives (Pietkiewicz & Smith, 2014). The aim of IPA is to give voice to participants and to analyze their experiences and concerns from a psychological perspective (Larkin, Watts, & Clifton, 2006). IPA draws on phenomenology, hermeneutics and idiography (Smith, 2003). As Crotty (1996) indicates, phenomenology depicts what the participants have experienced and it is of highest importance for the researcher, to gain full understanding of the phenomenon through the participants' point of reference. IPA draws on concepts such as social comparison, use of metaphors use linguistic choice (Smith 2004). As Brocki & Wearden (2006) note, people have an active role in the way they interpret situations in their own life; reality is rather subjective and it's formulated based on individual experiences; IPA aims at exploring this subjective reality, and the perception of each participant (Reid, Flowers & Larkin, 2005; Eatough & Smith, 2006). It is a dynamic process, where researchers should try to remove biases in order to understand, interpret and reflect on the world view of participants (Smith, Flowers & Osborn, 1997; Finlay, 2009; Flowers & Buston, 2001). As Flowers & Buston (2001) explain the researcher should focus on presenting "articulate expressions" representative of themes emerging.

IPA was a suitable approach in this study since it aimed at exploring insights; it did not seek for an objective reality but rather to examine in depth reasons behind beliefs and behaviours (Brocki & Wearden, 2006; Turner and Coyle 2000). As IPA is idiographic, and is concerned with the detail examination of each case in its uniqueness, it was an appropriate method for a single participant study (Smith, 2004). In addition as Smith and Osborne (2003) discuss, IPA is the most appropriate qualitative research method in order to investigate a subject that is rather untouched and there is not a large pre-existing literature on the subject as it was with this study.

Design

The researcher conducted a single semi-structured interview with a Greek gay man. Reflecting on IPA premises, semi-structured interviews allow the interviewee to be the expert in his life (Smith & Osborn, 2003). The interview was audio-recorder using a password protected device and at later time transcribed verbatim by hand. A sample of the transcript is available at the appendix section of the study (Appendix III). The questions that were used were open-ended and non-directive (Appendix II). The interview was conducted in the English Language. Interpretative Phenomenological Analysis was used to analyze the data.

Participant

The participant was a 42 years old gay man. It was important for him to be called by his real name rather than using a pseudonym, however in order to abide by ethical rules and guidance his name has been altered and he is referred to as "Akis". Akis used to work at a high profile position in the public sector, but 6 years ago he quit that job and since then he works as a therapist in Greece. He is currently in a long term homosexual relationship with his partner of 13 years. The participant is a personal acquaintance of the researcher.

Procedure

Ethical guidelines as laid out by the British Psychological Society and the University of Derby were followed. The researcher has submitted for approval an ethics form, including the questions that were used for the interview (Appendix I). The participant was initially approached verbally by the researcher. He was informed of the purpose of the study and he was given the list of questions to be discussed shall he would choose to participate in the study. As he agreed, he received detailed information on ethical considerations, on anonymity and confidentiality, his right to withdraw and the right to have access to the final report. He was asked to sign a consent form and a two-hour time interval was booked for the interview in order to ensure time aplenty for the participant to ask questions, and feel at ease and not rushed (Pietkiewicz & Smith, 2014).

Material

The questions that were asked include both general questions but also personal relationship questions. An interview schedule with some possible themes for discussion was developed based on the researcher's reading of literature; however the interview schedule was just a basis for the interview and it didn't intend to be prescriptive and limiting (Willig, 2001). The questions discussed were open-ended and in certain cases prompts were included. Some of the questions the researcher asked were; "When did you begin to be aware of your own sexuality", "Where do you find support", "How do you personally define intimate relationships", "How do you feel about the new law on same sex unions in Greece? This was a face-to face interview that has given the researcher the opportunity to practice active listening, to focus on body language, expression of emotion and tone of voice. An audio recording devise was used to record the interview. Pen and paper was used for the transcription and analysis of the interview.

Analytic Strategy

Data analysis followed IPA guidelines and processes as per Smith at al. (1997). The researcher listened to the interview multiples times and after the verbatim transcription of it, she read and re-read the text, making notes. The researcher tried to grasp the essence of the participant's words by engaging in an interpretative relationship with the data (Smith and Osborne, 2003). Reflecting on emotions, identifying possible presumptions and judgments were important element of the analysis. This way judgments were removed, and identification of themes and possible connection between these themes were possible (Reid, Flowers & Larkin, 2005; Smith and Osborne, 2003; Willig, 2001). The goal for the researcher was not to categorize data but to comprehend using her own "interpretative resources (Brocki & Wearden, 2006; Smith, 2004). According to the philosophy of double hermeneutics a researcher needs to dive in the world of the interviewee and to decode the meaning that he has given to his experiences as individual meanings are a key component to lived experiences (Pietkiewicz & Smith, 2014). The researcher whilst coded the interview transcript depicted phrases and linguistic elements, noted different remarks and reflected on emotions and feelings. Many different themes emerged, and while seeking relationship among them, cluster themes were created (Pietkiewicz & Smith, 2014).

Analysis

During the third stage of the analysis, the researcher established connections between 28 different preliminary themes and clustered them appropriately. Four clusters have emerged and a descriptive label was assigned to them aiming at conveying the essence of the themes within the cluster (Smith, 2004). A summary table was produced depicting each higher order theme and the subthemes under it. A quote example is presented alongside each theme together with the page number one could find it. The *Summary Table* below, presents these emerged themes: the need to be normal; time as a construct in his life; dealing with feelings and emotions; the importance of micro and macro environment.

Summary Table

Cluster & Themes	Quote Example	Page number
The need to be Normal		
Being true to himself	"You can call me by my real name"	1
Acceptance	"People will think of it as the color of their hair"	19
Being whole	"It's a mini univ erse where I can be whole "	17
Sexuality	"I am quite safe to say I am a homosexual man"	3

Times as a construct in his life		
The early years	"NO...we didn't mention such things"	3
Now & the future	"I see how attitudes have changed...it's very optimistic really"	18
Education	"I don't think she will be able to handle it, she doesn't have the education"	11
The role of social media, technology & Arts	"I can now find support groups"	13
Dealing with feelings & emotions		
Comfort & Safety	"I didn't feel safe enough to discuss such matters"	2
Internal struggle	"It was a long struggle...I really struggled to overcome it"	4
Stigma & restrictions	Homosexuality kind of sounds as a medical term"	4
Hostility	"The only thing I remember having to do with this matter was jokes...offensive jokes"	3
Freedom	"It was a lot of despair, like feeling trapped"	5
Loneliness	"It was too lonely...it was TOO LONELY"	5
The nest	"I like the idea of building a nest"	16
Being positive	"...so I was thrilled, I was very happy about it"	17
The importance of micro and macro environment		
Physical Environment, culture and society	"I come from a small village in Macedonia"	1
Family & Friends	"I am open to all my friends...I wouldn't allow anyone to enter my life if I didn't think he/she will be able to manage"	9
Confinement in the work environment	"I was trying to avoid such conversations"	8
The relationship	"...it's a relationship that is monogamous"	13
Being a mentor	"I am quite passionate about it; to advocate that it can be done"	15
Greece is changing	"I have already experienced this change"	18

Analysis of the theme "dealing with feelings and emotions"

One of the clusters derived is "dealing with feelings and emotions". Akis expressed an array of emotions and feelings both verbally but also physically, showing how important was this for his experience. Another reason this particular theme was chosen for analysis was because it is entangled with other emerged clusters. Direct extracts were used for the analysis.

Feelings of shame

During the first part of the interview, Akis seemed to be withdrawn and he didn't keep an eye contact with the interviewer. While he was referring to the early years of his life he described how confined he felt having to suppress who he was. He felt shameful about his sexuality as if it was something dishonorable; something that didn't belong to the community he was growing up.

"Noooo!!! I didn't feel comfortable to discuss such matters. It would be too risky, too radical to get in such a conversation".

Akis emphatically said that he couldn't feel secure to discuss homosexuality. He struggled as he was dealing with anxiety and the fear about his emotional and physical well being

Isolation

During these early years there were many times he felt isolated; he felt as an outcast and as his hidden sexuality was reason for laughter and ridicule for others.

"The only thing I remember having to do with this matter was jokes (pause). Offensive jokes towards homosexual (pause) references from tv or movies (pause). Only as a joke (pause) so I never felt comfortable".

He paused a few times showing pain and frustration about how others viewed homosexuality. He put a big emphasis on the word "Only" showing that he felt trapped in an one way street. If his secret would come out, he was terrified he would be ridiculed by his peers.

Self-denial

Looking at his peers he could see that he was different. At the time, this was interpreted as there was something wrong with him, with his desires, and his thinking. As a result, he tried to re-programme himself as a heterosexual. He was in denial, refusing to accept his reality. He was acting as his feelings, preferences and sexual urges didn't exist.

"I tried a lot to overcome it, to make myself, to force myself to heterosexual relationships. I never managed to have one".

He was emotionally repressed which led him to an existential crisis and emotional imprisonment.

Self-acceptance and grief

He was dealing with a hurtful situation and he was sentencing himself to a solitary confinement filled with humiliation and guilt.

"I really accepted who I am, what my sexuality is and what my (long pause) route in life should be only at the age of 26. It was a long struggle...Although I felt it strongly, I also felt I wasn't allowed to be like that, or I wouldn't be happy being like that"

Akis was expressing some strong inner thoughts. He was very emotional while sharing his life journey. The long pause in his speech could indicate strong **feelings of deep grief** or maybe even anger **that words could not describe**.

Stigmatization

Even during the interview, while he narrated his journey he chose to not use words such "homosexuality" but rather to refer to it as "such things", or "to be like that". He seemed to be deeply affected of the stigma that words can bring. When asked about how he feels about the term "gay" he said

"I prefer it. Homosexuality looks like a medical term (thinking) quite tense"

A medical terms points to a disease, to an illness; and even though he emphatically denies the characterization of being ill, he seemed to be in psychological and emotional pain the stigma that words can bring. It's like a burden that he has to carry, making him feel tired and emotionally drained.

Loneliness

Denial brought shame, and shame brought alienation and alienation brought loneliness. The avoidance of emotions and experiences constricted his choices of human contact and of moments of happiness. His social networks were limited and as he was always threatened from stigmatization, he couldn't connect with others. At the same time though, the human need for love and bonding pushed him to take the risk he was so much afraid of up to that point.

"It was too lonely (painful smile). It was TOO lonely (pause) and I came to realize there is no way to cure it. Maybe the only thing I need is to compromise with who I am (pause) so it was mainly despair. The fact that it doesn't change; and the need for love, the need for a lover for someone to walk with"

Akis was very emotional at this point. There was another long pause on his narrative; a moment of recollection and just being. When he spoke again he just repeated the word "lonely"; showing how intense the feeling of loneliness was for him. It was as he went back in time when he had no one to talk to and he didn't feel safe.

Disbelief

Akis' demeanor changed when he reflected on the outcome of his decision. It was almost as if he was still in disbelief and that he deserved and he was "allowed" to have love and happiness in his life.

"Paradoxically I feel quite lucky. It went well. I am one of the lucky guys. It worked". "It was a relationship that lasted, so I am very lucky (pause) I consider myself very lucky".

The choice of his words could imply that he didn't believe in his internal locus of control. He attributed the outcome of his life choices to pure luck and not to all the bravery and hard work he put into it. His words could imply the suppression of feelings of tiredness and pressure he felt working to achieve this, instead of being something easy that comes out of "luck".

Emotional and physical safety

Akis also talked about how fulfilled and real he feels having made his decision to live his life the way he chooses to do so. His emotional outlook changed completely when he was talking about his intimate relationship.

He described the importance of acceptance and physical attachment; the need to hold his partners and be held both in a physical and emotional way. This showed the need for emotional and physical safety and comfort that could outweigh the insecurity and pain that isolation brings.

"Intimate relationships allow you to feel normal, to feel accepted, to feel embraced, to feel comfortable. So it is something you can hide in, you can feel warm in and of course to have sex in, to be loving and caring and all these beautiful things".

Akis has a very clear definition about what an intimate relationship is. For him an intimate relationship has to do primarily with expression of emotions, safety and comfort; He is seeking a secure attachment which will allow him to feel peaceful.

Emotions as a result of the new law in Greece

Akis has also expressed enthusiasm. Feelings of joy came to surface when he was discussing the new same sex union law in Greece. He expressed happy emotions for having a formal permission to have ownership of his own life, to have acceptance and approval. He also showed great empathy for all these gay men that were suppressed not able to be who they wanted to be.

"I was thrilled when it was voted in the parliament. It was much more than what I expected. Because imagine that we had nothing and suddenly we have (pause) something that only in my dreams could happen. I was very happy (pause) and very optimistic that things will change. Apart from the beautiful emotions it is comforting to know that I have options".

Akis' happy emotions are rooted in his need for wide acceptance. It is as he has found an easier path for his life's journey. He characterized the new law as a dream and as dreams incorporate great desires, aspirations, and ideals, he hopes for a better future.

As one may see Akis' experience is characterized by an array of intense emotions that are affected by internal mechanisms but also by his micro and macro environment.

Discussion

The aim of this study was to give to a Greek gay man the chance to discuss the understanding of his experiences as a homosexual man living in Greece. The objective was to generate a rich and detailed report, depicting his experience, using Interpretative Phenomenological Analysis and to gain full understanding of a phenomenon through the participant's point of reference (Crotty, 1996).

The participant openly discussed and self-reflected on many different aspects of his life in reference to his sexuality. Four different clusters of themes have been emerged from the interview: the need to be normal; time as a construct in his life; the importance of micro and macro environment; dealing with feelings and emotions. The researcher of this study reflected on the cluster of "dealing with feelings and emotions", as she interpreted it as core theme in the participant's experience. The findings of the analysis are supported by existing literature.

The participant's experience during his adolescent years was characterized by shame and fear. As has been previously identified in literature, social and cultural restrictions very often present sexuality as something dishonorable that causes humiliation and verbal attacks (Bader, 2009; Ryan & Deci, 2001; Veremis et al, 2013).

The participant reported having to conceal his sexual identity as both his family and friends were looking at homosexuality as a "joke". This reflects on previous research showing that many gay men lacking support from friends and family hide their sexual identity (Rostosky, et al, 2004; Veremis, 2013). Akis experience of emotions is concise to the findings of Flowers & Buston (2001) reporting that their participants experience is characterized by statements such as "defined by difference", "self-reflection and inner conflict", "alienation and isolation".

Even though the participant is open and comfortable with his sexuality, there were many points during the interview that he referred to homosexuality as “these things”, bringing up the issue of stigmatization. Literature has extensively discussed stigmatization (Goffman, 1963; Veremis, et al, 2013; Bader, 2009); however the participant’s words bring a new insight on how a linguistic choice can affect a person’s wellbeing.

The participant’s statement, that even though coming out was scary and stressful, it was equally liberating, allowing him to be true to himself, coincides with previous studies (Brown, Ramirez, & Schniering, 2013; Berger, & Mallon, 2015; Giddens, 2013).

The participant has exhibited and described an array of intense emotions. As theory indicates lack of family and social support can bring out feelings of anger, pain, and guilt (Flowers & Buston, 2001; Rostosky, et al, 2004 Smith and Mackie, 2007; Veremis, et al, 2013). However, Akis was also able to experience positive feelings as a result of his intimate relationship as Sternberg (1986) indicates in his theory of “triangular love”. He described intimacy as a state where he feels connected, and has a common path in life. He spoke of commitment, as previously indicated by Flowers et al (1997), as a state of trust and love. The participant also talked about how important the feeling of belonging and safety is for his wellbeing as Shaffer (2008) has previously discussed on a study examining happiness in collectivistic societies.

Akis has also experienced happiness, hope and optimism because of the new law in Greece. He described feelings of comfort and safety and less stress. This is supported by literature showing that social acceptance affect self esteem and life satisfaction (Shaffer, 2008; Wight, LeBlanc & Badgett, 2013). As the law of same sex unions is a relatively new development in Greece, the current study adds to previous findings the knowledge that the new law has a positive affect in feelings of safety and comfort.

The contribution of this study is that it added, to existing literature, insight on how a gay man in Greek society has experienced similar emotions with gay men around the world as a result of lack of acceptance and understanding. In addition it supports an optimistic outlook that solutions are possible; that there is hope that the gay community can find happiness through intimacy but also through acceptance. Akis’s message is that inner conflict deriving from social stigmatization lead to isolation, feelings of loneliness and despair. The findings of this study emphasize the importance of these psychological implications. Social networks, education and support can be the only solution to the problem of stigmatization because of sexual preferences. The creations of formal social networks supporting the gay community as well as new therapy approaches as the Pink Therapy can significantly contribute to acceptance and support. Social justice and equality on national and international levels are of great importance in order to support and protect gay rights.

The chosen methodology for this study depicts the importance of using interpretative phenomenological analysis in order to explore in depth how a participant is experiencing his reality. Through this, the researcher was able to explore many deep levels of the participant’s psychological constructs in relation to a social and cultural context. As a theoretical contribution this current study intelligibly examined the participant’s complex and dynamic emotions which are integral part of thoughts and actions (Eatough & Smith, 2006)

One limitation of the current study is that the analysis was limited in only one higher order theme. Many other theme cluster have emerged during the interview and it would be of great importance for one to examine them as reach material have been discussed by the participant. It would be of high importance to examine the role of times in the subject as well as how deeply socio cultural elements can affect ones reality.

Future research on the topic can consider doing a follow up interview after a period of time trying to examine how the participant continue to experience emotions through developments in his micro and macro environment. In addition further study on the subject could include different other participants from the LGBT community in Greece that would allow to examine how they understand and experience their reality.

In conclusion the researcher of this study aimed at investigated how a Greek gay man experienced his homosexuality over the course of his life in Greece; a country that has just signed a same sax union law. The nature of the qualitative study, using interpretative phenomenological analysis has helped the researcher to give voice to the participant and to analyze his experiences and concerns from a psychological perspective (Larkin, Watts, & Clifton, 2006). This was achieved through a dynamic process, where researcher self-reflected (Appendix IV), removed biases and reflected on the world view of participant (Smith, Flowers & Osborn, 1997; Finlay, 2009; Flowers & Buston, 2001).

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What Future for Specialized Teachers for Support Activities?

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Abstract

The article examines the training of specialized teachers for support activities starting from L. 517/977, the milestone of Italian school integration, to the establishment of the Bachelor's Degree in Primary Education Sciences until it comes to the Decree on Good School and Law Proposal C-2444. The trained teacher for support activities must have the capacity to collaborate to fully involve pupils with disabilities together with curriculum teachers, with co-responsibility and sharing of all pupils.

Keywords: specialized teacher, inclusion, training

Introduction

The origins of school integration in Italy

Integration or, to a lesser extent, the educational, social, and even in-person inclusion of disadvantaged people today seems to be a milestone. In fact, much has been done in the 20th century from a legislative and social point of view over the previous centuries, but much more must be done by operators such as institutions and public bodies, teachers, educators, voluntary associations and family members of people with disabilities. Getting more and more goals appropriate to full inclusion in social and relational life with others.

As Trisciuzzi points out, the school is an institution that coincides with its function, that is, education transmits ways of doing, tools, experiences, behaviors and attitudes, ways of being and feeling, as well as knowledge, so in a word transmits Of the "values" that society finds useful or essential to the continuity of culture, and therefore school is the place that society has devoted to the transmission of basic knowledge about culture.

According to this premise, Trisciuzzi states, the insertion into the culture and the society of the person who was defined until not long ago handicapped, was a problem in ancient and medieval society and therefore was not even taken into account.

The acceptance, integration of the handicapped person in every historical period has been linked to the social conception of the handicap.

The first law of our republican order to address the problem of the invalids of disabled people in public schools was L. 118 of March 30, 1971, which thus enunciated art. 28:

"Obligatory education must take place in normal public school classes, except in cases where subjects are suffering from serious intellectual deficiencies or physical disabilities to prevent or make it difficult to learn or insert in the above mentioned normal classes".

Faced with an entry that was suddenly becoming overwhelming, the Ministry decided to set up a Commission to respond to the educational effort that the school was doing.

The document is named after the then Vice-President of the Standing Committee on Public Education, Franca Falcucci, and was drafted in 1975.

This document has taken a very important step towards school integration in Italy, as in the final report on school problems of disabled pupils, a new way of being in school was sought, more attentive to the potential and the different ways of learning Of pupils as a condition for the full integration of pupils with disabilities.

The Falcucci document, besides representing a genuine social, cultural and pedagogical revolution, marked the official awareness of the educational problems of disabled persons by the Ministry, which, in a very timely manner, issued Circular No. 8 August 1975. 227, "Interventions in favour of disabled pupils: program for the school year 1975/76", which led to a serious awareness of the need to make an effective contribution to the solution of the problem:

"The complexity and severity of the structural and organizational problems to be solved [...] in action in the school and social integration of the aforementioned pupils are not concealed, but that is why concrete times and forms of meaningful interventions have to be studied [...] for the high democratic value that the school integration of disabled pupils has. Integration that requires a new way of being in the school. "

Thus, in the 1975/76 school year, disabled children began to be included in normal classes, abandoning special classes and differential classes; In reality, as I mentioned earlier, there was a "wild insertion" as disadvantaged students were put into classes in a precipitous way without having first thought of adequate programming for their integration.

Thus, we come to the Law which is defined as the milestone for the social and educational integration of children with disabilities: L. n. 517 of 4 August 1977.

First of all, in this law, the term insertion is replaced by the integration term, definitively sanctioning that concept also from the normative point of view.

The real purpose is not to put the boy in a different way with the normodotates in the same class making them live together, but his integration, that is, the complete inclusion in the group of peers. To do this, the teachers have the task of working together the children together, playing them together, sending non-assistive spirit to the well-informed children, but relational emotional involvement with disabled comrades.¹

Integration should be considered a process of change, modification of the organizational structure of curricula and programs, leading to a new awareness of teaching professionalism, and leads to a modification of the architectural structure of schools.

Integration should be considered a process of change, modification of the organizational structure of curricula and programs, leading to a new awareness of teaching professionalism, and leads to a modification of the architectural structure of schools.

Law 517 still remains the most advanced model in the European and world domains, constitutes a definite change in the quality of schooling; From the school made by the single teacher, you go to the school made by the faculty college, from the traditional school only made to the students who are classed at the school of all.

At this point the role of who is now called a support teacher comes into play; It is necessary to redefine the training and reform of the staff, whether lecturer or non-teaching, whether specialized or not, both of the state employees and of the Local Authorities, that is, of all those whom the Law calls somehow to work for disabled children Inserted in the common classes.

The current support teacher as a historical reference is the special teacher working in special schools and then in the differential classes, and from the time when there was full inclusion of children with disabilities in the school, the support teacher has Assumed the role of contiguity with curriculum teachers.

Initially, the old high school courses and the special schools for educators for blind and deaf boys were set up, courses that could be considered serious as qualifying for the profession that then went to special teachers.

Subsequently, courses on the physiopathology of physical and psychic development were established, but they were improvised and unformed, so they were suppressed by D.P.R. n. 970/1975 Establishment of biennial training schools for staff to be handicapped. However, these courses only began in the 1979/80 school year, following the adoption of the program implementation regulation, thanks to D.M. 3/6/1977 and with the next O.M. 16/11/1977 n. 303. The first graduates of these courses entered service in the 1980/81 school year.

¹ N. D'Amico, History and stories of the Italian school. From Origins to Today, Zanichelli Editore, Bologna, 2010.

It should therefore be hoped that new teaching staff will be formed with a real experimental mentality, that is, they should be able to experiment permanently, check and verify their work with the students scientifically. Only then could it be possible to produce good supporters with a reflexive capacity for their professionalism and experimentation in the teaching methodologies to be offered to their pupils.

It was a very long and tiring journey. Even today, society is behind the cultural societal legacy of looking at disabled children as "other" children by lawmakers, and this sometimes goes back to school where support teachers are not always considered as assigned to the class, and not to the child who will have to Follow for the duration of the school year. Since it is inserted in a given context it should be considered as a class child who needs further support to the rest of the class.¹

With Law no. 270 of May 20, 1982, of the Bodrato period, it is envisaged extending to the nursery of the regulations on the reception of disabled children that had already been applied by Law 517/77 to elementary school.²

It was planned to update the number of support posts for nursery, elementary and middle school children with disabilities in order to ensure a ratio of about one support teacher to every four disabled children. It was also planned to review the recruitment procedures for teaching staff in nursery, elementary and middle school orders.³

The legislation of these years has led to a full inclusion of pupils with disabilities in the common school and at the end of the special schools, even though the school was not yet ready for cultural, organizational and methodological reasons. We begin to evaluate not only the aspect of integration of the handicapped child but the needs of the child himself in the context of social life. This means that you begin to think, more concretely than in the past, that the school does not have to worry about inclusion in the school environment but also what will happen outside the school, in the context of the child's future life He will become a teenager and adult to join the work world with his "own life project".⁴

For the first time in Italy in 1982 he became Minister for Public Education a woman, Franca Falcucci (December 1, 1982-27, 1987). Just to her, her tenacity and her tireless sense of duty with regard to the work she carried out, we have the reforms that the Italian school has been waiting for for fifteen years of long battles and discussions in Parliament that never came to end in the laws.⁵

So we arrive at Ministerial Circular no. 258 of September 22, 1983, which provides the lines of agreement between school, local authorities and USL to achieve better school integration of disabled pupils. These lines of intent are aimed at implementing common goals such as the identification of the handicap and related attestations, the programming of the Individual Education Plan, the prevention of discomfort and disadvantage, the orientation for continuing the studies and training of operators. For the first time, we talk about collaboration between several people, the establishment of a "working group" that is responsible for coordinating projects and interventions with pupils.⁶

With D.P.R. n. 104 of February 12, 1985, the new Elementary School programs for the past thirty years have been issued (D.P. 503, June 14, 1955).

However, they are considered "experimental" and will come into force progressively from the 1987/88 school year. The experimental phase and the definitive entry into force occurred with Law no. 148 of 5 June 1990, whose articles were subsequently incorporated in the Single Text of the School Laws in D.L.vo no. 297/94. In the general premise there is an explicit reference to the integration of disabled pupils and learning difficulties.

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¹ L. Trisciuzzi, *Disability Education Manual*, Laterza, Bari, 2010.

² P. Bosio, I. Menegoi Buzzi, (ed.), *School and Diversity in Europe. Teacher Training Tools on Integrating Disabled in School*, FrancoAngeli, Milan, 2005.

³ See N. D'Amico, *History and Stories ... op. cit.*

⁴ P. Bosio I. Menegoi Buzzi, (ed.), *School and Diversity in Europe op. cit.*

⁵ See N. D'Amico, *History and Stories ... op. cit.*

⁶ See P. Bosio I. Menegoi Buzzi, (ed.), *School and Diversity in Europe op. cit.*

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In the general premise there is an explicit reference to the integration of disabled pupils and learning difficulties.

In the 1955 Programs, the terms handicap, diversity, discomfort, inequality are not present, while in the 1985 Programs are dealt with.¹

The programs of the 1985 are designed so that they constitute a pedagogical document from which civic-social education emerges. The figure of a child emerges from the center of the mind. The criticality of breaking up with the tradition of the unique classmate is also strong for a number of masters.

Subsequently it is important to emphasize C.M. n. 250 of 3 September 1985 which insists on the importance of identifying and analyzing the educational needs of the disabled child, starting from the knowledge of its basic potential. Starting from the Functional Diagnosis developed by the USL team member's medical staff, the school together with the family and social and healthcare professionals must develop the Individual Educational Plan that will be included in classroom educational and teaching programming. This will allow the disabled child to obtain basic operational tools that will evolve in the development of programming properly prepared on its potentialities and attitudes.

For the most disadvantaged children, therapeutic and rehabilitative care interventions are arranged in agreement between USL and school so that more relaxed times can be taken to encourage pupils' learning.

The support teacher's figure thus becomes the point of reference and the mediator between the school, the health care team and the family so that integration, individualized programming, educational and educational interventions are carried out.²

In 1986 they were approved by a D.M. The new curricula of the two-year multi-purpose professional training courses for the management staff. Educational and teaching staff dealing with disabled children.

With these new programs of the Specialization Course, a new professional figure of the specialized teacher can be drawn up above all to work in the common school. In addition, these programs were intended to effectively guarantee the principle of polyvalence of the issued title and to reduce the technical and health disciplines in favor of pedagogical and didactic teaching. As far as the structure was concerned, three poles were identified corresponding to a number of key areas for the preparation of the teaching professor. The first, referred to as "Disciplinary Areas", concerned pedagogy, psychology and the clinic, whose programs were subdivided for each of the two years of course. The second pole, called "Operational Dimension", indicated activities aimed at practice and consisted of six areas or sub-areas: observation methodology, functional evaluation, relational dynamics analysis, curricular programming, technology and subsidy strategies, and organizational integration. The third pole, referred to as "Curriculum Didactics", indicated the scope in which it was necessary to find its own implementation of the series of aspects intended to translate the general didactics (considered from the point of view of nursery and compulsory education) in specifically designed didactics Under conditions of disability, particularly visual and auditory. Particularly important was the training that the Commission considered to have to articulate in two major fields to be understood as being integrated and closely linked:

- A direct guided internship that was to take place in the school's reality and to be carried out under proper monitoring. (150 hours per year).

- Indirect and guided training consisting of 100 per year.

The total time of the biennium of specialization was 1300 hours.³

¹ <http://www.integrazionescolastica.it/article/907>.

² B. Orizio, (edited by), *Special Pedagogy in Europe. Problematic and Research Status*, FrancoAngeli, Milan, 2007.

³ See L. Triscuzzi, *Teaching Manual ... op. cit.*

- The support teacher had to be a multifaceted figure who could deal with the pedagogical and non-rehabilitative pedagogical point of view of all possible disability situations that children could enter in normal classes.¹

The introduction of the support teacher, despite having been a key element in the integration of children with disabilities in the school, has been affected and continues to suffer from the same difficulties as integration by suffering contradictions in legislation and ambiguities such as continence. In the class that is still not well understood today by curriculum teachers and also with a little recognized professionalism compared to other colleagues.

Without doubt, the support teacher is formed as a mediation between the disabled pupil and the rest of the school, in favour of the child's insertion.²

The formation of a support teacher should not be considered as an "addiction" to the general classroom teacher training but must have a well-defined structure with specific skills and we will see how this will evolve over time.³

On January 4, 1988, the C.M. n. 1 concerning the issues related to the school continuity of disabled pupils; This topic is also addressed in the socio-sanitary field.

It must be borne in mind that educational continuity presents some difficulties as the child's biological psychological development also has a continuity that can undergo changes. It is therefore important that the support teacher combines the psychological, educational, methodological and didactic skills acquired between one order and the other in the school, for a passage of the pupil with fewer possible difficulties.⁴

In recent years the support teacher's figure is very much debated with regard to his formation, so the D.M. Of 14 June 1988, which again defines the curricula of the polyvalent specialization courses for the training of the teaching staff. Some of the teacher's features are a good methodological preparation and the ability to know how to evaluate, plan, have a good educational training gained through apprenticeship and a highly pedagogical competence. He must also have good communication skills with other colleagues and educators and be a reference point for the educational project of the disabled pupil.

This Decree seeks to highlight how the certified pupil should be included in a project that involves not only the support teacher but also the class teachers and all the other operators so that the pupil and the teacher of Support are not isolated.⁵

In C.M. n. 184 of July 13, 1991, further features of the support teacher profile such as co-operation with colleagues, the class council and the working group are provided to carry out the educational project, the competence to draw up the educational path, responsibility with the Class program colleagues collaborate with families and social and healthcare structures.⁶

It is further specified that support teachers are part of the circular staff and assume ownership and address the issue of derogations for particularly severe handicap cases for which functional diagnosis requires particularly careful and detailed individualization programming.

This circular deals with the following aspects that must characterize the teaching profession: it is required to collaborate with colleagues, with the class council, with the Working Group on the Handicap to draw up the Individual Educational Project of the Disabled; Must have the didactic and educational skills to set up the pupils' school path; Must have the co-responsibility of the class with other colleagues; Is required to maintain collaborative tasks with the USL of the territory belonging to the disabled child and the family.⁷

¹ V. Piazza, *The Supporting Teacher. Technical skills and emotional aspects*, Erickson, Trento, 2009.

² See B. Vertecchi, (edited by), *The Century of the School ... op. cit.*

³ See P. Bosio I. Menegoi Buzzi, (ed.), *School and Diversity in Europe ... op. cit.*

⁴ See B. Vertecchi, (edited by), *The Century of the School ... op. cit.*

⁵ See L. Trisciuzzi, *Teaching Manual ... op. cit.*

⁶ European Agency for Development in Special Needs Education, a study report titled "Organization of Support for Teachers Working on Special Needs in Common Education. Trends in 17 European Countries", 2003.

⁷ A. Lascioli, M. Onder, *Teaching in Global Society. What training for teachers in a European perspective?*, ISRE - Journal of Education, Communication and Educational Research, 2010, XVII, n. 3, pp. 31-46.

A look at the inclusion and training of specialized teachers

From the Study Relationship to the Organization of Support for Teachers Working with Special Needs in Common Education, drawn up by researchers at the European Disability Insurance Agency, the need for support is not only centered on As it requires essays addressed to curricular insiders with the aim of helping them to improve specific treatment skills and management of special educational needs in the classes.¹

The distinction between ordinary teachers (without specific training on inclusion issues) and specialized teachers (with a specialization degree for support) has generated the distinction between classroom students and students Special students. In fact, reality is very complex and varied, especially if you look at the world of school today.²

Here it is found that special subjects also have normal needs and that even regular students may have special educational needs. Ignoring this circumstance leads us to believe that solutions to problems can also follow the same logic, that is, for special pupils extraordinary solutions and ordinary students ordinary solutions.

An incorporated school system can only be created if the common schools become more inclusive. In other words, if they are better in educating all children of their co-existence.³

The curriculum of the first-level school teachers was initiated for the first time in 2000-2001, so three years after the D.M. Of 26 May 1998, which provided for the establishment of the Bachelor's Degree in Educational Sciences, in correspondence of the first enrollment of students to the second biennium of the university, with 6 disciplines relating to Special Pedagogy, 6 laboratories, 100 hours Specialized training, of which 50 direct and 50 apprenticeships, all organized in two semesters. Subsequently, changes were made to the curriculum, both in terms of co-op and support, especially with regard to the internship.

Undoubtedly, the support teacher's figure must increasingly respond to the special educational needs that the disabled pupils need, and therefore the initial formulation such as the one in the process becomes more and more important to acquire an adequate professionalism.

This course of study has ultimately led to a qualification of the role of primary school teacher and also of support, which had been lost in time, as it allowed those who wanted to undertake this work path to appropriate adequate knowledge in psycho-educational, communicative And relational, increasingly needed to address the problems of all pupils.⁴

On 10 September 2010, the Legislative Decree no. 249 by Minister Gelmini, concerning the definition of the discipline of the requirements and the modalities of the initial training of the teachers of the elementary school and the primary and secondary schools of the first and second grade, radically changing the teacher training system.

The Bachelor of Science in Education, compulsory for the education of primary and secondary school teachers, passes from four to five years in a single cycle.

In the course provided for curriculum teachers, 31 Cfus are required on special educational issues and 75 hours of apprenticeship with disabled pupils. In order to gain support on the support, pending future changes, even teachers who already have the common path, are expected another year of study formed from 60 Cfu.

It is an important novelty to foresee in the 31 Cfu study on special educational needs, as just as underlined in framework Law 104/92, the pupil can not belong to the teaching teacher but is included in the class and therefore is of all the teachers as the companions, as in turn the support teacher is contests with the classmates and hence responsible for all pupils.

At present, the support teacher must have an appropriate preparation in the field of pedagogy and special education, must know how to use ICT (information and communication technologies), simulation, observational and experimental methods.

¹ Unesco, Policy Guidelines on Inclusion in Education, Paris, 2009.

² A. M. Favorini, Special Pedagogy and Teacher Training. Towards an Inclusive School, FrancoAngeli, Milan, 2009.

³ A. Canevaro, L. D'Alonzo, D. Janes, R. Caldin, (eds.), School Integration in Teacher Perception, Erickson, Trento, 2011.

⁴ Decree n. 254116/11/2012, National Guidelines for Early Childhood Education Curriculum.

He must be able to promote social relations between the disabled and the rest of his comrades, through communication strategies, psycho-motility, and play activities, and be able to put into practice actions.

The skills required of a teacher are increasingly complex and requires many years of preparation and is constantly being upgraded as the school has a large responsibility in the relationships of its pupils and society.¹

BES: new training frontier

A new season of reforms opens in 2012: New Guidelines for the Curriculum for the Children's School and the Early Learning Circuit; And the Ministerial Directive December 27, 2012 Intervention tools for pupils with special educational needs and territorial organization for school inclusion, to which was followed the note prot. 1551 of 27 June 2013 and subsequently the Ministerial Circular no. 8 of March 6, 2013 with the operational guidelines to be able to begin to work more coherently in the Annual Inclusion and Training Scheme (Inclusion Groups) within each school order, so To be able to provide a suitable pathway for the learning of those children that are defined as borderline, or in situations of learning difficulties or hyperactivity which do not fall into any DSM-IV diagnostic category, and that more and more Cause school disruption and consequently have a negative impact on the child's personal condition in the future and further aggravates the social and economic condition of our country.

Referring to the 2007 National Guidelines, we have now reached the current level of 2012, with the definitive text of the National Guidelines for the Curriculum of the Children's School and the Early Learning Circuit, henceforth Guidelines, issued by Decree n. 254 of November 16, 2012. The method adopted for the review, which received the appreciation of the school and the bodies consulted (June-July 2012), represents a major asset to start and creates the conditions for further development.

The New Indications feature a challenging school model, which is a compelling reference point, while respecting the free teaching initiative of teachers and the exercise of the design autonomy of individual schools. Documents, however, do not have an autonomous propulsion, they are likely to remain in the shadows and are not always properly known. Cultural investments must be made on them to seek to achieve that "continuous improvement of teaching", as requested by D.M. 254/2012, Article 3, which establishes a National Scientific Committee (CSN) "in charge of addressing, supporting and enhancing training and research initiatives, in order to increase the effectiveness of teaching in line with the aims and objectives set out In the indications".

The task of CSN, appointed by D.M. Of 19/3/2013, it is therefore mainly to accompany the Guidelines, particularly in their first application phase, so that schools and teachers familiarize themselves with their logic and translate it into everyday teaching practice.

School institutions are not simply called to use and make good use of the Guidelines, but they are required to carry out verification work, critical interpretation, and development of long-range action slopes.

So doing school today means connecting the complexity of radically new ways of learning with a day-to-day running of work, attentive to method, new media, and multi-dimensional research. At the same time, it means curing and consolidating basic skills and knowledge, which are indispensable because they are the foundation for conscious use of widespread knowledge and because they make early learning of all learning opportunities throughout life. And since relations with computer tools are still very uneven both among students and teachers, the learning and retraining skills of teachers and attention to access to new media becomes decisive. The prevalence of motivated, prepared teachers, attentive to the specifics of the children and the groups they care for, is an indispensable quality factor for building a friendly, well-organized, Able to arouse the trust of parents and the community. The teacher's educational style is inspired by criteria of listening, accompaniment, participatory interaction, communitarian mediation, with a continuous observation ability of the child, a causal part of his world, reading his discoveries, support and incapacity for the evolution of his learning towards more and more autonomous and connoisseur forms of co-openness. Design is expressed in the ability to give sense and intent on the interplay of spaces, times, routines and activities, to promote a coherent educational context through an appropriate pedagogical course.

¹ Miur Directive of 27/12/2012, "Intervention Tools for Students with Special Educational Needs and Territorial Organization for School Inclusion".

Teacher's professionalism is enriched through work-related work, continuing education, reflection on didactic practice, adult relationship with knowledge and culture. Building a professional, knowledge-intensive, community-based community is stimulated by the leadership role and by the presence of forms of pedagogical coordination.¹

The Ministerial Directive on BES on 21/11/2012 and then the Ministerial Circular on 22/11/2013 made explicit everything that teachers experience on a daily basis, ie the accentuated differentiation of the pupils present in the various classes that is not due solely to the presence of disability, disturbances in learning or the placement of pupils who are immune; The purpose of the Mixture Directive was to underscore the fact that there may be in our classes any school order with Special Needs, regardless of the condition of being certified rather than migrant.

In this way the focus shifted from the purely diagnostic dimension to the needs of the pupils and their well-being, which can be limited in time, as time-waning conditions, as they can be persistent over the years, and may therefore require special attention from the teachers precisely because they are dealing with Special Educational Needs to encourage the learning of the children themselves. Among other things, the normative reference issued by the Ministry also uses the school dropout rate that we are still at a relatively high level compared to other European countries, which unfortunately aggravates the social condition of our country as well as to the personal one. It is to be said, however, that as every novelty has caused countless criticisms, both by the teaching staff of every school order and the point of view of scientific co-existence, particularly from the category of Special Pedagogues of the various Italian Universities.

The opposite interpretations of the Directive oscillate between the thesis of unfair medicalization of many pupils and the argument for the adoption of the Diagnostic Model of the International Classification of Functioning (ICF) of the World Organization of Health.

It should also be noted, however, that in this legislation there is much more than legislative aspect, as in recent years we have always been noted in the various circles or laws as a bio-psycho-social approach since the ICF model from the MO. This is based on the context analysis and the operating profile, in order to identify the BES without precluding typing.²

In fact, in the school the teacher does not respond solely to himself and to his or her own. All the teachers are called together to build a coherent and unified project.

It is a complex and challenging work that sets in motion a dense network of relational dynamics and can not escape the conflict. Conflict, however, must not necessarily be lived in the negative, is part of life, is an element of enrichment if one can process it positively and remain in terms of social acceptability. It is an opportunity for growth and often allows a synthesis of ideas for better solutions. Collegiality in the exercise of the teaching function is one of the characteristics of today's school.

The transition from the classroom teacher to the primary school to the teaching group changed the professional model of the single teacher, who was responsible for his students. The teaching team, of which the support teacher is a full member, must be a collegiate system in which each member performs tasks, assumes specific functions, in the sense of co-responsibility and sharing.

The support teacher must have an indispensable ability, which would be the patrimony of all school teachers of every grade, that of being able to collaborate. It is crucial to learn from other people's experiences; Share and confront the frustrations that many times the job can afford; To be able to help curriculum teachers understand both the potential of a disabled learner and children and girls who experience learning difficulties or discomfort.

It is equally important that support is translated into a prevalent individual activity for people with disabilities. In the experience often there are support teachers coming out of the classroom with the disabled pupil, who spend much of the school time.

The "personalization" of educational and didactic action should not be separated from "socialization" with all the resulting clarifications and mediations. It would be desirable to increase the support of teaching staff, through the enhancement of

¹ D. Innes, *The Evolution of the Supporting Teacher. Towards an Inclusive Didactics*, Trento, Erickson, 2015

² R. Caldin, *The debate on "Good School" in Thinking the School in Today's Society*. *Teacher Training, Pedagogy Today*, vol. 2-2015

the best skills for coaching and tutoring. Initial training for all teachers capable of providing educational and teaching skills appropriate to ensuring a qualified job with diversity.

A more explicit integrated programming of services, actions, and interventions to transform school integration into the problem of the teacher as a problem for the entire school and social community.

The support teacher needs to know more than other teachers, as Roberta Caldin says, is an added value in the school, with skills and experiences to be put into practice with all pupils.

After this reflection, we analyze the recent situation that is outlining about the training of curricular and supportive teachers.

New perspectives for specialized teachers

A strong university specialization is needed to become a specific professional figure in all respects, who is steadily active in that role, guaranteeing continuity and not just a transitory function linked to a disabled individual. In perspective, one should speak of a variety of teacher specializations, on various educational, educational and organizational issues. A university specialization is based on the previous university course, and should articulate on the skills acquired for the first level degree. In recent years, we have been very much concerned about the skills of integrating and inclusion that each teacher should have at the end of his initial training course, but there are many differences between universities, depending on their importance attributed to inclusive processes.

The Law 107/2015 delegates to the Government to legislate on the initial training of future curricular and specialized teachers while addressing the theme of on-service training, continuous and mandatory for all teachers, with emphasis on more careful training in 'Inclusion and disability'. As indicated by each school institution in accordance with the Triennial Training Offer Plan, and with the results of the Improvement Plan, training courses are set up within the institution, by virtue of school autonomy.

The schools in the coming years through the good use of Triennial Training Offer Plans will have the opportunity to organize more flexibly to their needs, their pupils and their own territory by building project and laboratory pathways, adapting to the needs of all pupils.

Legislative Proposal C-2444, Rules for Improving the Quality of Inclusion of Pupils with Disabilities and Other Special Educational Needs submitted to the House by FISH and FAND, envisages deeply different university training courses to become specialized teachers As opposed to becoming curricular teachers. According to this proposal, primary and primary school teachers after the first three common years should attend a specific two-year period to become specialized teachers, for secondary school teachers after the three-year degree they would have a master degree on support.¹

As a support teacher, I believe, as many Special Education Professors who have expressed themselves in this regard in various SIPeS documents, that such a deep distinction in the university course can only lead us away from the path of inclusion of pupils with disabilities instead to favour it.

Recent Italian and international literature indicates that it is necessary to value the "functioning" of people with disabilities: in this sense, the training courses of the specialized teachers for support would therefore be foreseen through in- depth studies on school enrollment and education, Social inclusion, with a positive outlook highlighting the potential rather than the deficits by resorting to "specific mediators" (people and tools) that can support common and shared community-class activities.

Teacher specialization should not address issues such as those related to individual pathologies, as suggested by Law C-2444; These pathologies are different and always evolving: the figure of the specialist teacher for support activities is surely evolving and different ways may be the way to go, but it is indispensable that they are all in favor of inclusion and not in the direction of a Specialization closer to the medical one, as can be the case when it comes to "pathologies". It is likely that children with disabilities, in a school that promotes skills and develops a targeted curriculum, need specific attention in the learning process.

¹Online marketing form through web site optimization for search engines like Google, Bing, Yahoo etc.

The training currently provided through the annual specialization courses for support provides a sufficient amount of hours to train a good teacher capable of delivering significant and significant responses also to people with severe disabilities. It is imperative to create a continuous training system, capable of periodically offering service support teachers, modules and university courses able to update their special pedagogical knowledge. It is therefore proposed that the University organizes second-level Master's degrees that can complete the multi-faculty training of the specialized teacher for support (eg, with regard to sensory, behavioral, cognitive disabilities) and innovative methodologies. Their university education in the three-year course and in the course of the master degree (+ 2) they can benefit from modules and lessons aimed at special 60-credit basic training, capable of providing their professional background with educational skills that are appropriate to ensure a qualified job with disabled people.¹

At the heart of everything there are pupils, so it is crucial that the debate on the formation of future teachers be pursued by pursuing the purpose of inclusion, no one excluded.

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¹The online marketing form of search engines like Google, Bing, Yahoo etc.

Analyzing and Selecting a Suitable Media for Online Marketing

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Abstract

During the last years, the letter "E" has increased its importance not only in the world of information and communication technology (ICT), virtual businesses, and internet surfing but also in other sectors. It has become an important component for a considerable number of research fields such as in electronic marketing, electronic business, electronic finances, electronic trade, electronic distance learning, and electronic markets among others. The revolution in ICT has changed not only our lives but also the ways how people do business. Recently, it is noted that an increasing number of touristic operators use internet and other electronic media to achieve their marketing efforts by giving in this way priority to electronic marketing as a new philosophy and phenomena. Online marketing has as an aim to provide value to customers by using information technologies. It offers additions instruments to traditional marketing. Continues changes in online trade have a direct impact not only in instruments but also in the objectives and aims that require new tools and the usage of new strategies in order to be achieved. These factors (tools, objectives, aims and strategies) can be used to distinguish the instruments of online marketing from those of traditional marketing. To achieve this goal, traditional marketers use a variety of marketing variables including: price, advertising, distribution, product to satisfy actual and potential customers. Today, many organizations are spending more time and money to create online presence, creating of websites. In traditional marketing, the customer's role has been very passive, but today we can say that the world wide web uses the hypermedia concept which provides a more active role to the visitor of the web. Hypermedia means a variety of media content that can be accessed through hyperlinks and that can be used to conduct online marketing and to provide competitive advantages to the new economy. Studies suggest that technological advances have created new communication models and marketing channels that cause the greater impacts on marketing practices (e.g. the acceptance of electronic media as a living communication tool). This paper tries to present the concepts of Online Marketing and particular attention is provided to the manner on how to analyze which Kosovar or regional media on the Internet has greater visibility and what needs to be done to get the right attention of potential clients of our business.

Keywords: Marketing; internet; analysis; media; strategy; customers; information; communication.

Introduction

Over the recent years, digital marketing in internet, as a way of gaining attention in the market, has become an essential part of any successful business - no matter how large the business is.

The attraction of attention is a necessary ingredient for an effective advertisement. As a challenge still continues to be the issues on how to reach the maximum attractiveness of the customers, namely target customers. Today, the market to gain the attention of the consumers has become very competitive, as such this attention can be considered as a special monetary value. So, it can be considered that the market attention is a currency in itself.

Some authors define the online marketing as the achievement of marketing objectives by applying digital technologies, so it can efficiently identify, anticipate and satisfy the customer needs (Smith and Chaffey, 2005). Others, define it as the sum of all business activities conducted through the internet in order to find, locate, attract and retain customers (Kotler, 2000). While some others define the online marketing as a joint product of modern communications technology and old principles of marketing that organizations have used (Hall and Lieberman, 2012).

All these definitions can be summarized in a single slogan: "Online marketing is the marketing which uses the Internet as a media manifestation".

These definitions emphasize all the activities through the world wide web which aim at

- Building communities that have or share common values;
- Provide powerful connections with current and potential customers;
- Attracting new businesses – retaining the current business;
- Building the identity of the brand;
- Ensuring cooperation between organizations and their partners.

Online Marketing is a process that builds and maintains customer relationships through on-line activities to facilitate the exchange of ideas, products, and services that satisfy the goals of both parties. This definition includes five basic components: the process, building and maintaining customer relationships, online, the exchange, meeting the objectives of both parties.

The goal of the marketing is to build and maintain the relationship with customers. However, it is highly important to emphasise that the goal of the online marketing is not only to build relationships with online customers but also to build the off-line relationships. The online marketing program is part of a broader campaign to satisfy customers who use both on-line and off-line services.

From its self definition, online marketing is related with those people who have internet access. Despite all this we can see that the success of an online marketing program depends also on the tools of traditional marketing.

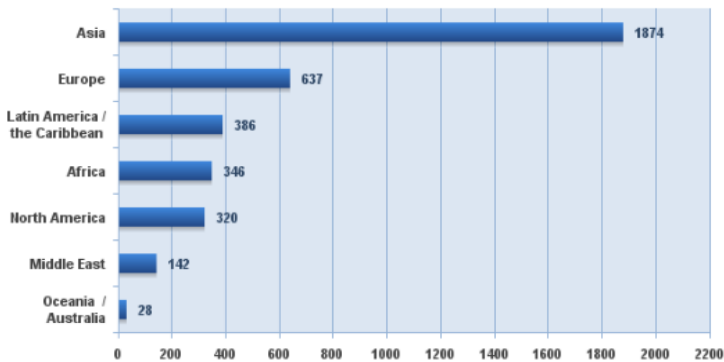
The understanding of the functions, the potentials and the benefits of online marketing would be necessary in the conditions of high competition (Stokes, 2010). Online marketing is an interactive system that allows measurable activities and that can be directed directly to the consumer (Bagwel, 2005). Moreover, the customer can choose the time and place where he wants to collaborate with the systems in the Internet. The marketing is traditionally considered as an organizational function, in other words, a whole set of processes for creating, communicating and distributing value to customers, and managing customer relationships by providing benefits for both parties. However, the question is: Is marketing simply a function within the firm or is it a philosophy or is it a whole set of related activities?

2. Marketing through internet

Traditionally, marketing is considered as a function of organization, in other words, a whole set of processes to create, to communicate and to distribute value to consumers and to manage the relationships with customers by providing benefits for both parties involved in the process (Smith and Chaffey, 2005).

Nowadays, in the age of globalization, internet is playing an essential role in all aspects of human life, including business. Today, it is thought that there are more than 3 billion users of internet in the world. Out of this number, 604 million Internet users come from Europe. On the other hand, the statistics for the region suggest that also in this part of the world there exists a considerable number of people who use internet. E.g. in Kosovo is estimated that the internet is used by over 1.4 million users, approximately 78% of the population (Internet World Stat, 2015). In neighbouring countries, such as in Albania there are over 1.8 million users while in Macedonia about 1.3 million users etc (Internet World Stat, 2015).

Figure 1: Internet users in the World according to geographic regions, in millions, as of 25 March, 2017



Source: Internet World Stats, 2017

As result, online marketing is considered as a co-operating system that enables the development of measurable activities. Such kind of marketing can be directed directly to the customer.

Marketing in the internet represents the achievement of marketing objectives by applying digital technologies, so it can efficiently identify, forecast and satisfy customer needs. This kind of marketing uses the internet as a medium of manifestation in order to find, to locate, or to maintain its consumers. It is a kind of union of contemporary technology of communication with the existing classical marketing principles, trying to build and maintain relationships with consumers through online activities. This kind of marketing offers great opportunities for businesses and removes time and space boundaries and as a result has an effect on international trade. Also with this marketing are removed the economic, political, religious restrictions that are raised from different countries

The advantages of online marketing

Web-based marketing, known as E-Marketing (online marketing), distributes the information regarding the product or service to the global audience at a much lower cost. It also can be said that the communicating with the audience, in contrast to traditional marketing, can not only be solved easily (easy targeting of specific groups), but such communication can be done in two directions.

What makes this type of marketing important is that it can measure how much and where it has distributed the information related to business activity. Therefore, also different decisions can be taken based on up-to-date, realistic and quality results.

Figure 1: Visitors of the site Mjellma.net by countries for the period from 1 to 26 December 2015

Country ?	Sessions ? ↓	% New Sessions ?	New Users ?
	33,755 % of Total: 100.00% (33,755)	40.52% Avg for View: 40.44% (0.20%)	13,678 % of Total: 100.20% (13,651)
1. Kosovo	23,065 (68.33%)	37.98%	8,761 (64.05%)
2. Albania	4,025 (11.92%)	52.65%	2,119 (15.49%)
3. Macedonia (FYROM)	3,959 (11.73%)	36.70%	1,453 (10.62%)
4. Serbia	472 (1.40%)	31.99%	151 (1.10%)
5. Israel	395 (1.17%)	32.41%	128 (0.94%)
6. Germany	293 (0.87%)	68.60%	201 (1.47%)
7. United Kingdom	241 (0.71%)	42.74%	103 (0.75%)
8. United States	180 (0.53%)	82.78%	149 (1.09%)
9. France	140 (0.41%)	46.43%	65 (0.48%)
10. Philippines	140 (0.41%)	30.71%	43 (0.31%)

Source: Statistics are generated based on site visits under the "Google Analytics"

1.2 Forms of Online Marketing

While the traditional forms of marketing are: TV, radio, magazines, newsletters, brochures, catalogues, posters, billboards and other printed forms, online marketing is in the forms of: business websites, video marketing, content marketing, social networking, advertisements across other web sites, email marketing, marketing through recommendation, search engine optimization (SEO)¹, search engine marketing (SEM)², etc.

Business Websites: every serious business that seeks to have a stable market should have its own websites in its domain. The site domain is the registered name of the site that enables the customer to access the business site and to gain various information. Business websites must be up-to-date with information and provide two-way communication. At least they should contain a contact form with site visitors.

Internet Video Marketing: presents the internet marketing process for the promotion of services, products and other relevant information for the business through video materials launched on sites or on certain internet channels, such as Youtube, Vimeo etc.

Content marketing: is a process of digital marketing through the creation of different special content such as: articles, billboards, electronic books, network guides, info-graphics, etc., so that the business can get the attention of as many consumers as possible.

Recommendative Marketing: it is a kind of marketing that is used when the business offers different rewards to clients who recommend to their friends the product or service of the business. For example, as a reward can be the extensions of the use of a free antivirus. If this product is recommended and used by 5 friends, the business rewards the customers with a 1 year free use license. For 10 friends 2 years, for 15 friends 3 years and so on.

Email Marketing: is a direct form of network marketing by sending direct messages to one or more customers via email.

Marketing on social networks: means trying to attract the attention of the visitors through the launching of the information in social networks for different products, service, brands, companies etc. The most sophisticated social networks are: Facebook, Twitter, Youtube, LinkedIn, Google Plus, Instagram, My Space, Pinterest, Snap Chat, Viber, Skype etc.

¹The number for Kosovo may be higher since Kosovo was just recently been added to the list of states by Facebook.

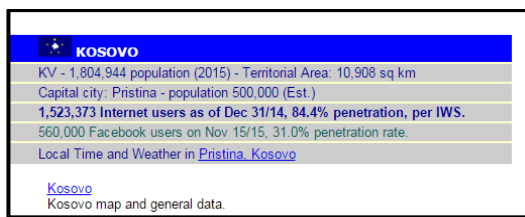
²The Website of Indeksonline.net, visited on December 28th, 2015

According to the statistics portal Statista, the most popular social networks in the world as of November 2015, are (Statista,2015):

Facebook (USA) with 1.55 billion users;
WhatsApp (USA) with 900 million users;
Qzone (China) with 653 million users;
Instagram (USA) with 400 million users;
Twitter (USA) with 316 million users;
Skype (USA) with 300 million users;
Viber (USA) with 249 million users.

Again, according to the Internet World Stats website, Facebook accounts for about 560 thousand users in the Republic of Kosovo¹, over 1 million users in Albania and over 960 thousand users in Macedonia (Internet World Stats, 2015).

Figure 2: General Data for the Republic of Kosovo, 2014-2015



KOSOVO
KV - 1,804,944 population (2015) - Territorial Area: 10,908 sq km
Capital city: Pristina - population 500,000 (Est.)
1,523,373 Internet users as of Dec 31/14, 84.4% penetration, per IWS.
560,000 Facebook users on Nov 15/15, 31.0% penetration rate.
Local Time and Weather in Pristina, Kosovo
Kosovo Kosovo map and general data.

Source: Internet World Stats, 2015

SEM Marketing (Search Engine Marketing) is a service offered by search engines such as Google, Bing, Yahoo, etc. to promote and to increase the visibility of the business websites. As an example is when the user writes the name of the business in the search engine, e.g. Google, and immediately the search engine finds the website of the business. Then the advertisement of the site, next to the information when requesting a certain key word regarding the similarity of business, country, product etc.

SEO (Search Engine Optimization) is the technique and strategy for improving the visibility of the business site on the search engines. Usually it is accomplished by analyzing and adjusting the keywords that are in the head of the page, which are not visible for the users. Also, in order to improve the visibility often this form of network marketing is combined with marketing through content creation.

Example of Keywords from the index page portal portal, located in the code within the pages²:

```
<metaname="keywords" content="news, kosovo, albania, world, economy, politics, indeksonline, index, indexonline, index online">
```

Source: Web Site of indeksonline.net, 2015

Advertising on the site is known as a form of internet marketing which happens when on the web site, usually in the website of portals, is placed a banner with graphical, textual or combined content, in order to promote business's product, services, etc. Usually, the websites where this type of network marketing is applied are of regional or local character and have a large number of visitors.

Such web sites in Kosovo are: rtklive.com, telegrafi.com, time.net, infopress.com, gazetaexpress.com, indeksonline.net, zëri.info, kosovasot.info, kosovapress.com etc.

Figure 3: Advertising in the forms of banners in the web site of the Newspaper "Express"

¹According to SimilarWeb.com [last accessed on 28 December 2015]

² According Alex a.com [last accessed 28 December 2015]



Source: Newspapers “Express”, 2015

The Analyze of Online Activities of a Business

Before it is decided regarding the business marketing, it is needed to conduct a series of analyzes that can be done by using manuals extracted one by one as well as automated or by using any paid service in order to conduct this analysis.

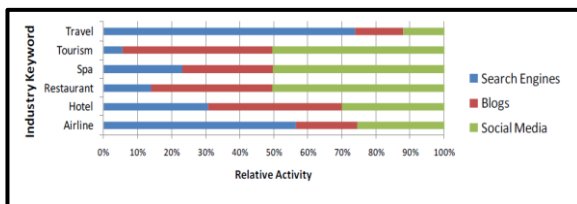
For example, if the business is a trade centre with branches throughout Kosovo, firstly is needed to be analyzed which internet site has conversations and writing activities for this area (e.g. trade centres), then are analyzed the web sites of electronic media such as portals, newspapers’ and televisions’ sites that have a large number of visits related with what ads they contain in this period, how they are ranked based on the number of visits and online traffic, from which places the site is most visited. Then we analyze the web sites of competitors, their traffic regarding online visits, the promotion of those websites, etc.

2.1. Determining the place where most of the activity for business products and services is happening

Initially, the analysis regarding the place where it is most appropriate to promote a product, service or business in the Internet, begins with the question: Where is the business network or industry most active in network activity? Where is talked more about these jobs? Are search engines? Are the blogs? Social media? (Misini, 2012).

The analysis on this topic is carried out by gathering information in Internet. Additional information can be gathered from the web sites that provide various statistics related to business topics. There are even web applications that process information into graphs. Such an application is the HubSpot.com

Figure 4: Information chart for some keywords and conversation activity digital media



Source: HubSpot, 2015

2.2. The measurement of detailed activity and of competition

Among the other analyzes that need to be carried out in detail is also the analysis of the internet activities of the competitors. One of the steps to do this analyze is to look at the rankings and the traffic of the competitors’ websites in the region or in the local market. This analysis can be done by using any of the free services offered by sites such as: *alexa.com*, *compete.com*, *similarweb.com*, *feedcompare.com*.

Figure 5: The analysis of the online traffic of the websites of some Trading Centres in Kosovo

Sorted by:	Showing:	Marketing Grade	Traffic Rank	Indexed Pages	Linking Domains	mozRank
Last report date		43	5,967,099	76	9	4.2
albigroup.com Updated 12/28/2015		34	9,810,503	53	7	5.4
minimax-ks.com Updated 12/28/2015		35	3,786,219	67	7	3.8
etc-ks.com Updated 12/28/2015		10	6,094,404	10	3	3.5
abi-center.com Updated 12/28/2015		30	13,836,663	22	4	2.6
euro-food.org Updated 12/28/2015						

3. The formulation of the network marketing strategy

The formulation of the network marketing strategy regarding on which internet channel the business is going to operate, is carried out in several steps (Hall and Lieberman, 2013):

- Setting the goal
- Identifying the target
- Studying the current clients
- Identifying the competitors
- Setting the strategy
- Tracking the results

Setting the Goal

Network marketing can do a lot work for the business. But firstly we must clearly define the goal. Usually we choose one or two goals, e.g.

We want to attract more visitors to our web site.

We would like to collect more email addresses from clients to send to them news and daily/weekly offers.

Once the goal is set, the process continues with the other steps that help to achieve this goal.

Identifying the target customers

In this step, is formulated the type of customers the business wants to have. What do they like? What are their problems? How do they make the orders? Have they previously bought from the competitors? In the process of identifying the target customers are also considered their gender, age, location, hobbies etc. All of this information helps to determine the best way on how to reach out the targeted customers.

Studying the current clients

This step can be done by directly asking the questions, e.g.: How did they find the business web site? Or, do they know that on the business web site they can get the latest information. In addition, the customers can be invited to complete a questionnaire that we have already published on the web site from where we will learn about their desires, requests, suggestions, etc.

Identifying the competitors

It is highly important to identify what are the competitors promoting competition and how are they gaining the attention of the customers attention. This information can greatly help the business to create a unique approach on how to gain the customer attention.

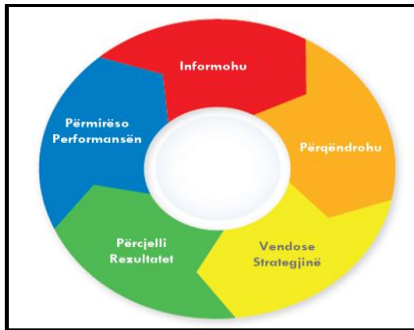
Setting the Strategy

In order to dramatically improve the result of a marketing strategy it is necessary to do the previously mentioned analyzes and to design a plan. Usually we choose one or two tactics that will work within our marketing budget and which have a meaning for our audience. Then it is necessary to dedicate the rest of the efforts to effectively manage this strategy. Many experts of internet marketing use the approach known as "test and edit" to get the highest results.

Tracking the results

Network marketing (online marketing) makes it easy to measure and track results. This measurement is carried out by closely following the responses, reactions, customer visits in our business. Through monitoring, measuring and analyzing the data in the network related to our customers we can make decisions such as: in which programs is needed to increase the investments, which programs do not function well, which form of network marketing works better, where to focus the information and newsletters for the business, product or service.

Figure 6: The circle of marketing strategy formulation in the network



Source: Hall and Lieberman, 2013

The statistical analysis of regional and local portals

It is understood that before deciding to advertise our product, service or business on any regional or local portal on the internet, the people from the web portal marketing department along with the price list, may also request statistical information on site visits on daily or monthly basis. However the statistics sent from the portals, may be swollen. So we decide to conduct the analysis regarding which web portals have more visits and from which countries.

The analyzes related to these online portals can be done using the services provided by many specialized websites for this purpose. The questions that are of interest for us at this stage of the analysis are:

Who are the top 10 portals or web sites that have the most visits in the markets where the product is placed or where our service is provided;

From which countries are mostly the visits;

What are the visit statistics for the last 3 or 6 month period.

Demography (gender, age, education, location) etc.

One of the sites that can help in the analysis for this purpose and which offer free information, is the Alexa.com site. Regarding a local example, ten pages with are mostly visited in Albania, according to the Alexa.com site, are:

Table 1: The 10 most visited sites in the Region

Gazetaexpress.com	Lajmi.net
Facebook.com	Koha.net
Google.com	Google.al
Youtube.com	Merrjep.com






Balkanweb.com

Top-channel.tv

Source: Alexa.com, 2015

In this page, Kosovo is still not listed as a state, so the potential customers that we may consider are from Albania and Serbia, since ISPs offering internet services in Kosovo, these internet connection are mostly through Albania and some through Serbia.

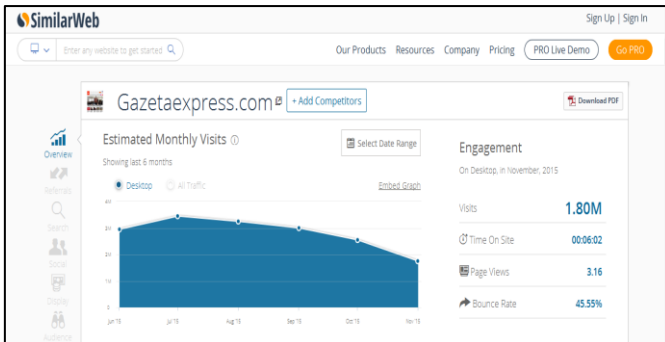
Figure 7: From which countries come the site visitors of Gazetaexpress.com and rankings in those countries

Country	Percent of Visitors	Rank in Country
 Albania	48.9%	1
 Germany	12.0%	398
 Switzerland	9.9%	69
 Denmark	5.8%	1,755
 Italy	4.3%	1,368

Source: Alaxa.com

A similar site that offers some free analysis is also SimilarWeb.com. Also this site confirms that the GazetaExpress.com is the most visited webpage in Albania. Above is presented an interesting graphic for visits in the last 6 months, how long visitors stay on the site, and what is the number of visits. For the period 15 October - 15 November 2015, this portal has been visited by 1.8 million visitors.

Figure 9: Some statistics on visits of Gazetaexpress.com



Source: Similarweb.com

Table 2: The position of some Kosovo portals according to visits and rankings in Albania and in the World

Position	Website / portal	Visits as of 1 November 2015 ¹ , in millions	Country Rank (in Albania) ²	Global Rank
1	Gazetaexpress.com	1.8	1	1,140
2	Koha.net	0.84	7	4,821

¹ Chadwick, Simon, *The Research Industry Grows Up – and Out*, Marketing News, p. 9, 1998

² This article is the result of the research project called: "Rationality and progress in science. A proposal for analogical rationality, from the epistemology of Evandro Agazzi" developed in the doctorate in Philosophy from the Pontificia Bolivariana University. This project is supported by the research directorate of the San Buenaventura University in Cali (Colombia). Cost Center number 34516035. Thanks to professor German Warrior Pine PhD who advised this doctoral research project.

3	Telegraf.com	1.6	14	20,893
4	Botasot.info	0.6	29	14,594
5	Indeksonline.net	0.36	80	67,377

Source: SimilarWeb.com

5. Recommendations

- The study has a strong practical orientation, building a profile of electronic services present on economic operators' websites to enhance customer satisfaction. So it is important to know what electronic services should a website contain from a consumer perspective in order to provide the best results.
- Despite the strategic importance of the Internet and website as a means of attracting and retaining consumers, understanding the needs of consumers in this area remains subject to study. However, these knowledge are valid mainly for operators, which have limited resources to undertake search or marketing campaigns.
- The field of electronic services can be considered as one of the fastest growing new search fields. There is still no common consensus as to how various electronic services affect perceptions or consumer behavior by different industries¹.
- The informational aspect of the website makes consumers get the right and timely information at any time, which is an important quality criterion.
- The success of e-marketing depends on electronic services. Despite the strategic importance of the Internet and website as a means of attracting and retaining consumers, understanding the needs of consumers in this area remains subject to study.
- The intensity and pressure of competition both inside and outside the country has increased considerably, therefore different companies should not rely solely on their assets but should be differentiated through electronic services to provide competitive advantages.

6. Conclusion

From all that was said on this paper we conclude that we need to increase the interest in advertising our activities through the internet. With this kind of marketing we make the right choice. The field of electronic services can be considered as one of the fastest growing new search fields. There is still no common consensus as to how different electronic services affect consumer perception or behavior in different industries. Internet enables us to advertise quickly worldwide, to anyone who is interested in our products or services. Online advertising is the best way to make our activity recognized, a new and extensive information tool that has been successfully applied for many years in all other countries of the world. Fortunately the same is happening now with Kosovo.

To advertise our online activity means to identify faster and more, meaning to be more successful than others, meaning to rank higher than others in the main search engines, meaning to have a bigger number of visitors, summing it all in one single sentence: the gateway that enables us to gain massive publicity.

Stop expensive advertising on TV and Radio, now we have the opportunity to pay cheaper and achieve a faster success. The Internet is increasingly becoming the main street of any business and business in the world.

Companies in Kosovo must definitely become part of this broader community, to be included in the new era of virtualization and contemporary technology. Now it is no longer difficult to open a business and advertise it with as little expense and make it as profitable as possible. Through technology, we can buy, sell, trade and compete with other firms. The newest form for a safer and more successful business is undoubtedly today Electronic Marketing.

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Napoleon Bonaparte: His Successes and Failures

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Abstract

Napoleon Bonaparte (1769-1821), also known as Napoleon I, was a French military leader and emperor who conquered much of Europe in the early 19th century. Born on the island of Corsica, Napoleon rapidly rose through the ranks of the military during the French Revolution (1789-1799). After seizing political power in France in a 1799 coup d'état, he crowned himself emperor in 1804. Shrewd, ambitious and a skilled military strategist, Napoleon successfully waged war against various coalitions of European nations and expanded his empire. However, after a disastrous French invasion of Russia in 1812, Napoleon abdicated the throne two years later and was exiled to the island of Elba. In 1815, he briefly returned to power in his Hundred Days campaign. After a crushing defeat at the Battle of Waterloo, he abdicated once again and was exiled to the remote island of Saint Helena, where he died at 51. Napoleon was responsible for spreading the values of the French Revolution to other countries, especially in legal reform and the abolition of serfdom. After the fall of Napoleon, not only was the Napoleonic Code retained by conquered countries including the Netherlands, Belgium, parts of Italy and Germany, but has been used as the basis of certain parts of law outside Europe including the Dominican Republic, the US state of Louisiana and the Canadian province of Quebec. The memory of Napoleon in Poland is favorable, for his support for independence and opposition to Russia, his legal code, the abolition of serfdom, and the introduction of modern middle class bureaucracies. The social structure of France changed little under the First Empire. It remained roughly what the Revolution had made it: a great mass of peasants [comprising](#) three-fourths of the population—about half of them works owners of their farms or sharecroppers and the other half with too little land for their own subsistence and hiring themselves out as laborers. Industry, stimulated by the war and the blockade of English goods, made remarkable progress in northern and eastern France, whence exports could be sent to central Europe; but it declined in the south and west because of the closing of the Mediterranean and the Atlantic. The great migrations from rural areas toward industry in the towns began only after 1815. The nobility would probably have declined more swiftly if Napoleon had not restored it, but it could never recover its former privileges. Finally we can say that many of the territories occupied by Napoleon during his Empire began to feel a new sense of nationalism.

Keywords: Military power, Brumaire, Abdication, War, Napoleonic Code, Metric system, Continental system, Campaign, Nationalism

Introduction

In the book 'The Rise of Napoleon Bonaparte' by Robert Asprey opined from the report of Napoleon's examiner (École Militaire, Paris, August 1785) that "...reserved and studious, he prefers study to any type of amusement, finding pleasure in the reading of good authors; very applied [to the study of] abstract sciences, little curious as the others, [having] a thorough knowledge of mathematics and geography; quiet, loving solitude, capricious, arrogant, extremely inclined to egoism, speaking little spirited in his answers, quick and harsh in his replies having much pride and boundless ambition, this young man deserves to be encouraged." Napoleon Bonaparte (1769-1821), also known as Napoleon I, was a French military leader and emperor who conquered much of Europe in the early 19th century. Born on the island of Corsica, Napoleon rapidly rose through the ranks of the military during the French Revolution (1789-1799). After seizing political power in France in a 1799 coup d'état, he crowned himself emperor in 1804. Shrewd, ambitious and a skilled military strategist, Napoleon successfully waged war against various coalitions of European nations and expanded his empire. However, after a disastrous French invasion of Russia in 1812, Napoleon abdicated the throne two years later and was exiled to the island

of Elba. In 1815, he briefly returned to power in his Hundred Days campaign. After a crushing defeat at the Battle of Waterloo, he abdicated once again and was exiled to the remote island of Saint Helena, where he died at 51. [1]

Napoleon's Education and Early Military Career

Napoleon Bonaparte was born on August 15, 1769, in Ajaccio, on the Mediterranean island of Corsica. He was the second of eight surviving children born to Carlo Buonaparte (1746-1785), a lawyer, and Letizia Romolino Buonaparte (1750-1836). Although his parents were members of the minor Corsican nobility, the family was not wealthy. The year before Napoleon's birth, France acquired Corsica from the city-state of Genoa, Italy. Napoleon later adopted a French spelling of his last name.

In 1799, during Napoleon's military campaign in Egypt, a French soldier named Pierre Francois Bouchard (1772-1832) discovered the Rosetta Stone. This artifact provided the key to cracking the code of Egyptian hieroglyphics, a written language that had been dead for almost 2,000 years.

As a boy, Napoleon attended school in mainland France, where he learned the French language, and went on to graduate from a French military academy in 1785. He then became a second lieutenant in an artillery regiment of the French army. The [French Revolution](#) [2] began in 1789, and within three years revolutionaries had overthrown the monarchy and proclaimed a French republic. During the early years of the revolution, Napoleon was largely on leave from the military and home in Corsica, where he became affiliated with the Jacobins, a pro-democracy political group. In 1793, following a clash with the nationalist Corsican governor, Pasquale Paoli (1725-1807), the Bonaparte family fled their native island for mainland France, where Napoleon returned to military duty.

In France, Napoleon became associated with Augustin Robespierre (1763-1794), the brother of revolutionary leader Maximilien Robespierre (1758-1794), a Jacobin who was a key force behind the Reign of Terror (1793-1794), [3] a period of violence against enemies of the revolution. During this time, Napoleon was promoted to the rank of brigadier general in the army. However, after Robespierre fell from power and was guillotined (along with Augustin) in July 1794, Napoleon was briefly put under house arrest for his ties to the brothers. In 1795, Napoleon helped suppress a royalist insurrection against the revolutionary government in Paris and was promoted to major general.

Napoleon's Rise to Power

Since 1792, France's revolutionary government had been engaged in military conflicts with various European nations. In 1796, Napoleon commanded a French army that defeated the larger armies of Austria, one of his country's primary rivals, in a series of battles in Italy. In 1797, France and Austria signed the Treaty of Campo Formio, resulting in territorial gains for the French.

The following year, the Directory, the five-person group that had governed France since 1795, offered to let Napoleon lead an invasion of England. Napoleon determined that France's naval forces were not yet ready to go up against the superior British Royal Navy. Instead, he proposed an invasion of Egypt in an effort to wipe out British trade routes with India. Napoleon's troops scored a victory against Egypt's military rulers, the Mamluks, at the Battle of the Pyramids [4] in July 1798; soon, however, his forces were stranded after his naval fleet was nearly decimated by the British at the Battle of the Nile in August 1798. In early 1799, Napoleon's army launched an invasion of Ottoman-ruled Syria, which ended with the failed siege of Acre, located in modern-day Israel. That summer, with the political situation in France marked by uncertainty, the ever-ambitious and cunning Napoleon opted to abandon his army in Egypt and return to France.

The Coup of 18 Brumaire

In November 1799, in an event known as the coup of 18 Brumaire, [5] Napoleon was part of a group that successfully overthrew the French Directory. The Directory was replaced with a three-member Consulate, and Napoleon became first consul, making him France's leading political figure. In June 1800, at the Battle of Marengo, Napoleon's forces defeated one of France's perennial enemies, the Austrians, and drove them out of Italy. The victory helped cement Napoleon's power as first consul. Additionally, with the Treaty of Amiens in 1802, the war-weary British agreed to peace with the French (although the peace would only last for a year).

In 1802, a constitutional amendment made Napoleon first consul for life. Two years later, in 1804, he crowned himself emperor of France in a lavish ceremony at the Cathedral of Notre Dame in Paris.

Napoleon's Marriages and Children

In 1796, Napoleon married Josephine de Beauharnais (1763-1814), a stylish widow six years his senior who had two teenage children. More than a decade later, in 1809, after Napoleon had no offspring of his own with Josephine, he had their marriage annulled so he could find a new wife and produce an heir. In 1810, he wed Marie Louise (1791-1847), the daughter of the emperor of Austria. The following year, she gave birth to their son, Napoleon François Joseph Charles Bonaparte (1811-1832), who became known as Napoleon II and was given the title king of Rome. In addition to his son with Marie Louise, Napoleon had several illegitimate children.

The Reign of Napoleon

From 1803 to 1815, France was engaged in the Napoleonic Wars, a series of major conflicts with various coalitions of European nations. In 1803, partly as a means to raise funds for future wars, Napoleon sold France's [Louisiana Territory](#) in North America to the newly independent United States for \$15 million, a transaction that later became known as the [Louisiana Purchase](#) [6].

In October 1805, the British wiped out Napoleon's fleet at the [Battle of Trafalgar](#) [7]. However, in December of that same year, Napoleon achieved what is considered to be one of his greatest victories at the Battle of Austerlitz, in which his army defeated the Austrians and Russians. The victory resulted in the dissolution of the Holy Roman Empire and the creation of the Confederation of the Rhine.

Beginning in 1806, Napoleon sought to wage large-scale economic warfare against Britain with the establishment of the so-called Continental System of European port blockades against British trade. In 1807, following Napoleon's defeat of the Russians at Friedland in Prussia, Alexander I (1777-1825) was forced to sign a peace settlement, the Treaty of Tilsit. In 1809, the French defeated the Austrians at the Battle of Wagram, resulting in further gains for Napoleon.

During these years, Napoleon reestablished a French aristocracy (eliminated in the French Revolution) and began handing out titles of nobility to his loyal friends and family as his empire continued to expand across much of western and central continental Europe.

Napoleon's Downfall and First Abdication

In 1810, Russia withdrew from the Continental System. In retaliation, Napoleon led a massive army into Russia in the summer of 1812. Rather than engaging the French in a full-scale battle, the Russians adopted a strategy of retreating whenever Napoleon's forces attempted to attack. As a result, Napoleon's troops trekked deeper into Russia despite being ill-prepared for an extended campaign. In September, both sides suffered heavy casualties in the indecisive Battle of Borodino. Napoleon's forces marched on to Moscow, only to discover almost the entire population evacuated. Retreating Russians set fires across the city in an effort to deprive enemy troops of supplies. After waiting a month for a surrender that never came, Napoleon, faced with the onset of the Russian winter, was forced to order his starving, exhausted army out of Moscow. During the disastrous retreat, his army suffered continual harassment from a suddenly aggressive and merciless Russian army. Of Napoleon's 600,000 troops who began the campaign, only an estimated 100,000 made it out of Russia.

At the same time as the catastrophic Russian invasion, French forces were engaged in the Peninsular War (1808-1814), which resulted in the Spanish and Portuguese, with assistance from the British, driving the French from the Iberian Peninsula. This loss was followed in 1813 by the [Battle of Leipzig](#) [8], also known as the Battle of Nations, in which Napoleon's forces were defeated by a coalition that included Austrian, Prussian, Russian and Swedish troops. Napoleon then retreated to France, and in March 1814 coalition forces captured Paris.

On April 6, 1814, Napoleon, then in his mid-40s, was forced to abdicate the throne. With the Treaty of Fontainebleau, he was exiled to Elba, a Mediterranean island off the coast of Italy. He was given sovereignty over the small island, while his wife and son went to Austria.

Hundred Days Campaign and Battle of Waterloo

On February 26, 1815, after less than a year in exile, Napoleon escaped Elba and sailed to the French mainland with a group of more than 1,000 supporters. On March 20, he returned to Paris, where he was welcomed by cheering crowds. The new king, Louis XVIII (1755-1824), fled, and Napoleon began what came to be known as his Hundred Days campaign. Upon Napoleon's return to France, a coalition of allies—the Austrians, British, Prussians and Russians—who considered the

French emperor an enemy began to prepare for war. Napoleon raised a new army and planned to strike preemptively, defeating the allied forces one by one before they could launch a united attack against him.

In June 1815, his forces invaded Belgium, where British and Prussian troops were stationed. On June 16, Napoleon's troops defeated the Prussians at the Battle of Ligny. However, two days later, on June 18, at the [Battle of Waterloo](#) [9] near Brussels, the French were crushed by the British, with assistance from the Prussians. On June 22, 1815, Napoleon was once again forced to abdicate.

Napoleon's Final Years

In October 1815, Napoleon was exiled to the remote, British-held island of Saint Helena, in the South Atlantic Ocean. He died there on May 5, 1821, at age 51, most likely from stomach cancer. (During his time in power, Napoleon often posed for paintings with his hand in his vest, leading to some speculation after his death that he had been plagued by stomach pain for years.) Napoleon was buried on the island despite his request to be laid to rest "on the banks of the Seine, among the French people I have loved so much." In 1840, his remains were returned to France and entombed in a crypt at Les Invalides in Paris, where other French military leaders are interred.

Successes of Napoleon Bonaparte

Various Reforms:

Napoleon instituted various reforms, such as higher education, a tax code, road and sewer systems, and established the Banque de France, the first central bank in French history. He negotiated the Concordat of 1801 with the Catholic Church, which sought to reconcile the mostly Catholic population to his regime. The Concordat of 1801 was an [agreement](#) between [Napoleon](#) and [Pope Pius VII](#), signed on 15 July 1801 in Paris [10]. It remained in effect until 1905. It sought national reconciliation between revolutionaries and Catholics and solidified the Roman Catholic Church as the majority church of France, with most of its civil status restored. The hostility of devout Catholics against the state had then largely been resolved. It did not restore the vast church lands and endowments that had been seized upon during the revolution and sold off. Catholic clergy returned from exile, or from hiding, and resumed their traditional positions in their traditional churches. Very few parishes continued to employ the priests who had accepted the [Civil Constitution of the Clergy](#) of the Revolutionary regime. While the Concordat restored much power to the papacy, the balance of church-state relations tilted firmly in Napoleon's favour. He selected the bishops and supervised church finances [11]. Napoleon and the pope both found the Concordat useful. Similar arrangements were made with the Church in territories controlled by Napoleon, especially Italy and Germany [12]

He dissolved the Holy Roman Empire prior to German Unification later in the 19th century. The sale of the Louisiana Territory to the United States doubled the size of the United States [13].

In May 1802, he instituted the Legion of Honour, a substitute for the old royalist decorations and orders of chivalry, to encourage civilian and military achievements; the order is still the highest decoration in France [14].

Napoleonic Code

Napoleon's set of civil laws, the *Code Civil*—now often known as the Napoleonic Code—was prepared by committees of legal experts under the supervision of Jean Jacques Régis de Cambacérès, the *Second Consul*. Napoleon participated actively in the sessions of the Council of State that revised the drafts. The development of the code was a fundamental change in the nature of the civil law legal system with its stress on clearly written and accessible law. Other codes ("Les cinq codes") were commissioned by Napoleon to codify criminal and commerce law; a Code of Criminal Instruction was published, which enacted rules of due process [15]. The Napoleonic code was adopted throughout much of Continental Europe, though only in the lands he conquered, and remained in force after Napoleon's defeat. Napoleon said: "My true glory is not to have won forty battles ... Waterloo will erase the memory of so many victories. ... But ... what will live forever is my Civil Code". The Code influences a quarter of the world's jurisdictions such as that of in Continental Europe, the Americas and Africa.

Dieter Langewiesche described the code as a "revolutionary project" which spurred the development of bourgeois society in Germany by the extension of the right to own property and acceleration towards the end of feudalism. Napoleon reorganized what had been the Holy Roman Empire, made up of more than a thousand entities into a more streamlined

forty-state Confederation of the Rhine; this provided the basis for the German Confederation and the unification of Germany in 1871[16].

The movement toward national unification in Italy was similarly precipitated by Napoleonic rule. These changes contributed to the development of nationalism and the nation state [17].

Napoleon implemented a wide array of liberal reforms in France and across Continental Europe, especially in Italy and Germany, as summarized by British historian Andrew Roberts:

The ideas that underpin our modern world—meritocracy, equality before the law, property rights, religious toleration, modern secular education, sound finances, and so on—were championed, consolidated, codified and geographically extended by Napoleon. To them he added a rational and efficient local administration, an end to rural banditry, the encouragement of science and the arts, the abolition of feudalism and the greatest codification of laws since the fall of the Roman Empire [18].

Napoleon directly overthrew feudal remains in much of western Continental Europe. He liberalized property laws, ended seigniorial dues, abolished the guild of merchants and craftsmen to facilitate entrepreneurship, legalised divorce, closed the Jewish ghettos and made Jews equal to everyone else. The Inquisition ended as did the Holy Roman Empire. The power of church courts and religious authority was sharply reduced and equality under the law was proclaimed for all men [19].

3. Warfare Policy

In the field of military organization, Napoleon borrowed from previous theorists such as Jacques Antoine Hippolyte, Comte de Guibert, and from the reforms of preceding French governments, and then developed much of what was already in place. He continued the policy, which emerged from the Revolution, of promotion based primarily on merit [20]. Corps replaced divisions as the largest army units, mobile artillery was integrated into reserve batteries, the staff system became more fluid and cavalry returned as an important formation in French military doctrine. These methods are now referred to as essential features of Napoleonic warfare. Though he consolidated the practice of modern conscription introduced by the Directory, one of the restored monarchy's first acts was to end it [21].

His opponents learned from Napoleon's innovations. The increased importance of artillery after 1807 stemmed from his creation of a highly mobile artillery force, the growth in artillery numbers, and changes in artillery practices. As a result of these factors, Napoleon, rather than relying on infantry to wear away the enemy's defenses, now could use massed artillery as a spearhead to pound a break in the enemy's line that was then exploited by supporting infantry and cavalry. Mc Conachy rejects the alternative theory that growing reliance on artillery by the French army beginning in 1807 was an outgrowth of the declining quality of the French infantry and, later, France's inferiority in cavalry numbers. Weapons and other kinds of military technology remained static through the Revolutionary and Napoleonic eras, but 18th-century operational mobility underwent change. Napoleon's biggest influence was in the conduct of warfare. Antoine-Henri Jomini explained Napoleon's methods in a widely used textbook that influenced all European and American armies. Napoleon was regarded by the influential military theorist Carl von Clausewitz as a genius in the operational art of war, and historians rank him as a great military commander.^[239] Wellington, when asked who the greatest general of the day was, answered: "In this age, in past ages, in any age, Napoleon".

Under Napoleon, a new emphasis towards the destruction, not just out maneuvering, of enemy armies emerged. Invasions of enemy territory occurred over broader fronts which made wars costlier and more decisive. The political effect of war increased; defeat for a European power meant more than the loss of isolated enclaves. Near-Carthaginian peaces intertwined whole national efforts, intensifying the Revolutionary phenomenon of total war[22].

Metric system

The official introduction of the metric system in September 1799 was unpopular in large sections of French society. Napoleon's rule greatly aided adoption of the new standard not only across France but also across the French sphere of influence. Napoleon took a retrograde step in 1812 when he passed legislation to introduce the *mesures usuelles* (traditional units of measurement) for retail trade[23] —a system of measure that resembled the pre-revolutionary units but were based on the kilogram and the metre; for example the *livre metrique* (metric pound) was 500 g instead of 489.5 g—the value of the *livre du roi* (the king's pound)[24]. Other units of measure were rounded in a similar manner prior to the definitive introduction of the metric system across parts of Europe in the middle of the 19th century [25].

Education

Napoleon's educational reforms laid the foundation of a modern system of education in France and throughout much of Europe. Napoleon synthesized the best academic elements from the *Ancien Régime*, The Enlightenment, and the Revolution, with the aim of establishing a stable, well-educated and prosperous society. He made French the only official language. He left some primary education in the hands of religious orders, but he offered public support to secondary education. Napoleon founded a number of state secondary schools (*lycées*) designed to produce a standardized education that was uniform across France. All students were taught the sciences along with modern and classical languages. Unlike the system during the *Ancien Régime*, religious topics did not dominate the curriculum, although they were present with the teachers from the clergy. Napoleon hoped to use religion to produce social stability [26]. He gave special attention to the advanced centers, such as the École Polytechnique, that provided both military expertise and state-of-the-art research in science [27] made some of the first efforts at establishing a system of secular and public education. The system featured scholarships and strict discipline, with the result being a French educational system that outperformed its European counterparts, many of which borrowed from the French system.

The Failure or Downfall of Napoleon

By 1808, Napoleon was so dominant in France and in Europe that no one prophesized about his downfall. However between 1808-1815, there was resistance against Napoleon that made his downfall inevitable. The factors that led to the downfall of Napoleon [28] were both internal and external, long term and immediate, his own making and circumstances beyond his control as seen below;

1. The continental system

The continental system which was designed by Napoleon to defeat Britain became a boomerang that finally led to his own downfall.

- The system denied Europe, France inclusive the British cheap goods yet of high quality. Many people had to oppose his policy leading to his downfall.
- The system led to famine, unemployment, inflation, starvation and decline in international trade. These conditions undermined Napoleon's earlier achievements hence his downfall
- The continental system led to the formation of the 4th and 5th coalitions that defeated Napoleon. That is to say the 4th coalition defeated Napoleon at the battle of Leipzig and imprisoned him at Elba. But Napoleon escaped and ruled for more 100 days. The 5th coalition was formed that defeated Napoleon at the battle of Waterloo and Napoleon was imprisoned in the island of St. Helena where he died in 1821.
- It made Napoleon impose heavy taxes to raise revenue to finance the continental system that was met with opposition
- Continental system made Napoleon to imprison the Pope hence loss of popularity especially from the Catholics
- It made Napoleon to get involved into peninsular war which he called the "Spanish ulcer that destroyed me"
- The continental system dragged Napoleon into the disastrous Moscow campaign where he lost over 580,000 troops.
- The system made Britain to spearhead and to mastermind most of the wars against Napoleon eg peninsular, 4th, 5th coalition etc

2. Imprisonment of the Pope

The continental systems made Napoleon to arrest and imprison the Pope. This was because the Pope complained bitterly about the side effects of the system over Rome, Italy and the entire Europe and he refused to implement it in the Papal States. Napoleon reacted by invading papal states, arrested the Pope and imprisoned him. This reduced his popularity among the Catholics in France and the whole Europe. This is why the alliance of catholic states like Austria, Prussia, Russia and Italy was formed against him hence his downfall

3. The peninsular war (1808-1814)

Napoleon's ambition to implement the continental system dragged him to the peninsular war which he called "an ulcer that destroyed me". The Portuguese and Spaniards turned and united against him at the battle of Trafalgar. This defeat proved to the world that Napoleon could be defeated, over 20,000 of his soldiers surrendered and it also weakened Napoleon's military strength. This led to the downfall of Napoleon in 1815

4. The Moscow campaign (1812)

The continental system entangled Napoleon into disastrous Moscow campaign which was the turning point in his military and political career in France and Europe. He experienced the heaviest military loss in the history of the world. It led to his downfall in that;

- He lost over 580,000 troops which weakened Napoleon military that is why he was defeated by the 4th and 5th coalitions
- European powers learnt that Napoleon was not untouchable, he could also be defeated
- It made a number of military officials to desert Napoleon. The heavy losses of the French soldiers, horses, conscription and over taxation forced Tallrand to join allied forces that defeated Napoleon
- The massive loss of 580,000 troops made Napoleon to resort to forceful recruitment, inexperienced, ill trained young men.

5. The British Naval superiority

Napoleon's lack of a strong navy relative to the British naval superiority led to his downfall. This explains why Napoleon was defeated at the battle of Trafalgar in 1805. By 1807, Napoleon had defeated nearly all European powers except Britain. This made Napoleon to;

- He had to resort to the continental system i.e. economic war to bring Britain to her knees
- The naval weakness partly accounts for the failure of the continental system
- It explains why Napoleon was defeated at the battle of Leipzig and Waterloo by the 4th and 5th coalitions. In these wars, Britain dominated mostly the sea
- All the wars fought against Napoleon were masterminded by Napoleon eg 3rd, 4th, 5th coalitions headed by Britain
- During the peninsular war, Britain took the advantage of her naval superiority to defeat Napoleon at the battle of Trafalgar

6. Overwhelming ambition

Napoleon was too ambitious and he wished to control the whole Europe. Napoleon's ambition could be gauged from his statement that "I have known the limits of my legs, I have known the limits of my eyes, I have never known the limit of my work." By 1812, he had forged the heterogeneous empire that was too big and too difficult to maintain by an individual. His ambition made him to fight endless wars. Its what made him to embark into the continental system which made his downfall inevitable by 1815.

7. The rise of European nationalism

The rise and growth of nationalism undermined Napoleon's effort to dominate Europe. Napoleon had sown seeds of nationalism by preaching the French revolutionary ideas of equality, liberty and fraternity. However, he contradicted his preaching by over taxing people in the conquered papal states. His attempt to create Bonaparte family rule (Bonapartism) over Europe made him very unpopular in Europe e.g. he imposed his brother Joseph Bonaparte in Spain, Louis Bonaparte in Holland and Jerome Bonaparte in West Phalia. Napoleon was seen as fooling Europe and this led to the rise of Nationalism leading to his downfall

8. The endless wars

Throughout his career, Napoleon was involved in several wars that greatly contributed to his downfall. In the process of fighting many wars, the quality and quantity of his army deteriorated (declined) and his military ability to fight against opponents reduced. Its true that Napoleon fought 60 battles (differently) and emerged victorious in 49. But the quality and quantity of his army declined that is why he was defeated at the battle of Trafalgar, Leipzig and Waterloo. In the peninsular

war, he lost 300,000, Moscow campaign 580,000 troops. He resorted to recruiting young boys of below 15 years and these ones could easily surrender to the opponents hence his defeat and downfall

9. His old age

By 1814, Napoleon had completely lost his sense of judgment due to brain depreciation that contributed to his downfall. Napoleon had fought too many wars to the extent that at the age of 45 years only, he appeared too old and exhausted. He was no longer capable of making proper judgment and planning. This is why he failed to foresee winter in Russia and he also foolishly relied on food from Russia during the peninsular war which actually made him to be defeated. His failure to use the former warfare and resorted to new tactics that led to his defeat at Leipzig and Waterloo hence his downfall

10. Economic decline in France

By 1815, the French economy had declined. The revolutionary and Napoleonic wars drained the French resources and caused socio-economic problems like industrial breakdown, unemployment, inflation, famine and starvation. Besides, the wars had isolated France from the rest of Europe. It made France unable to finance, arm, train and pay her soldiers which affected their performance and led to the defeat of Napoleon by the allied powers. This was made worse when Napoleon imposed heavy taxes in order to maintain his large army making him unpopular hence his downfall

11. The role of Britain

Britain played a very crucial role towards the downfall of Napoleon Bonaparte. She had the strongest economy, superior naval force, and she was the force behind the formation of all coalitions that were formed against Napoleon and France at large. It was the British navy that defeated Napoleon in the battle of Trafalgar. The need to defeat Britain dragged Napoleon into the continental system. The British supported and allied with states like Italy and German as such support gave them courage to resist Napoleon's rule and rise of nationalism. All these contributed to the downfall of Napoleon

12. Concert of Europe

Lastly, the alliance of Europe against Napoleon finally contributed to his downfall. Napoleon in his military career was never defeated by a single power. But when the European powers combined their resources and armies in the 4th coalition, it became too much for him to withstand and he was consequently defeated when he escaped from Elba, he ruled for 100 days and the 5th coalition was formed that defeated him.

Conclusion

Finally we can say that Napoleon Bonaparte was a legend in the European history for his works. But St Helena, Napoleon said, "Waterloo will erase the memory of all my victories". He was wrong. For better or eraser, he is best remembered as a general and a military genius, not for his enlightened government. Napoleon worked to restore stability to post-revolutionary France. He centralized the government; instituted reforms in such areas as banking and education; supported science and the arts; and sought to improve relations between his regime and the pope (who represented France's main religion, Catholicism), which had suffered during the revolution. One of his most significant accomplishments was the Napoleonic Code, which streamlined the French legal system and continues to form the foundation of French civil law to this day.

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Student Protagonism: the Use of Webquest as a Methodological Strategy in Teaching History

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Abstract

The teaching of history is strongly marked by the concern of building, beyond the factual knowledge, a critical conscience in the students. Alongside this, we live in a reality marked by the intense information flow, available through the new information technologies, particularly the internet. In this way, the following problem arises: how to combine this great amount of information with the construction of a critical conscience, based on reliable information? The present case study searches through the use of *WebQuests*, a strategy that favors the teaching-learning relationship, to support the development of reflection and criticism of both the teacher and the student. Since it allows the teacher to select the resources available in the world-wide web, being able to make possible the contact with instructional materials to the research group involved in this case, students of the second grade of the High School. I selected those that will in fact contribute to the construction of a trustworthy knowledge that stimulates the critical sense when comparing diverse sources and materials, in the midst of an active learning process. According to this teaching-learning perspective, teachers are no longer the main knowledge depository and become methodological consultants and mediators of knowledge. The research is defined as a descriptive and analytical qualitative study, based on a private school in the city of Londrina (Brazil). As a result, it will be verified if the students, after the use of *WebQuests*, understand the importance of conducting research in so-called trusted places, in addition to perceiving the contributions of the *WebQuest* in the classroom, validating it.

Keywords: Teaching-learning process, *WebQuests*, History

Introduction

Thinking about teaching nowadays requires searching for new alternatives to a very complex picture: in the midst of the great transformation brought about by the new communication and information technologies, how can the teacher make his class more meaningful, bringing the student to greater participation and making the educating agent builder of your knowledge? It is based on the premise that it is possible and necessary to combine such technologies with the teaching-learning process, and the present work reports and analyzes an experience made with the use of *WebQuest* in History classes. As a result, it will be verified if the students, after use, understand the importance of conducting research in so-called trusted places, in addition to perceiving the contributions of *WebQuest* in the classroom, validating it.

Thinking the teaching of History

Reflecting on how to give the teaching of a subject, through its theoretical and methodological requirements, as well as the objectives that must be achieved in the middle of the educational process of the school, of which the present work is concerned, demands a consideration, even though it's quite brief, of his own course as a science. Particularly in the case of History, which implies, like other human sciences, in a critical formation of the student, one must be aware of how this subject was conceived as a science, perceiving the necessity of the moment of its establishment and its objectives.

It can be said that the gain of a scientific status of the study of History in Brazil occurred in the first half of the nineteenth century. Brazil, made independent of Portugal in 1822, passed in this period by a great discussion in the intellectual circles about the formation of the nation. Much has been discussed, even in a very aggressive way, in the sense of understanding and, moreover, presenting projects on how Brazil should organize itself after more than three hundred years as a colony.

Initially, after the fall of the official censorship in 1821, such a debate gained prominence through the pages of the newspapers, a means of communication that was spreading strongly in the country at that moment and that was able to cover the most different political conceptions, ranging from a radical liberalism to the defense of a concentration of total power in the hands of the emperor Pedro I.

This discussion went through all the First Empire (1822 – 1831) and advanced, with mitigated power, through the Regencial Period (1831 – 1840) when deputies exercised their power in the name of Emperor Pedro II, still not old enough to take political control of the country. There have been a huge number of debates that have taken place in what was the most turbulent political period in the country's history, which saw the outbreak of several revolts that seriously endangered the Brazilian territorial unit. It was during this period that in 1838 the Brazilian Historical and Geographical Institute (IHGB) was established in Brazil, an institution designed to write an official history of the nation and to establish, in the midst of the various political and social conflicts that were taking place at that moment, the definitive image about what should be Brazil.

Paulo Knauss and Temístocles Cezar, in preface to the work of Manoel Luiz Salgado Guimarães, explain the importance that the writing of history gained at that moment, when postulating that,

"The process of constructing the idea of a Brazilian nation must be understood as an 'authentic state project', in which the literate elite and state agents (who, in most cases, became mingled) mobilized a series of political, economic, cultural and symbolic resources at the service of its creation" (2011, p. 12)

This image of the Brazilian nation, to be consolidated by the action of the Institute and its affiliates, would have the purpose of showing a united nation, composed by the presence of the "three races", as an event that, present in the past, could and should be taken as an example for the present and model for the future. Through the image of the union, it was sought to decompose the legitimacy of the movements that opposed the government and its mode of action. This ideological premise of the nation was sustained, throughout the Second Brazilian Empire (1840 – 1889), through the basis of the Romantic movement, which in Brazil gained some different contours of its European counterpart. According to Bernardo Ricupero (2004), Brazilian Romanticism "considers that the main characteristics of the Brazilian nation would be in the exuberant American nature, and in its original inhabitant, the Indian" (p. XXVIII). In the same way, while European romanticism was a reaction to the advance of capitalism and new social relations initiated there, in the Brazilian case such an economic and social system was viewed with sympathy, although there was a widespread fear about the slave, which explains, still according to Ricupero, that the black people almost does not appear the beginning of Romanticism.

Thus, it is understood that the initial objective of the study of history in Brazil was to build a nationalism that, starting from a concern of the State regarding to the political-social situation of the country, served as an agglutinating element of the population gathered here. Allied to this, the political measures taken by the emperor, along with the economic growth caused by the expansion of the coffee plantations, have made the country go through a stability that has extended for more than three decades. It was in the 1880s that a series of conflicts between political power, the Church and the military led to a seizure of power by the Army and the end of imperial government in Brazil.

Once the republican government has initiated, little changed in the understanding of what history would be and what its role in the formation of citizens. This discipline was understood as forming a patriotic feeling, based on the action of the great men of the government, in a perspective strongly aligned with positivism. Some changes have been felt, particularly with regard to the icons around which history should align. Circe Bittencourt (2011) points out that "the image of Tiradentes, recovered by the military at the end of the 19th century, began to become a national symbol, seeking to recall the event associating republic and freedom" (p. 73). However, as new heroes were listed and if one sought to associate civic rituals with historical remembrance with a militaristic tradition, there were no substantial changes in the interpretation of the meaning of history, or even of its form of teaching.

More significant transformations in the understanding of Brazil's past appeared in the 1930s, when Getúlio Vargas became the country's ruler. It was a time of changes from the economic point of view, with the effective beginning of national industrialization, as well as of social changes, with the increase of the working mass that came to live in the cities. The intellectuals of that time, checking the changes that took place, sought to understand the reason for the national "backwardness", in view of the other nations already industrialized and economically advanced. However, little criticism was the story still produced and thought, based on the premise of miscegenation as a constructor of Brazilian nationality,

whose most striking feature was its pacifism and tranquility. But this situation would change, such as taught Jaime Pinsky (2011),

"In the late 1950s, and even more so, in the early 1960s, concern for the sciences of society has expanded greatly. It was the time of the 'grassroots reforms', changes demanded by workers, students and middle-class sectors in order to modernize and democratize the country's wealth division" (p. 20).

These decades marked the beginning of the popular classes' access to formal education, particularly through the creation of night courses, which should serve to create a more qualified proletariat that could serve to occupy the jobs in the industries that spread in Brazil. Despite such a technicist view, advances were seen in the interpretation of history, with more emphasis on the study of the black people's condition and the history of their exploitation in Brazil. Many scholars appropriated Marxism at that moment and started to rewrite history from the objective material conditions to which the workers of the country were subjected.

However, such a change in the historical interpretation of Brazil was soon inhibited by the rise of the military to power in 1964. In a period characterized by the intense ideological dispute of the Cold War, it was up to the Brazilians, in line with US interests, to put away the socialist danger that was alleged to surround the government. To this end, the military took power to remove João Goulart from presidency, under the allegation of building a government with socialist characteristics. In this context, teaching was hard hit, and the changes that could have shifted from academic analysis to basic education were thwarted, with the permanence of a history seen as linear, progressive, "stories of kings, heroes, and battles, which reduced men to the category of tiny object in the universe of grandiose monsters that decide the path of humanity and the role of each of us, mere mortals" (Pinsky, 2011, 21). Reinforcing nationalism, such a view of history was still aligned with a notion of "banking knowledge", as Paulo Freire (2002, p. 13) would define, that is, a notion that the student would merely be the depository of knowledge to be there deposited by the educator.

However, this was not just a time of setbacks. There has been, though timidly, some advances, as Circe Bittencourt (2008) points out

"Criticism of teaching methods led educators in the late 1960s to put more emphasis on this aspect, and the renewal of teaching thus fell on methodological issues. The emphasis on the need for methodological renewal favored the emergence of proposals that separated teaching methods from explicit content" (p. 225).

Although the contents were at the moment in the service of the construction of a nationalistic imaginary, at least there was a concern about the "how to teach", more profitable than that concerning "what to teach". From this context, the use of, for example, audiovisual resources for the teaching of the humanities, since such an instrument would allow the understanding of a story not only narrated, but perceived as made by people who, in the midst of films and images projected, gained materiality. This appeal to the use of films and documentaries became productive also by allowing different readings about a given event to be confronted by the students. As Abud, Silva and Alves (2010) affirm, "if conceptions of the past are products of the present, films reveal in their interior interpretations that, contrary to historical knowledge created through research, different visions about the same facts" (p. 167). According to Bittencourt (2008), "directed studies, crossword puzzles and other word games corresponded to mnemonic techniques understood as 'innovative teaching methods'" (p. 226).

This renewal, although discreet, expanded in the 1980s, when the military regime established in the country began to lose its force and democratic openness began to impose itself as a necessity, since the so-called "socialist danger" was already gone away, the economic crisis and the denunciations of violence against civilians removed the legitimacy of the Armed Forces as political leaders. From 1985, with the election of Tancredo Neves, the country once again had a civil government, and political reorganization measures began to emerge, giving voice to several groups that couldn't manifest themselves until then. Their demands began to gain materiality with the Constituent Assembly which, in 1988, enacted a constitution quite advanced for the time in terms of social rights.

In the midst of this process, educational reforms have also gained momentum, both in the sense of renewing curriculum content and in regard to methodologies, since, "the teaching process is intrinsically linked to the social process and the modifications in one of them reflect and are reflected in the other" (Horn, Germinari, 2006, p.18). The advance of democracy, giving voice to many groups that were previously invisibilized, made it necessary to rethink both the content to

be apprehended by the students and how to get the student to get in touch with this knowledge, that is, it was sought a renewal that covered not only the curriculum but also the methodology used in the classes.

Circe Bittencourt (2008) also warns in this regard that the educator should have clear in his practice what is understood by "teaching methodology" (p. 226), since it differs from what can only be called "teaching technique". By teaching methodology can be understood a set of techniques whose execution is linked to the fulfillment of a specific pedagogical proposal, which pervades all instances of learning within an institution. Not just the execution of a lesson, but anything that can favor learning can and should be contemplated by this methodology. As for the teaching technique, it can be defined as a specific strategy, within which many different resources can be used, and whose objective will always be student learning.

In this way, it is not assumed that the use of a technique has value in itself, but that it is inserted in a process that crosses all the performance of the teacher and the very operation of the institution in which this educator is inserted.

Thus, we are living today in the wake of the transformations begun in the 1980s, permeated by one more fundamental element: the advent of the internet and the immense diffusion of information technologies. These have provided unprecedented access to information, which can be thought of both as an ally and as a constraint in the teaching-learning process. Allied in the sense that information now is all available online, since previously it would require long journeys to libraries or documentation centers and would require, either from the teacher or from the student, a great deal of work in locating, manipulating and finally acquiring such information, through books and documents present in such institutions. However, while facilitating access to information, such technologies make available to those who want to research a given subject a torrent of information whose truthfulness may be challenged, or that brings errors that, although small, can contribute to the construction of a distorted vision of certain subjects.

In this way, thinking about the use of the internet and its resources in the classroom is fundamental for the history professional, given the immense amount of sources, diverse documents and supporting texts that can be used in the teaching process. However, there is a constant struggle in this direction: many educators, in their lines or even in their writings, seem to be fully aware of the need for new methodologies that take on greater student protagonism, and even accept that the Internet can be a facilitator of this process. However, by actually putting their work into practice, these same educators maintain a more traditional class perspective, in the form of an expository class, without giving space for an effective participation of the student. Jaime Pinsky (2011) in a text that discusses the importance of history, points out this same incoherence when talking about a history understood only as "science of the past". In the words of the historian, "This conception of history, although much criticized 'in thesis' and resulting in jokes, is still used in practice by many historians, authors and professors, for whom to historicize is simply to report something that is already behind" (p. 9)

It is necessary, at a practical level, for a greater knowledge and even validation of these new methodologies so that, effectively, these changes that have been thought over the last three decades leave the level of the theory and reach its fullness as practice, so that the student cease to be treated as a receiver of ready knowledge and become himself the constructor of such ideas. According to Paulo Miceli, this

"can begin with what would be the reversal of a puzzle: the ready and finished event, which always composes an image that aspires to encompass the totality, must be decomposed to denounce viewers to the arbitrariness of their construct, as if one were showing the audience to the invisible threads that support the tricks of the illusionist - as supernatural as any of us" (2011, p. 45).

In a society in which the advancement of information technologies is inexorable, it is up to the educators to know and apply in their practice methodologies that allow the student to elaborate their knowledge. This does not mean that the teacher becomes expendable; on the contrary, its performance is of fundamental importance, but not as absolute holder of knowledge, but rather as mediator in this process of teaching and learning. In this process of mediation, many tools have been developed and applied effectively, showing that change is possible without the need for an absolute rupture, which could lead to the confrontation of the teachers with the new technologies and, therefore, put them away from this required transformation. The use of the *WebQuest* tool has become, more and more, an allied to the teachers in their classes and of course, in the history classes it could not be different, even going in the direction to allow the supervised autonomy of the students. To understand it in its importance and scope, it is necessary to understand that it forms part of the set known as active teaching-learning methodologies.

The active teaching-learning methodologies

We're living right now in a time of extreme technological development. The school of today requires changes in the posture of those involved in the teaching and learning process in order to favor the quality of the classes, as well as the teaching strategies, which support the reflection and criticism development of both the teacher and the student. The changes in the way of teaching and learning started happening since Information and Communication Technologies (ICT) began to integrate the activities in the classrooms. The technologies have allowed new enchantment in the school, opening their networks for students to interact and exchange experiences with other students from different places, countries or different realities.

"Students and teachers find numerous electronic libraries, online magazines, with many texts, images and sounds, which make it easier to prepare classes, do research and have attractive materials for presentation. The teacher may be closer to the student. You can receive messages with questions, you can pass on additional information to certain students. You can tailor your class to the pace of each student. The teaching-learning process can thus gain dynamism, innovation and unusual communication power". (Moran, 1995, p.25)

In this context it is necessary to situate some questions related to the objectives of the new technologies in the educational context. According to Barreto (2002), new technologies are those that are not confused with "old" ones: blackboard, notebook, pencil, pen, textbooks, etc. Such new technologies are information and communication technologies (ICT), in a formulation that demarcates their belonging to non-educational areas, in the sense of produced in the context of other social relations for other purposes.

The use of resources related to new information and communication technologies (ICT), such as simulators, virtual reality, mobile devices and even the simple use of cyberspace, has established itself as a new moment in the educational process. The flow and speed of network interactions and the collaborative purpose of information show a growing need for building new educational structures. Students no longer want to be passive in front of a television for example; his acting happens instantly via *Twitter* or sharing in networks like story of *Instagram*, *Facebook* or *Snapchat*. How to deal with this student in the classroom? According to Kenski (2012),

"The linear articulation of the classroom, in which the teacher only speaks, and then responds to the students' questions, does not always produce expected results. The students, especially the younger ones, scatter and start zapping in class. Their attention oscillates between the teacher's speech, the behavior of colleagues, the noises; they travel in thoughts" (p. 54)

According to Lévy (2007, p. 4), new ways of thinking and living are being elaborated in the world of telecommunications and information technology and with the range of technological devices and options to be worked in the classroom, the pedagogical and methodological practice of the teacher has to reinvent itself, becoming a constant awakening of new interests. It is no longer enough to change the chalk by the electronic board, the PowerPoint slides by the mirroring of digital didactic sequences, it is necessary to go beyond the universe of the classroom, to cross the walls of the school and to analyze, to punctuate the challenges, to discover the advantages and disadvantages of use of mobile technologies in virtual learning environments, since they are planned or incorporated in order to facilitate, support and extend the process of teaching learning inside and outside the school environment. In this way, the teacher becomes the moderator of the knowledge that the student will find in the different networks for pedagogical purposes.

WebQuest as a teaching-learning proposal

WebQuest is in line with proposals that have collaborative learning as a principle, since it is characterized by the active participation of the student in the learning process; by the mediation by teachers; by the collective construction of knowledge, the exchange between peers, the students' practical activities, their reflections, their debates and questions; by the interactivity between the different actors that act in the construction of knowledge; stimulation of expression and communication processes; development and evaluation of activities; the development of student autonomy in the teaching-learning process; the valuing of freedom with responsibility; commitment to authorship; by the valorization of the process and not of the product. According to Dodge (1995), the *WebQuests* are based on the conviction that we learn more and better with others, not individually. More significant learning is the result of acts of cooperation.

In addition, surfing the Internet is accessing a universe of information; is to favor the integration of interactive collaboration groups at any time or place - a factor that makes it different from any other technological innovation that has emerged in recent times and that has been leveraging Distance Education. Silva (2000) points out that the internet becomes a valuable repository for the search of information if used in the construction of knowledge, generating a rich interactive and motivating learning environment. In the same way, it can also be a distracting element of data collection without relevance or that do not add pedagogical quality to the designated use.

For this purpose, a methodological intervention of using Webquest in a History class is presented here. The objectives of this study are to present to High School students the use of active methodologies during History class focusing on the content about the transference of the Portuguese royal family to Brazil in 1808 and the consequences of D. João VI's government for the future of the country. In the context of historical learning about Brazil, using *Webquest* as a technological tool, it was sought to make the student understand the importance of the transfer of the Portuguese royal family as a decisive event for the independence of the country and its construction as a free nation.

According to Rocha (2007), the creation of the concept of Webquest arose from the need to make learners active agents of the teaching-learning process, removing from the teacher the image of the only source of knowledge in the classroom. In this way, Webquest has a structure that includes seven topics, defined by Abar and Barbosa (2008, p.21-35):

Introduction: briefly presents the subject and proposes questions that will base the evaluation process. It is the moment to arouse the students' curiosity in relation to the proposed theme.

Task: The task triggers a series of actions, about what to do. One should clearly propose the development of a creative product that will excite, motivate, and challenge students.

Process: describes how the task will be developed by the students and guides them in the information that needs to be present in the Process and in the Resources. The process describes step-by-step the activity dynamics, and the resources are information that allows you to complete the task.

Resources: in this section, the teacher provides students with the materials, previously selected on the internet, which can guide their study process. It is the moment of greater action of the educator, because it is up to him to choose which are the reliable sources that will guide the student through their work.

Evaluation: It must be presented to students with clarity how the outcome of the Task will be assessed and what factors will be considered indicative that it has been successfully completed. These criteria should be in accordance with your goals.

Conclusion: The conclusion sums up the purpose of what will be learned and signals how the student can begin to study the subject. It should be an invitation to learn more.

Credits: references to the authors of Webquest, to the school where it was elaborated, education level or age group to whom it is intended, the making or updating and other information that may be useful to those who are using it.

According to the authors, the structure proposed above validates the proposal of an activity which has the characteristics of research in which, first, the student will become aware of the subject matter; then the objectives are defined; the plan of the actions that must be executed is made; and present the resources and sources necessary to carry out the actions, and finally present an object of study that will subsidize the evaluation process.

The structure of the Webquest used for the History class was discussed among the authors so that the students could follow according to the evaluative process that would be established there, since it was an activity to which the students must have access to Internet sites, previously designated by the authors to, from this point on, be able to execute it autonomously. The following is the model developed for this methodological proposal for the History class.

Applying the Webquest

The subject chosen was the transfer of the Portuguese royal family to Brazil in 1808 and the consequences of D. João VI's government for the future of the country. As Laurentino Gomes points out, such an event

"Occurred in one of the most exciting and revolutionary moments in Brazil and Portugal, where groups of such diverse interests as monarchists, republicans, federalists, separatists, abolitionists, traffickers and slave masters were opposed in a struggle for power that was to change radically the history of these two countries " (2007, p.20).

Among the various changes that are pointed out by the author, it may be noted that the government of D. João VI was responsible for breaking the Colonial Pact, by determining in January 1808, upon arrival in the country, the Opening of the Ports to the Friendly Nations. By allowing Brazil to trade with any nation that was not considered an enemy, since the old metropolis was occupied by Napoleon Bonaparte's forces, the king ended the most characteristic measure of the entire Colonial System, namely, the restriction of trade.

It can also be argued that this transfer was responsible for the creation of an urban and administrative infrastructure that the country did not have until then, given its colony position. Due to the need to organize and administer the Portuguese Empire, whose headquarters were in Rio de Janeiro, several government agencies and departments were created, among them the Royal Printing. This agency was responsible for the rupture with the lack of printed letters in Brazil, giving rise even to journalism in the country, a channel of communication through which there would be numerous political discussions.

But not only of creations and positive aspects has been marked the administration of D. João in America. In 1817, a great revolt, caused by poverty, droughts and high taxes, took place in the province of Pernambuco, questioning the government of Rio de Janeiro and seeking separation from Brazil. This *Revolução Pernambucana* was the most serious protest movement to the power of the king installed in the old colony until 1820, when, in Portugal, the *Revolução do Porto* began. This movement, fueled by Portuguese dissatisfaction with the absence of the king and his insistence on not returning to the country, even after the determinations of the Congress of Vienna, forced the monarch to return under penalty of losing his throne. In addition, the king was obliged to swear a constitution which was drawn up by these deputies, meeting in Lisbon, and who wished to limit his power so that other situations such as this did not happen again. Finally, this Revolution also sought to annul the advances that had been won in Brazil, with the intention of recolonizing the country, subjecting it again to the exploration that had characterized the last three centuries. It is from this perspective that in 1822 the movement led by D. Pedro led Brazil to gain its independence and become a free nation.

This brief introduction, regarding the subject addressed by the students in contact with *WebQuest*, is necessary for the understanding of the importance taken by such historical event in the development of the country. The history of Brazil at the beginning of the nineteenth century is the history of the achievements of D. João VI's government or its consequences, and the country's political emancipation was deeply linked to this event. Therefore, it is essential for students, when studying the emergence of Brazil as an independent nation, to understand this event as part of a larger process than that which occurred in 1822.

Based on the perception of such importance, some topics were selected to be studied by students. Firstly, we sought to situate the event of the transfer of the Portuguese royal family to Brazil within the European context of the late Eighteenth and early Nineteenth century, when the advance of the Napoleonic troops across Europe forced such a change. For this, a video, approximately two minutes, was selected on *YouTube* and staged by well known actors to the Brazilian public. This video explained the performance of Napoleon Bonaparte within Europe and why the Portuguese court moved to Brazil. This content was complemented with the reading of an article published by a magazine specialized in producing contents regarding History for the public unfamiliar with historical researches.

Secondly, a collection of images, available in an important news portal, was presented to the students, showing paintings depicting the main characters involved in such an event. The aim was to make concrete the figures that the students only heard or read about. Then, two other links led the students to have an overview of the process of installing the royal family in Brazil, showing the transformations brought by it. In this sense, two other links still guided the student by reading about the Opening of the Ports and the emergence of the press, points of outstanding relevance to subsequent events.

The students were then able to read about the protest movement that developed in Pernambuco, as well as about the *Revolução do Porto*, which constituted two more elements present in the resources available to students. Finally, the last link took the students to a set of four short videos, produced by Laurentino Gomes, which present an overview of such changes and their consequences for the independence of the country.

All of these materials whose links were made available through *WebQuest* provided students with a very broad view of the process we wanted to present. In addition, students were also instructed to use their textbooks if they felt it necessary to

supplement or clarify any question, just as research on other internet sites was also encouraged. For this research, the time of one class (70 minutes) was made available, and students could finish these readings at home. In the possession of such information, students should then produce other materials that would translate into their evaluation. Two were the productions requested from students: first, students should construct, in their notebooks, a conceptual map in their notebooks about the transfer of the Portuguese royal family and the government of D. João VI in Brazil. This strategy was used so that, through the materials consulted, the students could construct a diagram in which, by relating the concepts, they could also hierarchize the ideas and organize the studied content. This first assessment was proposed to students to be held collaboratively, although each student should have his own conceptual map in his notebook. This was assessed by the teacher through a resumption with the students and construction of the conceptual map in the board, from the information that was provided by the students.

Secondly, students were asked to produce, within a week, a video, lasting between five and eight minutes, illustrating the studied subject. Unlike the conceptual map, which would be in the students' possession and would serve for their particular consultation and study, the video would allow the teacher to evaluate the understanding that the students obtained at the end of this process. Students were instructed to freely produce the videos, using their creativity to expose the process that had been studied. In the following week, the videos were presented in the classroom, for the exhibition of the whole class and the authors involved in this work. Various strategies were used by the students, such as the presentation in the form of television news, stop-motion video or even in the form of interviews. The videos showed that, after reading, drawing up the concept map and taking it back in class, the students had appropriated such content, building in a mediated way the desired knowledge about such subject.

Lastly, students were offered a self-assessment, which sought to understand aspects such as: if students consider the Internet as a source of information and knowledge; if they understand the importance of using *WebQuest* in the classroom; if they believe that the knowledge building should start from the student; if they feel comfortable in relation to collaborative work and if they believe that the teacher should act as mediator in the teaching-learning process. These questions were presented to be evaluated according to the following gradations: "I fully agree", "I partially agree", "I cannot opine", "I partially disagree" and "I strongly disagree". One last question left some blank space for students to freely comment on their practice or use of the Internet as a source of research. The form was presented to students without the need for individual identification, which would allow them greater freedom when formulating observations about the use of the tool or the technologies in general. The data were collected using an online form, using Google Form, and the result of this self-assessment, as well as other considerations regarding the whole process are presented in the following section.

Final Considerations

The *WebQuest* whose application is discussed in this work was developed with a group of 18 students from the second year of High School of a private school in the city of Londrina (PR). 100% of the students participated in the proposal presented for the history class and answered the self assessment questionnaire that subsidizes the analysis and discussion of the validation of the tool as an instrument of the teaching-learning process. Once the data were gathered, we came to results that corroborate the thesis of the need for new methodologies that bring the student to an effective participation in their learning, confirming that *WebQuest* as a technological tool offers the students the opportunity to be protagonists of their learning, enabling the development of initiative and autonomy.

In the first question asked in this self-assessment, when asked whether they considered the Internet to be a relevant source of information and knowledge, 66,7% indicated the answer "I fully agree", while another 33,3% stated that "I agree partially." This can be understood from answers presented by the students themselves in the last section, when, among 10 answers in this particular item, 7 pointed out that the internet can be a great ally in the teaching and learning process, but that there must be, at the same time, great care in selecting reliable sources for this study. The participants of the research, adherents to the technologies that today invade reality, realize that these can and should be used to realize or reinforce their learning.

In the second question, when asked if they considered *WebQuest* as an important tool for classroom use, 77,8% of the students answered that they agreed partially, 16,7% showed that they fully agreed, while only 5,5% couldn't opine. The fact that 94,5% agree, even if partially can be analyzed from the perspective that the use of this resource should be seen as one more element in the process of teaching and learning, since multiple are the forms of learning, via active methodologies and the insistence on only one way of elaborating this process may not encompass the multiplicity of learning styles presented by students.

In the third question, students should respond if they believed that the construction of knowledge should begin with the learner. 55.6% of the students agreed partially with this idea, 33.3% fully agreed with this, while 11.1% stated that they did not know how to express their opinion. It is perceived, through this question, that the students' posture meets the new pedagogical perspectives that place the learner as protagonist in their learning. Although still somewhat insecure, students realize that it is their responsibility to seek such a construction, since meaningful learning will occur as soon as they engage in such a process.

In the fourth question the students were asked if they felt comfortable about doing collaborative work. 55.6% of the students said they fully agree, 33.3% said they partially agree, 5.6% partially disagreed and 5.6% totally disagreed. At this point, it should be realized that a traditional perspective, in which each student works individually in the production of his knowledge, no longer suits the students' desire, since they demonstrate that working in a collaborative way is in their interest and that they do this without any problem. The fact that 11.2% of the students disagree about this perspective, can raise a hypothesis about aspects of personality or even relationships with the groups with which they carry out their work. However, this can and should be taken into account when planning the teaching process, since they must also be affected by educational actions.

In the last question, when asked whether the teacher should act as mediator of knowledge, 61.1% of the students said they fully agree, 33.3% partially agreed and 5.6% partially disagreed. The answer to this question reinforces the notion that learners understand the teacher as a fundamental figure in the process of teaching and learning, but do not perceive the educator as the absolute holder of knowledge. The fact that they consider it as a mediator points to the importance of the educator to decentralize their actions, seeking alternatives that contemplate the role of students in their learning.

From the answers presented in the instrument that analyzes and discusses the proposal of an innovative practice, as an active methodology, it is noticed that the students yearn for changes in the teaching and learning process. They feel the will to work in a collaborative way, using information and communication technologies (ICT) as allies to reinforce this process. More than this, they realize that it is fundamental that they are actively brought to participate in the construction of their own knowledge, because in this way this learning becomes significant.

The student, in an interactive teaching approach, presents greater autonomy and a greater degree of responsibility. With tasks to be performed, it is easier to expose, since there will always be time and space for the presentation of your ideas, being requested by the teacher and his colleagues - to position themselves, to expose their thinking and to take sides. Teaching activities with this level of participation can be carried out in environments that foster the interaction, collaboration and evaluation of students and teachers.

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Moral Reasoning Among Croatian Students of Different Academic Orientations

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Abstract

Previous studies demonstrated that different academic contexts could have different effects on moral development, i.e. in most cases formal education enhances moral reasoning, but sometime erodes it (for example for medical students). The aim of this study was to examine differences in moral reasoning among students of different academic disciplines (health care, law, social sciences and humanities). In research participated 386 students ($M_{age}=23,12$): 154 law students, 55 nursing students, 123 other social sciences students, a 53 humanities students. Participants took Test of Moral Reasoning (TMR) (Proroković, 2016) which measures index of moral reasoning (in range from 0 to 1), and idealistic orientations (humanistic and conservative). The results showed that there was no difference in the moral reasoning index among students of different academic orientations. Furthermore, students of different academic disciplines differed in the humanistic orientation in a way that students of social studies were more humanistically oriented than law students. Some of the possible explanations for the lack of differences with regard to academic orientations is that overall stimulating environment that college provides is perhaps more important for moral reasoning development than specific academic contexts. Findings of this study are consistent with the findings of some of the previous studies.

Keywords: moral reasoning, idealistic orientation, academic orientation, students.

Introduction

According to Kohlberg's theory of morality, which represents the dominant theory of moral development and, as such, is the most widely tested theory in this domain, moral development involves two main processes. One is acquisition of positive attitudes toward moral norms and principles and the other one is development of competencies required to deliver consistent and differentiating judgments related to moral norms and principles (Lind, 1986). These competencies, which in fact represents moral reasoning, Kohlberg defined as "the capacity to make decisions and judgments which are moral (i.e., based on internal principles) and to act in accordance with such judgments" (Kohlberg, 1964, p. 425, as cited in Lind, 2000). The question is which of two mentioned processes are more relevant for moral behavior? Lind notes that the adoption and understanding of moral rules is inferior as it does not guarantee that a person will act in accordance with them, while measures of moral reasoning abilities are correlated more significantly with moral behavior (Lind, 1986).

A lot of longitudinal and cross sectional studies focused on relation between moral reasoning and education. In King and Mayhew's (2002) review article based upon 172 studies it was found that only in two studies was not confirmed relation between moral reasoning and education. All other studies affirmed that higher education makes a substantial contribution in moral reasoning (King & Mayhew, 2002). Pascarella & Terenzini (2005, as cited in Hren, 2008), concluded that the progress of postconventional moral reasoning during college attendance, is greater than that which could only be attributed to maturity, neither such progress could be explained with the initial differences in moral reasoning, intelligence or social status between students and non-students. Rest (1986, as cited in Narvaez, 1993) and Lind (2015) also confirmed that education is more significant variable than age. Some cross-sectional studies assessed that 50% of variance in moral reasoning can be explained by formal education (Thoma, 1986) while longitudinal studies reported that 38% of variance can be attributed to education (Rest & Deemer, 1986, as cited in Hren, 2008). There are many possible explanations of the influence of the faculty: the general environment of faculties and universities that encourages exchange of ideas, exposure

to different perspectives, seeking for truth and careful reasoning as main academic values, fostering integrity and personal responsibility (King & Mayhew, 2002). As these authors note it is justifiable to suppose that different context i.e. university climate, which can be partly influenced by type of academic orientation, can have different effect on promoting moral development. In some academic environments students are more encouraged to deal with moral dilemmas whereupon are exposed to practice higher, postconventional, moral reasoning. As a result those kind of students are expected to be more effective in promoting postconventional moral reasoning than their peers who did not have such opportunities and whose environment did not include, or included in a lesser extent, prosocial behavior and attitudes (King & Mayhew, 2002). According to Rest and Narvaez (1994), faculties involving inquiries, appeals, and openness to new evidence and arguments positively affect moral development, whereas faculties that are not open to questioning and examining and which are too career-oriented and respect conservative values inhibit moral development.

Several studies have attempted to measure differences in moral reasoning considering academic disciplines (Snodgrass & Behling, 1996; St Pierre et al., 1990; Bidwell & Vreeland, 1963, as cited in King & Mayhew, 2002), and their results are contradictory. For example, St Pierre et al. (1990, as cited in King & Mayhew, 2002) found that accounting students as well as students in other business disciplines (such as finance, management, marketing) had lower levels of postconventional moral reasoning in comparison to psychology, math and social work students. On the other hand, Snodgrass and Behling (1996; as cited in King & Mayhew, 2002) did not find differences in the moral reasoning between business and non-business students (arts and humanities, social sciences and natural sciences). Medical students represent specific population. In most studies that deal with them, there was no progress in moral judgment during faculty time (Morton, 1996; Self, Schrader, Baldwin & Wolinsky, 1993, as cited in Hren, 2008; Patenaude, Niyonsenga, & Fafard, 2003; Self & Baldwin, 1994). According to Patenaude, Niyonsenga, & Fafard (2003), medical students do not progress in moral judgment but return to instrumental, relativistic arguments after three years of medical training. Hren (2008) was observing moral reasoning at medical and electrical engineering students in Croatia. Contrary to expectations and results from literature, he found no progress of moral reasoning in the function of study length at the students of electrical engineering. Medical students had initial progress of moral reasoning up to third year of study, followed by stagnation and decline towards end of study. Based on inconsistency of result obtained on Croatian participants and most of the results from previous researches, the aim of this research was to examine does the moral reasoning changes with length of study at Croatian students of different academic orientations. Additionally, we wanted to see does students of different fields of science differed in moral reasoning due to the differences in level of stimulation of the environment and the specificity of curriculum. Research included students of social sciences, humanities studies, nursing and the law study. The law students were excluded from the category of social sciences where they belong to, due to the specificity of law study; e.g. law study or/and law practice may bring individuals to moral dilemmas which have to be solved in accordance with law rules, which may be contrary to their moral viewpoints. Ultimately, this can result with moral reasoning stagnation or regression. Furthermore, instead of medical students, that are commonly used sample in the studies of moral reasoning, nursing students were included in this research, with the intention to check does similar effect of moral reasoning stagnation/regression occurs in other health care students.

Participants

386 students from different universities in Croatia participated in this study, 302 women of average age 23,14 years ($sd = 3.19$) and 83 males of average age 23.12 ($sd = 3.05$). Regarding study year, 38 participants were first year students, 32 second year, 138 third year, 119 fourth year and 57 fifth year students. Related to the study orientations, 154 participants were students of law, 55 students of nursing, 123 students of social sciences (psychology, sociology, economy, anthropology and communication sciences) and 53 students of humanities (philosophy, archeology and history).

Instruments

Test of Moral Reasoning (TMR; Proroković, 2016), is an adapted version of the Moral Judgement Test (MJT; Lind, 2000). It consists of two moral dilemmas, described in detail, in which the individual in the story makes a certain decision. The subject firstly has to assess the extent to which he or she agrees with the decision made by the story character. The decision is followed by twelve arguments. Six of them are in favour (*pro*), and other six against (*contra*) the character decision. These arguments represent Kohlberg's stages of moral development. The subject's task is to assess, on a six-point scale (without the option of a neutral response), the extent to which each argument is (un)acceptable. As a measure of the level of moral reasoning, the so-called Index of Moral Reasoning (IMR) can be calculated. IMR reflects the deviations from the 'optimal profile'. The optimal profile is based on the hypothesis that a person at the highest level of moral reasoning

is one who assesses the argument which represents the sixth and highest stage of moral reasoning as most important, assesses the argument that represents the fifth stage as one degree less acceptable, and so on to the argument which represents the first and lowest stage of moral reasoning. IMR is a parameter that varies within the range of 0 to 1, where a lower score indicates a lower level, and a higher score a higher level of moral reasoning. The IMR shows a normal distribution, which is leptokurtic to a low extent. The results of tests to date (Proroković, 2016) have shown good metric characteristics for this measurement instrument and that the IMR is a valid indicator (with both criterion and construct validity) of the level of moral reasoning.

Furthermore, this test also allows getting two very rough measures: humanistic and so-called conservative orientation. These measures can be calculated from responses on *pro* and *contra* arguments. Humanistic orientation (HO) represents the average of the answers on *pro* arguments of the first dilemma and *contra* arguments of the second dilemma. The conservative orientation (KO) is based on the average of the answers to the *contra* arguments of the first dilemma and the *pro* arguments of second dilemma. These features are novel, that is, humanistic and conservative orientation are not an integral part of the previous instruments of moral judgement, including one of the most widely used tests of this kind, Lindt's Moral Judgement Test.

Procedure

The research was anonymous and online. The instruction and link to the questionnaire were published on official and Facebook pages of the student's groups of each individual study. In case of ambiguity or additional questions students could contact the researcher at the e-mail address mentioned in the instructions.

Results

Table 1. Descriptive data for the index of moral reasoning (IMR), humanistic (Ho) and conservative (Co) orientation

		IMR	Ho	Co	
Study orientations	Law (n=154)	M	0.499	-0.034	-0.119
		Sd	0.089	1.134	0.967
		Lill.	>.20	>.20	<.10
		Skew.(st.err)	0.08(.19)	0.04(.19)	-0.30(.19)
		Kurt.(st.err)	0.03(.38)	0.19(.38)	-0.05(.38)
	Social sciences (n=122)	M	0.495	0.423	-0.290
		Sd	0.081	0.957	1.097
		Lill.	<.10	<.05*	>.20
		Skew.(st.err)	-0.28(.22)	-0.46(.22)	0.20(.22)
		Kurt.(st.err)	-0.18(.44)	0.04(.44)	-0.59(.44)
	Humanistic sciences (n=50)	M	0.481	0.235	0.023
		Sd	0.077	1.042	1.234
		Lill.	>.20	<.10	>.20
		Skew.(st.err)	0.05(.34)	-0.12(.34)	-0.02(.34)
		Kurt.(st.err)	0.12(.66)	0.99(.66)	-0.61(.66)
	Nursing study (n=53)	M	0.473	0.199	0.120
Sd		0.069	0.905	0.783	
Lill.		>.20	<.10	<.10	
Skew.(st.err)		0.33(.33)	0.31(.34)	-0.46(.33)	
Kurt.(st.err)		0.47(.65)	0.12(.64)	0.02(.64)	
Year of study	First (n=38)	M	0.495	0.212	-0.203
		Sd	0.076	1.159	1.094
		Lill.	<.20	>.20	>.20
		Skew.(st.err)	0.32(.38)	1.25(.38)	-0.42(.38)
		Kurt.(st.err)	1.09(.75)	0.67(.75)	-0.39(.75)
	Second (n=32)	M	0.518	-0.125	-0.127
		Sd	0.089	1.276	0.911
		Lill.	>.20	>.20	>.20
		Skew.(st.err)	0.52(.41)	-0.11(.41)	0.22(.41)
		Kurt.(st.err)	0.68(.81)	-0.79(.81)	-0.86(.81)

Third (n=133)	<i>M</i>	0.479	0.326	-0.026
	<i>Sd</i>	0.076	0.985	0.996
	<i>Lill.</i>	>.20	<.10	<.05*
	<i>Skew.(st.err)</i>	-0.17(.21)	0.05(.21)	-0.38(.21)
	<i>Kurt.(st.err)</i>	-0.02(.42)	0.25(.42)	-0.43(.42)
Fourth (n=118)	<i>M</i>	0.495	0.037	-0.162
	<i>Sd</i>	0.082	0.913	1.051
	<i>Lill.</i>	<.10	<0.01*	>.20
	<i>Skew.(st.err)</i>	0.02(.22)	-0.43(.22)	0.10(.22)
	<i>Kurt.(st.err)</i>	-0.29(.44)	-0.33(.44)	-0.35(.44)
Fifth (n=57)	<i>M</i>	0.505	0.262	-0.192
	<i>Sd</i>	0.094	1.153	1.078
	<i>Lill.</i>	<.20	>.20	>.20
	<i>Skew.(st.err)</i>	-0.30(.31)	-0.34(.31)	0.32(.31)
	<i>Kurt.(st.err)</i>	-0.38(.62)	0.54(.62)	0.44(.62)

IMR-index of moral reasoning; Lill-Lilliefors test; Ho-humanistic orientation; Co-conservative orientation

Homogeneities of variances were checked, in all situations Leven's test confirmed that the variance of the groups did not differ significantly, so the analysis of differences was carried out by analysis of variances.

First analysis included examining effect of length of study (year of study) on IMR. There was no significant difference in IMR between students of different years of study, neither when analysis was conducted on whole sample ($F_{(4,368)}=1,36$; $p>0,05$), or when was conducted for every group separately (social sciences $F_{(3,114)}=2,43$; $p>0,05$; law $F_{(4,148)}=0,59$; $p>0,05$; nursing study $F_{(4,46)}=1,59$; $p>0,05$; humanities study $F_{(4,45)}=0,26$, $p>0,05$). In addition, there was no significant correlation between age and IMR ($r_{(371)} = -0.04$; $p>0.05$) or years of study and IMR ($r_{(371)} = 0.02$; $p>0.05$).

Next ANOVA with different academic orientations as independent variable and IMR as dependent variable showed that there was no difference in the level of moral reasoning $F_{(3,372)}=1,60$, $p>0,05$.

In addition, we calculated differences in conservative and humanistic orientation between students of different studies orientations and different years of study. Although this issue wasn't mentioned in our aim and research problems we calculated this analysis due to the fact that Proroković (2016) just recently described this parameters. Since this is one of the first researches in which test of Moral Reasoning (Proroković, 2016) is used we wanted to see whether this measures of orientations discriminate our groups.

Analyses of differences showed that students of different years of study didn't differed neither in conservative ideological orientation ($F_{(4,372)}=0,46$; $p>0,05$) nor humanistic ideological orientation ($F_{(4,373)}=2,01$; $p>0,05$). Furthermore, in the level of conservative ideological orientation students of different academic orientations also didn't differ ($F_{(3,374)}=2,39$; $p>0,05$), but we found significant difference in the level of humanistic ideological orientation ($F_{(3,375)}=4,53$; $p<0,05$). The law students had a lower level of humanistic orientation than other social sciences students (Table 1), between other groups there were no differences.

Discussion:

The aim of this research was to determine whether moral reasoning changes during the study, and whether it differs between students of diverse academic orientations. At the beginning it has to be mentioned that this research is cross-sectional, which substantially limits its conclusions. The motivation for this research authors found in previous one conducted on Croatian students who showed no progress in moral reasoning at electrical-engineer studies during faculty time while medical students had a specific pattern of changes (specific changes for medical students are not in focus of this paper, for more information see Hren, 2008). Our results mostly comply with results of Hren (2008) since there was no difference in the level of moral reasoning between student of different ages of study and this effect was stabile for every separate group of students (different academics orientations). This is quite surprising result since most authors found moderate to high correlations between moral development and level of education (e.g. Kholberg, 1986; Rest, 1986, as cited in King & Mayhew, 2002. But, Lind (2015) wrote that in recent times higher education has a smaller effect on moral development. He reported that typical increase from first to fifth year of study is about 4 points (of C-score), which is, in best case, a modest impact, that is relatively uncoordinated with our expectations related to effect of higher education (Lind,

2000a, Schillinger, 2006, as cited in Lind, 2015). Why there is no moral reasoning development in Croatian students during their study? Hren (2008) had an explanation for medical students, due to the specificity of clinical practice, but when it comes to electero-engeenere students he assumed that highly technically and procedurally saturated curriculum, without contents including moral dilemmas or moral issues, partly could attributed to this result. But, in our research were included social, humanistic and health care science students whose curriculum is quit saturated with specific ethical questions and dilemmas. There is two possible explanations for our results. First explanation could be that Croatian faculties do not implement adequate educational procedures to encourage moral development. Second explanation can be based on a fact that Hren (2008) found the significant difference between control, non-students group and first year students in level of moral reasoning. He pointed out that most of previous researches on this topic were conducted on Anglo-Saxon's samples of students. Croatian high school educational system is much broader and more comprehensive than American. As a result of that it is possible that moral development encouraged by education for Croatian students already happened during their high school education, and that American students get more stimulating environment for moral reasoning development during study for the first time. Anyway, future researches are needed to test this assumption.

Not just there was no progression of moral reasoning with length of study, but moral reasoning of all Croatian students (regardless of academic orientation) was relatively the same. This is in line with some previous researches that did not found the difference between the various academic disciplines. For example, Snodgrass and Behling (1996; as cited in King & Mayhew, 2002) found no significant differences in moral reasoning between business and non-business students. Rest and Narvaez (1991) said that the effect of the faculty education on moral development does not lie on the curriculum and seems not to follow the academic discipline. The influence of the faculty on the development of moral reasoning is not primarily mediated through specific curricular activities or through the teaching of specific academic content. Out-of-school activities can be equally important as well as general stimulation that is enabled through study.

When it comes to two new measures derived from TMR, we found difference in the level of humanistic orientation between law students and other social science's student. Although a significant difference only occurred in comparison to social sciences student, probably due to the differences in sample sizes, in Table 1 we can see that law student actually had lowest level of humanistic orientation in relation to all other groups of student. This probably can be attributed to curricular and co-curricular activities on law study which teach students to primary follow the rules and laws, while person's specific needs and circumstances are less important. Anyway, as it was said before, this is a new construct and additional researches are needed to develop appropriate interpretation of ideological orientations from this instrument.

This study has limitations regarding their cross-sectional design, differences in sample sizes, as well as inequality number of males in females included in sample. Future researches should overcome these limitations, as well as they should include other studies like technical faculties. In our research were included only studies that implicate some courses and activities based on ethical issues and courses that could facilitate moral reasoning development, so we did not found any moral reasoning progress. Collier (1993, as cited in Hren, 2008) quotes four conditions that institutions must meet to expect the development of moral reasoning: (1) there must be a climate of mutual trust and cooperation amongst persons working in the institution; (2) everyday life of the institution should be based on the principles of honesty, legitimacy and couriering solving moral issues; (3) authority should protect the minority from conformation pressures, but also protect majority from pressures of innovations; (4) teachers to should be open to students, as well as respect their openness.

Unfortunately, according to our subjective opinion, these criteria are on Croatian faculties are met only at moderate level, and when it comes to Croatian society in general, situation is even worse. Results of this research suggest that Croatian educational system doesn't encourage moral development through study which could have a long term consequences. In literature can be found many interventions that are effective in moral reasoning increment (e.g. Lind, 2015; Goldie, Schwartz, McConnachie, & Morrison, 2002; Holm et al., 1995;) and that can easily be integrated in regular curriculum in order to improve situation.

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Evaluation of Writing Assignments

Anita Jokić

Prva riječka hrvatska gimnazija

Abstract

Teaching English as a foreign language is now one of the most important subjects in Croatian secondary schools since English is one of the three obligatory subjects at 'matura' - standardized tests which the seniors need to pass to graduate. Writing is one of the three parts of the EL exam, the other two being listening and reading. When learning a language, students start from listening skill, move on to speaking and reading and finally to most difficult skill to master: writing. Teaching and learning writing faces a lot of challenges since it requires a lot of time to practice and even more to evaluate and monitor progress. Teacher's responsibilities are to regularly provide opportunities to write, encourage students to learn from their mistakes and promote their success. In order to do so, students should be given clear instructions on evaluation/assessment and concise feedback. Since grading written assignments takes up a lot of time, the author proposes rubrics which can be used to assess various types of writing taught at secondary level (description of place/event/person, letters of complaint, job application, invitation, discursive/opinion/for-and-against essay etc.). Author suggests four fixed rubrics and subdivisions: Task completion, Cohesion / coherence, Grammar and Vocabulary. All rubrics and subdivisions are described in the paper. A survey was also conducted on a sample of 140 students and has given an insight into students' opinion on importance of assessment and feedback and its influence on their progress.

Keywords: English language, evaluation, assessment, writing assignments, rubrics, writing skills

Introduction

Undoubtedly, evaluating writing assignments is one of the most challenging tasks a teacher can face. Evaluation takes a significant amount of time and energy, so teachers are looking for a way to make grading simpler and quicker yet still important and valuable to students. Quite often, as Crump and Carbone (1998) noticed, evaluating and providing feedback often becomes a daunting task of "correcting" or "explaining" rather than offering useful feedback that improves students' writing skills since teachers tend to focus on mistakes rather than praise.

To avoid fatigue influencing our grading after tenth essay, we should use clear grading criteria which will make our job much easier. This paper aims to offer some tangible strategies and criteria for improving the complicated and intensive attempt of evaluating students' writing.

Teachers' Challenges

Every teacher is faced with many challenges and obstacles which need to be considered when grading an essay. Among the most important are:

Students' attitude towards feedback and rubrics,

putting focus on important,

efficiency and consistency, and

investing time earlier in process.

Students Attitude Towards Feedback And Rubrics

Before considering methods of evaluating and responding, it can be helpful to consider the student-writer perspective. Being conscious of how students perceive and react to our commentary as teachers can positively influence the way we respond to their writing. No student is satisfied upon receiving an essay full of corrections and comments.

A 1990 study by Spandel and Stiggins revealed that students often misread the tone and meaning of comments, even though they seem to be clear and direct. Nancy Sommers (1982) from Harvard University found that most comments were not text-specific and could be clearer - surely a result of time and space restrictions. Some of the comments were also frustrating for students who are incapable or insufficiently prepared to understand the meaning themselves. With that in mind, the primary goal in providing feedback on our students' writing is to promote overall improvement as well as clearly explain the grade we have assigned.

Putting Focus On Important And Being Clear

Our students, especially the young ones, struggle to see their own work objectively, so it is helpful for them to receive feedback that helps them understand what they have done well and which aspects and parts of their essay need improvement. It is also very important to respond as a reader and grader to the writing itself, not to the person. Also, the aim is to help students improve their writing in general, and although it is probably easier to focus only on general issues, it is also important to help our students with important issues like critical thought, target audience and content.

Students need specific details which will help them understand our evaluation and advice for future writing. For example, instead of saying: 'poor paragraph construction', we could explain that 'paragraph should include opinion and explanation' or 'mention reasons and explain each of them'. Another very important issue to focus on is not to forget to point out what a student has done well.

Finally, we must not forget that unlike taking a test, writing and receiving feedback is a deeply personal experience for many. When providing feedback, we should respect our students' personality and create a positive setting that will inspire students to advance, rather than discourage them from trying.

Efficiency and Consistency

Best interest of both the teacher and the writer should be improving writing skills using clear and concise comments (Hendergen, 2004). Too many comments on too many aspects can confuse and overwhelm a student and consume a lot of our time and energy. Upon reading an essay, teachers should choose what they believe to be the most important areas on which a student should concentrate. Teachers should try focusing on "higher-order" issues first, eg. format and development. To help a teacher accomplish this, author suggests reading through the whole paper first without marking it at all to help get a good idea of what the primary issues are, if any.

On one hand, if teacher's comments are concentrated only on those issues, a student might think nothing else needs improvement. On the other hand, if there are very few comments students might become discouraged and feel the grade was given subjectively, and that there is no way to improve.

When discussing efficiency, focusing on content might help teachers limit the amount of time they spend on marking and commenting. Sometimes it might be a good idea not to edit the paper word-for-word and a good balance should be found since correcting errors does matter, but if a teacher fixes every error in an essay, students will feel dissatisfied with their work and lose the opportunity to identify the problems and make the corrections themselves. Consequently, teachers will feel as if they have wasted a lot of time on corrections in vain. Instead, a teacher might create a list of comments applicable to a selection of essays so that you can discuss the essay or revision more in depth with the entire class. If you find that a problem is common to many papers in the class, you do not have to take the time to explain it on every single paper. Instead, explain the problem and teach the skills to your class as a whole. Another idea might be marking errors with a question mark '?' or an "x" in the margin so the students try to figure out what needs to be revised. Finally, a teacher might carefully edit just one paragraph, and then students grade each other's paper and write comments before the teacher gives final opinion and ticks the 'proper/correct' comments and crosses out the 'wrong ones'. In the long run, this way of correction will most likely attract the attention of students since they do like correcting others and sharing their ideas. You will also profit since they will learn during the procedure as well.

Investing time earlier in the process

A common problem in classrooms is not having enough time to practice. However, if you do manage to get one or two extra lessons which you can spend on practicing writing, the effort will be worthwhile. In class, clearly explain the criteria you will use when evaluating papers. Writing out your criteria ensures consistency and provides a useful point of discussion and assigning students a few essays to grade will help them recognize and later avoid some common mistakes. Also, copy a few good examples of essays and explain why the paper is successful.

Discuss the assignment: go over it literally sentence by sentence, eg. in a for-and-against essay: last paragraph should contain short summary of the topic, writer's opinion and explanation of the opinion. If your students mark each of the requested parts in colour, they will remember it later.

Also, write the essay paragraph by paragraph – give your students a few topics and ask them to write only first paragraph. Then move on to paragraph two etc. You can also use peer review for this practice.

Creating rubrics based on the type of assignment

Not all types of assignments require the same type of feedback and the same grading process. However, teachers often use rubrics to assist learning, while at the same time they must make assessing their students' work objective, efficient, objective, and rapid. A teacher knows what the main idea of each type of writing is so one can always create and adapt the criteria accordingly.

Rubrics permit teachers to evaluate students' performance and focus their attention to the key concepts and standards that the students must achieve. Author suggests using not more than five rubrics for each type of writing since it could prove to be too complex and overwhelming to students.

Luckily, teachers have the flexibility to reuse the same rubrics for different class assignments since all types of writing pieces includes some sort of grading vocabulary, grammar or task completion. If a teacher explains the use of rubrics beforehand, students are provided with a clear understanding of what is expected of them and they have tangible guidelines about what makes a good paragraph, or a conclusion, etc. Various studies have proven that rubrics improve students' final essays and therefore increase the students' level of learning. Being familiar with rubrics and comments pool, students can clearly understand what feedback they can expect and what each comment reflects on. Rubrics allow students to understand the used criteria and what is considered 'good' in a certain type of an essay. By using rubrics, teachers allow students practice higher-level thinking processes. Parents also highly value the use of rubrics because they permit teachers to rationalize why a certain grade was awarded to his/her child since they are easy to understand at a quick glance.

Model rubrics (descriptors and comments for for-and-against essay)

National exams (matura) for seniors of secondary level schools in Croatia require students to write a 250-word 'for and against' essay at a B2 CEF level. According to ZEROJ-a (2005), a student is expected to be able to:

write clear texts on various topics

can evaluate different ideas or solutions to a problem.

express news and views effectively in writing, and relate to those of others

write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views

write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from various sources

write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.

write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.

write an essay or report which develops an argument, giving reasons in support of or against a specific point of view and explaining the advantages and disadvantages of various options.

synthesise information and arguments from various sources.

At matura, essay is graded in four categories, with 0-5 points per category:

Task completion

Coherence and cohesion

Vocabulary and

Grammar

Catalogue for English language matura contains rubrics table with feedback comments for 'For and against' essay. Four categories have subdivisions and notes on what is considered important and will be graded in a specific category. Author has found this table very useful and so have the students who have been continuously expressing their satisfaction ever since the rubrics have been introduced seven years ago.

Table 1. Rubrics at Matura, by NCVVO

POINTS	TASK COMPLETION	COHERENCE AND COHESION	VOCABULARY	GRAMMAR
5	<ul style="list-style-type: none"> All parts of the prompt fairly equally developed. Main ideas consistently well supported. 	<ul style="list-style-type: none"> Clear flow of ideas. Effective use of paragraphing and cohesive devices. 	<ul style="list-style-type: none"> Wide range for the task. Minor errors. 	<ul style="list-style-type: none"> Wide range for the task. Minor errors.
4	<ul style="list-style-type: none"> All parts of the prompt developed but unequally. Main ideas generally well supported. 	<ul style="list-style-type: none"> Generally clear flow of ideas. Good use of paragraphing and cohesive devices. 	<ul style="list-style-type: none"> Very good range for the task. Errors do not impede easy understanding. 	<ul style="list-style-type: none"> Good range for the task. Errors do not impede easy understanding.
3	<ul style="list-style-type: none"> One part of the prompt not developed. Main ideas sufficiently supported. / Not all main ideas relevant. 	<ul style="list-style-type: none"> Flow of ideas sometimes unclear. Sufficient use of paragraphing or cohesive devices. 	<ul style="list-style-type: none"> Good range for the task. Errors sometimes impede easy understanding. 	<ul style="list-style-type: none"> Generally uses simple structures. Errors sometimes impede easy understanding.
2	<ul style="list-style-type: none"> Two parts of the prompt not developed. / The essay is largely irrelevant. Main ideas insufficiently supported. Errors cause difficulty in understanding in places. Inappropriate layout. 	<ul style="list-style-type: none"> Flow of ideas often unclear. Limited use of paragraphing or cohesive devices. Errors cause difficulty in understanding in places. 	<ul style="list-style-type: none"> Sufficient range for the task. Errors sometimes cause difficulty in understanding. 	<ul style="list-style-type: none"> Relies on simple structures. Errors sometimes cause difficulty in understanding.
1	<ul style="list-style-type: none"> Insufficient prompt development. / The essay is irrelevant. No clear main idea. Errors frequently cause difficulty in understanding. 	<ul style="list-style-type: none"> Flow of ideas generally difficult to follow. Inadequate use of paragraphing or cohesive devices. Errors frequently cause difficulty in understanding. 	<ul style="list-style-type: none"> Inadequate range for the task. Errors frequently cause difficulty in understanding. 	<ul style="list-style-type: none"> Range is severely restricted. Errors frequently cause difficulty in understanding.
0	<ul style="list-style-type: none"> Generally unintelligible. / Less than 50 words. 	<ul style="list-style-type: none"> Errors generally prevent understanding. 	<ul style="list-style-type: none"> Errors generally prevent understanding. 	<ul style="list-style-type: none"> Errors generally prevent understanding.

With years, author has adapted the table rubrics slightly and uses the table shown below in class. The table lists all the important criteria and items which are considered when grading an essay. The table is simplified so students do not need to look for specific information through all the descriptors for each mark within a graded category and can concentrate on what is graded. All students have copies of the table in their notebooks so they can consult the table freely whenever they need to.

Table 2. Adapted Rubrics For 'For And Against' Essay

Task completion:	1a. Development appropriate content of paragraphs: introduction, body /for and against/, conclusion; all parts equally developed 1b. Arguments support of ideas (for and against arguments in separate paragraphs, with sufficient support and explanations)
Coherence and cohesion	2a. Coherence flow of ideas, ease of reading, linking words

Vocabulary	2.b. Cohesion paragraph structure, use of cohesive devices
	3a. Range A1-C2 level of used vocabulary
Grammar	3b. Accuracy spelling, syntax, choice of words is appropriate for the task
	4a. Range variety and level of tenses and structures used
	4b. Accuracy choice of structures is appropriate for the task

Author has also adapted the same rubrics for other types of written assignments: descriptions, letters and stories, which are explained in continuation of this paper.

Adapted Rubrics

As already mentioned, students found the rubrics very useful and user-friendly and liked the suggestion of creating the same type table for grading other types of writing, eg.:

- descriptions (persons, places or events),
- letters (personal, business, recommendations, complaints) or
- narrative essays (stories).

All category terms remain the same, however, descriptions vary for different types of writings under task completion and coherence and cohesion.

Table 3. Rubrics For Grading A Description (Person, Place, Event)

Task completion:	1a. Development has a student completed a task (introduction, two middle paragraphs, conclusion) 1b. Specific details for each type of a description: person: physical description, psychological characteristics; opinion and attitude towards a person place: outline of the city and general information, sights and recommendation (what to do and what to see) event: general information (time, venue), attitude and recommendation.
Coherence and cohesion	2a. Coherence flow of ideas, ease of reading, linking words
Vocabulary	2.b. Cohesion paragraph structure, use of cohesive devices
	3a. Range A1-C2 level of used vocabulary
Grammar	3b. Accuracy spelling, syntax, choice of words is appropriate for the task
	4a. Range variety and level of tenses and structures used
	4b. Accuracy choice of structures is appropriate for the task

Table 4. Rubrics For Grading Letters (Personal, Business etc.)

Task completion:	1a. Development has a student completed a task (content of paragraphs: greeting, introduction, body and formal ending, all parts equally developed) 1b. Specific details for each type of a letter: personal: reason for writing a letter, ask three questions, retell an interesting event, give excuse for ending the letter
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	business: reason for writing a letter (recommendation, complaint, asking for information), suggest solution, give explanation or provide information.
Coherence and cohesion	2a. Coherence flow of ideas, ease of reading, linking words
	2.b. Cohesion paragraph structure, use of cohesive devices
Vocabulary	3a. Range A1-C2 level of used vocabulary
	3b. Accuracy spelling, syntax, choice of words is appropriate for the task
Grammar	4a. Range variety and level of tenses and structures used
	4b. Accuracy choice of structures is appropriate for the task

Table 5. Rubrics For Grading Stories (Narrative Essays)

Task completion:	1a. Development has a student completed a task (content of paragraphs: setting, climax, conclusion; all parts equally developed)
	1b. Arguments support of ideas (character, setting, conflict, plot and theme)
Coherence and cohesion	2a. Coherence flow of ideas, ease of reading, linking words
	2.b. Cohesion paragraph structure, use of cohesive devices
Vocabulary	3a. Range A1-C2 level of used vocabulary
	3b. Accuracy spelling, syntax, choice of words is appropriate for the task
Grammar	4a. Range variety and level of tenses and structures used
	4b. Accuracy choice of structures is appropriate for the task

Survey

To understand better whether the students appreciate getting feedback on their writings, the author created a structured questionnaire for the purposes of the research and a survey was conducted among the students of Prva riječka hrvatska gimnazija. The subjects were 140 third and fourth-year students who were learning English for at least 10 years. Therefore, they had already had significant previous knowledge of English at an average higher B1 level. The survey was composed as a questionnaire with 10 questions in which the students had to grade their answer on a scale from 1 to 5, depending on how much it applied to them. The author herself compiled the questions, which represented a combination of AMTB survey (Gardner and MacIntyre, 1993) and authors own questions.

Results and Analysis

A total of 140 students of PRHG completed an online survey, created with the assistance of the website Monkey Survey, consisting of 10 questions. The questions were in English language and the students had to choose between three answers: yes / no / not sure. The goal of the questions was to establish their attitude towards feedback, the use of rubrics in class, their opinion about each of the categories used and their level of overall satisfaction with feedback.

Table 6. Lists of Questions Used in Survey

Questions
Do you find feedback useful?
Do you like your mistakes to be corrected?
Do you like your mistakes to be marked and left for you to correct them?

- Do you like rubrics?
- Does it help when you know the grading criteria in advance?
- Do you think you could grade yourself accurately in 'task completion' rubric when given the feedback and not the grade?
- How satisfied are you with the feedback you receive for your writing tasks?
- Is the feedback too general?
- Feedback comments are too long.
- Do you understand comments given in feedback?

Overall, students' answers showed that they do appreciate feedback, are satisfied with the comments they receive and find feedback very useful and they like knowing the criteria in advance (95%). Majority believes they could even grade themselves accurately in 'task completion' category (63%) and that it helps them improve (69%). On average, they do not find feedback too general (49%) nor too long (66%).

Table 7. Survey Results

Questions	Yes %	No %	Notsure
Do you find feedback useful?	82	11	7
Do you like your mistakes to be corrected?	52	18	30
Do you like your mistakes to be marked and left for you to correct them?	51	36	13
Do you like rubrics?	88	11	1
Does it help when you know the grading criteria in advance?	95	5	0
Do you think you could grade yourself accurately in 'task completion' rubric when given the feedback and not the grade?	63	22	15
How satisfied are you with the feedback you receive for your writing tasks?	75	17	8
Is the feedback too general?	28	49	23
Feedback comments are too long.	22	66	12
Do you think feedback helps you improve?	69	19	12

Conclusion

Unquestionably, evaluating and providing useful feedback on student writing will always be a complex procedure. Grading papers is much more than just reducing the quality of a paper to a 'number', especially if we want to help our students become better thinkers and writers. However, if a teacher thinks the process through and finds a useful method which will help him grade papers more objectively, clearly and quickly, the whole process can become less complicated and time-consuming.

Author suggests rubrics with clear explanations and instructions together with familiarizing students with the criteria for assessing their work. Use of rubrics proved successful in class, which is corroborated by the student survey. The strategies used in class developed a positive attitude towards feedback and stimulated the students' participation in class, which in turn raised their self-confidence and motivation for writing.

The research may serve as the basis for future studies of the relation between feedback and actual final achievement in class and impact on the final grade the students achieve in class. Rubrics and feedback have momentary influence on students, so it should be researched how it influences their writing skills in long-term. Finally, the paper shows that teachers themselves need to find a method which suits their own and their students' needs best to achieve the best possible results.

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Education Towards Differences: Preventing Gender and Sex Discriminations in Subjects in the Age of Development

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Abstract

The present contribution addresses the issue of preventing and combating gender and sex discrimination in subjects in the age of development and, specifically, children. In our society, characterized by an ideological sexist, genderist and heterocentric matrix, identities that cannot be placed within the socially constructed and accepted stereotypes of *normality* are – often – victims of abuses and they are denied equal treatment. In order to raise awareness of the need to respect personal and social differences, more and more initiatives are being created aimed at promoting a non-discriminatory attitude towards gay, lesbian, bisexual, transgender, non-conforming and queer people. Among such initiatives, the construction and narration of stories for children explaining the concepts inherent in the culture of differences, are a valid tool for fostering a climate and a cultural structure free of gender and sex stigmatization and instead aiming at enhancing “difference”, considering it a positive possibility just like socially-accepted states. The essay, after a brief description of the characteristics of language, attitudes and relationship with reality in subjects in the age of development, examines the methodological and ethical approach to be used with children, so as to allow them to understand the possibility of different forms of identity and otherness. Preventing and countering prejudices arising from beliefs and social models that help in reproducing every day, in civil society, discriminations, harassment, and unequal treatment against many people, represents a *mission* to create and reproduce an inclusive and democratic society.

Keywords: gender / sex discrimination, minors, narration, fairytales, prevention.

Introduction

Families, schools, and the media are the social and/or institutional actors involved in the *socialization* process, *i.e.*, the cognitive, social, relational, and inter-ethnic process through which the child begins to structurally internalize beliefs, rules, values, as well as the codes of perception and representations of social reality.

Such institutions should thus be the agents capable of responding to the societal structures’ needs for change, in their *mission* to promote the learning of shared cultural models. Their ultimate aim is to interpret, understand, and support the ongoing historical, cultural, political, economic, and anthropological changes affecting societies (Dubar, 2004).

Societies are aggregates that must be understood in their *processuality*. For this reason, they should not be considered as static and rigid sets, but rather as *synergic* elements endlessly addressing the challenges of change as an intrinsic element for their survival (Luhmann, 2014).

In a perspective encompassing and supporting *changes*, the various forms of personal, social, and cultural identity must be considered and recognized as fluid, transversal, and multidimensional entities. Their definition, recognition, and affirmation are a fertile ground for the construction of a society that is inclusive, equal, and free from those prejudicial structures often used to interpret and represent forms of *normalities* perceived as distant and/or different from the socially approved ones (Mangone, Masullo, 2015).

To bolster a culture that posits *relativism*, appreciation of *differences*, and ideological non-discriminatory ideals as well as supporting equal opportunities, it is thus essential to promote – in civil society as in every other social context – initiatives designed to prevent and counteract abuse. The latter comes in many forms and is aimed at those differences which, even today, are subject to social stigma due to the cultural processes allowing for the association of negative labels to models not conforming to the collectively approved ones (Masullo, 2015).

The need to promote actions aimed at boosting social inclusion is a challenge and an ethical duty that must embrace the various institutional actors engaged in education.

The development and implementation of processes, strategies, actions, and relationships that favour this inclusion should be pursued in various and diverse ways depending on a number of variables. Among these, we find the cultural specificities of the various contexts, the social factors there existing, and the target they are destined for.

Instilling respect for differences is an essential goal, especially for subjects whose personality is under formation – namely, subjects in the age of development. Given their characteristically flexible and adaptable language, children can easily learn the ideological, symbolic, and value devices designed to support equal opportunities. This enables them to perceive *differences* as an intrinsic resource and, furthermore, to mature a positive attitude toward situations differing from socially-accepted *normality* (Mari, 2013, Roverselli, 2015).

The present contribution¹ describes some tools destined to children for preventing and combating discrimination². More in detail, we will address those narrative tools (or fairy-tales) aimed at combating the abuses, harassments, and violence related to *gender identities* and *sexual orientations* that still represent the source of social exclusion and non-equal treatment towards *gay, lesbian, bisexual, nonconforming, transsexual and transgender people*³.

Before proceeding with the description, we will provide a brief overview of the characteristics of children's language, to better understand the features and aims of the initiatives implemented.

The language of subjects in the age of development⁴ and its peculiarities

Children's minds and attitude towards life is characterized by multiplicity, fluidity, ductility, and non-conventionality. Indeed, children, in their experience and psycho-cognitive development, are yet to internalize the socially endorsed stereotypes, patterns, and models at play in their environment (cultural references) (Nesdale, 2002).

The features listed above, along with their curiosity and sense of discovery, allow children to accept and understand social changes – unlike adults – in an open and flexible way, quite detached from prejudice (Aboud, Doyle, 1996, Troyna, Hatcher R. 1993).

Mental versatility, coupled with a lack in the rigid internalization of culturally-shared social conventions and models, allow children to perceive *differences* as a resource. In addition, it can promote an attitude free from prejudices against what they perceive or represent as unlike themselves.

In this perspective, considering fluidity and transversality, the initiatives and interventions aimed at preventing and combating discrimination – if they are conceived and implemented based on the characteristics of the child's very world – can advance the interiorization of positive values, beliefs, and representations concerning *otherness* (Masullo, 2016).

To encourage this process, it is essential to avoid creating taboos on the issues to be addressed. Very often, the projection of adults' prejudices on certain arguments can be a strong device for creating and/or reinforcing the child's "reserve" against certain social realities or forms of *normality* (Nesdale, 2002).

¹ This contribution results from a joint effort by the authors. More specifically and for authorship reasons, the introduction and sections 4, 4.1, 4.2, and 4.3 were written by Mariano Giandoa, while sections 1 and 3 were written by Giuseppe Masullo. The authors co-wrote section 2 and the conclusions.

² Proposed as an educational tool for families and schools.

³ And also towards those people who refuse to comply with rigid *gender and sexual stereotypes*, feeling that these static definitions and/or categorizations are ill-suited to their multidimensional identity, way of being and self-identification.

⁴ The term *subjects in the age of development* refers to children and adolescents. Among them, we will refer only to children, as the narrative tools examined in the present paper are thought and realized for them, peculiarities of their language and their experiences.

It may therefore happen that in some contexts, such as family or school, without conscious intent, some issues – such as love between people of the same sex, gender differences, homosexual parenting or non-conformities to rigid gender models – are not subjects of conversation¹ with the children because it is assumed that they would not understand or, wrongly, would even be negatively affected. In particular, issues related to *gender identities* and *sexual orientation* still represent a source of taboo and a generalized remnant of that untouchability that conceals a profoundly prejudicial attitude (Masullo, Iovine, 2016).

According to current researches, there is no direct link between addressing *gender and sexual orientation* issues and influences on children's personal identity. Moreover, sexuality and gender identity in children are still "under construction" and, therefore, also linked to their future life experience. These two core points considered, some very important aspects (*ibidem*) have to be specified. First, that homosexuality is not a pathology (Rinaldi, 2012) and that homosexual parents (just like heterosexual ones) are able to raise well-balance children and promote their healthy psycho-physical development (Parisi, 2017, Bastianoni, Baiamonte, 2015). Second, that, with respect to transgenderisms and/or gender non-conformities, science is de-pathologizing the *gender disorder* status (Drescher, 2014).

As a result, initiatives aimed at preventing discrimination can be a useful tool to form and support tomorrow's citizens so that they are better aware of the fact that *differences* are an inherent and paramount aspect of humanity, to prevent stigmatization and prejudicial attitudes towards the *other*.

The methodological-conceptual approach adopted and its ethical implications

Thinking, writing, and designing children fairy-tales is no simple task. First of all, because of the need to find that "common world", that conceptual, symbolic and thought-related space that will create a synergy between the perceptive world of the child and that of the adult (Aldi, 2014).

Different languages, categories, meanings, perceptions, and interpretations must find the right coordinates so that what is transmitted by the adult is concretely understandable and usable by the child.

To that end, it is necessary to define a structure of meanings that can be easily codified and acquired by the child, thus favouring the translation of the concepts transmitted by the adult into positive messages for subjects like children, who are growing and confronting/discovering social reality (*ibidem*).

To the difficulties inherent in this process, one should add the fact that certain topics addressed in the fairy-tales can often be perceived as leagues apart from (if not altogether alien to) the reality experienced by the child. All this should prompt the professionals of the interventions aimed at preventing and contrasting discriminations to accurately create (and question) tools targeted at delivering positive messages (Bernardi, 2009).

The first step, in order to create the synergy described above, is to use a language with easy-to-understand communicative codes for children. This understanding is not related merely to formal aspects (e.g., linguistic ones, such as the use of words, expressions, and phrases typically used by children) but also to the nature of the children's perceptive filter and the way they relate with and/or interpret reality (Ferrario 2000). For example, addressing the issue of non-discrimination with regard to gender stereotypes, entails first explaining to the child what society thinks and considers as typically male or female. This crucial step should preferably be taken before deconstructing the rigidly stereotypical conceptions favouring and reproducing discrimination against those who do not conform to the social rules determining how men and women should identify themselves, act, and talk. Obviously, this discourse must be calibrated according to a series of variables depending on conditions such as age, cultural environment, space-time, and/or other aspects of the child's experience. For these reasons, it is not possible to provide an all-valid rule for any circumstances. The way to address specific issues in fairy-tales always depends on specific conditions and situations.

The translation of concepts belonging to the adult world into meanings that can be understood by the child should also be made considering the latter's priorities, needs, and supposed interpretations. Indeed, adults too often convey their prejudice to children by unconsciously projecting it onto the addressed issues, despite the lack of specific prejudice on the subject by the children themselves (Aboud, Doyle, 1996). For example, parents intending to explain that other forms of normality are as legitimate as traditional ones (e.g., same-sex families) may incorrectly say that there are "normal families" (such as

¹ Or they are treated improperly (for example, with discriminatory nuances).

those formed by a mother and a father) and “other families” (such as those formed by two mothers or two fathers). The error lies in associating the concept of normality to traditional families alone, which in itself implies a discriminatory attitude towards non-traditional families. For this reason, during the explanation, the characteristic of normality should be attributed to all types of family, while emphasizing their inherent difference. Additionally, it should be stressed that, although families can be different, they all provide a healthy environment for the child. It would be a positive and constructive step to re-emphasize the equality of the concept of family, regardless of actual differences. The language of children, being different from that of adults, may lead them to focus their attention on differences other than those stressed by the adult. For example, a child may consider “strange” an adult’s fear of the dark, rather than her feeling to belong to a different gender than the one she was attributed at birth¹.

As pointed out above, in a perspective aimed at promoting an inclusive society it is unadvisable to create taboos. Children are active subjects that need to be prepared and accompanied in discovering society, the world and, in general, the social reality with its various shades and changes. Many issues believed by adults not to be understandable by children can instead be addressed and proposed to their reflection (*ibidem*). Death, fear, suffering, organ donation, war, parental separation, homosexuality, transgenderism, sexuality, gender differences, social, religious and ethnic conditions, disability, are all issues that should be addressed in order to allow their understanding – even if, for someone in the age of development, they are not “nice” subjects. Creating a hyper-protective cocoon around children can conversely cause traumas whenever they discover unknown realities to which they cannot attribute a personal sense.

How complex, unknown or distant subjects are addressed is of paramount importance. The ways of creating a structure of meanings and the language used are what lead to traumatic situations for the child, rather than the arguments themselves (though painful or not belonging to his/her daily experience). In this sense, as noted above, it is important not only to use appropriate terms and words, but also to adopt a communicative substance that accompanies the child in his/her understanding those complex, difficult or sad issues (Ferrario 2000). For example, adults explaining the issue of death to children should not merely use words such as “going to heaven”, “falling asleep”, “traveling to another world”, but rather explain that all life-forms (animals, plants, people) as well as unanimated objects (planets, satellites, stars, etc.) experience a natural end.

Using a method that prepares children for learning certain topics can decrease the negative impact, discomforts, and frustrations that they may experience in discovering these realities without a prior explanation from an adult.

Very often, taboos and prejudices are unknowingly reproduced by adults in their explanation to the child. This situation may also arise among experts and professional figures working in the field of non-discrimination: no one is flawless. The important thing, in this case, is to create a generic narrative structure that is open and that places the individual, collective, cultural, or any other form of difference, as legitimate and inherent possibilities of identity.

The aforementioned requirements may, together with school and familial interventions, favour a value structure that allows the child to perceive the different forms of normality within a synoptic framework including various alternatives where no one is to be considered better than the other. This, in turn, with the purpose of favouring an attitude as free as possible from prejudice and/or excessive stereotypical prescriptions aimed at

Considering differences as an opportunity and valuing them;

Preventing stigma, violence and abuse;

Considering societies and, in general, the world as arrangements whose peculiarity is represented by the differences in the various forms of identity and existence, each with its own dimensions and nuances;

Creating and promoting people-oriented awareness-raising opportunities;

Not considering relativism and differences according to scale of importance and hierarchies affecting people, cultures, languages.

Narration as an anti-discrimination tool

¹ As for *transgender* people.

Among the instruments for preventing and contrasting discrimination, narrative is not to be underestimated in the didactic, educational and experiential fields (Bocci, 2013).

Narration is the conceptual and symbolic device through which the transmission and learning of information and positive values can take place. This thanks to the following peculiarities offered by this device:

Empathy: advances the understanding of other realities and the promotion of cognitive behaviours contrasting the prejudices caused by a perceived distance from certain persons, phenomena or social objects;

Metaphor: allows to translate complex concepts, far distant from personal experience, in easily understandable and codifiable images and meanings;

Fantasy: allows the above-mentioned translation through the creation of “appetibile” arrangements, facilitating the learning processes of certain concepts in order to structure perceptions, visions, attitudes, and meanings in a particular direction (in our case, in the direction of an inclusive culture) (Compagnaro, Dallari, 2013).

Narration thus becomes an educational tool designed to modify or counteract prejudices, ideological behaviors, discriminatory attitudes, and the general perception of human and social *differences* as something negative.

“Narrating” does not mean just providing information; the narration process is complex and articulated. There are a number of considerations to make in order to ensure that the text (not only in its lexical elements but also in its symbolic images) is understandable, codifiable, interpretable by the user.

One of the key elements for an effective narrative is adapting its language to that of the recipients (Dallari, 2013). The contents of the communication, even if they dist from the intended recipients’ personal experience, are to be accessible, comprehensible, and codifiable. This facilitates several processes related to the learning and transmission of information aimed at interiorizing positive messages, promoting new awareness, prompting the formation of non-discriminatory attitudes, and/or structuring non-prejudicial perceptions towards specific social realities.

The terminology used is often less important than the creation of a structure of meaning expressing, in a clear, linear, and consistent way, the values that are to be communicated, transmitted, and disseminated.

While repetitions should be avoided, “intensifiers” should not be underestimated. It is possible to resume a certain concept several times to allow for its internalization. Intensifiers should not necessarily be the same as the original stimulus, and they sometimes can be structured differently. For example, a concept expressed in words can then be resumed and repeated through evocative images or ones that are presumed to be meaningful for the recipient.

For subjects in the age of development, narration is more complex in its structuring and implementation. For this reason, some crucial variables are to be accurately considered and weighted: the children’s language, their discovery of social reality, the distance of their everyday experience from certain themes, as well as personal, social, and cultural factors (Ruiz, Campos, Hoster, 2013).

Following the above reflections, the following section will describe some fairy-tales intended for children aimed at preventing, counteracting and combating discriminations related to *gender identities* and *sexual orientation*. We will give particular attention to three elements:

The general objectives of the initiatives;

The conceptual translations, understood as those lexical instruments, in the form of metaphorical and non-metaphorical constructs, structuring the narration in order to transmit and/or reinforce anti-discrimination values promoting an inclusive culture;

The characters and illustrations used, *i.e.*, the images, symbolic elements, and illustrative frameworks aimed at reinforcing or communicating specific concepts. The characters can take various forms: real (people, animals, nature, planets, etc) or fantastic (goblins, being from other dimensions or hybridization between real and fantastic figures).

Children's fairy-tales to prevent gender and sexual stigma

The purpose of the following section is to describe some of the initiatives aimed at preventing and combating abuse and stigma against *gender* and *sexual orientation*.

Gay, lesbian, bisexual, transgender, transsexual, gendernonconforming, and queer people are victims of discrimination caused by a series of stereotyped and socially shared beliefs that create, favour, and/or increase prejudices, negative attitudes, and fears about *differences*. The latter are perceived as deviation from the social parameters delineating *normality*.

In order to prevent the continuation and reproduction of such discriminations, some initiatives focused on narrative tools aimed at children, who will be the actors accountable for the construction of future societal equilibria.

The main purpose is to counteract those ideological ideals entailing excessive prescriptivity of gender stereotypes related to *gender* and *sexual orientation*. In such schemes, *homonegativity* and *transnegativity* hinder the achievement of equal opportunities for many people.

Destroying stereotypes and discriminating concepts, starting with fairy-tales, means enhancing the mental plasticity of children, supplying them with concepts stemming from positive values.

In the following sections, we will describe the narrative tools motivated by the aforementioned goals. We point out that the fairy-tales here mentioned are e-books that can be downloaded free of charge to allow for their wide distribution.

Gender nonconformity, "T" identity and same-sex families

Avoid addressing certain issues with children can often be a mistake. Furthermore, this may cause them fewer opportunities for being acquainted – and compare themselves – with reality in its full complexity, supporting their conscious self-determination. There is therefore no reason not to deal with the issues of *transgenderism* and *gender nonconformities*. Reticence is often linked to two types of prejudice by adults. The first concerns their attitude to identities that do not conform to socially shared gender models; the second refers to their belief that children could not possibly understand the issues addressed. But all things are new to children: they are just discovering wars, science, sports and pollution. Explaining to them what it means to be a transgender person is a legitimate educational task.

The fairy-tale *Trans Cuore. L'amore attraversa i confini (Trans Heart. Love Crosses Boundaries)* (Gianola, 2016a) is born with the first and foremost objective of explaining to children what it means to identify oneself with a different gender than the one assigned at birth on the basis of biological sex. The knowledge of this reality also helps in preventing, counteracting, and combating discriminations against "T" persons.

Being aware of how a *transgender* person can experience discrimination, emotional, social, and relational discomfort, as well as frustration, is one of the conceptual devices promoting an empathic approach, an inclusive attitude, and a positive perception of *differences*.

Due to its educational purposes, the e-book is highly descriptive. It does not recount complex adventures, rather aiming at transmitting some key concepts and reflections on "T" people.

To achieve these goals, two key characters of the story are introduced – *Heart* and *Brain* – to allow the child to understand the identity condition experienced by transgender people: the psychological feeling to belong to a gender differing from the one prescriptively assigned at birth, to go beyond the definitions imposed by society and to cross rigid ideological barriers.

In addition, the tale draws also attention to the family and to the concepts of adoption, monoparental families, and same-sex families. Such reflections are addressed with an inclusive perspective, with the aim of supporting and promoting equal opportunities.

The text also includes the *Little Manual Against Discrimination*, that resumes in scientific terms some concepts explained in the fairy-tale. It explains the concepts of *stereotype*, *prejudice*, *violence*, and *discrimination*, and it also helps children in supporting themselves and/or their schoolmates and peers whenever they become victims of *bullying*.

Table 2. Explaining transgenderism and discrimination against "T" people

AIMS	CONCEPTUAL TRANSLATIONS	FIGURES EMPLOYED
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Preventing and combating discrimination against "T" people	Explaining to the child that there are no grounds for discriminating against people who do not want to comply with <i>gender stereotypes</i>	Fantasy characters (such as <i>Heart</i> and <i>Brain</i>) living in the body of the tale's protagonist
Explaining to the child what it means to be a <i>transgender</i> person	Using the word " <i>trans</i> " without any kind of taboo to allow the understanding of its meaning and, moreover, the existence of people who identify themselves by that word	Fantasy characters and stereotypical objects
Allowing the child to understand the stress, discomfort, and frustration caused and by <i>gender stigma</i>	Fostering an understanding of the distress emotional dynamics characterizing the lives of discriminated people	Fantasy characters
Enhancing the child's awareness of – and respect for – <i>differences</i> and <i>otherness</i>	Transmitting, through the narrative structure, the importance and beauty of equality and of the various forms of difference	Symbolic characters: butterflies with names relating to positive social values and concepts belonging to the textual structure
Promoting respect for monoparental families and/or for families with a <i>transgender</i> parent	Highlighting how, regardless of its form, the family is the symbolic core embracing its members with respect and love	Characters and concepts belonging to the textual structure
Explaining the concepts of <i>discrimination</i> , <i>stereotype</i> , <i>prejudice</i> , and <i>violence</i>	Describing the meaning of these terms, often through examples that directly refer to situations understandable for the child	Characters and concepts belonging to the textual structure
Explaining how to behave when a schoolmate or friend becomes a victim of <i>bullying</i>	Coaching the child on the behaviour to adopt when a friend or schoolmate is offended or treated unequally by others. Helping the child becoming a "voice" to explain to his peers the meaning of social inclusion	Concepts belonging to the tale's structure

Love, homosexuality and homonegative ideologies

It is important to talk to – and with – children about the feelings and relationships that unite people, either in general (friendship) or in a more specific sense (love).

The most popular and well-known fairy-tales talk of love between a *man* (male) and a *woman* (female). Often, they depict the man assuming and performing a protective function against the woman, who is weaker party.

In a perspective aiming at equality, it is necessary to explain to children that love is a universal feeling, hence independent from social constraints and models. For example, a princess might fall in love with her gardener instead of a prince, or she might love another woman.

Sole ama Sole (Sun loves Sun) (Gianola, 2016b) aims at achieving these goals: explaining to the child that people are (or should be) free to love whomever they want, beyond the social structures and conventions undermining personal freedom.

The tale aims at preventing and countering discrimination against *homosexuals* and their feelings. It therefore addresses love between same-sex people as natural and normal and, above all, it conveys what science says on the issue – namely that *homosexuality* is not a disease.

The approach used in this text is the metaphorical translation; in order to better convey the above-mentioned meanings and make them understandable for children, the author used natural phenomena, planets, stars, and water.

Using these characters allows the author to broaden the horizons on the concepts conveyed by promoting the idea of the universality of feelings, which are independent of social status and other socially desired conditions.

In addition, the story highlights two elements that reflect many current societies and that should be addressed with children – according to their language – to support their acquaintance with the surrounding reality. The first concerns the existence, in many social settings, of a discriminatory ideological climate towards *homosexual* people, which often leads many of them to experience frustrations and discomforts from an emotional and relational point of view. The second emphasizes that the dynamics of life do not always end happily and, unfortunately, sometimes certain goals cannot be achieved. This latter aspect is highlighted when Yellow Sun's father fails to understand his son's love for Red Sun (protagonist and co-protagonist, respectively) and banish him from the kingdom.

Table 3. Normality and naturalness of same-sex love relationships

AIMS	CONCEPTUAL TRANSLATIONS	FIGURES EMPLOYED
Enhancing awareness of the universality of feelings as a dimension free from social rules	Explaining to the child that it is not a mistake to have feelings for someone, no matter who he/she is	Fantasy characters: Natural Phenomena (e.g., Universe, Suns and Moons)
Preventing and combating discriminatory attitudes towards homosexuality and prejudice against homosexual persons	Encouraging the child to understand that homosexuality is natural and it is not a disease. Highlighting the normality of affective and sexual orientations towards a person of the same sex	Fantasy characters: Natural Phenomena (e.g., Universe, Suns and Moons)
Promoting the idea of social support and mobilization aimed at combating inequality	Teaching the values of solidarity and cooperation in favour of some missions. The support, mobilization, and assistance of others in order to promote an inclusive society is a key resource for promoting equal opportunities	Fantasy characters: Natural Phenomena (e.g., Universe, Suns and Moons). In particular, the characters of Rainbow and Moon of Hope.
Rispetto dei sentimenti propri e di quelli altrui Respect for their own feelings and those of others	Encouraging the child to understand how important it is to freely choose who to love, beyond the social impositions that may result from it and/or their desirability and expectations existing in a particular culture	Fantasy characters: Natural Phenomena (e.g., Universe, Suns and Moons)
Explaining the existence of discrimination situations and making the child aware of them	Encouraging the understanding of the existence of some social rules and cultural beliefs, often automatically applied, that discriminate against certain forms of love and/or identity that do not fall within the socially approved framework	Fantasy characters: Natural Phenomena (e.g., Universe, Suns and Moons). The Schools of the Universe as element of preservation and diffusion of traditional values excluding other forms of normality
Explaining that, despite dialogue and mediation, the dynamics of life do not always follow the desired path	Teaching that the goal of solidarity and the promotion of a culture that values differences are not sustained by everyone. Highlighting the existence of individuals that remain attached to discriminatory attitudes that they constantly reproduce.	Fantasy characters: Light, Yellow Sun's Dad.

Gender nonconformity, variety, transversality and deconstruction of gender stereotypes

A culture that aims to promote social inclusion should not be based on rigid impositions and/or constraints on the expression of personal identity. It should represent an ideological position respecting those who conform to socially shared stereotypes as well as those who, totally or partially, do not, recognizing and protecting them both. It should promote freedom of expressions, identities, and self-presentations; it should favour and include the *various forms* of normality in order to recognize and defend them and to guarantee equal treatment and representation. This perspective, with respect to the issue of *gender*, object of the following discussion, wants to prevent discrimination against those whose gender expression does not rigidly conform to stereotypes and models defining the drastic *male/female* binary pattern.

The aim of *Pioschino e i folletti un po' maschio e un po' femmina (Pioschino and the Pixies a bit male and a bit female)* (Gianola, 2016c) is to promote a *pro-differences* culture that supports the free expression of one's self-presentation, lifestyle, and/or identity without adhering to stereotypical homologation dictated by binary patterns that highlight the existence of gender manifestations as extreme and opposite (extreme *masculinity* or *femininity*).

Duccio, a child from a world that envisages only a full homologation to rigid stereotypes of *masculine* and *feminine*, meets Pioschino, a pixie of the transversality of gender expressions. It is a metaphor for promoting a culture of *differences* free from prejudice towards those who do not intend to conform to models perceived as rigidly prescriptive.

The basic assumption guiding the narrative structure is to assert and recognize first and foremost the existence of variety and transversality, as well as of identities differing from the conventionally intended ones, and to promote awareness of the existing balance between Nature and human beings.

In Pioschino's world, unlike in Duccio's, there is no clear *male/female* distinction, so that the inhabitants do not even know these terms. This idea does not aim at denying the dichotomy, but rather at opposing its rigid application and *normativization*, to favour respect and recognition for those people who do not intend to conform to binary *gender* choices. The objective is to assert the existence and the admissibility of the various possible forms of self-expression, both stereotypical and non-stereotypical, provided that the right to freely manifest and express one's identity is respected in order to promote self-determination. Further objective is to oppose the idea of the anthropocentric primacy of existence by promoting perspectives and life-style approaches in balance with nature and identity variety.

Table 4. Gender nonconformity, gender variances, free self-expression and self-manifestation

AIMS	CONCEPTUAL TRANSLATIONS	FIGURES EMPLOYED
Supporting free self-expression and play	Considering play and self-expression through nuances that see male and female not as a problem, but as an identity aspect to be considered equally and with the same dignity as others	Fantasy elements: Pixies of the transversality of gender expressions
Preventing and combating discrimination against the transversality of gender roles and/or gender non-compliance	Encouraging the understanding that gender non-conformities are not negative, being just one of the various forms of identity that human beings can assume. Considering variety of self-expression as an asset and not as a limit. Raising awareness of the importance of equal opportunities and equality, respecting differences	Fantasy elements: Pixies of the transversality of gender expressions
Promoting the understanding of other ways of living and conceiving human existence	Encouraging the understanding of other possible forms of identity and, in general, of otherness. Highlighting the existence of other worlds, logics, and social dynamics	Fantasy elements: Pixies of the transversality of gender expressions and other worlds characterized by other operational arrangements. Human Characters: Duccio, a child from planet Earth
Raising awareness of the human-nature connection	Enhancing and promoting the awareness of human existence in interconnection with nature. Synergy between the various existing forms.	Fantasy elements: Pixies of the transversality of gender expressions and worlds where nature is an integral part of the relationship between life forms

Raising awareness of the synergy and inclusion of the various forms of identity, despite their differences	Highlighting the connection and synergy between the diverse possible identities and the interrelation between different worlds and realities	Fantasy elements: Pixies of the transversality of gender expressions and worlds where nature is an integral part of the relationship between life forms Human Characters: Duccio, a child from planet Earth
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Some examples of meanings transmitted through the images

In order to provide a more complete overview of the fairy-tales analysed in the present contribution, we will draw attention to some of the illustrations in the texts described above, showing how they can strengthen the content of the text or, sometimes, even autonomously express meanings understandable by the child without the support of words.

The author's decision of personally drawing these images is motivated by his choice of favouring consistency between the texts and the values which he wanted to emphasize. In addition, he wished to focus the readers' attention on certain symbolic elements through simple, linear images, easily understandable and codifiable by the child.

Metaphors have been used mainly in the textual part, leaving the images easy to codify, so that the child can learn and/or reinforce the content and topics discussed.

Figure 1. Cover of *Sole ama Sole* (Sun Loves Sun), depicting Rainbow accompanying Yellow Sun to his partner Red Sun. Gianola, M. (2016), *Sole ama Sole*, "Gender Identity Culture" Foundation, Naples.



Figure 2. Yellow Sun is imprisoned to prevent him from seeing his partner Red Sun. He then escapes thanks to Rainbow's help. Gianola, M. (2016), *Sole ama Sole*, "Gender Identity Culture" Foundation, Naples.



Figure 3. Yellow Sun finds he is falling in love with Red Sun. Gianola, M. (2016), *Sole ama Sole*, "Gender Identity Culture" Foundation, Naples.



Figure 4. Cover of *Pioschino e i Folletti un po' maschi e un po' femmine*, where Duccio, a child from Earth, discovers the existence of different realities where the equilibrium between nature and the various forms of existence is paramount. Gianola, M. (2016), *Pioschino e i Folletti un po' maschi e un po' femmine*, "Gender Identity Culture" Foundation, Naples.



Figure 5. A pixie whose identity expressions go beyond *gender* dichotomies and whose identity, in his world, is not subject to social *stigma*. In his identity, this pixie includes different nuances and/or dimensions belonging to both the stereotypes defining *male* and *female*, considering it as an added value. Gianola, M. (2016), *Pioschino e i Folletti un po' maschi e un po' femmine*, "Gender Identity Culture" Foundation, Naples.



Conclusions

As discussed above, fairy-tales can be an effective instrument in favouring a non-discriminatory attitude and a positive perception of other people's differences, without prejudices and unfounded stereotyped opinions.

Being mere tools, it often happens that they are not enough in themselves to implement actions able to fully modify beliefs, opinions, and/or actions based on misconceptions about the forms of socially stigmatized *difference*.

Nevertheless, fairy-tales as a conceptual, narrative, and symbolic tool can be a crucial stimulus to counter discriminatory attitudes, particularly if supported by parallel actions, relationships, or processes in which certain issues can be addressed with an inclusive approach.

Reading a fairy tale with a parent, making it part of a lesson, discussing certain issues within families, are but few of those processes supporting, together with narrative tools, those actions and behaviours aimed at promoting a culture that champions differences and equal opportunities.

Social models cannot be changed suddenly, and yet they can progressively evolve through a series of paths of various nature aimed at promoting equality and solidarity. For this reason, what may appear to some as small actions in can actually implicitly be agents of change, especially one for the better.

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Some Characteristics of Communication Verb Ask in Newspaper Discourse

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Abstract

This paper deals with communication verb ask in newspaper discourse. Analysing examples from our corpus we wanted to show linguistic characteristic of the verb ask in this type of written discourse. The analysis shows that the verb is used in more or less similar structures as elsewhere. However, the colligation patterns it occurs in are something of a novelty and typical of this type of discourse.

Keywords: Some Characteristics of Communication Verb Ask in Newspaper Discourse

Introduction

Communication, although a specialized type of activity, is an important semantic domain in its own right. Speakers of English distinguish among many types of communicative activities, and commonly report what someone has said or written using verbs such as *ask, call, say, speak, talk, tell, write* (Biber 2007: 365). In descriptive grammars these verbs are known as communication verbs. Biber (2007: 362) defines them as a special subcategory of activity verbs that involve communication activities. The aim of this paper is to show some characteristics of communication verb ask used in newspaper articles on Brexit. The study was conducted on the examples of 472 words out of million which translates to 0.047 percent.

The verb *ask* has the meaning of requesting somebody to do or say something or to tell somebody about something. (Carter 2007: 52)

Although the basic pattern of its complementation is transitive (1) or ditransitive (2) (ask someone to do something) communication verb *ask* may also be intransitive as in the example found in our corpus (3):

(1) *John Bercow, the Commons speaker, said 66 backbenchers asked questions.*

(2) *"A BBC interviewer asks you a question you are unable to answer.*

(3) *It's a question that Martin Moore, director of the centre for the study of communication, media and power at King's College London has been asking too.*

It is not rare to combine the communication verb *ask* with a reflexive pronoun. The purpose of using a reflexive pronoun is to point out that the object of a verb is the same person as the subject of the verb:

It offers "a chance to step back and ask ourselves what kind of country we want to be".

The verb *ask* used in direct speech tends to have subject verb inversion:

"Can you imagine the inter-departmental conversation between them?" asked one moderate Tory MP.

The verb *ask* used in newspaper share the characteristics of verbs *ask* used elsewhere. One of the characteristics of verb *ask* is that it may occur in the following structural patterns with a to- infinitive clause:

verb + to-infinitive clause:

Overall, *Brexit* took second place in importance to the budget among respondents – some of the 100 people asked to keep track of their thoughts on leaving the EU as part of a project by Britain Thinks with the Guardian

verb + NP + to-infinitive clause:

We asked leave and remain voters to sum up their emotions after the UK formally entered negotiations to leave the EU.

be + verb-ed + to-infinitive clause:

We owe it in the name of decency to issue a promise that none of the EU citizens living here when we leave will be asked to go and we must do this now.

verb + for NP + to-infinitive clause:

The EU is asking for money to cover spending commitments the UK has already made, as well as Brexit-related costs, including the pensions of staff dealing with the UK's departure.

verb+ NP+ wh-clause+ to-infinitive clause

A driver asks a passerby how to get to Dublin.

The communication verb *ask* may have a wh-clause as a direct object

Labour's Ian Murray asks what Paterson means by "shedloads."

There are also examples in which the verb *ask* has a that-clause as a direct object. In combination with that-clause the verb *ask* has the meaning of request and requires a verb in the subjunctive mood:

I asked that she take a stand that may be remembered in time to come.

The examples excerpted from our corpus show that verb *ask* occurred with post-predicate wh-clauses introduced by *whether* and *if*. The verb *ask* combined with the *whether/if* clause functions as an indirect speech report of a yes/no question (4). However, in great number of examples the *whether/if* clause usually corresponds to an alternative direct question (5):

(4) *Emily Maitlis, who was presenting the show, asked Leadsom if she was accusing broadcasters of being unpatriotic .*

(5) *This is what Liam Fox said in the Q&A after his speech (see 2.40pm) when he was asked if he would feel comfortable eating chlorine-washed chicken*

One of the observations we made refers to the fact that communication verb *ask* in the examples found in our corpus did not occur in the protasis of a conditional utterance but almost always in apodosis:

(6) *He asked if the additional timing meant the prime minister would stick to her pledge to seek a "UK-wide approach".*

In certain numbers of examples verb *ask* occurred in the passive. The passive usually occurred in the form where the agent is expressed in a *by*-phrase (7):

(7) *They have been asked by a shopping centre security guard to move on two homeless men.*

and in the form where the agent is left unexpressed (8):

(8) *Those who have been asked previously to show evidence of comprehensive sickness insurance will no longer have to do so.*

Other passive constructions with *ask* show different patterns in which the verb occurred: to-infinitive (9), prepositional phrase (10), NP (11), wh-clause as a direct object (12) and with informal *get* (13):

(9) *Contractors bidding for work with the government are being asked to affirm that they back Brexit.*

(10) *At the start of the hustings Paul Nuttall was asked about the Ukip resignations.*

(11) *But the electorate was asked a clear question, and answered that it wished to leave the EU.*

(12) *When voters were asked what the party stood for, by far the most prevalent answers were, “don’t know”, and “nothing”.*

(13) *I got so many comments yesterday: ‘You shouldn’t be a politician because you have a silly name.’ And, ‘Why do you look so small on TV?’ I keep getting asked that.*

The examples we studied showed that the verb *ask* freely combines with adverbs like just (14) and yet (15) and manner adverbs such as politely, simply, equally, merrily, directly, and specifically (16):

(14) *Our Brexit negotiators must realise just how valuable Erasmus is to our future. Just ask anyone else on the scheme.*

(15) *Yet ask a Tory about struggling health services, inadequate housing supplies or creaking social care, and back comes the same pathetic response: we need a strong leader to negotiate the best deal with Brussels and stabilise our economy.*

(16) *I wrote and specifically asked that she attempt to vote it down, even though that looked pointless.*

In a good number of examples the verb *ask* was used in a combination with *for* with a meaning to make a request for something. This combination has the same linguistic properties as the verb *ask* itself. But, in newspaper discourse it enters the whole new set of collocations as it is shown in the table below:

ask for a face-to-face meeting	<i>The international trade secretary wrote to Tony Hall to ask for a face-to-face meeting about the coverage...</i>
ask for backing	<i>She plans to ask for Holyrood's backing next week to seek that approval under a section 30 order of the Scotland Act.</i>
ask for concessions	<i>I am not in a frame of mind to make concessions or ask for concessions ... the UK has asked to leave the EU, not the other way round</i>
ask for a transition	<i>The key to the compromise is that the UK must ask for a transition</i>
ask for an indicative vote	<i>There are suggestions she could also table a draft section 30 order, and ask for an indicative vote supporting it, to increase pressure on her opponents</i>
ask for mere access	<i>If we leave the single market, and ask for mere “access”, we will be compromised in achieving these goals.</i>
ask for new powers	<i>The same principle applies when politicians ask for new powers...</i>
ask for proof	<i>At the moment, if a British citizen wants to bring, say, a South American partner to the UK, then we ask for proof that they meet an income threshold and can speak English.</i>
ask for safeguards	<i>Given the potential consequences, opposition peers are right to ask for safeguards for EU migrant rights..</i>

Conclusion

The communication verb *ask* is widely used in newspaper discourse. It enters more or less similar linguistic structures which could be found elsewhere in grammars. However, it enters the whole new set of collocations that are typical of analysed discourse and shown in this paper.

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Impact of Microfinance on Socio-Economic Conditions of the Borrowers: A Case Study of Akhuwat Foundation (Lahore)

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Abstract

Akhuwat Foundation is the leading microfinance institution in Pakistan which provides interest free loans for small businesses to the poorest people of society. Since its launch in 2001, it has disbursed a sum of \$110 million to 1.9 million families without any collateral and with a recovery rate of 99.93 %. Such a remarkable achievements by a nonprofit organization makes it a leading interest free (Qarze e Hasna) institution in the world. This study attempts to find the impact of Akhuwat Foundation's microfinance on socio-economic conditions of the borrowers. Based on primary data collected from old and new borrowers, the study analyzes the impact of microfinance on wellbeing of the borrowers' households in terms of their housing conditions, food security, children's education, poverty status, monthly income and expenditures of the borrowers before and after the loan with the help "with or without approach". Moreover, a non-parametric approach is used to test the difference between old and new borrowers in terms of their consumption expenditure, income, poverty status, housing improvement, access to education, and access to medical facilities. Our results show that Akhuwat's loans have significantly improved the conditions of the borrowers in terms of their monthly income, expenditures, access to education/ health, and household assets. The impact was much larger for old borrowers than new borrowers. In the end we concluded that Akhuwat's non-traditional approach of lending to the poor and its model of mutual brotherhood between lenders and borrowers presents great lessons to bring positive change in the society.

Keywords: microfinance, Pakistan, poverty

Introduction

Microfinance¹ structure has been designed to have an aim of giving low income people an easy access to socio-economic services. It gives them an opportunity to get self-employed and bring themselves out of poverty. Microfinance is an important tool to brawl poverty. The institutions of micro-credit are well organized and recognized all around the globe (Latifee, 2003)

The initiation of programs based on micro-credit and Grameen Bank² which has created distinctiveness and a new meaning in today's literature of development. Now, it's a movement which has taken place all around the world. According to the Micro-credit Summit, the total output of Micro-credit programs is 54.9 million people. In which 26.8 million are the very poor people when they initiated the plan. Muhammad Yunus³ stated that at the end of 2002, they had reached the poorest families approximately to 35 million with the help of Micro-credit Programs. Micro-credit is an important aspect towards the alleviation of poverty; it creates chances for people to be self-employed instead of waiting for it to be created. It helps in bringing the poor into income flow and releases them from the clutches of poverty. If institutions give poor the access to credit under suitable arrangement and structure, then they would overcome the poverty and in this way they could bring change not only in one's life but in overall society (Latifee, 2003)

¹ Muhammad Yunus is the founder of Grameen Bank, formed in 1983 with the purpose of giving small micro-loans to the poor people in Bangladesh.

² Dr Amjad Saqib is a medical graduate from King Edward Medical College. Pakistan's highest bureaucratic institution selected him as the elite civil servant of Pakistan in 1985. Throughout his career of civil services, he was recognized as a hardworking and a highly capable civil servant. He resigned from civil service in 2003 to focus on his organization Akhuwat formed in 2001 to make a difference in community.

³ Non-Random Program placement in well-off regions

Micro-finance is becoming an important instrument to improve the socio-economic conditions of the people and reduce poverty. Variety of micro-finance institutions are working in Pakistan, these institutions include Banks, NGO's and different organizations. Akhuwat Foundation is an example of these institutions; Akhuwat Foundation is established in 2001 by Dr. Amjad Saqib¹, it is basically working on poverty alleviation by giving interest free loans to the poor to improve their lives economically and socially. It uses mosque/branch office and church to give introduction to the program and credit cheques because it enhances the moral responsibility of the borrowers to return the loan on time. People interested in getting loans come to their branch offices and submit an application. The unit manager checks the applications to see whether the applicant is applicable for the loan or not i.e. is not engaged in any illegal business, lives below the poverty line and has a reliable social investment. When the application is approved by the unit manager, it is forwarded to the branch manager for assessing its technical selection. Then the case is forwarded to loan approval committee comprising of (unit, branch and area managers). This whole process takes 3 weeks, after which disbursement is done. Every borrower is bound to provide two guarantors who give assurance for timely return of loan and monitor the borrowers. If any borrower wants to start a business then the business idea is evaluated to check whether it can give more income than the household expenses so it can be repaid easily. Loan disbursement is done 2-3 times a month in which approximately 150 loaners are given the cheques and it is necessary for every borrower to be accompanied by one guarantor. The repayment of the loan has to be paid by the 7th of every month; if it gets late then after 10th of that month the unit manager visits the client to give a reminder. Akhuwat Foundation has 29 branches in Lahore working in specific geographical localities. The objective of Akhuwat Foundation is to provide interest free loans to the poor families enabling them to become self reliant. It also provides social guidance, capacity building and entrepreneurial training. Akhuwat Foundation gives 7 different loans to the people which include family enterprise loan, liberation loan, marriage loan, health loan, housing loan, education and emergency loans. At present until 31 May, 2015 total benefiting families are 894,376; total loans distributed to males are 538,750 and females are 355,626 with 99.9 percentage recovery. Akhuwat has 355 branches in the 210 cities and towns of the country. Akhuwat is a unique microfinance model which has been replicated by many institutions but it remains the largest such institution with the disbursed amount of \$110 million. This research studies the impact of Microfinance on socio-economic conditions of the borrowers and inquires about the role of Akhuwat Foundation as a case study.

Research Question

How microfinance provided by Akhuwat Foundation impacts the socio economic conditions (living standards, education of children, poverty alleviation) of borrowers?

Objective of the Study

The main objective of the study is to analyze the impacts of microfinance on socio-economic conditions of the borrowers.

Specific Objective.

- To see the difference between old borrowers and new borrowers in terms of their consumption expenditures, income, food, housing improvement, access to education and medical facilities.

Literature Review

In the last few decades, microfinance has become a popular tool in reducing poverty, particularly after the successful impact of Grameen Bank in Bangladesh. In Yunus (2004) it is concluded that members of the Grameen Bank got improved in their socio-economic conditions like better housing, increased income, better diet conditions with improved nutrition, women empowerment, participation of women in socio-political activities, lesser birthrate and child mortality, improved health, better access to education and consumption on clothing.

There are several ways that have been made to measure the impact of microcredit on poverty reduction, but there is little solid observed data on this issue. One key difficulty in investigating the impact of microcredit is how to assess its contribution to reduce poverty.

¹ Propensity score matching (PSM) constructs a statistical comparison group by using observed characteristics, that group is based on a model of the probability of participating in the treatment. The propensity score of the members are matched to non-members. Then the mean difference in outcomes of the groups helps in calculating the average treatment effect of the program.

Non-Randomized Approaches

Quite a few studies measure the impact of microcredit by comparing the borrowers of microfinance with a group of people who have no access to microfinance, and that group is known as control group. In majority of the cases, these researchers use non-randomized approaches. Initially, changes in the socio-economic conditions of the borrowers of microcredit may not be outcome of microcredit. It is eminent that comparatively rich people have less inclination towards risk as compared to the poor people. This could possibly persuade rich people to apply for microcredit rather than poor people, that is, it creates self selection bias. An ex-post evaluation of income of the groups (rich and poor) in this condition may guide to the wrong conclusion that microcredit has enthused income. Secondly, in order to increase the chances of microcredit to flourish, Microfinance institutions have to decide to expand their activities in reasonably more well-off regions.¹ Evidently, this biases any association between the borrowers of microcredit and the control group (Armenda'riz de Aghion & Morduch, 2005; Karlan, 2001).

The non-randomized approaches used in microcredit studies to measure their impact assessment show diverse evidence. Pitt and Khandker (1998) did a significant study on the impact of microcredit in Bangladesh. They used the survey data of household from 1991- 92 and found that microcredit increases the borrower's consumption expenditure, particularly if women take loans. Khandker (2005) using the panel data for 1991-92 and 1999, examines that the benefit from microcredit is more for the extremely poor borrowers rather than the fairly poor borrowers. Chemin (2008) in his study examines the impact of microfinance and for that used the Bangladesh surveys and propensity score matching² technique was applied. Findings of his study revealed that access to microcredit positively impact the child enrollment in schools, expenditures and labor supply.

Copestake et al, (2005) did a study to see the impact of microcredit by using the survey data in association with a rural community banking program but are less confident about its impact. In Peru 2002, Promuc used two different evaluation methods to find the impact of microcredit, these evaluation methods were qualitative in-detail interviews and the difference in difference (DID) approach³. The findings were that instead of the core poor, it is the more well off poor who take advantage from the microcredit institutions.

Randomized Approaches

Lately, microcredit studies have shifted to randomized approaches due to some flaws in the methods of non-randomized approaches. These microcredit studies use two groups that are control group⁴ and target group⁵. Results from the randomized approaches studies are mixed; they suggest stronger outcomes for groups that are not usually targeted by microcredit institutions. Randomized approach is used by Coleman (1999, 2006) one of the first researcher to use this approach to evaluate the impact of microcredit. In this study he used an event, that is, an introduction of microcredit in the Northeastern part of Thailand with unexpected delays by the microfinance program. His analysis was based on the quasi-experimental setting, it showed that microcredit has assenting impact on only well off villagers. Karlan and Zinman (2009) in Manila, Philippines studied the impact of microfinance on small business investment. Their results showed a dispersed picture but an important result was increased profits from small business especially for higher-income capitalist and males. They also found out some prominent results which showed that small businesses replace formal insurance into informal insurance and labor into education. Banerjee et al, (2009) assessed the impact of opening of branches of MFI's in Hyderabad's slums and out of 104 slums, at random half were selected for opening a new branch. Results showed the impact of introducing microcredit to be very reasonable.

Randomized approaches and their use has been criticized (Deaton, 2009; Rodrik, 2008). Criticism lifted the fact that one microcredit experiment's result cannot be universalized. For example, if a microcredit program works in some particular city at some point in time, that doesn't mean it will work in the same way elsewhere. The supporters of randomized approaches

¹ Difference in Difference technique is used to differentiate between income and other variables of interest for the borrowers and non-borrowers in target locales and with the difference in income and other variables of interest in control locales

² Control group doesn't have access to microcredit and they are known as non borrowers.

³ Target group has access to microcredit and they are known as the borrowers.

⁴ Tsunami in Srilanka in 2004

⁵ One group was consisted of the borrowers who were affected by the tsunami disaster and the other group was consisted of the borrowers who were not affected by the tsunami disaster.

give answer to this dilemma, which is to repeat the experiments to see whether they work in different context. It is uncertain that after how many times it is safe to conclude that experiment works. Additionally, to run the experiments again and again are time consuming and costly and incentive for researchers is also missing. Easterly (2009), Rodrik (2008), Roodman and Morduch (2009) conclude, both randomized and non-randomized approaches are useful to examine the impact of microfinance and these approaches have strengths and weaknesses.

Becchetti and Castriota (2011) examine the impact and effectiveness of microcredit as recuperation after a natural disaster. Researchers evaluated the impact of microcredit loans in serving people who were affected by the disaster.¹ To examine the impact of microcredit on the well-being of people, researchers used quasi-natural experiment which created two randomly chosen groups.² Data of 305 randomly chosen microcredit borrowers was collected. Becchetti and Castriota explained that before the disaster there was convergence in income of the borrowers due to microcredit loans. However, the process of convergence in income was disrupted due to the disaster, but microcredit loans were helpful in narrowing down the income gap between the borrowers who got affected and who were not. Microcredit loans positively contributed in the convergence of real income but it was not observed for donations, governmental subsidies and grants. This study reveals that there is a strong proof for the usefulness of microcredit as a recovery tool and this is a very comprehensive study on the role of microcredit in post-disaster conditions.

A new methodology has been introduced by McIntosh, Villaran, and Wydick (2011) in their study to see the impact of microcredit on the welfare of the borrowers. The methodology was Retrospective analysis of Primary Events³ nearby to treatment. This technique assesses the changes in the household's welfare due to a treatment i.e. access to microcredit; treatment is based upon a cross-sectional study consisting of questions related to primary events in the history of the borrowers. To evaluate the impact of a treatment, the researchers can make a retrospective panel data set by using the relative questions in context of those events. The researchers applied this methodology by using survey questionnaires among 218 Guatemalan households that obtained microcredit loans in different times. They examined the effects of microcredit on dwelling expansion. The results of the analysis showed the boosts in the probability of dwelling expansion but these outcomes were rather modest. Researchers can utilize this new methodology to see the impact of microcredit, since it does not require costly and lengthy multiple cross-sectional studies, used in impact studies.

Research Methodology

Unit of Assessment and Tools of Study

In this study household is used as a unit of assessment and data is collected with the help of structured questionnaire and this study has a cross-sectional design. Household is the most common unit of assessment.

Survey Method

In this research old borrowers are compared with the new borrowers. The old borrowers with two or more than two years experience with the Akhuwat Foundation are treated as a treatment group, while the new borrowers are treated as a control group. The comparison of the old and new borrower's helps to control the selection bias; underlying principle is that these two groups will not differ in their entrepreneurial spirit.

Cluster Sampling and Systematic Sampling

Akhuwat Foundation has 29 branches in Lahore which are geographically dispersed, so this research is using cluster sampling and systematic sampling. Cluster is formed on the basis of old and new Lahore. Data is collected from 13 branches of Akhuwat Foundation and from every branch every 5th member is been selected from the register on the basis of systematic sampling. The implication of this technique counters any chance of bias in the samples to a significant level.

Sample Size

¹ Any event in the history of household's life that is memorable, discrete and vital to their welfare.

² This approach is heavily derived from (Shirazi & Khan, 2009)

³ J. Thomai, *Leksikologjia e gjuhës shqipe*, Tiranë, 2006, p. 332

This research has a sample size of 105 borrowers from 13 branches out of 29 branches of Akhuwat Foundation in Lahore. Cross-sectional study with two groups of borrowers, with a sample size of 60 for old borrowers and 45 for new borrowers is been used in this research.

With or Without Approach

This model helps us to find the net impact of microfinance on the alleviation of poverty, income, expenditures and assets.¹

$$P^* = (P_{b1} - P_{b0}) - (P_{nb1} - P_{nb0})$$

Where,

P* represents the net impact of microfinance on the poverty condition of borrower households. P_{b1} represents the poverty condition of the old borrower households after taking the loan and P_{b0} represents the poverty condition of the borrowers before taking the loan. P_{nb1} shows the poverty condition of the new borrower households after taking the loan and P_{nb0} shows the poverty condition of the new borrowers before taking the loan.

Descriptive Analysis of Data

Economic Impact of Microfinance on the Borrowers

Targeting of the microfinance and its Impact on Borrowers

This section studies the objective of the microfinance and its impact on the borrowers. For this purpose samples of old borrowers (target group) and new borrowers (control group) have been taken into account and decomposed into the categories of poor and non-poor by using the poverty lines.

Table 1: Poverty Status of the Old Borrowers Before and After Loan

	Poverty Line Rs(3150 per HH)		Poverty Line Rs(3150 per HH)		T1
	Old Borrowers (Before Loan)		Old Borrowers (After Loan)		% Difference
Status	Households (HH)	% of HH	Households (HH)	% of HH	
Poor	49	81.7	22	36.7	-45
Non Poor	11	18.3	38	63.3	45
Total	60	100	60	100	

The above table shows that 81.7% of the old borrowers were poor before taking the loan and 18.7% were non-poor. While, on the other hand 36.7% of the old borrowers are found to be poor after taking the loan and 63.3% are found to be non-poor. The main objective of Akhuwat Foundation is to get the poor out of poverty by giving them small loans through their microfinance program. However, microfinance loans from Akhuwat Foundation have reduced the number of poor households by 45% (i.e from 81.7% to 36.7%) and they shifted to non-poor status. The results support the major objective of the Akhuwat Foundation as the number of non-poor has increased by 45% (i.e from 18.3% to 63.3%).

Table 2: Poverty Status of the New Borrowers Before and After Loan

	Poverty Line Rs(3150 per HH)		Poverty Line Rs(3150 per HH)		T2
	New Borrowers (Before Loan)		New Borrowers (After Loan)		% Difference

¹ H. J. Franz, *Lexikographie*, Königstein, 1985, p. 369

Status	Households (HH)	% of HH	Households (HH)	% of HH	
Poor	30	66.7	20	44.4	-22.3
Non Poor	15	33.3	25	55.6	22.3
Total	45	100	45	100	

The above table shows that 66.7% of the new borrowers were poor before taking the loan and 33.3 % were non-poor. While, on the other hand after taking the loan poor households have decreased from 66.7% to 44.4% and non-poor households have increased from 33.6% to 55.6%. The main objective of Akhuwat Foundation is to get the poor out of poverty by giving them small loans through their microfinance program. However, microfinance loans from Akhuwat Foundation have reduced the number of poor households by 22.3% (i.e from 66.7% to 44.4%) and they shifted to non-poor status. The results support the major objective of the Akhuwat Foundation as the number of non-poor has increased by 22.3% (i.e from 33.3% to 55.6%).

Table 3: Net Impact of Akhuwat Microfinance Program on Poverty Status of the Borrowers

Status	Last Column of Table 4.9 (T1)	Last Column of Table 4.10 (T2)	Difference (T1-T2)
Poor	-45	-22.3	-22.7
Non-Poor	45	22.3	22.7

The result of the above table shows the net impact of Akhuwat microfinance program on poverty status of the old and new borrowers. This table is created by taking difference of the last column of table 4.9 (T1) and last column of table 4.10 (T2). The difference of the difference in the last column of the above table reveals that microfinance has overall decreased the poverty about 22.7%

Impact on Households Income

The table below shows the impact of microfinance on borrower's income. It shows the difference in the average income of the old borrowers (poor and non-poor) and the new borrowers (poor and non-poor).

Table 4: Difference in Average Income of the Old and New Borrowers

Mean	Old Borrowers (Target Group)			New Borrowers (Control Group)			% Diff of the Diff
	Before Loan	After Loan	%Diff	Before Loan	After Loan	%Diff	
Poor	12644.90	15409.09	21.86	12616.67	15250	20.87	0.99
Non-Poor	25681.82	28631.58	11.48	28700	30160	5.09	6.39

The above table shows that the income of the poor old borrowers has increased by 21.86% . While, the income of the non-poor old borrowers has increased by 11.48% . Similarly, the income of the poor new borrowers has increased by 20.87% and income of the non-poor new borrowers has increased by 5.09% . The last column shows the net impact of microfinance on income of the poor old and new borrowers, which is about 1% (0.99%) and shows very marginal increase. However, the net impact of microfinance on income of the non-poor old and new borrowers is about 6.4% .

Impact on Households Assets

At the household level, one of the prominent indicators of microfinance intrusion is the change in household's asset ownership. It also indicates the improvement in households' wealth. Assuming the fact that intervention of microfinance in household's lives increases their income and their capacity to have more assets.

Table 5: Household Assets and Change in Asset of All Borrowers

Item	Before Loan	After Loan	Percentage Change
Motorcycle	70.5%	82.9%	12.4%
Livestock	0%	1%	1%
Washing Machine	79%	85.7%	6.7%
Refrigerator	77.1%	82.9%	5.8%
Sewing Machine	78.1%	84.8%	6.7%
TV	89.5%	94.3%	4.8%
Fans	100%	100%	0%
Air Cooler	8.6%	9.5%	0.9%
Air Conditioner	8.6%	8.6%	0%

Table shows the ownership of the assets before and after the intervention of microfinance. The above table reveals that more than 70% of the households had assets like motorcycle, washing machine, refrigerator, sewing machine, TV, and fans before taking the loan. Less than 10% of the households had assets like air cooler and air conditioner before taking the loan. Some of the common assets before taking the loan were washing machine and sewing machine (79% , 78.1%), TV (89.5%), motorcycle (70.5%) and refrigerator (77.1%), while the few households had air cooler (8.6%), air conditioner (8.6%). The survey results show that ownership of the assets by households has increased after taking loan from Akhuwat Foundation. Ownership of motorcycle, washing machine, refrigerator, sewing machine, TV, and air cooler increased from 70.5% to 82.9%, 79% to 85.7%, 77.1% to 82.9%, 78.1% to 84.8%, 89.5% to 94.3% and 8.6% to 9.5%.

The last column shows the percentage change the assets and it shows that there is a positive growth in the assets of the borrowers. There is a positive growth in assets like (motorcycle, livestock, washing machine, refrigerator, sewing machine, TV and air cooler) except for fan and air conditioner. Thus, it shows that microfinance intervention by Akhuwat Foundation has a positive impact on the household's asset ownership.

Table 6: Change in Assets of Old and New Borrowers

Item	Old Borrowers N=60			New Borrowers N=45			Percentage Diff of Diff
	Before Loan	After Loan	% Change	Before Loan	After Loan	% Change	
Motorcycle	60%	81.7%	21.7%	84.4%	84.4%	0%	21.7%
Livestock	0%	1.7%	1.7%	0%	0%	0%	1.7%
Washing Machine	75%	86.7%	11.7%	84.4%	84.4%	0%	11.7%
Refrigerator	70%	80%	10%	86.7%	86.7%	0%	10%
Sewing Machine	81.7%	86.7%	5%	73.3%	82.2%	8.9%	-3.9%
TV	85%	93.3%	8.3%	95.6%	95.6%	0%	8.3%
Fans	100%	100%	0%	100%	100%	0%	0%
Air Cooler	8.3%	10%	1.7%	8.9%	8.9%	0%	1.7%

Air Conditioner	3.3%	3.3%	0%	15.6%	15.6%	0%	0%
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The above table shows the percentage change in the possession of the assets by the old and new borrowers. The percentage change table shows the positive change in the growth of the assets of the old borrowers, while on the other hand it doesn't show any percentage change in the assets of the new borrowers. However, the last column shows the net impact of the microfinance on the growth of assets of the old and new borrowers. It shows the positive net impact of microfinance on the growth of assets of the borrowers except for sewing machine. The above results show that microfinance does help in increasing the assets of the borrowers.

Impact on Household's Consumption Expenditures

The table below shows the impact of microfinance on borrower's consumption expenditures. It shows the difference in the average monthly consumption expenditures of the old borrowers (poor and non-poor) and the new borrowers (poor and non-poor).

Table 7: Difference in Average Consumption of the Old Borrowers and New Borrowers

	Old Borrowers (Target Group)			New Borrowers (Control Group)			% Diff of the Diff
	Before Loan	After Loan	%Diff	Before Loan	After Loan	%Diff	
Mean							
Poor	11683.673	15568.182	33.25	13583.333	14875.000	9.51	23.74
Non-Poor	17045.454	18684.210	9.61	19333.333	18200.000	-5.86	15.47

The above table shows that the average monthly consumption expenditures of the poor old borrowers have increased by 33.25%. While, the average monthly consumption expenditures of the non-poor old borrowers have increased by 9.61%. Similarly, the average monthly consumption expenditures of the poor new borrowers have increased by 9.51% and average monthly consumption expenditures of the non-poor new borrowers has decreased by -5.86%. The reason behind this decrease is that number of non-poor new borrowers has reduced after the loan so that is why their average consumption expenditures also reduced after loan. The last column shows the net impact of microfinance on average monthly consumption expenditures of the old and new borrowers, the net average monthly consumption expenditures of the poor old and new borrowers is about 23.74% and shows very significant increase. However, the net impact of microfinance on average monthly consumption expenditures of the non-poor old and new borrowers is about 15.47%.

Conclusion

The impact of microfinance on socio-economic conditions of the borrowers has been investigated in this study. This study attempted to find the impact of microfinance services by Akhuwat Foundation on household's living standard. This study has used 'with or without' approach. The important results of the study are as follows.

- The results of the study show that Akhuwat Microfinance Program has increased the income of the poor old and new borrowers by 21.86%, and 20.87%; and the income of the non-poor old and new borrowers by 11.48%, and 5.09% respectively.
- Akhuwat Microfinance Program has increased the average monthly consumption expenditures of the poor old and new borrowers by 33.25%, and 9.51%; and average monthly consumption expenditures of the non-poor old by 9.61%. It decreased the average consumption expenditures of the non-poor new borrowers by 5.86%.

Limitations and Future Prospects

- The study could not use longitudinal data.
- At one or two places, presence of Akhuwat Foundation representative was necessary, which could make opinions biased.
- This study has collected data from the branches of Akhuwat Foundation based in Lahore due to lack of resources. Future researchers can extend the work on Akhuwat Foundation by taking sample from all major cities of Pakistan.

- A comparative study could be done by taking into account the role of other microfinance institutions in Pakistan as well.

Policy Recommendations

The results of the study show that microfinance has a positive impact on socio-economic conditions of the borrowers. There are some recommended policies measures that can be considered.

- Government should give their support to other microfinance institutions in Pakistan to give interest free loans like Akhuwat Foundation.
- There were few dissatisfactions regarding group loaning, Akhuwat Foundation should give due attention and listen to their recommendations.
- There is a dire need of more microfinance institutions in Pakistan to eradicate poverty and improve socio-economic condition of the people. Government of Pakistan should pay attention towards it.

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Illustration in Explanatory Dictionary

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Abstract

This paper has treated the syntagmatic level in the explanatory dictionaries, in the monolingual and bilingual as well, since the syntagmata in the dictionary can be dealt with as being unnoticed, because it is considered as less important than explanations or definitions or equivalents (when the dictionary is bilingual). But, if, for example, it can't be said in the explanation that a verb or adjective can be linked with words that refer to alive and not alive objects, than the user can see the illustrative examples (the weather became cold/cold (distant) from his friend; a cold room/a cold person; a man walks/ the horse walks ; the time passes/ the work goes on; *ecën koha* (*ecën puna*). Nowadays, when the society is developing so fast and thoroughly, the use and utilisation of monolingual, bilingual, multilingual, linguistic or encyclopaedic dictionaries, is the most common and inevitable phenomenon, because these works not only are recorders of the word and phraseology, of semantic and lexical fortune, national and international one, but also have their determining importance in the acquirement of the language and in the expansion of the linguistic and communicative competence, in finding an unknown word and its semantic definition, or in finding lexical and semantic units with which creates semantic, paradigmatic, word-forming and stylistic relations etc. The illustrative examples are helpful for the full exploration of meaning and serve as an additional instrument for the characterisation of the word, showing the area of use and the typical grammatical lexicon enclosure. They also prove the stylistic evaluation and grammatical characteristic that is given to the word. The main purpose of this paper is that by relying in the subject that is offered by these kind of irreplaceable works, it will treat the importance of the syntagmatic level of the explanatory dictionary as an important part for knowing the word and its significance, to increase the lexical and semantic competence of the users of these dictionaries.

Keywords: dictionary, explanation of meaning, syntagmatic link, utterances, examples.

Introduction

The dictionary is a linguistic work that contains a large number of words, alphabetically listed, besides which are given explanations about lexical meanings (in the explanatory dictionaries) or corresponding words in foreign languages (in bilingual or multilingual dictionaries), and complementary frame words, necessary grammatical and stylistic notes, for the field that they are used, sayings, examples etc. Regarding the subject matter included in the dictionary they exploit the lexicon, synonyms, terminology, phraseology, toponymy, onomastics etc, and all the sources of written and spoken languages¹.

Franz Jozef Hausmann defines the dictionary as a *summary of the lexical units*, which gives particular information for particular users and provides a quick and practical approach for each information². Three important components are inferred on this: lexical information, the medium of presentation (which is related with the dictionary as a tool) and the user of this information which implies the user of the information.

¹ *Fjalor i gjuhës së sotme shqipe*, Tiranë, 1980, p. 481

² H. Shehu, *Çështjetë sintagmatikës në fjalorë shpjegues të shqipes*, in "Leksikografia shqipe, trashëgimi dhe perspektivë", Tiranë, 2005, p. 161

In the contemporary Albanian dictionary, the word *dictionary* (fjalor) is explained as a "book with the words of one language or with the terms of a particular field of science and technique etc, which are listed according to the alphabet and are explained and translated in another language or in several languages". There are many types of dictionaries. *The explanatory dictionary (terminological, etymological, historical, encyclopedic). The orthographic dictionary, alphabetic dictionary, bilingual (multilingual) dictionary. The big dictionary (medium, small). The pocket dictionary. The dictionary of philosophy (of economy, physics, botanical, medicine). The dictionary of synonyms (of phraseology).*¹

There are many illustrative examples in dictionaries (saying and quotes) useful for full exposure of meaning and serve as complementary devices for the characterization of the word by showing the area of usage, the typical lexical and grammatical fields and prove the stylistic evaluation and grammatical peculiarity provided to the word. We deal with this aspect of the dictionary as the object of our project. The study of lexical and semantic subject matter, as well as of the sayings provided with examples, has made us to follow closely the alterations all around life in our country.

In the Albanian lexicon, several words go in or out. In other words, dictionaries are compositions that reflect these alterations and changes, and this is particularly visible during the compilation of new dictionaries in several periods of time. An evidence of such changes is the conduct of new meanings of one word, adapted to social- historical situations.

A national dictionary published in Congress of Orthography in 1972 has a normative character, because it reflects the lexicon and synonymic semantics of the standard Albanian. Nowadays, we are witnesses of many controversies regarding our literary language. The explanatory dictionaries, published in the last 30 years give a great contribution for setting the norm, therefore they are very much needed to the teachers, journalists, politicians, creators, not to say that they should be present in every Albanian family's library.

The national explanatory dictionaries provide examples not only from the depth of centuries, but also from all dialects and idiolects, that show the little distinctions we have on the lexical system, where there are more distinctions than in the other linguistic systems. At the same time, we notice the direct connection and interrelation between standard language and dialects and regional speech patterns.

Professor Hajri Shehu, seeing the role of the phrases in a dictionary, emphasizes that "out of context and out of concrete conceptual personal belongings, the word provides indefinite information and has only potential meaning. It fully takes its real meaning, in other words it becomes a semantic unit in a given context or certain situation, where some of its meaning components are neutralized, and some others are actualized. In this aspect, the meaning is the result of the relation between the word and the surrounding background". (see, e.g ; fog of doubt, heart of the earth, edge of the mountain (alb – shoulder of the mountain), an easy going person, dark room, dark thought, dark regime).

Compare: trim the apple (*shartoj* mollën) and shorten the socks (*shartoj* çorapet), the temperature got in 37 degree Celcius (të nxehtët mbëriti 37 *shkallë*) and the high ladder needs strong legs (*shkalla* e lartë do këmbë të forta), etc. If the words, got mad (u tërbua) , got crazy (u marros), got insane (u çmend) will not be put after the words "for her (pas saj)/for him (pas tij)" the meaning will not be "very keen on somebody or something", but the concrete meaning "lost his mind, logic or reason". In relational adjectives, the most attributive feature can be distinguished mainly depending on the context. Compare: for instance "silken dress and silken hair": 1. "soft as silk" and 2. "silky shine".

Particularly, the meanings of multiple -meaning verbs depend especially on the surrounding environment and the interrelation with nouns.

Compare: set the table for the lunch (*shtraj* dreken)/have a lunch for a special occasion (*shtraj* një drekë) / hospitalized his wife (*shtroi* të shoqen në spital) / opened a discussion (e *shtraj* për diskutim) / lay a broody hen (*shtroi* dy pula) / prepare pickled peppers and tomatoes (*shtraj* specë (domate), etc.

Between the internal content of the word (in these examples) and its usage in discourse, that is between its meaning and its apposition to the other word, there is an indispensable discursive connection in the phrase. This connection does not indicate ambiguity on the content of the word or as L.Vidgenstein says: "what can not be expressed in a sign, it is

¹ J. Thomai, *Leksikologjia e gjuhës shqipe*, Tiranë, 2006, p. 315-316

revealed in its usage". So, the lexicographer is obliged to indicate the content of the word without ambiguity, to mirror what is called the actualization of the lexical units¹.

The importance of illustration in the explanatory dictionaries

The word has the ability to connect with other larger units as the phrase, the sentence, or the period, so, we must say that it has *syntagmatic values*. Every word that we select, in every meaning of it, *creates some lexical-syntactic connections with other words, where it reveals the values of its content, the emotional and stylistic nuances, and also the phraseological connected meanings*. So, *dor/w-a f.* (hand) is used in many relations to other words, such as: *dora e djathitë* (e majtë) - (right and left hand ; i dha dorën – (shaked his hand to), *prek me dorë*, (touch with your hand), *ka dorë* – (has a hand-literally; translated as "to beat and be violent"... The early ancient words and those that have many meanings have a wide range of lexical relations and have the possibility for new word combinations. Through these relations, it is fulfilled a lexical agreement, **whereas, in the lexicographical work, they serve to explore the meanings of the word, the different stylistic and emotional nuances as well as the changes in form and content**. Even the usage of the wide range of oral and written *lexemantics* is an expression of the richness of thought and language.

There are full and partial studies regarding the illustrations in an explanatory dictionary. We are considering one of the most prominent authors in our linguistics.

Prof. J.Thomai writes that "Syntagmatics included at the illustrations of the dictionary, which are of two kinds: **graphic** (for example: photography, maps and drawings mainly in the encyclopedic and ideographic dictionaries) and **linguistic** (e.g statements (group of words), and **full examples** (sentences)."² In the explanatory dictionaries we usually find illustrations of the second group.

a. Utterances, - according to him, - are short group of words, that are put after the explanation of one meaning, to fulfil it with subtle nuances and elements of that meaning, which cannot all be provided just in one explanation. But, utterances have other complementary values in the expressive, emotional and stylistic nuances, in the various kinds of syntactic relations of the word that is explained, in the lexical field and also in all its **syntagmatics and lexemantics**. Utterances show in this way that this word in this meaning is real in language and belongs to this particular field and has these particular features in usage.²

To illustrate, we are considering an example from the "Dictionary of the albanian language, 2006":

Bar, *i m.sh.* – ëra(t) – (Eng. Grass) 1. A plant with a thin **kërcell** that doesn't become strong as the wood, with long and green leaves, that serves mainly as food for the animals; wet grass and hey; *bad grass* wild grass which damages the crops;

b. According to J.Thomai- "**Examples** serve to complement the explanation of meaning with semantic, emotional, expressive and stylistic, subtle nuances of usage etc. But more than phrases, they give a sense of beauty to expressions and vividness to various discourses. Examples come out from all genders of spoken and written language, from artistic, scientific and educational literature, from journalism, folklore, popular spoken discourses and so on. Based on this, proverbs have this function, too. They are well-chosen sentences, from writings of masters in language and linguistics, not only regular in grammatical construction, adaptable to the nature of Albanian language, but also from the aesthetic construction of expression, through which the reader acquires new values for the word and feels the strength and aesthetic importance of language."³ Examples are associated with resources (such as author, writing, press, etc) in order to create certainty to the usage of the word in a given context. Examples usually are inserted in large explanatory dictionaries, but also, in medium-size dictionaries. With a marked and illustrative value at the same time could be even the linguistic phraseology, grouped in a particular meaning, when is connected on the essential elements of the meaning or at the end of the semantic structure of the word, after a specific sign (star or square).

For example; Alb - **dal** (exit) intrans. **dola** (exited) (past tense), **dalë** (participle)

¹ J. Thomai, *Leksikologjia e gjuhës shqipe*, Tiranë, 2006, p. 316

² H. Shehu, *Çështjetë sintagmatikës në fjalorë të shqipes*, in "Leksikografia shqipe, trashëgimi dhe perspektivë", Tiranë, 2005,

³ H. Shehu, *Çështjetë sintagmatikës në fjalorë të shqipes*, in "Leksikografia shqipe, trashëgimi dhe perspektivë", Tiranë, 2005

1. *To go out from inside to the outside; to leave from some place and go some place else; left the house; to go out in the world, to go for an outing;*

Doli te burri (conversational) – got married; *doli nga Traktati* – went out from the Tractat;

V III springs (buron), flow (rrjedh), gush (vërshon), spreads (përhapet), leaves.

I dolën djersë (lotë) /sweat /tears went out of; doli naftë / the oil came out; doli nga tema /is irrelevant about the topic;

2. *V III mbin* (sprout), *ritet diçka* (something grows), *shpërthen* (explode), *lind* (is born), *shfaqet* (një sëmundje) (an illness appears)

3. *Meet somebody; present oneself, be in front of, come across, show up somewhere; I doli përpara të birit* (was in front of his son to meet with); *I doli në ëndërr* (it appeared in the dream); *nuk i dal dot në sy dikujt* (have a difficulty to be in front of somebody's eye)

4. *V III* finishes, is lost, goes away, it doesn't exist anymore: *doli dimri* (the winter is finished); *doli nga përdorimi* (it can't be used anymore); *I ka dalë nga qeji* (nga zemra); (doesn't like it anymore); *I doli frika* (the fear went out); *I doli nga mendja* (forgot); *I dolën të palarat* (the cat went out of the bag)

c. Professor Hajri Shehu by creating a new term of syntagmatics in the dictionary, the term **exemplification**, emphasizes that *exemplification in a dictionary, the illustration of glossies by examples, the word joined to another word, is one of three lexicographical techniques, (the others are: explanation in the wide sense of the word in lexicography, and equivalence in bilingual dictionaries). We deeply understand the value of illustration:*

Dictionaries do display the need of an ecological function, that is, the contextual interaction for the common interrelation of the words.¹

In scientific rather more encompassing outlook, he introduces his conceptual view over exemplification, when and how should be done this type of exemplification, for which lexical and semantic categories should be done, and how much volume should they occupy in semantic terms.

Theoretically, a relevant examination on "Syntagmatic issues in Albanian dictionaries, held in the conference. The Albanian Lexicography – a past inherited experience and a coming prospective, Tirana 2005 has constantly been one of the major theoretical sources of our research. In a further recapitulation we are introducing some notable arguments.

We are summarizing some of these arguments²:

1. The lexical association of words from the logical relations that exist in the real activity between the objects and the phenomenon that is marked by the word (see for e.g : group of words that deal with the way people are categorized regarding physical and moral features: (it is said – she has a *sweet mouth* (gojë të ëmbël) and not (*sweet teeth*). This type of regularity might be called the law of valence and the lexicographer can't avoid these laws.

2. Valence is a potential interconnection of linguistic units, in other words a possibility to interconnect in the discourse according to the linguistic system. In the dictionary, the possibility becomes reality, the valence converts in a real unit interconnection. This means that valence (association) as a linguistic possibility and as an actualization reflects the dichotomy language-discourse, language-linguistic activity, (for example; *good* can have indefinite interconnections, but, in discourse in the meaning (i djathtë) - *right* can be connected only with *hand/ foot/ eye*).

3. The word entirely acquires its real meaning by "being semantically involved in a context or a certain situation, where some of its components of meaning are neutralised and some others are updated. On this aspect, the meaning is a result of the interrelation of the word with the surrounding environment, (for e.g. fog of doubt, bulk of the earth, edge of the mountain, a good mixer (njeri i shkueshem), dark thought, etc. Between the internal content of the word and its usage in discourse, there is one indispensable connection in the word group, a connection that indicates

¹ A. Kostallari, *Parimet themelore për hartimin e "Fjalorit të gjuhës së sotme shqipe"* in "Studime mbi leksikon dhe mbi formimin e fjalëve në gjuhën shqipe", II, Tiranë, 1972, p. 45-47.

² Niepelnosprawność – zagadnienia, problemy, rozwiązania. Nr 1/2013(6)

which is the content of the word, or as L.Vitgenstein says, "that which cannot be expressed in the sign, appears in its usage".

4. 'Phrases' deal with active-type dictionary. The lexico-semantic meaning is regarded as a system of its usage (of linguistic contexts). Semantic possibilities of the word, appear not only to show the notion content, but primarily, by representing the whole typical distribution of a given word. (see, for example: (besa) loyalty is given, (kept, broken, returned) meanwhile, the duty can be (done, fulfilled, avoided); *I have a fever* (jam me ethe), is semantically different from *I am anxious* (jam në ethe)- in a figurative sense. In the table (tryezën e bukës) we can eat food, while in the round table (tryezen e bisedimeve) we cannot. The constituent meaning of the word has a wide range of usages, depending on source of context, that reflect the word life in linguistics. These contexts go within word's semantics and have a proper usage. (compare: for example, *comb my hair* (kreh flokët) / *comb the wool* (kreh leshin), *shorten the text* (kreh tekstin) etc.

5. Phrases in a dictionary show what is possible or acceptable, because, as we know, there is a lexicographical law - the impossible or unacceptable frameworks and forms are not given in a dictionary. They serve to show the prescriptive, grammatical position, (as in; *current/ electric light, electric squeezer/ electric egg-beater*)

6. Syntagmas or sayings in a dictionary illustrate the grammatical behavior, (phonological, morphological and syntactical) of the word (for example, the type of the object: *She wrote a letter and she wrote a letter to her brother*, the type of the adjective: *wide table \ square table* etc. It is the dictionary which has the obligation to do this, to give to the user vivid contexts, in order for him to understand the rules, as well as the semantic and grammatical principles of the words.

7. In the Albanian dictionaries, a special place is given to the reflecting of the popular lexicon with potential literary value (for known reasons) or even the creating of words with a potential literary value. The interconnection with other words of the language, shows them the way and the place to gain the real literary value status, because the uncertainty of the meaning/meanings is lessened a lot. (të vjerrët / euph. "të vdekurit" (the dead)

This is also one of the reasons that these kind of words are presented with expressions, and, at the same time, it is one of the values that is brought by not only the national Albanian dictionaries, but also by the dictionaries with popular words and expressions from the regions. For the syntagmatics in a lexicographic work, it has also been written by Prof. Androkli Kostallari. Although he speaks about the essential principles for the design of "The Dictionary of today's Albanian language", thus, about the principles of the reflection of the illustrations covering a specified work, they have a great value for each Albanian language dictionary.

d. We are presenting a general summary of these principles according to prof. Androkli Kostallari.¹

1. *Definitions of meanings and semantic variety of words are associated regularly and are verified with illustrative material (quotations and sayings).* With the term **utterance**, we understand the typical illustrating examples that have a wide use in our time, and are compiled by the designers and editors of "the dictionary" based on materials of "Record section of the vocabulary of the Albanian language", as well as of their own precise knowledge of self experience.

2. The illustrative examples help the exploration of a complete understanding and serve as a complementary tool for the characterization of the lexeme, showing the sphere of its use, the typical lexico-grammatical associations, verifying the stylistic and the grammatical characteristic given to the word. To this general principle, it should be subjected even the phraseology, when it can perform such functions.

Conclusions

¹Regulation of Minister of Infrastructure of 12 April 2002 on the technical conditions which must be met by buildings and their location, Journal of Laws, 2002, No 75 item 690, as subsequently amended; Regulation of Minister of Infrastructure on the technical conditions which must be met by buildings and their location. Journal of Laws, 2011, No 144, item 859, as subsequently amended; The Construction Law of 7 July 1994 Journal of Laws of 2016, item 2255; Kowalski K. Mieszkanie dostępne dla osób z dysfunkcjami w zroku; Biblioteka dla Osób Niepełnosprawnych, www.integracja.pl; Nowak E., Budny J., Kowalski K. Mieszkanie dostępne dla osób z dysfunkcją narządu ruchu; Biblioteka dla Osób Niepełnosprawnych, www.integracja.pl; Kowalski K. Planowanie dostępności – prawo w praktyce; Biblioteka dla Osób Niepełnosprawnych, www.integracja.pl;

The word has the ability to group with other words in larger units, such as: the phrase and the sentence. Through these connections, a linguistic agreement is created. Prof. Hajri Shehu, by defining a new term for the syntagmatics in a dictionary, the term- **exemplification** emphasizes that: **dictionaries need the ecology of the words, that is, contextual interrelations, for the usual interrelations of the words.**

Utterances show that the word in this sense is real in the language and has this field and features of use, while **the examples** serve to complement the explanation of the meaning with subtle semantic, exciting, expressive, stylistic nuances of the usage etc, but, more than utterances, they give the beauty of the expressions with the words that are used, its vividness in different discourses.

They are well selected sentences from the writings of masters of language, as regular not only in the linguistic construction, in accordance with the nature of the Albanian language, but also in content and "aesthetics" of expression, through which the reader gains new values for the word and feels the beauty and the strength of language. Examples are associated with their source to create a sense of security in the use of the word in a given context.

Since the dictionaries are irreplaceable works in school, we have tried to have in mind even our work as a teachers of language and literature. And syntagmatics has a multiple function in this regard.

We believe that this paper **can be addressed to the post -graduate students, to the teacher of the Albanian language in school, the researcher, the lexicographer, the interpreter, the journalist, the creator of literary and finally to the citizens**, who are associated with the Albanian word, with valence and its multiple links, diverse and implicated with other words, directly or indirectly, in one form or another, in a discourse or another, in one style or another, in the synchronic plane or the diachronic plane.

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- [3] ³ H. J. Franz, *Lexikographie*, Königstein, 1985
- [4] ⁴ H. Shehu, *Çështje të sintagmatikës në fjalorë shpjegues të shqipes*, in "Leksikografia shqipe, trashëgimi dhe perspektivë", Tiranë, 2005
- [5] ⁵ J. Thomai, *Leksikologjia e gjuhës shqipe*, Tiranë, 2006

¹ It is worth clarifying, at this point, that although the Resolutions of the UN General Assembly are part of what is commonly known as softlaw, in this particular case, and because it is a directive or resolution necessary to comply with contents agreed in International Treaties of Human Rights that do have a binding nature (hardlaw), this Resolution must be understood with sufficient force and obligation to bind the States that are part of the Treaties that are referred in it. In addition, this binding nature is also due to the very content of the Resolution, which, by incorporating the expression of General Principles applicable to international law, and by condensing international obligations of States in accordance with common law, endows Resolution of a mandatory qualification, specifically for the Colombian State (Colombian Commission of Jurists, 2007, p.22).

Growing Importance of Machine Learning in Compliance and Regulatory Reporting

Dhrubajyoti Dey

Abstract

Machine Learning is unquestionably one of the most exciting technology fields in the world today. The pace of discovery is almost unimaginably fast, and it seems each day we learn of new advancements, new technologies, new applications, and new opportunities. It's inspiring, but also overwhelming. In this paper we will take a examine the role of Machine learning in Financial sector

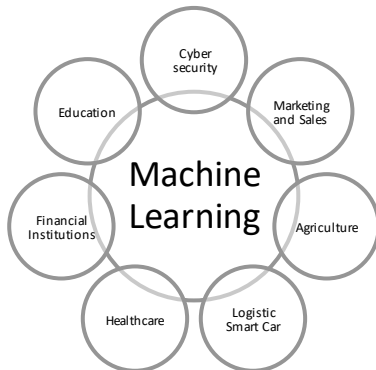
Keywords: Machine Learning, Regulatory Reporting , AI, Deep Learning

Introduction:

Over the past few decades Machine Learning (ML) has become one of the backbones of information technology and with that, It has already revolutionized fields from image recognition to healthcare to financial markets.

Machine learning is magical, it teaches computers to do what comes naturally to creatures: learn from experience. Computational methods are used by ML to "learn" information directly from data without relying on a predetermined equation as a model. The algorithms improve their performance as the number of samples available for learning increases.

Few Real World Applications of ML-



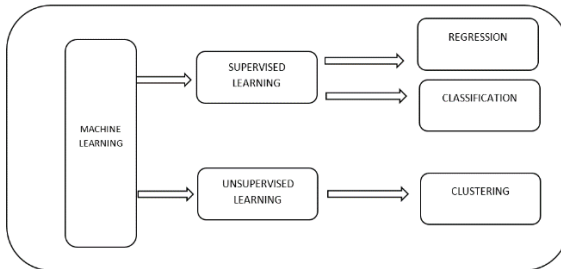
Machine Learning Mechanism

Machine Learning (ML) is a highly interdisciplinary field which derives and builds upon ideas from statistics, computer science, engineering, cognitive science, optimisation theory and many other disciplines of science and mathematics. Broadly ML can be classified in 2 segments namely Supervised learning and Unsupervised learning .

Supervised learning is simply a formalization of the idea of learning from examples. In supervised learning, the learner (typically, a computer program) is learning provided with two sets of data, a training set and a test set. The idea is for the learner to "learn" from a set of labelled examples in the training set so that it can identify unlabelled examples in the test set with the highest possible accuracy

For example, All the recommendations at Amazon, Facebook, Google, Netflix, Youtube, etc. contains supervised learning techniques. All features or products of any companies such as face recognition, image classification, speech recognition would have used Supervised learning techniques

Supervised learning is extensively used in areas such as Bioinformatics , Database marketing , Handwriting recognition , Information retrieval , Object recognition in computer vision , Optical character recognition , Spam detection , Pattern recognition



Unsupervised learning is more subjective than supervised learning, as there is no simple goal for the analysis, such as prediction of a response . The term “unsupervised learning” or “learning without a teacher” is generically associated with the idea of using a collection of observation X_1, \dots, X_n sampled from a distribution $p(X)$ to describe properties of $p(X)$.

Clustering is basically grouping a set of data examples so that examples in one group (or one cluster) are more similar (according to some criteria) than those in other groups. This is often used to segment the whole dataset into several groups. Analysis can be performed in each group to help users to find intrinsic patterns. For instance, clustering individuals based on demographics might result in a clustering of the wealthy in one group and the poor in another

This is a data-driven method that can work well when there is adequate data; for instance, social information filtering algorithms, such as those that Amazon.com use to recommend books, are based on the principle of finding similar groups of people and then assigning new users to groups. In few cases, such as with social information filtering, the information about other members of a cluster (such as what books they read) can be sufficient for the algorithm to produce meaningful results. In other cases, it may be the case that the clusters are merely a useful tool for a human analyst. Unfortunately, even unsupervised learning suffers from the problem of overfitting the training data. There's no silver bullet to evade the problem because any algorithm that can learn from its inputs needs to be quite powerful.

Unsupervised learning has produced many successes, such as world-champion calibre backgammon programs and even machines capable of driving cars! It can be a powerful technique when there is an easy way to assign values to actions

Machine learning to Deep Learning

Deep learning is making major advances in solving problems that have resisted the best attempts of the artificial intelligence community for many years .Deep learning can be based on both supervised and unsupervised methods . Deep learning allows computational models that are composed of several processing layers to learn representations of data with multiple levels of abstraction.

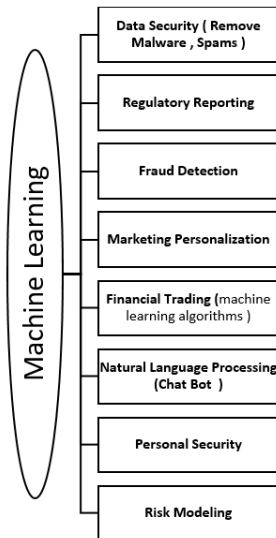
These methods have dramatically improved the state-of-the-art in speech recognition, visual object recognition, object detection and many other domains such as drug discovery and genomics. Deep learning discovers intricate structure in large data sets by using the **Backpropagation** algorithm to showcase how a machine should change its internal parameters that are used to compute the representation in each layer from the representation in the previous layer.

Application within Financial Institutions (FI)

With the advance of digital world , the amount of data gathered in Financial institutions (FI) have increased rapidly. The source of data for a Financial institutions could be many e.g. emails, internet banking, voice call, social media, websites etc . This information can be used to provide solution to meet the requirement of the customer which might be very unique and could be otherwise known and offered. Also After the financial crisis in 2008, many new regulations and supervisory measures were introduced that required FIs to report more detailed and more frequent data on more aspects of their business models and balance sheets

Data is critical not only for regulatory purposes but also for internal reporting, risk management purposes (i.e. in implementing the policies and practices set at the top of the organization), and identifying, assessing and adequately measuring risk areas. Additionally, Financial institutions need to have reliable data and manage it adequately in order to conduct predictive analytics on customer transactions, account activities, credit card balances and loan portfolios, and to better gauge their preferences, receptivity to marketing programs, and changes in the pattern of their activities.

From the perspective of the Financial institutions revamping the infrastructure represents their biggest challenge and Machine learning can be efficient tool to analyse the data and report the correct data .



ML in Regulatory Reporting

With millions of transactions taking place every day, it will be impossible for humans to study what is going on and identify patterns. Therefore, the analytics tools themselves must be able to evolve, taking into account new information and comparing it to past data in order to make decisions about the validity of transactions. Rather than having associates spending weeks, potentially months glued to a computer screen, intelligent programs can improve efficiency and reduce cost by elevating human involvement to reviewing sample sets, interrogating search results and analysing the end product.

The industry's current focus has been improving regulatory reporting procedures for banks and financial services firms, such as increased automation and digitization of Know Your Customer (KYC) rules, Anti-Money Laundering (AML) rules, and tax reporting

Machine learning, robotics, artificial intelligence and other improvements in automated analysis and computer thinking create enormous possibilities when applied to compliance. Data mining algorithms based on machine learning can organize and analyze large sets of data, even if this data is unstructured and of a low quality, such as sets of e-mails, pdfs and spoken word.⁵ It can also improve the interpretation of low-quality data outputs from payments systems. Machine learning can create self-improving and more accurate methods for data analysis, modeling and forecasting as needed for stress testing. In the future, artificial intelligence could even be applied in software automatically interpreting new regulations.

Machine learning identifies complex, nonlinear patterns in large data sets and makes more accurate risk models. By adjusting algorithms based on newly acquired information, their predictive power improves through use. This has several potential applications in compliance. In stress testing and risk management, it would benefit definition of models, the calculation and simulation of stress scenarios, and improve the accuracy and granularity of statistical analyses.

Big financial services firms are starting to use robotic process automation, natural language processing, and natural language generation to gather and organize structured and unstructured data for a wide range of business and compliance processes – from credit scoring, product pricing, limit management, and loan reviews to fraud management, vendor risk management, compliance testing, collateral management, report generation, and claims processing. This advanced automation improves efficiency and reduces compliance costs. Perhaps even more important, it enables a firm's valuable and scarce analysts and experts to do the jobs they were hired to do, instead of spending most of their time manually collecting data and updating spreadsheets.

Machine learning has a long way to go and it will be interesting to see how the world adopts to this new culture

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The Effects of Mentoring Functions on Career Adaptabilities and Career Self-Efficacy: the Role of Career Optimism

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Abstract

This study aims to investigate the effects of mentoring functions on undergraduate student's career adaptabilities and career self-efficacy levels and the mediating role of career optimism. It is suggested in the literature that some factors stimulate student's career adaptability levels. Therefore, mentoring functions, career optimism and career self-efficacy are considered as predictors of career adaptabilities within the scope of the study. Accordingly, data which are collected by the survey method from 311 undergraduate students having an education on different field such as business administration, international trade and logistics, public management and labor economics are analyzed by using the structural equation modeling. The results of the study indicate that mentoring functions, which is labeled as role modeling, have significant effects on student's career adaptability, career optimism and career self-efficacy levels. However, it has been observed that career optimism has a significant effect on career self-efficacy and career adaptabilities. On the other hand, it is seen that career optimism has a fully mediating role between the role modeling and career adaptabilities. In addition, career optimism has a fully mediating role between role modeling and career self-efficacy.

Keywords: Mentoring Functions, Career Adaptabilities, Career Self-Efficacy, Career Optimism

1. Introduction

Since the rapid changings and continuous innovations in both technological and economical areas, universities are considered as main components, which play a crucial role in the education of human capital from the point of cultural, social, political and economic perspective. However, academic members, who were assigned for various fields, are seen as one of the vital aspects of universities, due to the play an important role for guidance and growth of society and young adults (Parsa et al., 2016: 295). These are examined as one of the pioneer and significant components for young adults to cope with the twenty-first century's conditions (Dibia and Obi, 2013: 121). While, the academic members have significant responsibilities in formal learning process for the students, it is expected that they play a part in mentoring, coaching, networking, and self-directed learning phases (Knippelmeyer and Torracco, 2007: 1). In other words, universities can support their students' social and vocational development, foster their sense of belonging and shape their futures through one way which is called mentoring (Liu and McGrath-Champ, 2014: 4). In universities, career and professional advancement of young adults are based on mutual recognition and fulfillment of needs, such as professional development, including mentoring which aims to provide challenging assignments, protect them from adverse forces, and help to possess a positive vision (Parsa et al., 2016: 295-296). As the students' success measured by a number of variables like graduation rate, course completion and retention, advising and mentoring are regarded key components of a successful university experience. Because mentoring refers to assisting of students to prepare them for a better career and providing them with social networks and helping them to increase their self-esteem and confidence levels. Essentially, mentoring process maintains a major role in supporting the students' success in many ways (Fedynich and Bain, 2011: 2-5). On the other

hand, mentoring relations comprise teaching, assisting, and acting as a role model, providing time, energy and material support to facilitate inspiration of less experienced individuals (Anafarta and Apaydin, 2016: 22).

Due to the mentor can offer a young adult personal support, encouragement, friendship and give an advice for the future career and also share their life experiences, they are considered as the most influential person in students' life. In this context, it is possible to express that mentoring relations bring some positive outcomes such as getting higher degrees, increasing self-esteem and self-efficacy levels, having good communication skills, planning future career and career transitions (Foster and MacLeod, 2004: 442-443). In addition, it can be said that mentoring functions lead students' career competencies, career self-efficacy and career optimism levels increasing, and help them to gain success in career related activities such as career development and career adaptabilities. Therefore, mentoring functions are examined as significant factors that will shape the students' future careers more effectively and facilitate the planning and exploring activities. Accordingly, this study aims to investigate the effects of mentoring functions on students' career self-efficacy and career adaptability levels and the mediating role of career optimism. In the literature, it seen that researches related to mentoring were conducted at organizational fields, rather than education. Moreover, there is not any research existing in literature that examines the relationships among mentoring functions, career self-efficacy, career adaptabilities and career optimism on undergraduate students. Thus, this study aims to investigate the beneficial effects of mentoring functions on career-related components so it attempts to contribute to the literature.

2. The Theoretical Framework and Research Hypotheses

2.1. Mentoring Functions

Mentoring is considered as one of the most significant career management techniques which support individual's career developments in conjunction with other mechanisms. Among the other mechanisms, mentoring is recognized as the most effective technique that helps particularly young adults to discover their strengths and weakness and adapt to changing conditions and to facilitate the process of identifying their abilities (Alayoğlu, 2012: 135). Along with the career developing role of mentoring, it also reduces deviant behaviors, promotes self-identity and self-image, and increases academic achievement and school success. Due to its significant role in different areas such as education, community and business, there is a definitional and conceptual confusion on "what mentoring is". However, the study about the role of mentoring on adults' development is traced back to the Levinson and colleagues research. According to this research, mentor is described as a guide, teacher, counselor and developer of skills who "facilitates the realization of the dreams" and "the vision that one wants as an adult" (Eby et al., 2010: 7-8). Generally, mentoring is described "as the relationship between older or more experienced mentor and a less experienced protégé or young person who aims of helping and developing younger individuals' careers (Ragins and Kram, 2007: 5). Mentoring is also characterized as a relationship, where the experienced individual aims to serve as a role model, to provide support and direction to the younger protégé. In addition, mentoring purpose is to provide feedback to the protégés related with the career plans and individual development and to help them to gain success in both social and business life. According to Kram (1985) mentoring relationships provide two different categories of mentoring functions labeled as career related mentoring functions and psychosocial mentoring functions (Day and Allen, 2004: 2).

Career-related mentoring functions refer to help the protégés career advancement and foster the enhancement of their sense of competence. These relationships involve coaching, protection, sponsorship, visibility and provision. For example, mentor as coach's share their ideas, provide feedback and give suggestions to gain success. In addition, they have to eliminate risky conditions which might threat young adult's reputation and nominate lateral moves and promotions and also mentors have to provide challenging assignments which help increasing protégés' visibility (Park et al., 2016: 1176). On the other hand, psychological mentoring functions represent the interpersonal aspect of these relationships which includes role modeling, counseling, friendship and acceptance. In other words, mentors aim to increase protégés' sense of competence, identity, and effectiveness in their social and professional lives (Allen et al., 2004:128). Psychological mentoring functions intend to maintain closeness and trust in mutual relationships and include positive behaviors which lead to enhance the protégés self-esteem, self-efficacy and personal growth levels (Ragins and Kram, 2007: 5). Apart from the career-related and psychological mentoring functions, it is suggested by Scandura (1992) that there is a third category of mentoring function called role-modeling. Role modeling includes illustrative behaviors, who have high standards, well-trusted and respected in their work and social life that ensure to shape protégés future in a positive way (Arora and Rangnekar, 2014: 209). However, role-modeling mentoring functions based on the traditional mentoring due to its characteristics, such as mentors aims to represent exemplary behaviors, skills and attitudes towards to the protégés, by

this way it is expected that young adults thoughts, attitudes and behaviors change favorably (Chen, 2013: 201). Therefore, it can be said that the main role of all mentoring functions is to increase the protégés effectiveness and to encourage and strengthen them. In general, mentoring functions intend to help improving performance and career development and to share knowledge, experiences, and opinions. In this framework, it is possible to express that mentor, who may also be referred to as coach, teacher, advisor, counselor, aims to indoctrinate inexperienced young individuals under their protection and also tend to prepare them for life and the future either voluntarily or by assignment of some duties (Alayoğlu, 2012: 138-139).

2.2. Career Self-Efficacy, Career Optimism and Career Adaptabilities

Career self-efficacy refers to the individuals' expectation and conviction to their abilities in relation to the wide range of behaviors involved in career choice, career development and adjustment. In general, there are two lines of inquiry under career self-efficacy; one of them represents having a successful career in a certain area and the other aims to investigate different occupational domains (Zeldin, 2000: 22). However, career self-efficacy is considered as the belief of individuals which leads them to avoidance of or motivates them toward career-related behaviors. It plays a crucial role in determining the behavior of young adults in different complicated situations when planning their careers. For example, high career self-efficacy in complex situations helps young adults to overcome feelings of doubt, anxiety and unpleasant events and facilitate solution of conflicts with much greater ease. Individuals with high career self-efficacy have high career ambitions which lead to set higher career goals and objectives (Kanten et al., 2016: 847). In addition, higher career self-efficacy reveals individuals self-confidence to the completion of career-related tasks efficiently, which leads to positive outcomes such as career success, career satisfaction and career exploration. On the other hand, individuals with low career self-efficacy cannot make effective career-related decisions and limit career options in their surroundings due to the lack of their abilities (Makki et al., 2015: 428). Therefore, it is possible to express that career self-efficacy is considered as an important component that ensures young adults to make the right choices related to their careers, facilitates their adaptation to the changing, complicated and dynamic conditions and leads to increasing of their willingness to participate in career related activities.

Due to the today's turbulent career landscape, it is seen that career self-management comes more important than ever before. In other words, technological advancements, job restructuring, and an increasingly globalized workforce careers have become less structured and predictable and required individuals to be flexible and adaptable. However, individuals needed to have some career competencies such as technical and conceptual skills which are essential for successful performance of one's chosen career. These competencies are considered as transferable and non-intellective capabilities like self-efficacy, conscientiousness, resilience and optimism which foster individuals to persevere against uncertainty and complexity (Garcia et al., 2015: 10). Career optimism characterized as the tendency for individuals to expect the best possible outcomes or to emphasize the most positive viewpoints of one's career in future. Career optimism refers to the generalized expectations that good things will happen related to one's career in the future. It is assumed that these expectations may affect goal-setting behaviors of individuals such as those lead to achieve career outcomes. In addition, it is asserted that career optimism has potential benefits making right career choices and establishing favorable career plans (Rottinghaus et al., 2005: 5-11). For example, it is expected that optimistic individuals more likely to make efforts to accomplish their career goals than pessimistic ones. In particular, students who have career optimism tend to meet with a counselors, advisors or mentors to receive a help related to their career goals and plans. Moreover, optimistic individuals try to use alternative ways and methods to gain success, can easily change their career plans and goals or modify their career-related behaviors according to changing conditions (Rottinghaus, 2004: 23-24). In this context, it can be inferred that career optimism provides individuals to have positive emotions, hope, resilience, and self-efficacy which facilitate to get success in career-related activities.

Nowadays, it is seen that individuals' career patterns are becoming more boundaryless and non-linear, which requires self-regulatory resources solving problems and improving person-environment fit during the career development process (Cai et al., 2015: 85). Career adaptabilities are considered as one of the resources that are placed in the hearth of young adults' career development and are defined as the abilities to adjust individuals to fit in new and changed situations while career planning or making decisions about the future (Barto et al., 2015: 55). Career adaptabilities are characterized as a "psychological construct that represents individual resources for coping with the existing and anticipated tasks, transitions and traumas in the occupational roles. In other words, it composes of self-regulatory, transactional and malleable competencies that provide individuals to solve unknown, complex, multi-dimensional and ill-defined problems along with

their careers (Rudolph et al., 2017: 17). However, it refers to the attitudes, beliefs and competencies examined as four dimensions such as concern, control, confidence and curiosity. While concern indicates a tendency to participate in career-related activities and future time orientation, control represents self-discipline and willingness and to take responsibility with one's career. In addition, curiosity shows the individuals' openness to the new experiences and dispositions to the self and environmental explorations related with career opportunities, whereas confidence refers to the belief of individuals to cope with the challenges in career development process. In the literature, it is seen studies suggested that career adaptabilities dimensions are significantly related to the variety of vocational outcomes (Taber and Blankemeyer, 2015: 21). For example Zacher (2014; 2015) asserted that career adaptability and its dimensions positively related with crucial outcomes such as job and career satisfaction, job search success, job and self-reported career performance, graduates employment quality and job seeker's re-employment quality. However, Karavdic and Baumann (2014) indicated that career adaptabilities positively related with individual's life satisfaction, hope and happiness.

According to the current studies, it can be inferred that career adaptabilities lead individuals to be more capable of seeking job opportunities and finding jobs, ensure them to be successful in transitional period between school to work or career life span, securing high quality employment. In addition, these adaptabilities make adjustment to the new working conditions, career-related changings, and person-environment integration easier (Tolentino et al., 2014: 40). Therefore, it is possible to express that career adaptability is considered as a main component of successful career preparation through helping young adults to formulate their career plans and career goals related to the individual characteristics and preferences. Because, rapidly changing global conditions and life-span career approaches need individuals to have career adaptabilities which facilitate them to meet requirement of career development process and employment demands (Tuna et al., 2014: 143) By the reason of career transitions and new career approaches such as boundaryless career, protean career, dual ladder career path, flexible career, dual career and etc. young adults need to have some skills which foster them to adapt to the new career development process, new work roles, and quick job transitions. Thus, career adaptabilities regarded as a key component throughout a young adults' career choices, career exploration and career-related behaviors in today's working conditions. Due to its importance, it is seen that researchers focus on individual, environmental or contextual predictors which may trigger career adaptability levels of young adults.

3. Research Hypotheses

Mentoring in undergraduate and graduate education field is considered as a key element of young adults' vocational and professional development process. In other words, as faculty and vocational school members are regarded as an essential mechanism for indoctrinating students into the vocational and professional field, and they serve as role models which provide students a realistic view about their chosen profession. Moreover, it is expected that mentoring relationship may have profound effects on students' professional identity, career plans and career success (Eby et al., 2010: 16). Since mentoring is recognized as an important and a powerful tool of career management as it has some advantages such as development of students' skills, facilitate their access to reach organizational resources, increasing of career satisfaction and clarifying of goals for the young adults. In the literature, it is seen many empirical studies suggest that mentoring relationships result in some positive career outcomes such as more promotions, more mobility, higher income, career satisfaction, career commitment (Allen et al., 2006: 277; Seema and Sujatha, 2015: 35). For example, Schunk and Mullen (2013) indicated that mentoring behaviors including coaching, counseling, providing feedback or role-modeling can lead to positive protégé outcomes like learning, goal setting, career development and can also induce some favorable psychological outcomes such as motivation, satisfaction, and sense of identity. In addition, Jyoti and Sharma (2017) found that mentoring relationships have positive effects on individual's self-efficacy and personal learning levels, relationship quality, communication satisfaction and job performance. From the positive career outcomes perspective, Day and Allen (2003) suggested that mentoring relationships increase individuals' career self-efficacy and career motivation levels. Anafarta and Apaydin (2016) emphasized that mentoring relationships have an impact on faculty members' career satisfaction and career success levels. However, Jyoti and Sharma (2015) suggested that mentoring functions positively influence career development process of individuals which involves assessing the current position and taking steps to reach the future position. On the other hand, Parsa et al., (2016) found that mentoring relationships also have positive impacts on individual's career advancement levels and Scott (2010) revealed that mentoring functions have significant effects on career exploration. In consideration of these research results, it can be inferred that mentoring functions have profound effects on favorable career outcomes of young adults such as career success, career satisfaction, career motivation, career advancement, career exploration, career development, career self-efficacy. Therefore, it is expected that one of the

dimensions of mentoring functions which is labeled as role-modeling has influence on students' career adaptability; career self-efficacy and career optimism levels and the following hypotheses are proposed:

H1: Role modeling mentoring significantly influences career adaptability levels of students.

H2: Role modeling mentoring significantly influences career self-efficacy levels of students.

H3: Role modeling mentoring significantly influences career optimism levels of students.

Due to the importance of personal characteristics and career adaptabilities in individuals' career development, it is seen that researchers focus on the antecedents of this concept. For example, it has been found that both self-esteem and proactive personality are considered as significant precursors of individuals' career adaptability levels (Cai et al., 2015: 87). However, van Vianen et al., (2012) and Rossier et al., (2012) asserted that big five personality traits have significant effects on individual's career adaptabilities. In addition, it is indicated that career optimism positively related to individual's career adaptabilities. Career optimism provides individuals to overcome career obstacles, to perform career plans effectively and helps them to enhance their career insight. Moreover, individuals who have career optimism tend to manage changing and uncertain conditions favorable because they are flexible, stable and ready for using adaptive coping strategies. Based on these reasons, it is expected that career optimism positively related to career self-efficacy and career adaptability levels of individuals (Tolentino et al., 2014: 42). Bandura's social cognitive career theory (SCCT) suggests that individuals' self-efficacy beliefs may influence their career choices, performance and success in career related activities and behaviors. As career self-efficacy resources help individuals to adjust themselves to the changing conditions and foster them to respond quickly to the career development situations (Ebenehi et al., 2016: 217). In other words, it can be inferred that career optimism and career self-efficacy also has positive relations with favorable career attitudes, career exploration and career decidedness, so it is examined as a significant motivational factor that influence various career behaviors (Creed et al., 2007: 378). Therefore, it is expected that career optimism has influence on students' career self-efficacy and career adaptability levels and it has a mediator role, so the following hypotheses are proposed:

H4: Career optimism significantly influences career self-efficacy levels of students.

H5: Career optimism significantly influences career adaptability levels of students.

H6: Career optimism has a mediating role on the relationship between role modeling mentoring and career self-efficacy levels of students.

H7: Career optimism has a mediating role on the relationship between role modeling mentoring and career adaptability levels of students.

In literature, it is seen that besides the personal antecedents, researchers try to reveal out the environmental or contextual precursors of career adaptabilities. For example Creed et al., (2009) and Yousefi et al., (2011) indicated that social support, which refers to the family and friends have significant effect on career adaptability levels of individuals. However, Kanten (2012) asserted that career adaptability levels of student's differ based on their gender, willingness to choice of graduate program and the planning to work in the graduated field or not and the social environment. Coetzee and Harry (2015) suggested that gender and hardiness are significant predictors of career adaptabilities. In addition, Kadir and Deniz (2016) found out career adaptability levels of student's differ based on whether young adults made their departmental choice consciously and they have previous education or training. In this context, it is expected that according to the some demographical variables student's career self-efficacy, career optimism and career adaptability levels may differ or not. Thus, the following hypotheses are proposed

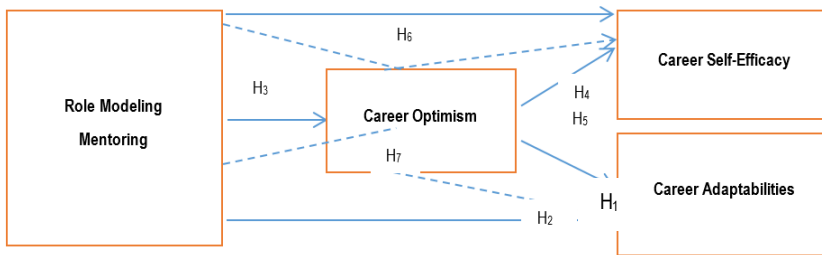
H8: Career optimism levels of students differ depending on their gender.

H9: Career adaptability levels of students differ depending on their gender.

H10: Career adaptability levels of students differ depending on whether they have planning to work in the graduated field or not.

H11: Career self-efficacy levels of students differ depending on their social environment.

Figure 1. Research Model



4. Research Method

4.1. Sample and Procedures

The sample of the research was composed of two faculties and two high schools from the University of Canakkale Onsekiz Mart in Turkey. The participants of the study consist of 311 students who have being education as a second class and above students that were determined via convenient sampling method. From the 500 questionnaires that have been sent out, 360 have been returned, representing a response rate of 72%. After elimination of cases having incomplete data and outliers 311 questionnaire (62%) have been accepted as valid and included in the evaluations. However, questionnaire survey method is used for data collection in this study. Questionnaire form contains four different measures related to research variables.

4.2. Measures

Measures used in the questionnaire forms have been adapted from the previous studies in the literature. All measures have been adapted to Turkish by the lecturers and pilot study has been conducted for the validity of these measures. Before the distribution of the survey to the actual sample, a pilot study was conducted in order to determine whether the questions had been understood properly and to check the reliability of the scales. As a result of the pilot study, some corrections have been conducted in the questionnaire forms. A Likert-type metric, that is, expressions with five intervals has been used for answers to the statements of survey. Anchored such; "1- strongly disagree, 2- disagree, 3- agree or not agree, 4- agree, 5- strongly agree". However, 8 demographic questions were asked in the questionnaire form. Firstly, all scales were subjected to the exploratory factor analyses to check the dimensions, and then confirmatory factor analyses were applied to all scales.

Mentoring Functions Scale

Students' perception of mentoring functions from their mentors measured with 15 items which was taken from Park et al., (2016) studies. Exploratory factor analysis using principal component analysis with varimax rotation was applied to the adapted scale to check the dimensions. As a result of the exploratory factor analysis data related to the mentoring functions variables, one item were removed from the analysis due to the factor loadings under 0.50 and three factor solutions; (career support, psychological support and role modeling) were obtained per theoretical structure. Factor loadings of the items ranged from .54 to .86.

Career Optimism

Students career optimism attitudes measured with 9 items which was taken from Rottinghaus (2004) study. Exploratory factor analysis using principal component analysis with varimax rotation was applied to the adapted scale to check the dimensions. As a result of the varimax rotation of the data related to the career optimism variables, three items were removed from the analysis due to the factor loadings under 0.50 and one factor solution was obtained per theoretical structure. Factor loadings of the items ranged from .60 to .80.

Career Self-Efficacy Scale

Students career self-efficacy levels were measured with 11 items which was taken from Kossek et al., (1998) studies. As a result of the exploratory factor analysis of the data related to the career self-efficacy variables, five items were removed from the analysis due to the factor loadings under 0.50 and one factor solution obtained per theoretical structure. Factor loadings of the item ranged from .66 to .85.

Career Adaptabilities Scale

Students career adaptabilities levels were measured with 24 items which was taken from Kanten (2012) study. As a result of the exploratory factor analysis of the data related to the career adaptabilities variables, six items were removed from the analysis due to the factor loadings under 0.50 and four factor solution; (concern, control, curiosity and confidence) were obtained per theoretical structure. Factor loadings of the item ranged from .57 to .84.

Table 1: Results of Exploratory and Reliability Analyses

Career Adaptabilities (18 items) KMO: .900 Variance: 67%	Cron. Alpha	Mentoring Functions (14 items) KMO: .932 Variance: 73%	Cron. Alpha	Career Optimism (6 items) KMO: .795 Variance: 53%	Cron. Alpha	Career Self-Efficacy (6 items) KMO: .858 Variance: 59%	Cron. Alpha
1. Factor: Concern	.779	1. Factor: Career Support	.934	1. Factor: Career Optimism	.821	1. Factor: Career Self-Efficacy	.863
2. Factor: Control	.863	2. Factor: Psychological Support	.871				
3. Factor: Curiosity	.773	3. Factor: Role Modelling	.837				
4. Factor: Confidence	.879						

After the exploratory factor analysis, the confirmatory factor analysis have been conducted by Lisrel 8.8 for all scales. Goodness of fit indexes is presented in Table 2. It can be seen that all of the fit indexes fall within the acceptable ranges (Schemmelleh-Engel et al., 2003: 52; Meydan and Şeşen, 2011: 35).

Table 2. Goodness of fit indexes of the scales

D	Variables	χ^2	df	χ^2/df	GFI	AGFI	CFI	IFI	NNFI	RMR	SEA
≤ 5	$\geq .85$	$\geq .80$	$\geq .90$	$\geq .90$	$\geq .90$	≤ 0.08					
Mentoring Functions	191	84	72	2.66	0.93	0.89	0.99	0.98	0.98	0.070	
Career Adaptabilities	256	06	96	2.66	0.91	0.88	0.98	0.96	0.97	0.070	
Career Self-Efficacy	15	10	8	1.88	0.99	0.96	0.99	0.99	0.99	0.051	
Career Optimism	0	78	1	0.00	0.99	1.00	1.00	1.00	1.00	0.000	

4.3. Data Analysis

SPSS for Windows 20.0 and Lisrel 8.80 programs were used to analyze the obtained data. After the exploratory and confirmatory analyses, descriptive statistics such as means, standard deviations and Pearson correlation analysis of the study variables were examined. Following that, structural equation modelling (SEM) was used to conduct a test of the hypotheses in the research model.

5. Research Findings

5.1. Respondent Profile

55% of the students were female and the 45% of them male. Majority of the students (68%) were between the ages 18-21. 32% of them between the ages 22-25. 32% of the students have an education in business administration, 30% of them in international trade and logistics, 28% of them in labour economics and industrial relations, 10% of them in public management bachelor's degree programs. However, majority of the students (80%) indicated that they are third and fourth grade students. In addition, majority of the students (81%) indicated that they have chosen their education programmes willingly and most of the students (82%) are planning to work in the field that they have graduated.

5.2. Descriptive Analyses

In the scope of the descriptive analyses means, standard deviations and correlations have been conducted which are related to mentoring functions, career adaptabilities, career optimism and career self-efficacy levels of student. The values are given in Table 3.

Table 3. Means, standard deviations and correlations of the study variables

	Mean	S.S	1	2	3	4	5	6
Career Support	3.23	.91	1					
Psychological Support	3.01	.92	.716**	1				
Role Modeling	3.38	.91	.661**	.595**	1			
Career Optimism	3.96	.78	.220**	.183**	.354**	1		
Career Self-Efficacy	3.47	.89	.018	-.028	.090	.326**	1	
Career Adaptabilities	4.03	.56	.162**	.127*	.294**	.590**	.413**	1

** $p < 0.01$; * $p < 0.05$

As can be seen in Table 3, mentoring functions dimension of career support ($r = .162, p < 0.01$); psychological support ($r = .127, p < 0.05$) and role modeling ($r = .294, p < 0.01$) were positively related to students career adaptability levels. Mentoring functions all dimensions such as career support ($r = .220, p < 0.01$); psychological support ($r = .183, p < 0.01$) and role modeling ($r = .354, p < 0.01$) were positively related to students career optimism levels. However, mentoring functions dimensions were not related with career self-efficacy levels of students. In addition career optimism was positively related with ($r = .326, p < 0.01$) career self-efficacy and career adaptabilities ($r = .590, p < 0.01$). Therefore, it is possible to express that mentoring functions dimension labeled as role modeling was more related with career adaptability levels of students than the others.

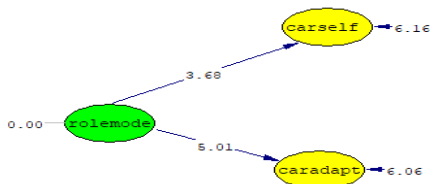
5.3. Measurement Model

For the verification of the model two step approach by Anderson and Gerbing (1988) has been used. According to this approach, prior to testing the hypothesized structural model, first the research model needs to be tested to reach a sufficient goodness of fit indexes. After obtaining acceptable indexes it can be proceed with structural model. As a result of the measurement model, 6 latent and 36 observed variables were found. Observed variables were consist of 14 items related to mentoring functions, 13 items related to career adaptabilities; 5 items related to career self-efficacy and 4 items related to career optimism. The results of the measurement model were; $\chi^2: 1090.60$; $df: 570$; $\chi^2/df: 1.91$; $RMSEA: 0.052$; $GFI: 0.85$; $IFI: 0.97$; $CFI: 0.97$; $NFI: 0.95$; $NNFI: 0.97$. These values indicate that measurement model has been acceptable (Schermele-Engel et al., 2003: 52; Meydan and Şeşen, 2011: 37).

5.4. Structural Equation Model

After the measurement model was demonstrated as acceptable, the structural equation model was applied to verify hypotheses for the causal relationships in the research model. The results of the structural equation model were; $\chi^2: 538.24$; $df: 200$; $\chi^2/df: 2.69$; $RMSEA: 0.071$; $GFI: 0.87$; $CFI: 0.95$; $IFI: 0.95$; $NFI: 0.93$; $NNFI: 0.95$. These results indicate that structural model has been acceptable (Schermele-Engel et al., 2003: 52; Meydan and Şeşen, 2011: 37).

Figure 2. Structural model and path coefficients related with direct effects

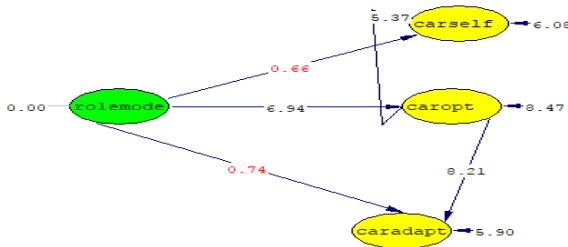


Chi-Square=538.24, df=200, P-value=0.00000, RMSEA=0.071

According to the results of structural equation model, the path parameter and significance levels show that role modeling has positive and significant effects on students career-self efficacy ($\gamma=0.24$; t -value=3.68), and career adaptability ($\gamma=0.34$; t -value=5.01) levels, so H₁ and H₂ hypotheses were supported. These results indicated that role modeling mentoring function which includes representing illustrative attitudes and behaviors or serve as role modeling may increase students' career self-efficacy and career adaptability levels. Because of the mentors who aim to be a role model by sharing their knowledge, experiences and thoughts with protégé, increase young adult self-confidence levels and enhance their beliefs that they perform tasks successfully. On the other hand, based on the role modeling mentoring functions, it is expected that young adults may adapt themselves changing and unclear situation easily. Thus, it can be inferred that role modeling mentoring facilitates students to search for several career opportunities, to have an interest and willingness to participate in career-related activities and have a desire to plan their future career.

Our study additionally used the testing approach of Baron and Kenny (1986) to examine whether career optimism mediating variable or not. According to this approach, following conditions were used for the mediation analysis (Baron and Kenny, 1986); there is a significant relationship between the independent variable and the dependent variables (role modeling-career self-efficacy); (role modeling and career adaptabilities); there is a significant relationship between the independent variable and the mediator variable (role modeling and career optimism) and there is a significant relationship between the dependent variables and the mediator variable (career optimism-career self-efficacy); (career optimism-career adaptabilities). After the research model tested in accordance with the Baron and Kenny (1986) approach, the results of the structural equation model were; χ^2 : 675.64; df: 286; χ^2/df : 2.36; RMSEA: 0.063; GFI: 0.87; CFI: 0.96; IFI: 0.96; NFI: 0.94; NNFI: 0.96. These results indicate that structural model has been acceptable (Schermelleh-Engel et al., 2003: 52; Meydan and Şeşen, 2011: 37).

Figure 3. Structural model and path coefficients related with mediator effect



Chi-Square=683.28, df=286, P-value=0.00000, RMSEA=0.064

According to the Baron and Kenny (1986) approach, results of structural equation model in figure 3 shows that the role modeling has positive and significant effects on students career optimism levels ($\gamma=0.45$; t -value=6.94) and also students' career optimism levels ($\gamma=0.63$; t -value=8.21) have positively and significantly affect their career adaptability levels, thus H₃ and H₅ hypotheses were supported. In addition, career optimism has positive and significant effect on students' career self-efficacy levels ($\gamma=0.39$; t -value=5.37) and H₄ hypothesis was supported. Moreover, considering the mediator role of career optimism, it has been observed that, the effects of role modeling on students career self-efficacy levels was not continued ($\gamma=0.04$; t -value=0.66), so it is possible to express that career optimism has a fully mediator role the on relationship between role modeling mentoring function and career self-efficacy levels of students, so H₆ hypothesis was supported. On the other hand, it has been observed that the effects of role modeling on career adaptabilities was not continued ($\gamma=0.04$; t -value=0.74), so it is possible to express that career optimism has a fully mediator role the on relationship between role modeling mentoring function and career adaptability levels of students, so H₇ hypothesis was supported. In other words, while figure 2 shows the direct effects of research model, figure 3 shows the changing of path

coefficients after the mediator variable addition. Therefore, by the comparing of path coefficients both figures, it is possible to recognize the mediating effects. In this context, it can be said that role modeling mentoring function may increase student's career self-efficacy and career adaptability levels in case they have career optimism. As a result, even young adults' perceive role modeling support from their mentors, career self-efficacy and career adaptability levels increase or decrease based on their career optimism levels.

5.5. Independent Samples T-Test

Independent samples t-tests were applied to determine student's career optimism and career adaptabilities levels differ according to their gender and whether they are planning to work in the field that they have graduated or not.

Table 4. Independent Samples T Test for Gender

	Gender	Mean	t	Sig.
Career Optimism	Female	3.95	-.393	.034*
	Male	3.98		
Career Adaptabilities	Female	4.06	-.831	.024*
	Male	4.01		

**p<0.05

Table 4. Independent Samples T Test for Planning to Work Graduated Field

	Planning to Work Graduated Field	Mean	t	Sig.
Career Adaptabilities	Yes	4.09	3.590	.028*
	No	3.80		

**p<0.05

According to the results of the independent samples t test, the significance levels show that students' career optimism and career adaptability levels differ related with their gender so H₈ and H₉ hypotheses were supported. However, it has been observed that while female student's career adaptability levels more high than male students; males' career optimism levels higher than females. Therefore, it can be inferred that boys have much more positive feelings related to their future career than girls. On the other hand, girls' curiosity and concern levels related to their future career higher than boys so their career adaptation levels higher than the boys. In addition, research results revealed that student's career adaptation levels differ whether the education program related the area that they are planning to work in the future or not. Thus, H₁₀ hypothesis was supported. In this context, it can be expected that students, who are planning to work in graduated field in the future, have higher career adaptability levels than others. These results indicate that students tend to research the business field and like to participate in various career activities such as seminars, workshops and conferences which are related to their education program.

5.6. One-Way Anova Results

One-way anova test was applied to determine student's career self-efficacy levels differ according to their social environment that they have grown up or not.

Table 5. One-way Anova Test for Social Environment

Career Self-Efficacy	Social Environment (I)	Social Environment (J)	I-J (Differences between the means)	Means of Career Self-Efficacy		Sig.
	City	Village		.46894	City Village	
Town	Village	.58603	Town Village	3.648 3.062	.007**	

*p<0.05 **p<0.001

According to the results of the one-way anova test, the significance levels show that students' career self-efficacy levels differ related to their social environment such as city, town or village that they have grown up in, so H₁₁ hypothesis was

supported. It can be observed that the career self-efficacy level means of the students, who stated that they have grown up in a city, were different from the ones, who have grown up in a village. In addition, it is seen that students' career self-efficacy level means differ according to whether they have grown up in a town or village. In this context, it can be inferred that the places where the individuals were born and grew up may affect their self-confidence levels and beliefs of their ability to perform given tasks effectively.

Conclusion and Implications

In the twenty-first century conditions universities represent the main environmental component which plays a significant role in the education of individuals from the several aspects. Generally, it is accepted that besides the formal learning process, universities have some socially beneficial responsibilities such as guiding young adults and making a contribution to their individual development. Accordingly, faculty or school members are expected to play a crucial role in guiding and developing process of young adults. In this context, mentoring relationships or functions are regarded as one of the key component of young adults' growth. Because effective mentoring relationships play vital part in university education due to its considerable effects on students' career choices, career plans, and career-related behaviors. However, based on the mentoring relationships including sharing of knowledge, experience, networking support, encouraging of courses or other issues, it is supposed that students' self-esteem, self-confidence, self-efficacy, motivation and academic success levels may increase. Therefore, mentoring functions lead students to acquire some skills, abilities and competencies which facilitate them to choose appropriate career, to seek out career opportunities and their adaptation to the changing conditions. In other words, mentoring functions which aim to develop young adults both educational and social perspectives are seen as the significant contributors for their career development process. In literature, it is seen that researchers focus on various effects of mentoring functions in organizational area. For example, these studies suggested that mentoring functions lead to increasing of individuals' job performance, motivation, job and career satisfaction, well-being, career commitment and etc. On the other hand, there are limited researches on an educational area which emphasized that effective mentoring functions lead to some positive career-related outcomes such as increasing of career motivation, career advancement, career self-efficacy, career exploration and career satisfaction. In consideration with these results, it is possible to express that mentoring functions triggers young adults' career-related attitudes and behaviors such as career self-efficacy, career optimism and career adaptability. Accordingly, this study aims to investigate some career related consequences of undergraduate students who have mentors in their academic institutions.

As a result of the research findings, it has been obtained that mentoring functions are one of the dimension, which is labeled as role modeling, and it has a positive effect on young adults' career adaptability, career self-efficacy and career optimism levels so H_1 , H_2 and H_3 hypotheses were supported. These results show that role modeling mentoring functions can be considered as significant predictors of career related attitudes and behaviors of students within the scope of the university. In this context, it can be inferred that role modeling mentoring function fosters students setting career goals and career plans, lead them to recognize and seek out career opportunities, increase their self-confidence and provides them with possession of a positive viewpoint for their future career. Based on the findings, it is seen that career optimism has a positive effect on students' career self-efficacy and career adaptability levels, so H_4 and H_5 hypotheses were supported. According to this result, career optimism facilitates young adults' ability to cope with complicated and uncertain conditions and also cause an increase in their career-self efficacy and career adaptability levels. Because career optimism provides students to have a positive belief and thoughts that lead them to perform effectively and to adapt themselves quickly career related situations. Therefore, students' career self-efficacy and career adaptability levels, which represent their confidence, concern, curiosity, and decidedness related to their future careers, can be affected positively by the career optimism levels within the scope of this research. On the other hand, it has been obtained that career optimism has a fully mediator role on the relationships between role modeling and career self-efficacy so H_6 hypothesis was supported. Besides, it has been found that career optimism has a fully mediator role on the relationships between role modeling and career adaptability so H_7 hypothesis was supported. In consideration with these results, it is expected that although students perceive a role modeling from their mentors, they have to possess positive feelings at the same time related to their future careers and their confidence and persuasion on their effective performance would increase. However, it is expected that students' career adaptability levels may increase if they perceive role modeling and have positive feelings related to their careers simultaneously. Apart from these, research results indicate that students' career optimism and career adaptability levels vary by their genders, thus, H_8 and H_9 hypotheses were supported. These results reveal that while females' career adaptability levels were higher than males, males' career optimism levels were higher than females. Moreover, it is seen that students' career adaptability levels differ depending on whether they have planning to work in the graduated field or

not so H_{10} hypothesis was supported. It is possible to express that students, who plan to work in their vocational field have more concern, curiosity and confidence related to their careers and they tend to participate career-related activities more. It is also observed that career self-efficacy levels of students differ depending on their social environment like whether they were born and grew up in a city, town or village, so H_{11} hypothesis was supported. Thus, it can be inferred that the place where the students were born and grew up may be a significant underlying factor that represent their confidence or belief related to obtaining career success.

Implications

This study set light to some implications of role modeling mentoring functions in one of the Universities in Turkey. According to the results of the study, by providing effective role modeling it is possible to develop students from both vocational and individual perspective. However, there is growing and significant question that "who will be a good mentor" and "who can take this responsibility voluntarily". In Turkey, it seen that role modeling mentoring functions is more effective than psychological and career-related mentoring. Due to our society's characteristics, role modeling mentoring functions are more important than others. Because mentors, who are considered as role models can maintain more positive, close, and friendly relationships and illustrative attitudes and behaviors through affecting students in a favorable way. In addition, based on the fact that faculty members do not have sufficient time or desire to be mentors, these relationships cannot continue effectively. In our education system, mentoring relationship is not considered as compulsory responsibility, it is a voluntary activity. Therefore, it can be recommended to universities to choose most appropriate academicians for implementing mentoring relationships effectively and voluntarily. Thus, it is thought that formal mentoring systems can be performed in our universities which are expected to be more effective on increasing students' career adaptability and career self-efficacy or willingness to participate in career-related activities. On the other hand, there is not any empirical research existing in the literature investigating the relationships between mentoring functions, career optimism, career self-efficacy and career adaptability together. Furthermore, it is observed that mentoring studies which examine its antecedents and consequences are scant in the universities. Therefore, this study aims to make several contributions to the theory by exploring the relationships among these variables and determining the career-related consequences of mentoring functions.

Limitations and Future Studies

This study had some limitations. First, data were gathered from only two faculties and two of the vocational schools in one of the Universities in Turkey. Therefore, the results of this study cannot be considered as representative of all universities in Turkey. Second, the results are based on the perception of only the students who had a vocational education in business administration, international trade, and logistics, labor economics, and industrial relations, public management bachelor's degree programs. For future studies, it is recommended that the research model may be tested on different samples that are enrolled in different vocational programs, such as medicine, engineering, education, chemistry, psychics, etc. On the other hand, the research model can be redesigned by adding some contextual variables, such as school environment, social support that represents family and friends and etc.

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Role of Human Resources Function in Successful Organizational Transformations for Efficiency Improvement

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Abstract

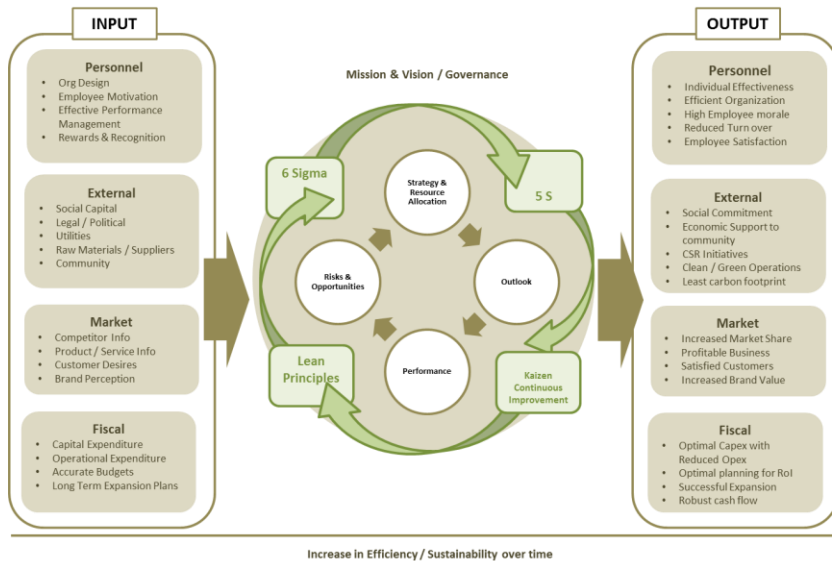
Organizational efficiency is generally defined as a measure of relation between the input resources and output generated within a system. Organizational efficiency in public and private sector enterprises and communities plays a key role in ensuring value creation, and thereby, ensuring economic and social sustainability of societies with effective and minimal use of resources, reduced waste and small ecological footprint. Transforming an organization is all about changing a laggard organization to an agile and responsive entity, which foresees changes, willing and adaptive to changes proactively rather, being reactive to changes, which are forced by the operating environments. A proactive organization with visionary leadership foreseeing the challenges establishes mitigation plans to overcome or reduce the impact triggered by operational challenges, while a reactive organization will be impacted by the operational challenges before it initiates changes based on the impact assessment. Transformation of an organization reduces operational costs by eliminating duplications and non-value adding processes (Robbins, 2012). The paradigm of sustainable transformation of organizations has three main components which are interactively functioning: leadership and management, human resources, and organizational culture. Sustainability is defined as 'responsibility of an organization in sustained generation of economic, environmental and social benefits' (Gardelliano, 2005). Organization management often gets caught in the contradiction between sustainability and profitability. The shareholders / stakeholders would want short term profitability of an organization while societies around the world are increasingly demanding corporations to be environmentally and socially responsible in its operations with utmost importance being given to their human and natural resources and communities that they operate in. Sustainability also depends on Innovation and Knowledge Development. In a knowledge economy, key engine of growth is knowledge. An economy in which knowledge is acquired, created, disseminated and applied to enhance economic development is known a knowledge economy (Building Knowledge Economy, WBI, 2011). An effective ecosystem which nurtures innovation is based on outputs generated from knowledge centers like universities, research centers, schools, consultancy agencies and other organizations engaged in similar endeavors. The knowledge generated in such centers is applied through right tools to enhance the wellbeing of humans and sustainability of organizations. This paper focuses on the impact of human resource function on the organizational transformation for efficiency improvement.

Keywords: Role of Human Resources Function in Successful Organizational Transformations for Efficiency Improvement

Introduction:

Organizations - irrespective of their type – operate more or less interactively and interdependently between their inputs, outputs, internal systems and external factors. Organizations will always need to have a series of resources as input values which are processed by their internal systems (business models, manufacturing or service mechanisms, human resources, etc.) under external conditions (macro-economic conditions, regulations, market forces, etc.) to produce a series of output that eventually contributes to the society socially and economically. The figure given below explains the Input / Output and Transformation initiatives in atypical organization.

Organization Transformation for Sustainability / Efficiency



The effectiveness and efficiency of organizations mainly depends on the ratio of their outputs to their inputs, which is mainly governed by their internal systems (i.e. leadership, human resources, business model, etc.). A generic Organization transformation model is explained with reference to Figure 1. The input factors include Personnel (manpower), external factors like social capital, political capital, raw materials, support of community etc. and market and fiscal factors. The output generally tends to be either in the form of one of these factors or a combination of multiple factors. The governance of the organization is based on its Strategy, Resource allocation, Outlook, Performance, Risks and Opportunities within a robust framework of Mission & Vision and Governance policies. Generally organization transformations take place with application of tools like 6 sigma, kaizen, 5S or combination of multiple tools to achieve the transformation objectives. Successful iterations of application of these tools and finding opportunities to reduce wastage and continuous optimization of operations will lead to development of a lean and efficient organization which is financially, operationally and environmentally sustainable.

Organizational Culture and Behavior:

Organizations and institutions have a character, culture and behavior of its own. Culture of the institution or organization is cultivated by its mission, vision, strategies, past experiences, collective memories and responses. However, the transformation of organizational behavior is mainly driven by its leadership who imposes their personality traits, assumptions and values on a group of people (i.e., management team) within the organization while tasking them with achieving an objective, which sows the seeds of an organization's culture. If the groups of people who are tasked with the objectives succeed in terms of conveying the transformational goals, attitudes and responsiveness to the entire organization (i.e., employees), then the seeds of values /assumptions and personality traits of the leader get accepted within the wider group of an organization and more and more people trying to emulate those traits, setting up the basis of an organization culture. In case the group fails to achieve the objectives, either the leader chooses another set of people to achieve the objectives while retaining the original values/assumptions and personality traits of the leader or the leader changes his assumptions to create a new set of values/assumptions (Schein, 2011) or there occurs a separation of leadership/management with the organization, and the cycle continues setting the basis of organization's behavior and culture.

Typically, organizational transformations involve assessment of business processes, procedures, positions and human capacity within an organization, optimizing the same to achieve increased efficiency, quality at reduced cost and/or resources. Continuous transformations happen through well developed and purpose-full human resources, teams within

the organization. Accurate, objective, transparent and merit-based performance assessments will help, guide and improve human resource capacity, retain the best, upgrade others, establish a positive organizational culture and assist sustainability. An organizational transformation program generally covers the following areas,

Organizational assessment

Implementation of transformation initiatives performance review and continues performance monitoring /improvement

In case of successful organizational transformations, the old proverb “not to reinvent the wheel, just to make it roll better” is apt as transformations are not about implementing radical changes but driving incremental changes and innovations directed at improving efficiency, quality and cost reduction (Epstein et al, 2010). Organizational efficiency is the key word that could bring a world of difference between enterprises being on the edge of collapse turning it to a profitable enterprise. Organizational efficiency could be mapped as a key performance indicator for corporate performance for both public sector and privately held enterprises (Boatright, 2009). Though many researchers and industry honchos uses corporate performance, organizational efficiency and financial performance as interchangeable words, (Dubovsky & Varadarajan, 1987), scholars in the emerging interdisciplinary studies of engineering, business and economics have vouched that the socio-economic parameters of society is deeply linked with corporate performances, organizational efficiency, and thereby, overall wellbeing of the economy and society.

Transformation Cycle

Major factors influencing successful organizational transformation for efficiency and sustainability can be illustrated in Figure 1. Sustainable operations of organizations are linked with the values of an organizations leadership and management on the level of commitment they have toward the people, (within and outside the organization), common good of the society even if it costs the organization financially and whether they treat the community, society and environment with respect and pledge not to exploit it for profiteering. Hence, for an organization to undergo transformation for efficiency and sustainability, one of the most important change agent - after the stakeholders' intend, is organizational culture, which is in turn dominantly dictated by its leadership, management and general human resources. Cultural transformation initiated through sustained human capital development will lead the change of organizational values encouraging motivation, passion amongst staff, along with aligning with organizations vision and mission, thereby actively involving in innovation and value creation. Leadership and management of an organization should manage the human capital effectively to facilitate optimal performance of key result areas like financials, customer relations, operational efficiency, innovation, value addition to the society and environment.

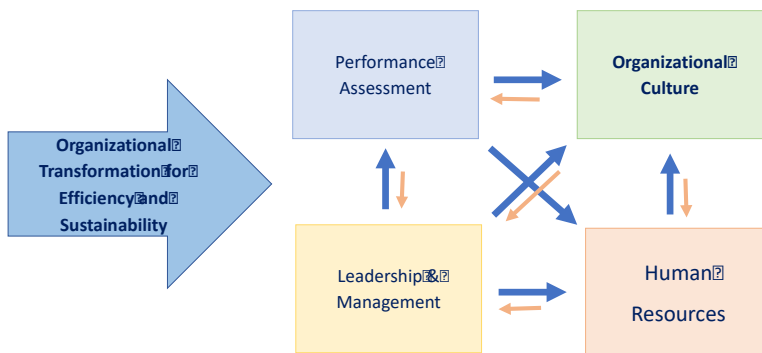


Figure 1: Important factors and ingredients of organization transformation and efficiency

Organizational Efficiency

Corporate performance is often interpreted as an attribute of their financial wealth and value created for stake holders. As per the age-old paradigm, companies should enhance and further their financial wellbeing (Friedman, 2002). Hence most researchers tend to link success of an organization to the financial attributes and share price trends to map success. However, the new paradigms proposed by management experts tend to look at corporate performance in terms of

organizational efficiency and effectiveness (Friedman, 2002), and in even larger context of sustainability considering triple bottom line (TBL) pillars of social and environment in addition to finance.

The direct correlation between organizational efficiency and corporate performance could be explained as “the greater the organizations efficiency and effectiveness, the greater is its profitability and greater its chances for continued (sustained) economic survival” (Lewin & Minton – 2004). Enterprises identify consumer demand for specific goods or services and try to fulfill these demands with the help of their manpower. Measuring profitability essentially becomes measurement of how effectively this process of fulfilling consumer demand could be done with minimum resources generating maximum profits.

Impact of Human Resource Function on Organizational Efficiency

Human capital is the main pillar that any organization have to have in order for that particular organization to survive, the quality and education level of Human Capital will determine the way that the organization performance, an organization with high level and motivated people definitely should be identify as high performance organization. Performance Management of organizations consists of three main elements they are, performance assessments, training and development, benchmarking, compensation and benefits. Below we are going to discuss each element in more details;

Performance Assessments

The performance management system (PMS) can be defined as the set of “the evolving formal and informal mechanisms, processes, systems, and networks used by organizations for conveying the key objectives and goals elicited by management, for assisting the strategic process and ongoing management through analysis, planning, measurement, control, rewarding, and broadly managing performance, and for supporting and facilitating organizational learning and change” (Ferreira and Otley 2009: 264).

Compensation and Benefits

Compensation is said to be the loudest communication in an organization. Historically, Compensation and Benefits (C&B) function used to calculate the salary hikes and bonus payouts etc., however currently C&B function has assumed a strategic role of balancing the cost base on one hand and being the driver for recruiting top talent on the other hand (Zeuch, 2014). The importance of C&B from various stakeholders’ views is detailed in the following section. From an employer’s view point, compensation costs are the single highest cost for most companies in service industries, the quality of human resources is a deciding factor for successful sustenance of the organizations. C&B is also the most important tool to recruit right talent and retain best talent available within the organization. From an employee’s view point, C&B is the fundamental pillar on which the standard of life of an employee and his dependent family is based along with it being a measure of his service and performance within the organization. From government’s view point, C&B affects the national productivity, purchasing power of people and the general socio economic condition.

Training and Development

Training and development (T&D) has been a strategic tool used by organizations around the world to sustain the competitive advantage. T&D is essential for organizations to tap the potential of employees and prepare them for new challenges. T&D has also been an important parameter for potential employees looking for a role within organizations. An Organization with a well-defined and executed T&D policy is in a better position to attract quality human resources in comparison to an organization without such a policy even though the compensation and benefits remain the same in both organizations (Wick, 2006). Training programs should be aligned with the organization’s vision, mission and strategic objectives. Individual training program needs to be developed based on the need to achieve departmental objectives as well individual objectives, in turn collectively the organizations objectives. (Thomaskutty, 2010)

Employee Retention:

It is generally observed that the employees commitment to stay with an organization depends on not just one but a group of factors. These factors include compensation, appreciation at workplace, career development opportunities, work life balance, work environments, behavior of supervisors and colleagues, work pressure etc. Retention of valuable human resources is vital for an organization to succeed. Furthermore, talent retention is critical for organizations for two reasons; (i) turnover is highly expensive (ii) top performers are main drivers of businesses (Kossivi, Xu et al. 2016).

Summary:

Summarizing the discussion, core competencies of an organization such as technical knowledge, organizational competencies like optimal and mature business processes/risk resilience etc. are embedded within the human capacity of organizations. If the organization employs values and retains the right human capital with suitable education, professional experience, attitude, and motivation, it could succeed in long term. The objectives and values of staff and management should be aligned with the organization's vision / mission; human capital in such organizations will be a strategic asset, driving transformation of the organization through innovative ideas delivering continuous competitive advantage (Gardelliano, 2005).

Employees of a company could make or break the future of the organization. Motivated staff would be passionate about their jobs, delivering results and driving innovation to increase the operational efficiency, whereas demotivated employees will pull the morale down of entire workforce. Demotivated employees will be less productive, creative and resistant to change as they would be on the lookout for better opportunities and least interested in the affairs of the organization.

Investing in human resources through corporate trainings, well calibrated compensation and benefit policies etc. might be seen as unwanted cost by profit oriented leadership / management. However, they fail to understand the magnitude of skillset and knowledge that the organization loses when an employee leaves such an organization. Trainings provided to employees have a direct impact on the operations. Adding new skillsets will improve the productivity of the employee and increase the utilization along with having major impact on the motivation of the employee. Trained employees would also act as ambassadors spreading knowledge acquired through trainings to their subordinates thereby increasing productivity and saving additional training costs.

Knowledge acquired through formal education courses / trainings / conferences / seminars etc. also helps in expanding the horizon of thinking of the employees, making them knowledge ambassadors within the community and whole society. It is imperative that organizations that are looking forward to transformation, particularly to a sustainable one, need to invest on long term human resource development rather than wasting all sorts of resources by cost cutting exercises through layoffs as a short-term measure. Such cost reduction initiatives will be suicidal in the long run as the organization would have drained off its capacity when it needs knowledge and talent to turn around an organization.

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Statistical Analysis and Evaluation of Changing Trend of Woman Employment in Turkey in Globalization Conditions

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Abstract

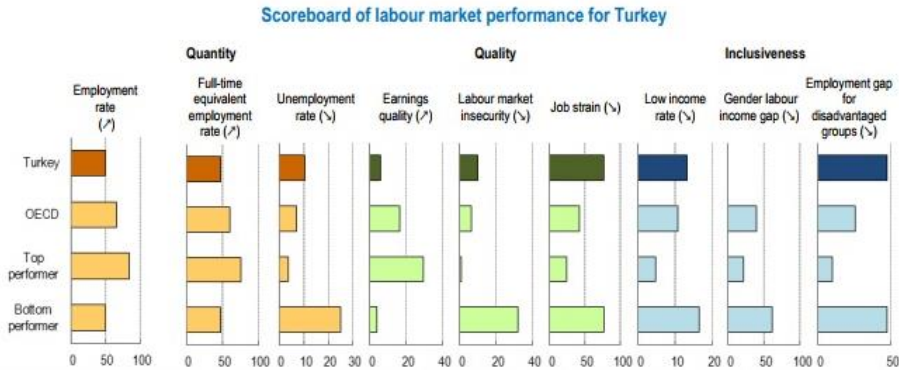
Women in the status of a milestone in a family, who can also become the mother, are given more responsibility compared to man. In this sense, working woman has some very crucial responsibilities both individually and socially and economically. Besides these roles, the involvement of women comprising almost half of the population in working life actively and contribute to production is of importance in the development of country and fight against poverty. Therefore, in the current time, a great many incentives have been given in socio-economic sense recently in order to increase the woman employment in Turkey, which is much behind OECD data, to the desired level. However, even though the activity in woman employment has partly improved quantitatively in recent years despite these measures, necessary improvement in providing them a proper job qualitatively have not been obtained. Some reasons for this could be summed as follows: gender discrimination, inadequate growth, scarcity in proper job, lack of innovative and entrepreneurial education model for labour market, rapid urbanization, qualitative labour force, job experience etc. Women could only find an opportunity for a job in atypical working forms such as easiest one, without a union, without protection, demanding a cheap labour force with sub-employers. In this sense, in the current study that was carried out to describe women employment in Turkey, it was aimed to investigate involvement in labour force, working types and conditions. The method to be used in the study was planned as determining and evaluating the condition in the working life of women and changing trend in the country with a basis of examining current national and international studies and statistical data with regard to woman employment in the last five years.

Keywords: Woman Labour Fore, Unemployment, Employment Trend, Reasons and Solutions

1-Introduction

Active involvement of women comprising almost half of the population of the country into working life is of great importance in the development of a country and in the struggle with poverty. However, despite all efforts, the rate of the women involvement in the workforce in Turkey as a developing country is around 34%. According to latest 2017 OECD report, women in Turkey take its place much below the average of OECD countries in terms of the level at the rates of both workforce and involvement in employment (OECD.Employment-Outlook-Turkey-2017.pdf). In this sense, depending on such international foundation reports as OECD and ILO, the status of the women employment in Turkey shows that it is at the low levels in terms of such qualitative tasks as being able to get equal job and carried in the parliament and public service, being an employer, secured job, gender equality, having the right of being a member of a union, job befitting to a socially secured person as the universal criteria having a significance for the equal presentation they have and working rights in the country. As shown in Table 1, even though there is a partly improvement in the involvement of women in employment quantitatively according to similar criteria because of increasing incentives and social policies in Turkey in recent years, the same improvement cannot be observed in quality. Unfortunately, there are some lacking quality such as gender discrimination, wage level, proper job, obtaining qualitative working conditions in the sense of job and home balance. Information about 2017 OECD-Outlook Report showing the quality level of Turkey in women employment is given in Table 1.

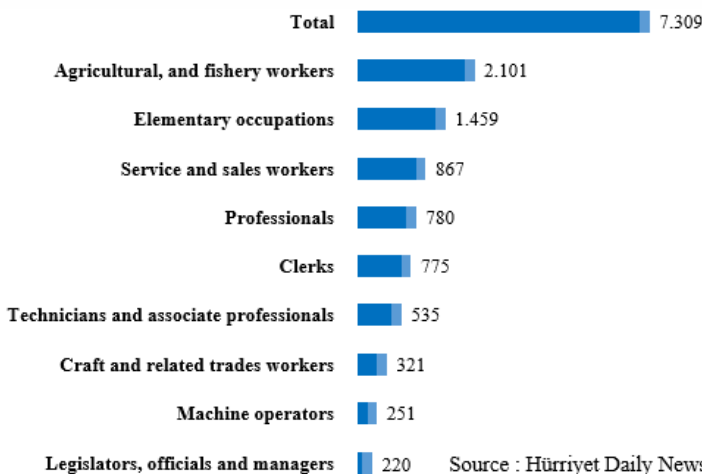
Table 1. Performance Level of Employment in Turkey



Note: An upward ↗ (downward ↘) pointing arrow for an indicator means that higher (lower) values reflect better performance.
Earnings quality: Gross hourly earnings in USD adjusted for inequality. *Labour market insecurity:* Expected monetary loss associated with the risk of becoming unemployed as a share of previous earnings. *Job strain:* Percentage of workers in jobs characterised by a combination of high job demands and few job resources to meet those demands. *Low income rate:* Share of working-age persons living with less than 50% of median equivalised household disposable income. *Gender labour income gap:* Difference between average per capita annual earnings of men and women divided by average per capita earnings of men. *Employment gap for disadvantaged groups:* Average difference in the employment rate for prime-age men and the rates for five disadvantaged groups (mothers with children, youth who are not in full-time education or training, workers aged 55-64, non-natives, and persons with disabilities) as a percentage of the employment rate for prime-age men.
Source and definitions: OECD calculations using data for 2015 or latest year available from multiple sources. See [OECD Employment Outlook 2017](#).

Women in Turkey are mostly intensified in atypical working fields with low wage, flexible, with no insurance and long and strong working conditions developing as a result of neoliberal policies caused by globalization (Karadeniz-2011). As seen in the table below, agriculture sector as a working field, small businesses, textile sector and basic work needing no qualification and health, elderly and childcare services which cannot be easily recorded could be given as examples. The sectors with rare women workforce could be given as high level management, public service, jurisdiction, industrial affairs and business and trade affairs.

Table 2. Common Women Occupations in Turkey (2012, Thousand person, 15+ age)



Source : Hürriyet Daily News-November-2015

Because of the reasons mentioned, the country with highest score according to the 2016 Global Gender Gap of World Economic Forum is Island while Turkey had its place at 130th rank among 144 countries (<http://www.dw.com/tr/türkiyenin-cinsiyet-kamesi/>). The most important indicator of women employment quality is the rank of gender discrimination. As given Table 3 which was arranged according to the geographical features of countries in this issue, Southern Asian countries where Turkey is included are not in a good position in Gender Discrimination in terms of Workforce Involvement and it shows that Turkey has a performance close to Western African and Middle East countries (ILO,2017).

Table 3. Labour force participation rate by sex (per cent) and gender gap (percentage points), 1997-2021

Country/region	1997–2017	2017		2018			2018–21	
	Gap	♂	♀	Gap	♂	♀	Gap	
World		76.1	49.4	26.7	76.0	49.3	26.7	→
Developing countries		82.6	70.3	12.3	82.6	70.3	12.3	→
Emerging countries		77.5	46.9	30.6	77.4	46.7	30.7	↑
Developed countries		68.0	51.9	16.1	67.9	51.8	16.1	↓
Northern Africa		74.1	22.9	51.2	74.1	22.9	51.2	↓
Sub-Saharan Africa		76.3	64.8	11.7	76.4	64.7	11.7	→
Latin America and the Caribbean		78.3	52.7	25.8	78.3	52.7	25.8	↓
Northern America		88.3	56.2	12.1	88.1	56.1	12.0	→
Arab States		76.4	21.2	55.2	76.3	21.3	55.0	↓
Eastern Asia		76.8	61.3	15.5	76.6	60.9	15.7	↑
South-Eastern Asia and the Pacific		81.2	58.8	22.4	81.1	58.8	22.3	→
Southern Asia		79.4	28.8	50.8	79.5	28.7	50.8	↓
Northern, Southern and Western Europe		83.8	51.3	12.5	83.8	51.2	12.4	↓
Eastern Europe		88.1	53.0	15.1	87.9	52.9	15.0	↓
Central and Western Asia		73.5	44.1	29.4	73.5	44.1	29.4	→

Notes: Throughout this report, figures for 2017 and beyond are projections. Developments for the period 2018–21 are marked with a red upward arrow if the gap is projected to widen by more than 0.1 percentage points, by a green downward arrow if it is projected to narrow by more than 0.1 percentage points, and a black horizontal arrow for developments in between. Numbers in the “Gap” columns refer to the percentage point difference between the male and female labour force participation rates or the change over time but may not correspond precisely due to rounding.

Source: ILO’s Trends Econometric Models, November 2016.

Even though women employment has partly improved quantitatively, necessary improvement has not been obtained qualitatively. In order to increase women employment in Turkey to the desired level, a great many incentives have been given recently, particularly socio-economic ones. As a result of the studies mentioned, an improvement has been obtained in the economy but there hasn’t been a decrease in unemployment at the desired level. However, a partly increase has been obtained in women employment, nevertheless, similar improvement has not been obtained in getting a qualitative occupation (Source: TÜRKONFED 1.Faz Rapor-2017, Yıldız-2013). According to TSI (Turkish Statistics Institution) July-2017 data, non-agriculture men unemployment in Turkey was 12.4% while non-agriculture women unemployment was around 17.7%. In this sense, the primary problem of Turkey, as the outcomes of questionnaires reveal, seems to be unemployment and woman poverty after terror problem. For that reason, the state was regarded as responsible for guaranteeing the right to work as a social state principle, which is one of the basic principles of the constitution (1982, Const., Art. No 10, 50) (Ülger, 2017:24). As a matter of fact, this issue was mentioned in such international texts as Human Rights Declaration, CEDAW, European Social Charter, and ILO and the state was regarded as responsible primarily for the solution of the problem (<http://www.tbmm.gov.tr>). However, in the current issue, despite the efforts made, the problem of women unemployment is still rising in Turkey keeping its importance (Table ILO -2017).

In order to fight against woman problem actively in the current process, it is necessary to deal with such problems as education, woman and man discrimination, job and family life balance and lack of proper job. The most intensive part of the atypical working forms employing cheap workforce that is caused by globalization conditions, neoliberalism and excessive competition environment is made up of women and young people as the disadvantageous part of the population in Turkey as in the world (Tire, 2017).

For that reason, women unemployment is one of the problems with a priority in Turkey. The employment status and quality of the workforce countries have is one of the basic indicators of the economic developments in these countries. It is necessary that countries must include the workforce they have into production in an active way for development, as workforce is the most valuable and strategic one of the production factors just like the head in the human body. However, the women who are expected to become the motor power of the country in the development of the country in current conditions regarding the reasons mentioned could remain in an idle position because of lack of necessary opportunities. This study provides insights into women employment problematic in Turkey. Accordingly, the study begins with the definition and the measurement way of women employment and unemployment. Causes of women unemployment and the recent global labour market trends concerning women are examined. The structure of women employment and the characteristics of women unemployment in Turkey are discussed. The study is completed with the conclusive remarks comprising suggestions to policy makers concerning the issue.

2-Methods

Major data in this study have been obtained from International Labour Office-Key Indicators of Labour Market (KILM), Turkish Statistical Institute (TUIK) and Organization for Economic Corporation and Development (OECD). Moreover, the related literatures have been used. Statistical methods such as means and percentages have been used in the study.

3-Findings and Discussion

Just as the fact that a person can use his right arm in his life but cannot use the left arm effectively is of importance, it is also important that women has a proper job and involve in employment for both a community and woman individuals. As a matter of fact, the similar finding in the report by International Labour Organization (ILO) in 2017 with regard to the importance of this problem called "Global Trends in Women Employment" are quite striking. According to ILO, with the elimination of other handicaps peculiar to country by decreasing gender discrimination particularly, both women and community and economy will gain very significant benefits. It is also estimated in the up-to-date report of ILO that if current difference between women and men could be decreased in terms of the rates of global involvement in workforce as 25%, the reflection of it to the global economy would be 5.8 trillion dollars (ilo.2017.world.pdf). For that reason, as many international expert institutions mentioned, Turkey, paying the token of women employment problem heavily, is at the 130th rank among 145 countries in the field of Turkey Economic Involvement and Opportunities according to the report of "Global Gender Inequality" of World Economic Forum (WEF) 2015 and it is indicated that Turkey does not deserve such a rank and it is expected to improve its place. In order to realize it, it is necessary that the education level of women in Turkey, which is of importance in catching the real involvement in the social and economic life (key role in involvement in employment) as well the success, must be increased depending on the work marked and the occupations in the future; as Turkey is still at a bad performance level of 105th rank in woman education according to WEF 2015 report. In this sense, it is of great importance to solve the problems women employment such as income distribution, poverty, and social welfare. It is of vital importance to deal with some basic indicators with regard to the women employment in Turkey in order to clarify the dimensions of the problem.

As for the profile of women employment in general employment in Turkey, it is likely to say that according to TSI 2016-2017 data, 40 million of the population is made up of men and 39 million is comprised of women in Turkey, which is regarded as a developing country as shown in the table. In the period of 2016, while men employment rate of 14-65 age group is 78%, the rate of women employment is 38%, the rate of involvement in workforce in men is 71% and 32% in women. The rate of women neither in education nor in employment is 34% while it is 13.8% in men. The rate of non-agriculture unemployment in women is 19%, it is 9.9% in men (Table, 4).

Table 4: Seasonally Unadjusted Basic Workforce Indications. June 2016 – June 2017.

	Total		Male		Female	
	2016	2017	2017	2016	2017	2017
15 years of age and over	(Thousand)					
Population	58 686	59 855	29 012	29 629	29 674	30 226
Workforce	30 778	31 954	20 984	21 642	9 794	10 312
Employment	27 651	28 703	19 075	19 783	8 576	8 920

Agriculture	5 577	5 757	3 003	3 079	2 574	2 678
Non-agriculture	22 074	22 946	16 072	16 704	6 001	6 242
Unemployed	3 127	3 251	1 909	1 858	1 218	1 393
Those not included in the workforce	27 908	27 901	8 028	7 987	19 881	19 914
Rate of involvement in workforce	52,4	53,4	72,3	73,0	33,0	34,1
Rate of employment	47,1	48,0	65,7	66,8	28,9	29,5
Rate of non-agriculture unemployment	10,2	10,2	9,1	8,6	12,4	13,5
15-64 age group	12,2	12,2	10,4	9,9	16,7	18,0
Rate of involvement in workforce	57,5	58,6	78,0	78,8	36,8	38,2
Rate of employment	51,5	52,5	70,8	78,8	36,8	38,2
Rate of unemployment	10,4	10,4	9,3	8,8	12,7	13,8
Rate of non-agriculture unemployment	12,3	12,3	10,5	9,9	16,8	18,1
Young Population (15-24 age)						
Unemployment rate	19,4	20,6	17,4	17,2	22,9	26,8
Rate of those neither in education nor at employment (1)	23,8	24,0	14,7	13,8	33,0	34,5

The number might not give the overall total as they were not rounded up.

(1) The rate of youth nonworking and not included in education (formal and widespread) in total youth population.

Source : TSI-2016-2017

Another indicator regarding the quality of woman employment is the sense of gender discrimination encountered in employment.

When it comes to the types of women employment, the involvement of women in employment, mostly in the service sector, increased year by year, as given in Table 5. However, women workers with their peculiar status only work near to men only in the agriculture sector.

Table 5: Sectors Working According to Gender in Turkey

15 y ears of age and over	2014		2015		2016		2017 (June)		
	Men	Women	Men	Women	Men	Women	Men	Women	
Sectoral Distribution of Employment	18.244	7.689	18.562	8.058	18.893	8.312	19.784	8.933	
Agriculture	2.937	2.533	2.956	2.527	2.920	2.384	3.079	2.678	
Industry	4.080	1.236	4.101	1.231	4.058	1.239	4.098	1.285	
Construction	1.832	79	1.843	70	1.904	83	2.094	91	
Service	9.395	3.841	9.662	4.230	10.011	4.606	10.513	4.879	

Source: TSI 2017- HHIA

Another factor showing the quality in women employment in countries is that one can work in the public service which is mostly preferred as it has insurance. As shown in Table 6, men are overwhelmingly on the forefront in terms of public service employment.

Table 6: Distribution of Public Workers Regarding Gender

Gender	Total Worker	Rate of Workers (%)
Women	1.171.816	37.80
Men	1.928.153	62.20
Total	3.099.969	100.00

Source: State Personnel Department Presidency Statistics-2013

As of occupational branches worked, men are in the forefront at such occupations as high level manager with a rate of 90.7% , professor as 71.8% , judge as 63.7% and policeman as 94.5% compared to women. It is known that women come

near to men only in such elite professions as professor with a rate of 28.2%, judge with a rate of 36.3% (TSI, Women through Statistics; 2013).

While the majority of women employment in Turkey is comprised of waged works as 65%, family workers working free of charge are in the second place with a rate of 28.4%. The rate of women working as employers is only 10%. It shows that this rate of being an employer is behind that of EU level, which is 27%. Statistics show that 46.1% work out of record. The rate for men is 28% (TSI-2015). According to all these key indicators regarding Turkey, women are behind men in labour life.

Even though it matches up with the developing countries in the world, there are some problems putting preventing women employment peculiar to Turkey. Up-to-date table of ILO showing the components preventing women employment allowing to make a universal comparison between global problems and those of Turkey give the details (Table 7).

Table 7: The Weight of Elements Preventing Women Employment According to Geographic Regions

	Prefer to work	Challenges reported in the labour market					Unequal pay
		Work and family balance	Lack of affordable care	Family members don't approve	Abuse/ harassment/ discrimination	Lack of good-paying jobs	
World	79.2	24.6	9.6	4.3	10.3	9.5	6.5
Northern Africa	69.9	30.5	6.5	5.6	24.5	7.9	3.1
Sub-Saharan Africa	85.4	19.2	11.9	5.8	14.9	7.9	3.4
Latin America and the Caribbean	74.9	22.5	14.2	3.6	9.6	7.7	6.1
Northern America	79.1	23.0	7.5	0.8	10.0	2.6	31.8
Arab States	70.5	29.4	4.5	7.5	9.8	9.1	3.8
Eastern Asia	79.8	21.7	22.4	1.2	6.7	7.4	3.6
South-Eastern Asia and the Pacific	81.2	26.6	7.3	1.2	8.8	6.6	5.8
Southern Asia	55.1	20.0	8.3	11.3	11.3	4.5	2.3
Northern, Southern and Western Europe	84.8	33.9	5.1	1.4	8.0	6.5	14.0
Eastern Europe	75.4	25.0	4.4	0.7	6.1	23.8	7.0
Central and Western Asia	79.8	23.2	8.7	8.6	6.9	16.7	3.5

Notes: This table accounts for the survey sample of a total of 70,561 observations representing the survey responses of women in 127 countries. Population weights are applied accordingly to achieve equal country representation. Results may vary slightly to those published in Gallup-ILO, 2017 due to country coverage. Darker shading indicates the top two challenges in the region. See Appendix C on weighting methods.

Source: Gallup-ILO-2017

There are many reasons triggering poverty, pulling women into a disadvantageous inertia position making it different from developed countries. Some of them are; difficulty in having an access to qualitative job and education, roles of childcare and elderly care, scarcity of qualitative job in labour market, unattractiveness of unqualified jobs with low wages, preserving home and work balance. Besides that, the biggest handicap in the evaluation of woman workforce potential in Turkey well enough results from the fact that the prejudice of baseless gender discrimination in the community cannot be broken, which is not related to Turkish-Islam culture encouraging women as every other individuals to be beneficial for humanity (as a producer) with such golden key discourses as "The best of people are those who are most beneficial to other people", "Learning science is obligatory upon both man and woman", "The giving hand is better than taking hand", "If two days of a person are equal, he is in loss", "Paradise is beneath the feet of mothers" with an idea of training qualitative people (Acar,2015). The main problem results from illiteracy and from the prejudiced perspective for women who are the main stones of a healthy community. For that reason, there is a serious need for following up a positive discriminative attitude toward our daughters and women who have to start a disadvantageous life in unconscious societies by having such a prejudiced attitude. In the sense of standing still on her own and having a tie with life, providing adequate education and proper job opportunities required by the positive discrimination principle written in the constitution of a social state in order to improve the skills of poor and needy women in disadvantageous position particularly in developing countries like Turkey is of great importance.

Conclusion and Recommendations

Training women having the most strategical significance in the development of communities and preparing the people for the future would only be possible through making them have a fully equipped job in all sense. Otherwise, becoming free from the position of a weak country accepting aids and orders is hard as it is not possible to run with only one leg. In general, the problem of woman employment which is peculiar to underdeveloped or developing countries has some many dimensions such as gender discrimination, lack of proper and humanely job, work and family balance problems. However, as a solution, it is necessary at first hand to believe the importance of the involvement of women, the milestones of a community, in employment principally. In addition, it is expected that the state as the as the main role player must be leading in solving all problems comprising a handicap for women employment as a principle of a social state in the constitution through international treaties (UN CEDAW, ILO) to support the development of a society (Turkish Constitution, Articles 10, 41, 49, 50); as solving the problem of women employment leading to chaos in the globalization conditions bringing about an excessive comparison peculiar to our age do not look so easy. For these reasons, it is necessary provide qualitative vocational education to allow women to improve their talents, a nursery school where they will not have any familial problems, social service aids like care and bus service etc., a proper job, secured but flexible working conditions and opportunities in order to solve such preliminary problems preventing women employment. As a conclusion, it is known to us that women who are in a disadvantageous position in many ways compared to men in a society are prone to any kind of exploitation mainly to labour in the materialist, excessive competition working environment as a product of a capitalist system. As a solution, it is necessary to support women through social policies to be followed by all official and voluntary institutions in a society in order to prevent such kind of destructive problems.

It is necessary for a healthy result to get the balance of production-consumption and wage trio in economies in the first hand in order to prevent women unemployment and poverty. For that reason, making all the activities to be carried out both at micro and macro levels aiming at competing against the women unemployment to have a focal point of teaching people how to catch fish instead of giving them fish and of a good employment should be evaluated as the most important task out of the ones envisaged as the principle of a social state. Because of all these reasons, making the young adapt to society means making them employed first.

It is likely to say in this context that the eventual exit is to give them equal opportunity in work life, politics, economy, in all stages of life to take active responsibility and provide them with the chance to involve in the decision making positions at every stage.

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Like a Bridge over Troubled Waters: the Death of the Mother a Comparative Study in Literature Between USA and French Feminist Poetry

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Abstract

The power of fear and the need for happiness are equal, wrote Adorno in *Minima Moralia* (2001, p. 223) describing in a phrase the inevitable contradictions of the human condition. Mother and motherhood reflect both, fear and need, transforming each other in a constant dialogue that mediates the various expressions of our sociopsychological transformations. A dialogue unready to be completed as long as our worldviews sustain hierarchies that manipulate the need and the fear.

Keywords: Like a Bridge over Troubled Waters the Death of the Mother a Comparative Study in Literature Between USA and French Feminist Poetry

Introduction

"It is always the unreadable that occurs"

O. Wilde

"Fear" and "Need"...In the ethics of psychoanalysis Radcliff Brown pointed that ancient rituals survive in modern societies because they are essential part of the mechanism through which societies maintain their existence, promoting the establishment of certain fundamental social values (p. 951-959).

Yet, if the "round ground" of the ancient tribe has been transformed into the medieval square, and if the medieval square has been transformed into the front page or the screen of the media, the power of those ritualistic representations still functions.

Part of this broad process, literature is not actually a mirror. It mediates and represents social relations in schema of signs which require a receptive and preconditioned reader in order to be meaningful. And it is at the level of what those signs connote, often unconsciously, that ideologies are reproduced (Parker & Pollock 1981: 119). The representations of mother and childhood connote signs and they reproduce ideologies. Yet, having also deep biological parameters, not only they are more easily manipulated in the social context, but they are also fundamental in the formation and articulation of "personal worlds". The Death of a Mother is always indeed extremely personal for a child and vice versa. To elaborate those "deaths" in literature is to elaborate a deep "border", a frontier between what is self interpretation and what is hetero-interpretation. Foucault's "panoptikon" could never find a better symbol than the internalized eye of the mother. Yet it is a mother that as Irigaray (1985) claims has been colonized by the hegemonic view of the maleworld. Texts that represent the mothers are produced in these particular cultures and societies and in particular historical circumstances. In turn, they shape and are shaped by those cultures as they are read and re-read in changing circumstances by different groups, with different commitments, engagements and interests. Such readings are themselves then re-absorbed into the ideological frameworks within which the cultures and persons develop.

Having said that it is obvious that any interdisciplinary approach should take into consideration time and space not just as the broader framework that influences literature, but as inevitable part of the texts themselves.

In a situation where "hierarchy becomes a natural order" (Fairclough, 1992), what appears to survive as a prime symbol from the collective cultural capital, acts not just as "an intermediary because its inherent significance determines the values of the present" (Pollock 1999: 10) but also as a factor, as "a writer within the writer", producing texts that are influenced always by the personal characteristics of their carrier. And mother as a social symbol that becomes a multiple

literary expression, is a case like that. We tend to believe that this operation depends its personal involvement on the significance of the archetypes it involves. We could argue that the most fundamental the archetype the less space exist for personal variation.

Mother and Motherhood are fundamental archetypes. (Campbell, 1980) And yet they had to be reread and reabsorbed in a decade of a massive transformation like the 60's. It was then (even as a brief break) that the average social subject of the "west" (schematically speaking) had to leave behind commonsensicals in everyday behavior, sociopolitical ideas and long term cultural and financial practices. But the western subject by doing that, by leaving what was well known and established, became "an immigrant within" in a "terra nova". And an essential part of migration experience is notion of nostalgia for the roots, roots represented by a symbol like mother.

In this framework, the traditional discipline of literary history has to be expanded and challenged by new insights and by alternative perspectives. Exploring the evolution in the so called "eternal entities" like the one we try to challenge here. Was mother a bridge over troubled waters, or she became the troubled waters herself? But then who became the bridge? Was that a part of a Spinozian *causa sui* project? A part of an effort, in other words, to make the world "our own case", in a constant effort to become parents of ourselves? This might be an ultimate human desire and according to Brenkman (1982) the contradiction between Platonic and Freudian theories in relation to Desire is the manipulation of Desire, as psychoanalysis argues that to elevate ourselves to the philosophical scale we should transcend not the body but mother's body.

But body means politics. And male colonization might means inner femo-phobia (in analogy to homo-phobia) Page du Bois (1988, 16) in *Sowing the Body* accuses Plato and Foucault for establishing the male subject as the ultimate master in philosophical perspective. "*l'homme de desir*", destroying the analogic thought in the benefit of hierarchical thought.

Where is the woman "*de desir*?" If the totalitarian identification of female sexuality with reproduction meant her absolute identification with motherhood (Stehle, 1990, p. 96) then the complexity of female (and male) existence is "covered". And cover means "cover up". Seduction. And is this kind of seduction that, according to Baudrillard, (1990) "women exercise from a distance". The absence of women manipulates not just themselves but males too. Distance might means distance from ourselves.

Yet, in Greece the folk culture uses to call mother "the golden mattress" that have the capacity to "cover" all our falses, all our juxtapositions. Yet there is darkness wherever there is light: "*Listen Kinnell, that throw you to be alive and half dead in a baby-bed! "There is only a mattress of fallen wings between you and the long abyss, an abyss so similar to you"...*" wrote Kinnell in the 60's. May the journey begin in those rocky waters...

The topic: Death

"But Death, be not proud!", wrote Donne in his 5th of the *Divine Sonnets*, articulating in an extraordinary way not a metaphysical but a "human-centered" comfort in front of this devastating phenomenon. A comfort deriving from the decent battle we fight in life and not from a post mortal religious solution. Yet, among the most frequently treated subjects in literature, death—present as a theme, symbol, or plot device—exists as one of the defining elements in the writing of modern poets, dramatists, and novelists. Intertwined with the origins of literature itself, human consciousness of mortality has for centuries provided the impetus for reflection on the causes, meaning, and nature of existence. And, while treatments of death are as varied as the authors who write them, scholars have perceived in modern texts—whether for the stage, in verse, or in prose fiction—certain clearly defined approaches to this topic of nearly universal interest: Acting as the ultimate existential dilemma, one which arouses terrible anxiety as it offers the rocky path toward authentic self-discovery, or often perceived within a larger context, as part of the natural cycle of decay and renewal, or treated as a source of laughter in black comedy and absurdist drama, who constitute a reverse recognition the high seriousness of their subject. Death in literature carries with it a range of symbolic implications, connoting the very sources of meaning and the creation of literature itself.

But what happens when death is linked with the fundamental personal figure that "created" us and gave us our first notion of meaning, mother? What happens when this is not always a natural death but it can be a moral or a symbolic one? "As we prepare to enter a new millennium it is clear that our concept of the mother is being radically destabilised and

transformed” wrote Nancy Lane in *The Mother in/and French Literature* (p.x, introduction). What if it is linked not only with child experiences but also with mothers? “Have you ever noticed that you get stronger feelings about death in a novel when it is the death of one of the major characters, rather than the minor ones?” Skelton (2003) sits the question. ...Do you feel differently when a morally “good” character dies than you do when a morally “evil” character does? And if that is so where most of the literary mothers that evolve in our selected case studies, belong? And is our preview about mothers free of imposed expectations? Our perspectives are truly liberated from a socio-psychological “guilt taboo” societies address to women? And is it common in both shores of the so-called west, France and USA?

USA and France: Crossing Ocean’s rocky waters

This paper will concentrate on the female production of USA in comparison to the French Culture. Not only *Nouvelle Sociologie* interacted and integrated in *famine escriptoire*, a vast topic in its own. But also because underneath any feminine perspective exist a French influence. “Possibly there is no other country the recent centuries having that kind of variety and significance in leading female figures: Queens, philosophers, writers, “priests”, wrote Peyre (1979).

Also because American 60s and French 60s have considerable things in common. As it is referred “the history of French Literature is closely linked to the state of French Politics, ideology, and culture, often reflecting and shaping these realities in France. If that is so then we could claim that what happened to the States in the 60’s was a “*French-isation*” as politics Ideology and Language became central to the American alternative thought. As it was written “while the idea of the French Resistance remained an integral part of French popular literature well into the 60s several writers began to question the myth of French unity ...and offered an alternative, disillusioned view of the bond forged during the war”. Similarly while the idea of “the land of freedom” remained an integral part of American popular literature, several writers begun to question its myth and offered a less narcissistic version mostly in the 60’s. Thirdly because of the vast analogies produced. If the States were rapidly radicalized because of Vietnam, (a link with France...) financial evolutions and cultural changes (that gave voice to the ‘New Social Movements’) the 60’s was a turbulent time also for France. Despite “*les trente glorieuses*” in economy the country was torn by its colonial heritage (Vietnam, Indochina Algeria), and by its Vichy Regime, facing a collective guilt that gave also birth to “Nouveau” social Movements and Artistic expressions. Those expressions brought in the front line feminine writers, such as Marguerite Duras, Nathalie Sarraute, Anne-Marie Albiach, Julia Kristeva etc. The analogies between American language poetry movement (representatives of which we present in the following pages) and French Avant Garde (many around *L’Ephemere*) are profound. Equally profound is the marginalization of female writers in both countries.

Indeed a major trend in the critical study of modern French literature has been the marginalization of women authors. The period that this question evolved in both countries is not accidental. Discussing the role of women in authoritarian ideology and psychology as well as in the history of fascists movements parties and regimes, Melanie Hawthorne and Richard Golsan, suggest that male sexuality and misogyny from crucial building blocks of the fascist male psyche that dominated France through the early 20th century, shutting out the feminine perspective in both political and intellectual arenas. Women could only be adored if she was *L’Inconnue de la Seine*¹, beautiful, silent and dead. This sociopathology was not irrelevant with dominant perception of women. In many cultures women have been long suspected as the source of human miseries, especially in conservative and repressing times. Since the ancient myths women were idealized but mostly mistrusted as seductive and vengeful, manipulative and even malevolent. In modern times, as ideals of purity and dedication to family have been exalted and feminine beauty lauded, women have been viewed as embodying sinister forces of evil.

But this sociopathology was to be radicalised and politicised when the traditional role of motherhood was questioned. In traditional texts the narrative constructs of legitimacy functioned to marginalize women, in fact mothers, as this was the only way they could be seen. Mothers were not personalities but figures through which the fundamental needs for security and adoration of the son and related concepts of authority and authenticity were naturalized. But this figure of the ultimate sacrifice was not just a choice of personal downfall, but also became an alternative narrative authority, spreading a guilt not just in pages but in life also. The “distant seduction” of the women...

¹ According to a famous story the body of a young woman was pulled out of the Seine River in Paris in late 1880. Enchanted by her beauty the pathologist of the morgue had a moulder make a plaster cast death mask of her face. This death mask that was reproduced influenced from the appearance of women to pages of American and European literature. In the 60s it was reproduced by photographer Man Ray (possibly like pop art not in style but in concept) to denounce the marketable death icon of women.

"But she was of the world where the most beautiful things have the worst fate" as Malherbe wrote in the 50's, having as an exception Highsmith's "Prize of Salt" (later renamed Carol). But in the 60s mostly a major redefinition happened. Questioning authority meant questioning macho psyche. Figures like De Beauvoir and Sarraute challenged the state and the ethics by revealing the hidden antagonism between mothers and children. This was not a new idea. Mile de la Force statement that "there is no bigger threat to the unborn child than mother herself, documented the degree on which early modern medical practice and popular belief valued the well being of the fetus over than of the mother. But female figures like De Beauvoir in France make a public statement urging the French Democracy to jail the for having an abortion. In grappling with our understanding of what it is to be 'evil' (and thus marginalised) in changing eras, and how women are used to confront or identify with it, the paper aims to shine a spotlight on this dark area of the social and human condition through some significant texts and explore, without constructing of course permanent conclusions in that diversified issue, the possible sources of connection, of worship or of fear and resentment for women, death and motherhood.

Reproduction might be the exact opposite of motherhood. As Irigaray claimed to resurrect the mother we need to acknowledge that she is not an empty space or filter for reproduction. (Lane, 2000, p.xv) On the contrary with Malherbe's poem, beautiful things could demand a better fate. The maternal metaphor was transferred to society to become metonymy and history.

The Sociology of the 60's.

The growing search and academic literature related to social representations and archetypes the last decades made us realize «that every culture develops its own view of archetypal nature and within it a related set of beliefs» (Schwartzman, 1979) about the interactions of that nature with the rest of the culture. Representations and archetypes are made up of the expectations, hopes and fears societies have expressed with regard to their future as Sommerville (1982) put it Those fears and expectations that shape symbols, never universally accepted, are formed within a pre-established but tacit ontological theory (Jenks,1996,p.4) that articulated the Self confronting the being of the "other" within the boundaries of hegemonic theories.

Child for instance, having been charged, in modernity, with all the miscellaneous societal and metaphysical notions that contribute to «the manifestations of the Other which so powerfully shape the narrative of the Self» (Cox,1996,p.127), was hired to promote a new kind of world view, a new kind of world order. A socially mother-oriented child in a patriarchic world was little by little evolved into a motherless child in an orphan world. As the radical doubt of Postmodernity (Lyotard, 1984) occurred and "seed" itself in the 60's, legislators of any kind (Bauman,1994) faced an elimination of their absolute necessity. The growth of sub-cultures and social movements, and yet also the growth of communication industries «intermediating between social groups and diverse meaning systems», erased the traditional ways of a commonsensical socialisation and exposed us in a chaotic world less powerful to shape or impose certain, monocultural identities and control, or in fact let others to control, our fate.

In the 60's, under the influence of radical social theories and movements like radical feminism, we glimpsed the complexity of social phenomena, and we tried «to redefine power» away from the state and the socio-economic elite. And re-establish it, under the influence of such political philosophers as Foucault, right into the hart of «the cultural and institutional formations of modern societies»(Cox, 1996,p.5) and «on the complex network of micro-powers»... «that permeate every aspect of social life».

But questioning the macrostructure of sociology allowed us to realise that «the major orienting concepts» (Schwartzman, 1979, p.10), such as childhood or motherhood, are not underlie into the naturalization realm, aiming «to process the child as a uniform entity» completed in a «firmly established, rational white male adult world» which is assumed to be homogenous «and most significantly desirable»(Jenks,1996, p.9). But, on the contrary, they might be «relative to temporal or historical circumstances», and power relations, «as well as sociocultural context» (Schwartzman1979, p.10).

In this context we learned to include our female selves through our exclusion. The groups that offered socialisation to us so many centuries, they were functioning as a Womb. A womb able to offer a symbolic death to us, until 60's came. The era we tried to give birth to ourselves, schematically speaking, in a multiple diversified process, establishing our own semiology for our own, creating our symbolic lives.

Yet there was a Kyrke, able to trap us in her island: In a stable, manipulative process, having consumption -and not creation or political consciousness- as the tie between individual and society. But in this world of consumption were almost

everybody could achieve 5 minutes of fame, were femininity, what ever that means in a certain framework, could be exposed and consumed in a chaotic space, to “be a woman” could easily end up as a Foucaultian “*unheimlich*”, where the average social subject ends up carrying a “foreign public name”, unable to identify it with herself in a personal level, like a celebrity, unfamiliar and distant to its own self.

This was not actually unexpected. Motherhood used to function since industrialisation as a social role projected an asset to accept more easily the atrocities of everyday life, in a deep negotiation process that intermediates society:

The rising nation states, in their effort to justify and take more power than ever before hiding social dispositions and their causes, (Stone,1982) used woman's and child's domesticated or successfully institutionalised image to impose social harmony.

Every religion has its temple. For the newly born bourgeois world this became the garden,(Grylls,1978),«enclosing within the safety of its walls a way in touch with nature and which preserved the virtues of earlier periods of the history of mankind» (Cunningham,1991). While adult society seemed «the more bleak, urbanised and alienated»,garden ,the «must» of bourgeois domestic ideal, full of biblical notions, became «the lost Paradise of childhood», «a place to nurture and express innocence»(Cox,1996,p.113). A market oriented archetype that was going to survive until the mid 20th century.

This garden had to be preserved from the fruit of knowledge of evil: sex, in a western discourse aimed «to transform desire into religious ecstasy and perhaps even into rational endeavour» (Foucault, 1984, also Cox,1996, p.75). Social purity movement(Cox,1996,p.128), aimed to create a moral panic (Hall, 1982), «asserting the right to regulate the behaviour... in the interests of a particular ideology» (Cox, 1996, p.152) were still very powerful in the 50s.

It was within this new discourse seeking justifications for the withdrawal of the previously active female and child population from socio-economic mainstream, (through the intensive mother-child relation, and the growing maternal power as the sole arbiter of domestic morality), were Romanticism, like all the dreams hidden under its name, «was safely incorporated into a bourgeois definition of family life and its radicalness defused» (Cox,1996, p.115). Now the child was not the father of the man anymore. Blasted from a religious violence, hired to justify the new order, has become just «the father of the woman» (doctor G. Napheys, quoted in Cox,1996, p.139). There was no way to be a woman if not being a mother...

There were forces behind this campaign as Gorham (1978) argued talking initially about Victorianism: Bourgeois perceptions of domesticity and female passivity (Foucault,1984,also Cox,1996,p.151) aimed not only to control the sexuality of the growing child and to «scope limitations to childhood»(Cox,1996) but through the pure image of the young girl (De Mause, 1976, Kincaid, 1995 and Cox,1996) to ignore the realities of working class life in the beginning.

Or, we could add, to ignore the atrocities of wars miles away from home even decades later: ***“We are America, We are those who made funeral coffins to be filled... the bomb explodes like a box of shoes. And the child? The child is not sleepy of course. And the Woman? The Woman washes her heart. It was ripped out as it was burnt and as an act of Telos she washes her heart into the River. This is the bargain of Death. America, where are your excuses?”*** wrote Ann Sexton in the 60s, confronting all that. The poetess employs a child and a woman, she might be a mother, drawing them outside from the everyday American neighbourhood, using both (child and woman) to articulate an exilic identity, whom in a process were orientalism (Said, 1979) will arise as the opposite pole, will confront our Western conceptions and perspectives.

Interestingly, what Sexton does is to play “naturalisation” in its own field. In the America she grew up «home, ruled by the father and kept clean by the mother, was to project the totality of the social existence were patriarchy was the legal code» (Kline,1993, p.57, quoting Ewen,1976).There is no father in the poem. There is no man. Only a woman and a child in a natural landscape, escaping domesticity, in fact confronting it as one source of their miseries... And yet, she, being a political subject, and yet also a woman and a mother, creates a poetry that could act as their voice too. In speculum of the other Woman Iragaray speaks about that double function of the woman being the object and the subject of her creative force, in an effort to intervene in her colonisation, but an effort were the hegemonic view has been internalised and reproduced. Women claim to re-birth a language and when Sexton stands in a distance from phallic America (where are your excuses, not our excuses) connects herself with what Kristeva in Women's Time (1981, p. 13-15) refers as the urge not to articulate a symbolic expression, a symbolic order of representation. Sexton distance her female self from “the peculiar, strange male violence were having to dare man obligatorily will reach evil and wonder, and were language speaks as a violent gathering, as manipulation of the mighty (Heidegger, 1959, 78)

Poetry

Sixties altered a tremendous change in western life style in general. Yet a major center of this change was America. If death is the ultimate symbol of the 2 Ps, meaning Pain and Past, until then America had no sorrows, had no way to deal with. As Wecker wrote, one major cause for the incompleteness of the American myth is the lack of history. That gave a very special sense of belonging and a very special sense of travelling. One major strain of the American tradition sees life and history as just beginning... R.W.B. Lewis (1955, p.208) observes in his *American Adam*, that is an Adam before the fall, standing always in the threshold of the experience having no heavy baggages to burden his quest. This view of the innocent American hero is best represented in the works of Thoreau, Emerson, and Whitman (Rank, 1959). Heroes in their own works, their quests took them into garden-like places where they sought to preserve the vision of America's and new world's destiny.

But in the 60s time and space, Vietnam war and family crisis and capitalism, brought an end to the vision of innocence and newness. America moving to reality, and conflict inevitably arose at the point where Life and Death collided. To loose her virginity it was like to loose her vitality. America itself became a dying mother. Yet, there was a Grief Taboo as Boker explains (1997). In fact "despite the fundamentally tragic nature of the experiences of rebellion, separation, and loss out of which the American Adam, like the American colonies themselves, was engendered, the themes of uncompromising self-reliance and a willfully chosen orphan identity have been viewed by a certain masculine critical perspective as celebrated events that, for the most part, were devoid of emotional consequences". Boker's mission in *The Grief Taboo* is to expose and explore precisely these emotional consequences. Behind the American Adam, Boker finds a legacy of **mother-loss**, father-hunger, repressed grief, repressed femininity, and persistent adolescent idealism that helped to create some of America's greatest fiction, but at a very real emotional and psychological cost.

Yet the female literature of the 60's helped to move away from that masculinity. In fact, promoting personal and political like an entity, shaken like never before the "Grief Taboo". Plath writes the aggressive 'Lady Lazarus' and the notorious 'Daddy', in which the poetess "expanded the boundaries intimate expression": **Every woman adores a Fascist, /The boot in the face, the brute /Brute heart of a brute like you.** (from 'Daddy', 1966)

Both Plath and Sexton are considered as representatives of the so called confessional poetry, along with Robert Lowell and John Berryman. Despite the significant male presences confession is considered a female attitude. In fact "Plath has been considered a deeply honest writer, whose ceaseless self-scrutiny has given a unique point of view to psychological disorder and to the theme of the feminist-martyr in a patriarchal society". **For several of these writers, notably Plath and Sexton, death as a pretext for understanding life is of tantamount importance. In the poetry of these introspective writers, mortality exists as the defining sensibility, and is deeply rooted in a personal experience of the anguish of living and of death; an experience so intense for Plath and Sexton as to have culminated in their own suicides.**

Yet, "DEATH be not proud, / though some have called thee / Mighty and dreadful, for, thou art not so, / For, those, whom thou think'st, / thou dost overthrow, / Die not, poore death, / nor yet canst thou kill me." John Donne wrote, celebrating death-suffering as an inevitable part of all lives, within which lies also a feeling of eagerness, of an absolute passion for life. And how else could it be? We know Death will win, but Death need not be proud. Man fights a valiant fight; and, along the way, we gain our self-respect and the respect of others.

But Donne's era was a bit different than the 60's. Donne's era was romantic and yet, or due to that, was extremely optimistic in a deeper way of adulthood. Humanity had an endeavor in front to "taste" But 60s were "so young", and there was a certain amount of impetuous naivety mingled with an absolute realism. "Where are our excuses?" still Sexton's voice demands. **"And what exists behind? / Behind exists the emptiness. / And who is now speaking? Someone who sleeps under a hat. / And when he wakes up? He will go to the barber shop. They are going to shave his bier, his noise, his ears and his hair there. In order not to differ..."** (Simic Charles, in Aggelaki, 1985, p.73)

Simic describes in a way the fate of his entire generation. Similar to Romanticism, the brave spirit of the 60s, a spirit were the journey was led by the possibility and not the map, «was safely incorporated into a bourgeois definition of family life and its radicalness defused» (Cox, 1996, p.115). **"I have no idea who we thought we were / that our personalities could survive / the defeats of the clan / For good or bad, we didn't know / that the clan had defeats like that / and that we were going to have our share..."** wrote Adrienne Rich.... **"Next year will be 20 years since you so prodigal died / you that we thought you could make the jump we were talking about. Its rather late now to happen. / and now I**

survive not like an alter, but like a series of brief, rigorous moves/ each one of which gives to the following the right to happen”.

If we think about it Rich speaks of an absolute perish of joy. Life, in this poem, is a mechanical process. It is not the honorable death that Donne describes. She speaks about humble people that despite they had dreams made of skies they had wings made from dust. She mourns humanity in her own words and through her personal loss. This kind of humble mourn is not easily connected with “soldiers” trying to escape real life searching for Camelot. The task is absent, the pain is present. Or the pain, a psycho-political pain in a violently politicizing society in that era, becomes the task?

Fate gave the word, the arrow sped/And pierc'd my darling's heart;/And with him all the joys are fled /Life can to me impart./By cruel hands the sapling drops, In dust dishonour'd laid:/ So fell the pride of all my hopes, /My age's future shade.” Wrote Burns in a Mother's Lament a century before 60's. Rich's mourn seems like a feminine mourn, and provocatively speaking, every feminine mourn is a mourn of a mother.

Yet, **“I am not your mother more than a cloud is/that drops into mirror to reflect in the moon its own, slow extermination from the hand of the wind... I wake up to hear: A distant sea moves inside my ear. A voice. And unstably I wake up from the bed”** wrote Plath, expressing the hidden crevices inside that lies beneath gender oriented motherhood. And crevices ask for a solution. For women of the previous centuries for instance, as the role of mothers and wives contradicted the asexuality from which their moral superiority derived, the solution had to be found through focusing the virginity discourse on the daughter. It was an inner fear. Like when we repeat in a Foucaultian way something trying to hide its opposite: «A vital Victorian mythology» dressed as Andersen's Mermaid, so different than *L'Inconnue de a Siene*, that nature can't be institutionalised and that in a Freudian reverse «the fullness of woman's extraordinary and dangerous being might at any moment return through violence» (Auerbach,1982, p.8).

In the mid 20th century it was like the revenge had finally arrive. If we think about it, the moment Plath listens a distant sea that di-privatizes her female bed connecting it with the foggy tides of a broader picture, Rich includes in her mourn the defeats of the clan. She has collective references, as the female subject was evolving from motherhood to citizenship. Interestingly psychoanalyst Judith Mitchell points (Mitchell, 2004) that in the period those poems written, during the 2nd feminist wave, and parallel to poetry, the invented language of humanities, promoting terms like “gender” instead of women, was reflecting an unconscious turn towards sexual relations beyond child-bearing, and thus beyond motherhood. Death of motherhood in the 60's was not just a topic in some texts. Was an expression of broader evolutions, regardless if it was included in the texts.

Literature

But the grief taboo had mostly to do with the petit-bourgeoisism of a white male world, being in a constant dialogue with the various perspectives of female world and in a stable contrast with subcultures like the afroamerican or other ethnic minorities literature. Constructed away from the cultural mainstream afroamerican tradition mourns: Slave narratives, sentimental novels, naturalist fictions, and novels of manners all supposedly confront and work through grief comparatively overtly, like Boker (ibid) assures. And not just that, but there are migration narratives of female displacement that focus on the traumatic aspects of death or even more loss (even of yourself).

But there exist a total reverse. We have in fact, along with death, a deep celebration of motherhood, and the importance of family; that are connected interestingly with the same causes the deterioration of family had in the white female world: With the quest for independence, personal dignity, and self-definition. Morrison and Angelou, representatives of the tremendous afroamerican tradition, both employ figures of mother and death to speak about collective tragedies: In her *I Know Why the Caged Bird Sings*, edited in the last year of the decade, consisting a kind of epilogue legacy, Angelou speaks about both death and rebirth of mother hood. Because Maya, the main heroine has been abandoned by both parents, thus mother too, and along with her bother must learn how to live without her. Living in the side of her aged momy, a replacement for her mother that carries the Memory of her clan, a textual symbol with tremendous importance concerning the liberation of minorities consciousness, Maya little by little illustrates how strength of character and a love of literature can help overcome racism and trauma by fulfilling the circle, as it ends when Maya becomes herself a mother at the age of 17. In the course of *Caged Bird*, Maya transforms from a victim of racism with an inferiority complex into a self-possessed, dignified young woman capable of responding to prejudice. Motherhood helps Angelou to overcome the rape she had suffer as an eight-year-old child, a fact so silent that is presented briefly even in the text. Rape is used as a metaphor for the suffering of her

race and gender. The book's title comes from a poem by African-American poet Paul Laurence Dunbar. The caged bird, a symbol for the chained slave, is an image Angelou uses throughout all her writings. But what is also caged and liberated is motherhood. A motherhood cancelled by abandonment and race and re-found, in fact re-invented by a young woman in the process of liberation. She becomes mother even by a "homophobic accident", but it's a motherhood not meant to stay in the existing roles and borders. The initial phrase of the caged bird cries out by herself. **"What are you looking at me? I'm not here to stay"**

On the contrary Morrison speaks about the death as a maternal experience. In *Darling*, Mother loses daughter. Daughter comes back. Is death that haunts life. But it is a death that brings back a portion of life (the diseased child) into a life that carries a portion of death (the loss of the daughter). Possibly Morrison uses the daughter as a symbol of a future that was caged and murdered. Daughter, after all, has been murdered herself: *'As the physical embodiment of Sethe's murdered daughter, as well as those thousands who died during the middle passage'* (Corey 37) therefore offers greater scope for interpretation. Beloved's return from the dead has the strongest effect on Sethe and Paul D. She *'...awakens their emotions and memories, but she also arouses their fears'* (Corey 39). In an evolving era like the 60's if Angelou goes back to the roots using *momma*, the grandmother, Morrison let the roots visit her, bringing though no liberation. *'Anything dead coming back to life hurts.'* Writes, (Morrison 35) explaining the reluctance of the community to remember the Beloved, to remember a haunted collective memory. There is no hidden pledge to re-live like in Malherbe's poet. In those pages it is the dead that has also the worst of fates. But this mourn, this trauma it might act as the tool to stand up and fight for liberation. L Inconnue wants to be liberated by her death mask. And, similar to aspects of the white literature we examined, pain becomes the task, in fact the mean.

Even today when we speak or write about that era, we employ those symbolisms. In Park's *Getting Mother's Body*, in which Parks admits to being captivated by Faulkner's novel *As I Lay Dying*, a work told through multiple points of view, we have Billy Beede, whom in 1963, with the help of her friends and relatives, must travel to Arizona to exhume her mother's body before her burial site is destroyed by a new shopping center complex. In Faulkner's book, the mother speaks from her coffin; the same is true in Parks's novel, only in this instance, the mother, Willa Mae Beede, sings her thoughts since she had been a blues singer in life.

Travel back is not in fact to regain mother's body, but to rescue the "treasures" that had been buried with her: a pearl necklace and a diamond ring.. Gifts are under attack by the modernizing forces of the shopping center. The task overcomes pain. The task becomes the perseverance of it. And perseverance means the ability to touch. Not incidentally Irigaray and other theorists of French second wave feminism claim the importance of touch as a trademark of female sexuality, in opposition to male optic way. From that point of view this death of Mother brings forth the agony and the task to preserve a female lost heritage that at the end will remake (our) world, our cause sui.

Conclusions

Sixties's were a sunny decade. Despite clouds from Vietnam or Indochina, despite the growing social diversification, there was a general optimism that anything, almost anything, could happen. In France the heavy legacy of Europe was gaining new aspects, like a new world within. The second wave of Feminism was the outcome and the pick point of it all regarding women Denouncing women's enslavement to "motherhood", public figures like Beauvoir used radical language to remind that Eve should give birth to Eve first. In America, the "real" new world, the "American spirit", in a way and in some aspects, was evolving in the same masculine way the American Army was expanding in Vietnam. But American Adam had forgotten Eve. And Eve was political in an unrepresented way, a wiser, in some perspectives, voice (in fact voices) that sensed the coming defeats. Mother and Death were used in the broader sense to remind the other side of bright living, the dark side of the moon. *"Dying is an Art like all the others. I do it exceptionally well!"* wrote Plath, expressing a collective voice of women, admitting she would transcend herself, or in fact transcend her alienation, her "other self". Interestingly "the Entire Western Civilization is founded upon the murder of the mother" wrote Irigaray (1985, 47). Male colonization evolved as cry or as silence. Not incidentally, when we speak about 60's we speak about the decades of the gothic romance. Apart from the Beloved, in the US, Virginia Coffman, Phyllis Whitney and Barbara Michaels reigned. And as it was said *'...the Gothic has functioned as a literary mechanism for the return of the repressed, anatomizing the pathologies lurking beneath the veneer of civilized modernity.'*

In that sense motherhood could speak about alternative social values and death could speak about their losses. Literature had to express it once again: Whilst the image of the consumer was feminised and sentimentalised to be controlled in the

postwar period, the power of the mermaid, dressed under various names and stories transcending life and death, and «always essentially feminine, escaped domestic control and threatened social order» (Auerbach, 1982).

Literature could still reveal the «darker forces» (Cox, 1996, p.153) that were hidden («to Nation, the status and the honour»). If women had played this part before, so powerfully represented for instance in the past in Carroll's Alice, that «amalgamation of the fallen woman with the un-fallen child», the 60;s signaled a shift: the commonsensical border line between motherhood, (identified so far with life) and death was not that commonsensical anymore. In fact it could be controversial, questioning the disciplinary society, at the centre of which stood the nuclear family (Stone, 1982, p.25), aiming to function projectively as «the lowest institution in the hierarchy of discipline» (Hill, 1964, p.443). This conflict between the motherhood and the family that second wave feminism brought created «a covenant theology» the most powerful seed of which was produced probably in France and the most famous literary fruits of which were probably «born» in USA. That «theology» cut Motherhood in two pieces: one expressed by maternal forgiveness (Laverenz, 1980), the other by paternal severity, embodiment of the day of judgement itself. In the middle a new, «unreadable» woman tried to be born. A woman that questioning motherhood's «need and fear» regained the quality to be un-fallen because she had chosen to deal and redefine in a new dark light her falls. 'A! I don't believe in sainthood unless she is born by the sin!' as Ritsos, a Greek poet wrote.

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The Failure of the American Dream in “The Great Gatsby” - Fitzgerald

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Abstract

The American Dream is one of the most important issues, which has drawn the attention of literary criticism through many years. It represents the ideals of a nation: equality, liberty, pursuit of happiness and democracy; ideals that have been understood in different ways by people. The real values related to these ideals changed and deviated from what it was meant into the enormous desire and greed for wealth and power. Fitzgerald tried to reveal that social discrimination is present and no one is treated as equal to others. The following research over the novel “The Great Gatsby” demonstrates how the dream cannot be successful because of the way it is misunderstood by the society and people’s materialism view of modern life. The characters and their attitudes through the chronology of the story are the embodiment of disappointment and the lack of moral values in the pursuance of a dream. Qualitative research used in this study aims to give a clear image and a deep analysis of the novel’s major themes, symbols, the period of writing, author’s life, various perspectives of the American Dream and its failure. We expect this thesis to be a good guide for further readings and projects with an explicit goal that the achievement of a dream does not necessarily requires the loss of the self and an excessive significance to what ruins the personal and the others future.

Keywords: the American Dream, failure, Fitzgerald, The Great Gatsby, power, wealth

Introduction

1. An overview on the novel *The Great Gatsby*

The novel begins with an advice of the narrator’s father “Whenever you feel like criticizing anyone, just remember that all the people in this world hasn’t had the advantages that you’ve had”(p. 2). Nick Carraway is the narrator of the book and introduces the reader with the characters and the settings of the story. Nick is from Minnesota and in the summer of 1922, he moved to New York because of his interests over the bonds. He leased a small house in the West Egg district of Long Island, near a mysterious neighbor named Jay Gatsby.

At the other side of the island live his cousin, Daisy and her husband Tom Buchanan, an old college friend of him. Nick goes to have a dinner with them at their house. Tom and Daisy have a two-year old daughter who spends most of the time sleeping at her room. They were one of the richest families of the area and the narrator loves to tell us a lot about it. There he meets a friend of Daisy, a young beautiful lady dressed in white, Jordan Baker. As four of them were drinking and having a friendly conversation, Tom received a call. Jordan tells Nick about the problems of their marriage and that the person on the phone was Myrtle Wilson, Tom’s lover. She says that everyone is aware of Tom’s affair, even Daisy herself. Daisy gets angry and starts shouting at Tom. Nick watches Gatsby from the window of his house. It seems a little strange to him because almost every night, Gatsby stares at the water of the island, particularly at a green light as he was looking for something (Shmoop Editorial Team, 2008).

After some days, Nick receives an invitation from Tom for an afternoon in New York. On their way to the city, they pick up Myrtle, Tom’s mistress. She is the wife of George Wilson, who owns a modest garage and gas station along the highway. In the role of the narrator, Nick explains that Tom does not care if others see him with Myrtle and says how shameless he is about it. They go to the Catherine’s apartment, Myrtle’s sister. Myrtle calls her friends McKee’s to come and join the party. That was only the second time in his life that he has ever been drunk. Myrtle drinks more and more and begins to talk about Daisy. Tom warns her never to mention the name of his wife but she insists in talking on whatever she wants. Tom responds and breaks her nose. Nick leaves the apartment and finds himself waiting at the train station to go back at home (Shmoop Editorial Team, 2008).

Nick takes an invitation from Gatsby's chauffeur to go at his home. There was a large and crowded party as the ones that Nick had heard about. He meets Jordan in the party and all people gossip about the mysteries of Gatsby. Some think that he is a spy during the war and some think that he is a bootlegger. Nick visits the house and everything seems mysterious to him, even the library, books and the servants. Gatsby talks to Nick and they realize that both of them have served in the same division during the war and as he does with everyone, he calls Nick "old sport". They plan to have a trip with his hydroplane in the next day. After this short talk, he leaves to deal with the business matters.

Jordan mentions that Gatsby was graduated in Oxford and Nick gets fascinated with all that this man has. Meanwhile, a butler comes and gets Jordan for a private chat with Gatsby. When she comes back, she claims that Gatsby told her amazing things but she cannot say anything for the moment; maybe in another day when they will meet again. Even though Jordan is not honest, she attracts him, but still he, himself, thinks that he is one of the few honest people he has ever known (Shmoop Editorial Team, 2008).

Nick goes for lunch in New York with Gatsby. During the trip, he tries to explain to Nick that his past was not a real one, but an ideal life and family like what he really wanted to have. He pretends to be a son of a wealthy family from Midwest, exactly San Francisco; being graduated at Oxford; being awarded medals in World War I. There he meets a Gatsby's friend and business partner, Mr. Wolfsheimer. Jordan tells the details of the mysterious chat she had with Gatsby at the party. She says that Daisy was an eighteen-year-old beautiful girl who fell in love with the Lieutenant Jay Gatsby, but the family prevented her from meeting Jay again. Years later, she married Tom Buchanan, a wealthy man, and gave birth to a little girl. They loved a lot each other up to the moment when Tom had love affairs with other women. Gatsby bought "the castle" to be near Daisy. Gatsby needs Nick's help to him in inviting Daisy at home for tea, and he would come casually (Shmoop Editorial Team, 2008).

Nick follows the plan and invites Daisy for tea. Gatsby comes, meets Daisy and Nick leaves the room. Gatsby invites them to see his house. All he has achieved is related with the idea of impressing Daisy with the fine things. She likes all the details of the house and the luxurious lifestyle as much as she starts crying. They dance in the hall full of happiness and smile for the moment. Nick leaves and let them be alone together, again (Shmoop Editorial Team, 2008).

A reporter comes to Gatsby's mansion to interview him and have more information about the myths around him, his lavished parties and the way in which he became rich. All of what Gatsby said up to now is a fantasy world that he created about himself. His real name is James Gatz and he grew up in a poor family. He did odd jobs and tried to attend a small college for some weeks. One day, while he was walking in the shoreline, he saw the yacht of a wealthy man, Dan Cody. He warned Dan Cody for a storm that might destroy the yacht. He went with Cody for five years as his friend, secretary and after Cody's death was supposed that he will get a large portion of the fortune, but it didn't happen like this. Cody's mistress did not allow Jay to get the money. Tom and Daisy go at the next party at Gatsby's house. Tom does not like the party and wonder how did Gatsby earned this enormous wealthy. He is quite sure that his money comes from drugstores. Gatsby is certain that he will convince Daisy to return and live together (Shmoop Editorial Team, 2008).

There are no more parties at Gatsby's house because now, he had found his lover. Next Saturday Gatsby goes to Daisy's house where he finds Nick, Jordan and Tom. They have a cocktail and decide to go in town in two groups: Daisy and Gatsby with Tom's car and the other group: Jordan, Tom and Nick with Gatsby's car. Both cars stop at Wilson's gas station. Aware of his wife affair, Wilson asks Tom for money to move out West with Myrtle. The two groups arrive at a hotel and try to have a quiet conversation, but the tensions between Gatsby and Tom increase. Tom says that Jay did not study at Oxford. Gatsby tries to explain that he was there for a few months. Finally, Tom mentions the affair of him and Daisy. She does not speak at all and Gatsby tells that she never loved him and now, she is going to leave him. Jay and Daisy leave to go home with Gatsby's car. Nick realizes that it is his thirty birthday. Tom, Nick and Jordan leave with the other car and stop at Wilson's garage because of a tragedy occurred in the road. Wilson's neighbor, Michaelis discloses what has happened: while Wilson and Myrtle were arguing, she went near the road, a yellow car killed her and it did not stop. Gatsby is ready to sacrifice and show himself as guilty even though it was Daisy who killed Myrtle (Shmoop Editorial Team, 2008).

Full of revenge, Wilson goes to Gatsby's house, shoots him and then suicides. Nick finds him dead in the pool. He tries to call Daisy and inform her about Gatsby's death but the Buchanans have already left to another house. His attempt on getting in touch with friends and family for the funeral, but no one wanted to come, except his father, Mr. Gatz. He reveals that Tom and Daisy are those kinds of people who make troubles and leave; other people have to find a solution for the problems caused by them.

Before moving back to Minnesota, Nick meets Jordan and goes to see the green light for the last time. The novel ends with one of the most famous passages in American Literature: "Gatsby believed in the green light, the orgiastic future that year by year recedes before us. It eluded us then, but that's no matter – to-morrow we will run faster, stretch out our arms farther...And one fine morning--So we beat on, boats against the current, borne back ceaselessly into the past" (p. 172).

2.1. Defining the American Dream

American Dream has been for more than 200 years the most compelling and the most desired dreams of all times. It started almost 400 years ago with Puritans immigrating to America to become after that the driving engine of a whole nation. The movement of religious immigrants to America had started as early as the beginning of 17th century, but it was only in 1630 that 700 Puritans lead by John Winthrop would settle American shore with the belief that the New England (America) was a chosen land from God, distinguished and exceptional. They were among the firsts to set the values of a belief that for a long time would be the idol of every person on earth.

American Dream can be defined as the belief that anyone that works hard to achieve success in America can achieve it. This belief is consistent to everyone and no race, class, gender or nationality distinction makes the difference. For ten score years, this has been the prevailing idea of Americanism and most of other nation's citizens sought to reach this.

The first to mention the term American Dream is James Truslow Adams who was an historian and writer. He defines it as "dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement." (Adams, 1931). Hence, from his definition one can understand that it is directly related to the tenets determined in the Declaration of Independence. Terms such as social, gender, religious inequality, racism, xenophobia etc. become invaluable ones while facing the values of American Dream.

The freedom in America is "associated with autonomy" (Rifkin, 2004, p. 13). Thus, when one has autonomy or independence upon others, he or she is free. This type of freedom that characterizes America is more in the materialistic aspect. Therefore, as much wealth has one, that much independent one would be.

The concept of freedom is not only related to that of autonomy, but to work ethic as well. Based on American beliefs that are set forth by Franklin Roosevelt, it is the hard work that sets the individual free because only if the individual works

On the other hand, this conviction on American uniqueness is associated with the patriotism, which is a core value of Americanism. American Dream developed because of deep patriotism, love for the country and celebrated the two feelings. This sense of belonging was the generator of the Dream. Rifkin notes regarding the uniqueness and belongingness as "from the very beginning it was meant to be exclusive to America" (Rifkin, 2004, p. 17). He also says that this dream was never a dream "to be [...] shared with or exported to the rest of the world" (Rifkin, 2004, p. 17). Thus, the American Dream could be lived only in American land.

2.2. Depiction of American Dream in "The Great Gatsby"

The Great Gatsby is a mere description of the culture of 1920s and the impact this culture had in the failure of the so-called American Dream. In this section the culture of consumerism, being an epitome of "going from rags to riches", luxury, parties, attempts to become an "old money" will be discussed. All these factors and the replacement of the old Protestant values of work ethic and pursue of happiness of the Declaration of Independence with leisure and pursue of wealth supply the demise of a dream that has been the driving force of a whole nation.

It also reflects the contribution and involvement of the characters in the novel to the failure and downfall of the American Dream. Despite the depiction of the socio-cultural and economic conditions of 1920s and the same conditions that push and provoke his characters, he provides the reader with an insight on the psychology of each of them and "the interior motives which they use to justify their behavior and actions." The Dream that everyone seeks in *Great Gatsby* is being corrupted by his or her immoral lives and actions.

The lives of the characters, especially Gatsby, depict the culture of excessive consumerism and extravagantly wealthy living. They, the people like Gatsby that had come from the bottom part of the society, needed to settle their position and newly gained status in the society. In addition, they attempted to gain the respect that the "old rich" already had achieved that far and the necessary esteem that characterizes the rich people through the means of displaying their wealth and fortunes and through the purchases.

Fitzgerald depicts Jay Gatsby as a paragon of self-made man of success. He starts everything from the very beginning and from living his childhood days in poverty becomes a millionaire. He achieves the success that everyone in America was seeking for at the period. Gatsby has a huge house, servants and many friends that attend his parties. All the success he has achieved and the status he has will assist in his decay.

Given the abovementioned culture of consumerism, Jay Gatsby falls into the same tendency as the others like him. His dressing style was often pompous. Also, he inclined to show off with his "circus wagon" car and his large house where he organizes huge parties and consumes lavishly and great amount of alcohol. The wealth and power is not sufficient for a wealthy person to maintain his esteem. By putting it into evidence, thus by showing it to others, makes these people more confident.

Gatsby succeeded to give the impression that he had achieved the American Dream though from the inside he still sought assurance about him being impressive enough. In the book, he asks Nick to assure him about how impressive his house looks. The house of Gatsby was made just for the sake of its outward appearance and for public entertainment. It had a swimming pool that Gatsby says in the book "he never had used", large lawns and gardens surrounding it and a tower. All these details depict the importance that he paid to making evident his richness. This is due to his lack of being part of the "old rich" society. Another means for him to display his successes and great wealth are the huge parties that he organizes in his mansion. His guests are mostly from the new riches and, according to Fjeldstrom, "It is easy to see that the guests at Gatsby's party are completely unable to exist independently of each other, for all of these people are similarly trying to become a part of the rich set" (Fjeldstrom, p. 38). Belonging to the same strata of society, and intending to achieve the American Dream that they believed Gatsby had succeeded on; they could not understand that he was indeed lacking it. His American Dream was not only that of success. His American Dream was to win Daisy.

After the WWII, there was a great change in the economy of American people and a shift of status happened while the poor became rich and vice versa. It was a time when the riches bankrupted and many industries or companies crashed and went out of business. Therefore, the people from the lowest strata of the society could collect money through corruption and illegal means. Hence, the American Dream that before it was through hard work and self-discipline that one could attain, during 1920s turned out to be one of luxury, idleness and leisure. The newly rich had they achieved their goals regarding material wealth, did not persist in the Protestant ethic of hard work that the American Dream was supposed to be achieved. Regarding this, Cervo says:

America is the land of opportunity, but all the opportunities that really matter are basically criminal in character, like bootlegging. To spin off from this a bit, it may be truly said that in America, no noncriminal ever becomes rich. By "crime" I mean not only the illegal, but the immoral; that is, breaches of decency, like honesty and trust, and a fair product for a fair price (Cervo, 2010).

Yet, one must admit that not all became rich because of their criminal accounts but related to immoral aspect it is true. Also, regarding Gatsby it is true in both aspects while Jay Gatsby and others coming from a poor setting involved themselves into these illegal works in order to achieve their dream. Gatsby deals with bootlegging business. Because Gatsby differs from some others that achieved their materialistic dream in that respect that he earns his wealth not in an honorable means, he lacks this work ethic. It is the means through which he accumulated his material wealth that contributed in the corruption and the demise of the American Dream and Gatsby's downfall.

It is previously mentioned that Gatsby's American Dream is tightly bound to Daisy and winning her back, ergo he uses many different attempts, one might consider even naïve ones, to reach her. As long as Daisy is already a member of that part of the society that has always been rich and wealthy, only money cannot satisfy her and cannot make Gatsby reach her. She is already rich enough and has a rich husband. Gatsby fails to realize and understand that no matter how much Daisy involves with him, she will never leave the life that she has and the society she belongs to or being an "old money" representative.

The belief that having more materialistic wealth for Daisy he would have higher chances to be loved by she makes him involve in these businesses, but it concludes that money cannot make him happy. Also when they have the car accident and murder Myrtle, Gatsby cares only about Daisy and that she will have no problems. Having Daisy become the only important thing about him, he starts to become just as careless as she is. He lies about the cause of Myrtle's death in order

to save Daisy and is killed by George after that. Thus, the means Gatsby chooses to win his dream cause him to die and, consequently, the failure of his American Dream for that he never could fully complete it.

Myrtle though she is not one of the main characters in novel, she is a key character in the general flow of the plot and in the understanding the society of consumerism in 1920s and, the most important, for her continuous pursue of the American Dream.

She is a flat character, which means she does not experience any changes throughout the book. Yet, though she is the type of character that does not change, she drives most of the action of the novel and reveals the real faces of other characters such as for instance Tom Buchanan or Daisy. Thus, Tom while being with her reveals his imperfections of being a husband that betrays his wife.

Her American Dream is to achieve material wealth that would be enough to satisfy the needs that cannot be completed by her husband's incomes. In order to get this dream she does whatever it takes without thinking about how much she damages other people's lives, especially George's, her husband. She married him by believing that she truly loved him and that they would be happy together, but because her only driving force in life is money and wealth. She looks down on her husband. George was not a rich man; in addition, he was a poor person indeed for that in order to marry Myrtle he borrowed his wedding suit to a friend. In the book, she says "The only crazy I was when I married him. I knew right away I made a mistake. He borrowed somebody's best suit to get married in, and never told me about it, and the man came after it one say when he was out..." (p. 37). She calls herself crazy for involving herself in a marriage with a person that could not even afford his wedding costume and views it as a big mistake. It is understandable that her only purpose in life is the material world and does not appreciate the struggles of George to be with her.

It is a completely different attitude towards Tom. Holding the belief that she would become part of the aristocracy, Myrtle involves herself into immoral actions in order to achieve her biggest dream. She holds a great desire to have a luxury life. It is this dream of becoming rich or taking the taste of the wealthy material world and luxurious lifestyle that push her to start an affair with Tom. She starts this love affair because Tom is a representative of that society that she wants to be part of. By being with Tom in a relationship, she feels as if she is already member of the aristocracy that is Myrtle's greatest happiness. Even though he mistreats her and hits Myrtle, she compromises with these. Therefore, her American Dream of having a better life and being financially successful brings the decay of her character. Despite being a mistress for Tom, she is able to endure even these mistreatments that show her real position in Tom's life and the society after committing the act of adultery that is a position of the lowest level of the society because she is both poor and a dishonest person.

Just like Jay Gatsby Myrtle's Dream is a consumerist one. She serves to Fitzgerald's depiction of what is consumerist hysteria. Fitzgerald depicts her as a typical woman character of the 1920s while her habit of buying magazines serves to feed her Dream. She reads magazines and fantasizes of being among those people. Therefore, as soon as she becomes Tom's mistress she starts to spent without any regard.

2.3. The Failure of the American Dream in the novel

The Roaring years show that there was no any golden rule for the accomplishment of the American dream. Every man has just to work hard enough for his success, even if he is not part of a rich family or a high social class. Roland Marchand (1986) claims, "Not only did he flourish in the fast-paced, modern urban milieu of skyscrapers, taxicabs, and pleasure-seeking crowds, but he proclaimed himself an expert on the latest crazes in fashion, contemporary lingo, and popular pastimes." The definition on his book for the man of 1920's attaining the American dream is quite similar with the way Fitzgerald portrays the figure of Gatsby from the lower class to a luxury life. Jay Gatsby is the embodiment of the self-made success who invented a new identity for himself regardless the poor past. The richness and the social status of him are the factors that cause the death of the American dream.

An American of that time was considered wealthy according the material wealthy and how much is he able to spend. The sizes of the houses described in the novel are the main element that indicates the status of someone. At the first sight, it seems like Gatsby has everything of the American dream, but he still asks for Nick's assertion as it is shown in chapter 5: "My house looks well doesn't it? See how the whole front of it catches the light." (p. 87) Donaldson (2001) explains in his article: "The culture of consumption on exhibit in *The Great Gatsby* was made possible by the growth of a leisure class in early-twentieth-century America. As the novel demonstrates, this development subverted the foundations of the Protestant

ethic, replacing the values of hard work and thrifty abstinence with a show of luxury and idleness.” (p. 8). Donaldson explicates how hard work and social values lost their importance and are replaced by laziness.

“The Great Gatsby” represents characters that are interested in materialistic life and never get interested in working hard. One of the reasons why Gatsby loves Daisy may be her aristocracy origin. He was not able to understand that money is not enough to win Daisy’s love. In the other hand, Tom is as wealthy as Jay but he uses a careful and fine way to show off his fortune.

Gatsby tried to have everything for show such as: the big house, the beautiful swimming pool and the generous parties. Donaldson (2001) comments upon this: “The outsized house, together with the lavish parties and the garish clothing, the automobiles and the aquaplane, represent his attempt to establish himself as somebody, or at least not nobody.” (p. 11) The partygoers were striving for the American dream but they couldn’t realize that Gatsby who had all this fortune has not achieved yet the real American dream. All of them think that he has a perfect life but he needs Daisy to enjoy the luxury life at all.

Gatsby thinks that he has to “establish himself as somebody” for the achievement of the American dream. After the meeting with Daisy, he understands that their relationship was not as beautiful as before. This is the moment when his life starts to downfall. He decided to live alone without the servants and lost the desire for the Saturday’s parties. That happened because of his wrong conception of being “somebody” for the sake of love.

The automobiles are one of the most obvious elements of the novel too. The twenties were the years when the cars, as a new technology, characterized the high class Americans. They do not consider the cars as a way of transportation but as a possibility to exhibit their fortune to the society. The protagonist has employed a personal chauffeur but he himself has an expensive yellow car. In her article, Lauraleigh O’Meara highlights the significance of cars at 1920. She describes Gatsby’s car as “...a rich cream color, bright with nickel, swollen here and there in its monstrous length with triumphant hatboxes and supper-boxes and tool boxes, and terraced with a labyrinth of windshields that mirrored a dozen suns. Gatsby’s ‘splendid car’ delineates an expensive and unique commodity, not an efficient means for travel” (p.68).

The role of automobiles seems to be related with the failure of the American dream because of Gatsby’s ideas to prevail Daisy’s love through the luxury life. The cars display their negative side in the culture of 1920 as well and so far, they lead the characters toward the demise of the American dream. Myrtle died due to a car accident while the reason of Wilson and Gatsby’s death are also associated with the car. O’Meara calls them as the car of deaths. According to the novel and society of the twenties, wealth was the only road that could realize their dreams and makes their lives happier than before. Meyer Wolfsheim, Gatsby’s “friend”, deals with illegal businesses and criminal activities. Gatsby was not corrupted by Wolfsheim but he couldn’t avoid being more like him through the story.

Catherine, Myrtle’s sister is a lesbian and Nick describes her as a strange person. He says, “She came in with such priority haste and looked around so possessively at the furniture that I wondered if she lived here. But when I asked her, she laughed immoderately, repeated my question aloud and told me she lived with a girl friend at a hotel.” (p. 34) He also portrays Mr. McKee as a weird character: “Mr. McKee was a pale feminine man from the flat blow...he informed me that he was in the “artistic game” and I gathered later that he was a photographer and had made the dim enlargement of Mrs. Wilson’s mother which hovered like ectoplasm on the wall.” (p. 34). These characters search for wealth as a hope to fulfill their empty spiritual world.

The Buchanans family may be the best representation of the American dream but they are people without dreams, without social values, without goals in their life. Everyone is amazed by Tom’s life as far as he is “a national figure in a way, one of those men who reach such an acute limited excellence at twenty-one that everything afterward savors of anti-climax; His family were enormously wealthy — even in college his freedom with money was a matter for reproach — but now he’d left Chicago and come East in a fashion that rather took your breath away” (p.10).

He is not a responsible person and does not care for the other’s feeling. Tom does not know how to behave with his wife and take care of her. His personality is considered as vulgar and mean. The novel and the way that Fitzgerald ends the life of the characters demonstrate that money cannot buy happiness. Gatsby could not succeed in winning Daisy’s love because of the wrong perception of the American dream and the decline of the moral values. Obsessed with the idea of having Daisy’s love back unconditionally, he forgot to pay attention to the moral and social principles. Instead of being a noble wealthy man, he became more like Tom and Daisy, careless people.

The representations of parties, automobiles and houses resulted in the failure of Gatsby's dream. George and Myrtle Wilson passed their lives on attempts to escape from the struggles of the low class to the comfort of the upper class. They tried a lot and used the "few" chances life gave to them up to death. Nevertheless, they could be neither like Buchanans nor like Gatsby ("The Demise of the 1920s, n.d.).

"The Great Gatsby" introduces hope and persistence as the most important characteristics of the American dream. People have to believe on being successful beyond all possibilities. Mr. Gatz told Nick about his son's attempts to be a great man since he was young. He brought a journal that proves all of his words by representing Gatsby as the epitome of the American dream. He has always been ambitious, hard working and looking for adventure. He used these qualities for the eternal hope over Daisy's love. Contrary to Tom, he is very careful not to hurt Gatsby. Even in the day of car accident, Gatsby didn't recognize who was the dead person, but he worried about Daisy's future.

The deaths of Myrtle, George and Gatsby at the end signify the destruction of the American dream. The characters of the book are the best symbols that chased the dream until the end of life and failed in its success because they overvalued materialism and money instead of its pure ideals. Thus, the novel is focused on the existence and death of the American dream (Hindus, 1968, p. 39- 40).

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Jane Addams: an experience of multicultural education and social care. Chicago, 1889 – 1910

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Abstract

The focus of this study concerns a deep analysis on the innovative educational method utilized by Jane Addams (1860-1935) at Hull House. She was a philosopher, but first of all we can consider this woman as a sociologist, because of her careful survey on society, Addams's activities also implied a new educational project based on the social care of poor workers and their families. She chose for her extraordinary experience one of the most slummy suburbs in Chicago, where with her friend Ellen Gates Starr founded in 1889 this settlement. The main intention of the sociologist was to give immigrants lots of opportunities to understand Chicago's social and political context. It was important to create a place where immigrant families could socialize, learning more about their rights and possibilities. For this reason Addams suggested that it needed to start from education, taking a particular care of children who lived in that area. It was necessary to promote a reform on the different culture learning to support immigrants in their integration, people who came there hoping to find a job into factories. In 1889 when the settlement was founded, there were about four hundred social houses around the States. Addams's important social and political idea was to develop a democratic society, where each person could recognize himself/herself as a part of it, avoiding marginalization and segregation. The sociologist was a central figure at Hull House for about twenty years.

Keywords: multicultural education, democracy, social care, immigrant children, integration

Introduction

By analysing at the end of the Nineteenth century (1889) Jane Addams's work at Hull House in Chicago, we can observe how her educational method has been as modern as innovative. In fact, in such a society, where education was above all considered as a mean to obtain a factory job in an industrial city, Addams was able to open a path towards a transformation.

Starting from the first decades of the Nineteenth century, industrialization and urbanization grew up so rapidly in the States that it was more and more necessary to have got a lot of labour force to increase the production.

As we know, cities were changing their own physical aspect. They were crowded by different people and it seemed the immigration flow, coming from Europe, was ongoing. People, trying to better their life, followed their own American dream and when they got down, after a dangerous travel, at Ellis Island, relaxed, trusted in their choice.

Of course, industrialization and urbanization began long before in the Us, but in the last decades of the 19th it seemed they had a great evolution, and as these phenomena grew up, as the social problems got worse, spreading out all around the Us.

After all, the ethnic miscellaneous was not a new phenomenon for the Us which could be considered as a multi-ethnic nation in the Eighteenth century yet, before the Independence War. In fact, analysing this period, we can observe an extraordinary ethnic fragmentation around all the territory. Who lived in this country was used to share different religions and cultural traditions.¹

In such a colourful context, Chicago appeared as one of the most important industrial city of the States and the largest one in the Midwest. Its slums were full of immigrants and countryside people, looking for a job in the manufacturing settings.

¹ Cfr. D. Lacorne, (2003), *La crise de l'identité américaine*, Paris, Gallimard.

Most of them could not speak English and had a low level of education. So there was a high rate of illiteracy and lots of different languages which crossed into the streets. Children, boys, girls, adults tried to survive, working hard in factories for more than twelve hours a day, earning some coins. In the worst cases, people begged on the street to help feed their family. Women and girls often fell down into the darkness of prostitution, while little boys and young men learnt quickly to steal everything they could with great ability.

The three phenomena: industrialization, urbanization and immigration created a chaos and required of course some political actions to establish a new asset. One of them was realized at the beginning of the Twentieth century, as the famous policy called *melting pot*. Actually, this experience represented above all a theoretical thought, in fact it was just an action where immigrants always sacrificed their own identity, homologating themselves to the WASP pattern. Moreover, during the first period of this experimentation, people who came into the States, after a while, felt a discomfort derived from the different reality he had to face up with, as later stated Thomas and Znaniecki. In fact they made a deep survey, observing carefully letters by immigrants who came from the Polish countryside and now moved to Chicago's society. The Polish, in fact, felt like emarginated subjects. They lost the membership sense to their original nation, but at the same time they didn't feel to belong to American society, only perceived themselves as hybrid individuals. They just were marginal men and women.¹

In this atmosphere of great changes, Jane Addams (1860 – 1935) worked, trying to solve the daily difficulties which afflicted the poor's life. First of all, she was interested in experimenting an adequate manner to integrate immigrants, as consequences she aimed at giving them other chances. The sociologist and reformer, as we can define her, with her friend Ellen Gates Starr founded in 1889 the settlement Hull House in Chicago, a place where all people would have learnt to make a democratic and peaceful society. She was also involved in reforming the child labour, whose law was approved in 1902. Hull House was her main job for about twenty years, from 1889 to 1910. After that, the sociologist dedicated her life not only to solve the social problems but started fighting for peace against World War I and all kind of conflict. All her life was based on the ideals of democracy and peace. So, Hull House became a centre of lots of meetings, where all people could take part. What the settlement offered were useful services, so it could be compared to a rudimentary welfare state.

In the first decade of the new century she was firmly aligned against World War I, founding the *American Union against Militarism* under her effigy "no war is right". To sustain her fight, in 1915 she became the leader of the feminine association *Women's International League for Peace and Freedom*, obtaining the Nobel prize for peace in 1931, four years before she died. She, of course, was also involved in the feminine fight to obtain the vote and in the feminine labour. In fact, she was one of the most active supporters of the *Chicago Women's Trade Union League* (1903) and of the *National American Women Suffrage* (1911).

Jane Addams (1860 – 1935)

Laura Jane Addams was born on September 6, 1860 in Cedarville, Illinois (Us). Her parents John Addams, a Quaker tendencies man, and Sarah Weber were very active people both in social and political issues. John Addams was for about sixteen years in the State Legislature and directed a bank as well as a railroad, while Sarah ran the domestic questions and took care of her eight children. Unfortunately, when Jane was only three, her mother died and Martha, her eldest sister looked after of the family. From that moment, Jane developed a close relation with her father, who was not the only important figure in her life, as we read in her biography some years later:

"All of these are directly connected with my father, although of course I recall many experiences apart from him."²

She learnt from her father the moral and ethic behaviour. Anyway another change happened in her life, when her sister Martha died at sixteen. John Addams married Anna Haldeman (1868). Anna was a sophisticated woman who played the guitar and the piano, as well as a great reader. Jane learnt a lot from her, in fact she started to appreciate music and art. Moreover Addams learnt from Anna her elegant manners, utilizing them to face up with Chicago's society.

Addams and her sisters attended a female college of Rockford, a college where the female headmaster supported the equality in education between girls and boys. In this high school, Jane could elaborate an independent thought, developing her interest for feminist ideals.

¹ Cfr., W. Thomas, F. Znaniecki, (1920), *The Polish Peasant in Europe and America*, Boston, Badger.

² J. Addams, (2008), *Twenty Years at Hull House*, New York, Dover Publications, p. 1, (first published 1910)

After the degree, in 1881, and the unexpected death of her father in the same year, she attended for about one year the Women's Medical College that left because of a health trouble. In the same period, George Haldeman, Anna's son, asked her to marry him, but Jane refused, she considered George only a good friend. So she decided to travel throughout Europe (1883-1885). This was her first approach with European culture. In 1887, she returned to the old Continent, for the second time with Ellen Starr, her friend of Rockford with whom she kept on maintaining an epistolary relationship.

In London, Jane and Ellen visited the Toymbee Hall, a settlement house founded in 1884. It was there that Addams decided to create a place like this in Chicago to help the poor. The second visit to Europe represented an important step to define her life vocation. In fact, coming back to the States, Addams and Gates Starr moved to a residence called Hull House in 1889. The building was situated in a poor and crowded industrial district of Chicago (on Halstead and Polk Street), a slummy area full of immigrants.¹

The residence was very large, with a playground and a camp near Lake Geneva. From that moment, other female social and political reformers settled at Hull House, helping Addams in her social work, as Julia Lathrop, who arrived in 1890², and Florence Kelly who came a year later³.

These women already activists, contributed to transform Hull House not only in a place of education but also in a center of social research.

Among these women who moved to Hull House, there were some of them, as Ellen Gates Starr and Mary Rozet Smith who had an affective relation with Addams. Mary Rozet Smith was a wealthy woman who supported Hull House financially and who had an important emotional relation with Addams. Their couplehood in fact lasted up to 1934, when Mary died, a year before Jane's death.

In her stay to the residence, Addams better took consciousness of her interests and ideals, and transformed her philosophical thought in an empirical social experience.

Her critical observations and her sociological survey have been written by herself in two famous biographical works: *Twenty Years at Hull House* (1910)⁴ and *The Second Twenty Years at Hull-House, September 1909 to September 1929*⁵, (1930).

Her research could be compared to that did by Charles Booth in a London slum on people's life and labour, published in London from 1891 to 1903.

At Hull House she invited many intellectuals of the time as John Dewey, William James and George Herbert Mead to give lectures, establishing with all of them a mutual exchange of ideas to better the condition of individuals and try solutions to social troubles.

According to Addams, knowledge became more efficient in the reciprocity, it meant that a good educational method should consider a mutual cultural exchange in learning. So immigrants could learn American culture but also teach their own experience. In the suburbs, where she worked, the change could come recognizing the value of each person. So American culture could take a great contribution from immigrants' traditions. It needed to rebuild the sense of a good neighbourhood that represented one of the ancient aspects of the community. The reformer observed and described in her writings that

"the variety of impulses manifested by people of different ages – the impulse to imagine and play evident in young children, the impulse to make idealistic commitments so prevalent among young adults, and the impulse to nurture and teach so important for mature men and women."⁶

¹ Cfr., E. Condlife Lagemann. *Introduction*. in J. Addams. (2006). *On Education*. New York – London. New Brunswick.

² Julia Clifford Lathrop, (born June 29, 1858, Rockford, U.S.-died April 15, 1932, Rockford), American social welfare worker who was the first director of the U. S. Children's Bureau. <https://www.britannica.com/biography/Julia-Clifford-Lathrop>.

³ Florence Kelley . in full Florence Molthrop Kelley (born Sept. 12, 1859, Philadelphia, Pa., U.S.-died Feb. 17, 1932, Philadelphia), social reformer who contributed to the development.

⁴ J. Addams, (2008), *Twenty Years at Hull House*, quoted.

⁵ J. Addams, (1930), *The Second Twenty Years at Hull House*, New York, The MacMillan Company.

⁶ E. Condlife Lagemann, *Introduction*, in J. Addams, (2006), *On Education*, quoted, pp. 3-4.

Addams, in her activities, supported W. E. B. DuBois in the foundation of the *National Association for the Advancement of Colored People* in 1909, one of the first important association for the American African people's rights.

During this period she dedicated most of her energy in supporting of peace against War World I, receiving in 1931 the Nobel Peace prize for her tireless efforts. Addams died of cancer on May 21 1935.¹

Today Jane Addams is recognized for her important activism in social issues, as a reformer who left a large intellectual heritage, writings books and articles about her experience.

On December 2007, it was established the *Jane Addams Day* in Illinois, supported by the *Illinois Division of the American Association of University Women*.

In 2014 Addams received a bronze plaque by *San Francisco's Rainbow Honor Walk* as a *LGBTB* heroine, and one year later she became one of the most important icon of *LGBTB History Month*.

Hull House: a first approach to intercultural education

When Hull House was open in Chicago in 1889, around the States started to spread out a real movement of social houses, and various types of social settlements rose, as it was a fashion. In the same year (1889), for example, it was founded the *College Settlement* in New York City, a network of women's colleges. All this was inspired by the experiment made at *Toynbee Hall* in a London slum in 1884, one of the early settlements. The main aim of the most social residences was to take care of people who lived in poverty. Moreover social houses tried to develop a workers consciousness, so all individuals could understand better their conditions. Giving assistance for each necessity, the social places, as already explained before, have been defined pre-welfare state systems.

These settlements became, after their foundation, an attraction for lots intellectuals and people who were involved with the poverty issues. The settlers organized education classes for children and adults, inserted evening classes for workers. Moreover it had to organize debates and discussions. They were centre to socialize and learn.

Hull House, as all the social settlement, followed *Toynbee's* example. Jane Addams, attracted by the re-birth of the ancient spirit of neighbourhood in London slum, tried to organize the same atmosphere in Chicago. Among all the activities she did at the residence, she was very good at raising easily funds for the settlement. In fact, thanks to her heritage, she had a strong influence on the wealthy people.

Addams aimed to integrate all the immigrants who lived into the slummy area around Hull House with American individuals who were in the same zone. Her idea of Americanization was not in favour of a melting pot, policy approved at the beginning of the Twenty century. So we can observe that her thought was forward, her mind was already crowded by the idea of a salad bowl, an idea affirmed after the *melting pot* failure, in the second half of the Twentieth.

Another important point of Addams' s theory concerned children education. She was worried for them who had not time to play or spend their leisure time because they worked. In fact, she emphasized the necessity to give importance to the game and the recreation time, destroyed by the industrial city.²

The development of industrial society in Us meant, for one side, also an improvement of the educational system. Nevertheless, at the second half of the Ninetieth century, public school was organized to support the industrial society. Students generally went out school at fourteen to work directly into the factory. From that instant, they started their dark daily routine, losing their dreams: they passed from infancy to adult life. In Europe, education thanks to many scholars, were slowly changing. Georg Simmel, for example, suggested an interesting approach to school. He moved up the postmodern image of education which had to represent the individual emancipation in the city. He emphasized that teachers must help students to develop the autonomy of their thought and the ability to join knowledge and existence.³

Addams 's method at Hull House, to improve people's knowledge and consciousness, was based on democracy and freedom concepts.

¹ Cfr., Allen F. Davis, (2000), *American Heroines: The life and the Legend of Jane Addams*, Chicago, Ivan R. Dee Publisher.

² J. Addams, *The Spirit of Youths and the City Streets*, Chicago, The McMillan Company, 2005 (First published 1909).

³ Cfr., G. Simmel, (1998), *Sociologia*, Venezia, Ed. di Comunità, (first published 1909 in German).

"The democratic ideal demands of school that it shall give the child's own experience a social value, that it shall teach him to direct his own activities and adjust them to those of other people."¹

Moreover she stated that in education in regard children it is necessary to start from their own experiences, using spontaneous activities. So it is the street to give him the first education.²

For the sociologist, society was a place where "all individuals, regardless of gender, ethnicity, race or economic status, would have the opportunity fully to express and to develop their talents, interests and ambitions."³

So education at Hull House was used as a "practice of Freedom", as later suggested, supporting Addams' s vision, bell hooks, the Afro-American writer who keeps on fighting against all the types of discrimination.⁴

The first subjects to understand her educational philosophy were the children who followed her classes. Addams, as she wrote, considered Hull House as a bridge to build a new relation between immigrant children and their parents, who showed more difficulties to integrate themselves into the new asset. The same difficulty of disagreement seemed to characterize the relation between European experiences and American ones. So the residence had to become a place where immigrants could create relations, transferring their culture to Americans and vice versa.⁵

The day spent at the Chicago's social house was very intensive. The residents offered to the audience a myriad of educational projects, thank also to the structures Hull House had. For example, it was introduced a musical school with a theatre, were the neighbourhood residents learnt to play. Some plays were dedicated to the importance of women in history.

Moreover, it was added the Butler's Museum of Art, which the workers of the suburbs started visiting. Art was seen as a relaxing activity for immigrant workers who were stuck in factories all the day. The residence had also a kitchen, a library, a coffee house, a gymnasium, a swimming pool and all the comforts that could be necessary to create an harmonic community.

Addams dedicated a lot of time to immigrant children, to whom suggested to learn from their parents their original culture and heritage. So it was born the Hull House Museum which showed the parent's labour in their original countries, comparing it with the adolescents' s job in that industrial society. Children, according to her thought, had to acquire an important message: poverty did not mean pity. Thus it was necessary to overtake the old pedagogy, whose method was based on teachers' s coercion. The child was, in the most cases, obliged to follow pre-organized lessons and as result lots of children had the tendency to avoid school. The new pedagogy, on contrary, thought from child's instinct and curiosity. Children needed to discover their capacities acting in the world around them.

Addams organized her children' s classes with the narration of traditional stories told by the immigrant children who took part in. In this way, little boys and little girls, all coming from different countries, could learn and appreciated the various traditions, creating relations among them. The stories, object of the lesson, were then compared to the new reality they were living now, that is the industrial city.

This collaborative oral laboratory, is what the Brazilian pedagogue Paul Freire later would have suggested in his educational theory, that is a practice where people could learn to help each other, overtaking the different social status.

Another important aspect of Addams' s educational philosophy concerned the fact that each activity proposed at the residence must be satisfying for the working group, this constituted the main aspect of the work. In this way, who took part to the events had the pleasure to come back again.

"One thing seemed clear in regard the entertainment of immigrants, to preserve and keep whatever of value their past contained and to bring them in contact with a better type of Americans. For several years every Saturday evening the entire

¹ J. Addams, (2006), *On Education*, quoted, p. 99.

² Cfr., *Ibidem*.

³ Cfr., E. Condliffe Lagemann, *Introduction*, in J. Addams, (2006), *On Education*, quoted.

⁴ Cfr., bell hooks, (1994), *Teaching to transgress. Education as a Practice of Freedom*, London Routledge.,

⁵ Cfr., J. Addams, (2008), *Twenty Years at Hull House*, quoted.

family of our Italian neighbours were our guests [...] during our first winters at Hull House. They came to us with [...] their incorrigible boys [...] with their need for an interpreter.”¹

It was easy to perceive that the first necessity for immigrants was to understand and of course to learn English. Addams, following her educational theory, tried to use passages, read in English, about familiar subject for the various immigrants, something which remembered their own roots. For example, for Italians she read Mazzini, well known by them, and Tolstoj, she knew well, for Russian.

Joining feminism and social improvement, Addams wanted to create an educational method which could realize a good cooperation among slummy residents, showing the positive aspects of the poor workers to the other part of that society. She was not interested to the ghettoization of the slum. For this reason the audience at the meeting was variegated so as her writings could influence different subjects. She, in fact, affirmed that the occupational status could not determine a social status, thus education must give individual a dignified life and a civic consciousness. Only in this way, it was possible to obtain a social and political reform.

Addams' s education is often associated to John Dewey's pragmatism and educational method based on the democracy concept and student's experience. Dewey (1859 -1952) met Addams for the first time in 1892, when he moved to Chicago University for a lecture. In that occasion, he expressed the desire to visit Hull House. He was very surprised for the excellent work made at the residence, becoming a frequent guest of the ladies. From that moment, Addams cooperated with Dewey.

Jane Addams taught at the University of Chicago in lots of courses, always as a free teacher, refusing to be affiliated to it.

Conclusion

This research is only one branch of a larger study about women who at the end of the Nineteenth to the first decades of the Twentieth century worked to better adults' and children's mental and physical condition through innovative educational methods. These heroines used not only practices based on democracy and freedom, but also developed empathy and compassion for different people often forgotten by their society.

They considered only philanthropists by the intellectuals of their time, analysed their own society with attention and deepness, writing notes and biographical writings about their own observations and activities.

Today they are considered great reformers and sociologists who, thanks to a hard work, have affected their society from another point of view, in an era where the patriarchal supremacy was incontestable.

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¹ Ibidem, p. 149.

Domestic Anti-Avoidance Legislation in Relation to Tax Treaty Law

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Abstract

In today's international taxation most of the developing countries enter into tax treaties which are drafted in line with the OECD MC to eliminate double taxation. Yet, is well-known fact that tax treaties in practice are abused by tax payers, therefore, majority of states have introduced legislation specifically designed to prevent tax avoidance and protect their domestic interests. In legal practice and literature the act of overriding international tax treaties and denying treaty benefits in favour of domestic law provisions threatens main principle of international law and therefore is questionable to what extent the relationship between domestic law and international tax treaty agreements bridges the international norms.

Keywords: *domestic law, tax treaty, tax avoidance, OECD MC*

Introduction

The free movement of people and capital has enabled individuals and businesses to engage in cross-border transactions, this fact has raised concerns in many states about the potential erosion of the domestic tax base. In the other hand, there are several jurisdictions that have made their tax environment available for tax avoidance known as 'tax haven'. Apparently, this problem has become pressing issue for different countries, as well as, intensively have been discussed in an international context. Most of the countries have introduced legislation specifically designed to prevent tax avoidance and protect their domestic interests¹.

Accordingly, the act of overriding international tax treaties in favour of domestic law provision threatens the internationality of bilateral and multilateral agreements as founding principles of international law strongly advised by Vienna Convention and adopted in international law practice. Nevertheless, it is a notable fact that international tax treaties might be abused by tax payers to benefit tax advantages that are not meant by the context and purpose of the treaty, hence, while tax treaties provide a great structure that encourages cross-border trade and investments they also provide opportunities for tax payers to avoid domestic tax obligations. Therefore, nowadays this is a pressing legal issue and signified by 'disagreements' among scholars' whether domestic anti-avoidance legislation can be applied to deny the treaty benefits².

In this regard, states have introduced domestic anti-avoidance rules to prevent the possible tax evasion, however, it is questionable to what extent the relationship is between domestic law and international tax treaty agreements.

In addition, OECD in its Commentary has incorporated a note on this issue by setting an analytical framework from which the relationship between domestic general anti-avoidance rules and international tax treaty agreements is to be evaluated as this is the main purpose of this paper to analyse the changes made in the commentary in 2003 and the weight of this work with the reference to guiding principles set in the Commentary.

Conceptualizing the issue of domestic anti-avoidance rules and international tax treaty agreements

With the free movement of capital and the fact that businesses are becoming more and more international tax avoidance as mentioned it is a pressing issue for countries worldwide. However, in order to facilitate the 'process' of cross-border transactions and protect domestic economy from tax avoidance there is a great need for coherent structures; in this regard, such structures are considered international tax treaties³. International tax treaties encourage economic

¹ Michael Lang (ed.) 'History of Tax Treaties' (Linde, 2011), p.19

² Michael Lang 'Introduction to the Law of Double Taxation Convention' (IBFD, 2010) p.59

³ Lang (ed.) (2011) p. 45-56

investments by promoting the movement of capital and exchange of goods and services by preventing international double taxation which is generally defined as “a form of double taxation on the same income by both country of residence and the source country in respect of the same subject matter and for the same period”.

However, it is evident that international tax treaties provide taxpayers with the possibility to avoid domestic tax obligations by receiving benefits under the treaties. In this regard, countries have passed anti-avoidance rules to protect their domestic interests by provoking a ‘direct tension’ between the international treaty and the domestic law. However, it is worth mentioning that the Commentary on the OECD MC considers the notion of the abuse of a treaty as a doctrine of international law which according to the commentary might denied the benefits from the treaty by considering it as purposive interpretation of tax convention².

In order to evaluate the approaches of the relationship between tax treaties and domestic anti-avoidance rules there are two fundamental principles which should be taken into account. First, the application of the domestic anti-avoidance rules, application of which may ‘weaken’ the certainty of tax treaties and second: the inviolability of the agreements signed between states³. The relationship between tax treaties and domestic anti-avoidance rules it is a dynamic process which differs from country to country, however, most of the practitioners and scholars often refer to the OECD MC Commentary for further explanation.

The Commentary on OECD MC Article 1 sets an interpretative framework in order to analyse the connection between domestic anti-avoidance rules and international tax treaties, however, is important to mention that according to different legal interpretations the Commentary on Art.1 before the revisions on 2003 was unclear about this matter by indicating in one hand the right of countries that had domestic anti-avoidance rules to include this legal provisions in their treaties with the aim on preventing the application of these rules, on the other hand, the commentary had provisions suggesting that domestic anti-avoidance rules which are not in line with the treaties do not have to be expressly included in treaties⁴. Consequently, before the revision on 2003 two main questions that domestic anti-avoidance rules had to consider where if; benefits derived by the treaty must be granted even if they abuse the treaty provision and second if domestic anti-avoidance rules conflict with treaties⁵.

Changes made on Article 1 of the OECD Commentary in 2003

Changes made in the Commentary on Article 1 in 2003 were described as considerable changes which intend to clarify the relationship between tax treaties and domestic anti-avoidance rules. However, it is pointed out that the Article 1 of the Commentary has gone beyond its provisions by commenting the relationship between domestic anti-avoidance rules and tax treaties⁶.

It is worth mentioning that changes in commentary have been preceded by the Rome Congress of the International Fiscal Association in 2010 which served as a forum to analyse this relationship of domestic law and tax treaty worldwide. Stef van Weeghel in his report about the forum has concluded that most of the countries has reported that their anti-avoidance rules are in light with their treaty obligations⁷.

The changes made on Article 1 of the OECD Commentary in 2003 might be consider in three areas. Changes on paragraph 7, an additional paragraph in 9.1 to 9.6 and 22, as well as, changes on paragraphs 10.1 and 21.5 regarding avoidance issues defined as conduit companies and beneficial ownership as well as under paragraph 23 and 26 regarding controlled foreign companies.

Paragraph 7 indicates two major differences after the changes has been made in 2003; the word ‘principal’ is inserted referring to the objective and purpose of tax treaties to promote cross-border trade by eliminating double taxation and encouraging the movement of persons and capital. Hence, this is explained that the purpose of tax treaties is to prevent tax avoidance/evasion, the previous commentary hasn’t been so expressive on this issue⁸. Further, par.7.1 considers the

¹ Same definition can be found also in different business dictionaries (example: <http://www.businessdictionary.com/definition/judicial-double-taxation.html>)

² OECD Commentary to Article 1 par.9.2

³ Lang, (2010) p.62-63

⁴ Guglielmo Maisto ‘Tax Treaties and Domestic Law’, p. 99, Same interpretation can be found also at Lang (2010), p. 62

⁵ Commentary on Article 1 par.9

⁶ Craig Elliffe ‘Cross Border Tax Avoidance: Applying the 2003 OECD Commentary to Pre-2003 Treaties’

⁷ International Fiscal Association ‘Key Issues Report’ 2010, The report indicates the reservation made by Netherland and Portugal.

⁸ Commentary on Article 1 of the OECD MC, 2010, and Commentary on Article 1 of the OECD MC 2013

possibility of abusing the tax laws of states by exploiting the differences that countries might have in their domestic laws, however, the commentary acknowledge that this attempts most probably will be 'rejected' by domestic law, but also suggests that states would not agree to tax treaty provision that might allow transactions which may allow tax benefits¹.

Nonetheless, there are views that the changes on 2003 where more in the nature of clarification rather than substantial changes, in this direction according to David Ward most of these changes has been proposed in the 1986 Base Companies Report in particular discussion weather the general anti-avoidance rules can be applied in all the circumstances or only in particular cases where are expressly mention². Paragraph 40 of the Base Companies Report stated: "*it is the view of the majority that such rules and the underlying principle do not have to be confirmed in the text of the convention to be applicable*"³. Further, the paragraph 39 of the Base Companies Report was discussed in the Commentary of 1992 in its paragraph 23 by emphasising the fact that majority of OECD countries would consider domestic anti-abuse rules or as known 'substance over form' as basic rule for determining the facts which give rise to tax liability in domestic context, in this regard changes proposed under Commentary 2013 paragraph 22.1 are reflection of this suggestion made back in time in 1992⁴.

In this regard, changes under par. 10.1 and 21.5 as well as under par. 23 and 26 are mostly reflections to clarify the confusion of the 1992 Commentary made which was supported only by few OECD countries at that time, which where protective to apply domestic anti-abuse rules.⁵

Nevertheless, the 2003 OECD Commentary has brought new reflections in relation to its article 1 on the improper use of tax treaties by deleting the point 7 of the Commentary on Art.1 which was defending states to preserve the application of their domestic anti-avoidance rules by obliging sates to add specific provision to that effect in their treaties. However, this changes have been justified by the commentary by making a distinguish between states for which an abuse of treaty is also an abuse of the domestic law and those states that consider these abuse as treaty abuse. Furthermore, the changes of 2003 OECD Commentary emphasis the fact that states by applying anti-abuse provision in a treaty context will not find legal problems as far as these rules are part of basic rules for addressing tax abuses. In addition, states will be able to attack treaty abuses which will result the purpose of the treaty and the obligation on interpreting it in good faith, nevertheless, in both cases when application of domestic anti-abuse rules in a tax treaty context seems to be acceptable by the commentary⁶.

Interaction between domestic anti avoidance rules and tax treaty

When it comes to the interaction between domestic anti-avoidance rules and tax treaty in respect of the 2003 revision of the OECD commentary two main views have been identified by scholars, Brian Arnold has described them as the 'factual approach' and the 'interpretative approach'⁷. According to the Commentary states fall into one of two categories depending on how the general anti-avoidance rules operates. As for Craig Elliffe depends on the legal effect they give; countries will fall under one of these two approaches, for example if the general anti-avoidance rules provide the ability for reconstruction of the abusive transaction that country will fall under the factual approach, as for the interpretative approach the anti-abusive rule is viewed as an abuse of the treaty itself and not as an abuse of the domestic law.⁸

Factual approach

The factual approach has been a result of 2003 Commentary adoption and was very much debated. The factual approach has been used in different states for domestic purposes. The OECD Commentaries have been stressing out that anti-avoidance rules are part of the domestic rules, hence are not affected by the treaty rules⁹. However, OECD approach

¹Commentary on Article 1 par.7.1

²David Ward 'The Role of the Commentaries on the OECD MC in Tax Treaty Interpretation Process' (2006)

³Double Taxation Conventions and the Use of Base Companies" Committee of Fiscal Affairs which was adopted by the OECD Council, as well par.2 of the Commentary 1992, November 1986

⁴Report "The Revision of the Model Convention" based on par. 39 of the Base Company Report adopted by the Council of the OECD, November 1986

⁵Craig Elliffe 'Cross Border Tax Avoidance: Applying the 2003 OECD Commentary to Pre-2003 Treaties'

⁶Juan Jose Zornoza and Andres Baez 'Tax Treaties: Building Bridges between Law and Economics: The 2003 revision to the Commentary to the OECD MC on Tax treaties and GAARS: a mistaken starting point', p.290

⁷Brian Arnold 'Tax Treaties and Tax Avoidance; The 2003 Revision to the Commentary to the OECD Model' p.251.

⁸Craig Elliffe, 'International Tax Avoidance – The tension between protecting the tax base and certainty of law'

⁹Commentary on article 1 par.9.2

according to literature might sent to wrong solutions in domestic jurisdictions as well as on the basis that this approach is too simple.¹

Different scholars have been considering that the factual approach avoids the possible conflict between tax treaty and domestic anti-avoidance rules by giving a priority to anti-avoidance rules and considering the factual approach as more goal-oriented reasoning comparing to the interpretative approach².

Interpretative approach

The interpretative approach by the commentary is seen as abuse of the convention itself and not as the abuse of the domestic rules. Accordingly, the tax legislation either in domestic or treaty level will not be applied if these transactions are not in line with the treaty and aim to obtain unintended benefits by the treaty itself³.

Guiding principles

Guiding principles are set in paragraph 9.5 of the OECD Commentary and they highlight that the benefits of any kind which are not meant by the purpose of the double tax convention will not be available⁴. In this regard, par.9.4 stress that states are not obliged to grant such benefits when these 'arrangements' do not reflect the provisions of the treaty or constitutes a possible abuse⁵. However, the commentary it is vague and does not give further explanations what is an abusive 'arrangement'. In addition, guiding principles sets the so called 'main purpose test', the purpose test might be different depends on the conditions imposed to apply the domestic anti-avoidance rules. In this regard, if both; tax treaty and domestic anti-avoidance test is the same there will not be a conflict, moreover, every time where the domestic test is fulfilled or satisfied the treaty test itself will be met⁶.

However, in the literature is arguable if the guiding principle in fact establishes a treaty anti-avoidance rule or it establishes a test which should be met before applying domestic anti-avoidance rule. In the first 'scenario' the principle requires courts and tax administrators to analyse if transaction aims to abuse the treaty while the test should take place only to secure that transactions in the context of tax treaties when they might result on defeating the object and the purpose of the treaty.

In addition, the guiding principle set on par.9.5 sets a limitation on the use of domestic anti-avoidance rule and doesn't necessary mean that the states can avoid their treaty obligations by taking any position without proper justification and claiming that actions by individuals or companies are abusive. Though, there are areas of concern when it comes to the reliance of guiding principle, domestic law test has a lower threshold, thus, it is possible to have situation where domestic test it is fulfil but not under the treaty as set in the commentary. Furthermore, in tax treaties we might have situations where one country has no provision about domestic anti-avoidance rules, in this situation according to Brian Arnold countries without anti-avoidance provision have a 'better' position since they can introduce provision in the treaty which abolish the application of the domestic anti-avoidance rules that other country has⁷, however, in the light of the commentary this can be interpreted that the guiding principles could create a standard which each transaction should meet before domestic anti-avoidance rules are applied. Different scholars preserve the opinion that guiding principles have their limitations and are open to very subjective interpretations by tax authorities and taxpayers which might lead to tax disputes⁸. Furthermore, the guiding principles with respect to changes in 2003 has not in detail explained the burden of proof, however, there are indications that tax authorities have to prove that transactions of different legal persons or individuals are in line with the treaties or not⁹.

Conclusion

The author of this work keeps the opinion that changes made in the 2003 commentary cannot be consider as fundamental changes but more as clarification of changes made in the commentary on 1992. Even though the OECD Commentary with the updates in 2003 for the first time in its par.7 explicitly stresses that "*it is also a purpose of tax conventions to prevent*

¹ Michael Lang (editor) 'Series on International Tax Law' Volume 101, Preventing Treaty Abuse, Sriram Govind, p.242.

² Juan Jose Zornoza and Andres Baez 'Tax Treaties: Building Bridges between Law and Economics; The 2003 revision to the Commentary to the OECD MC on Tax treaties and GAARS: a mistaken starting point', p. 134 – 135

³ Commentary on Article 1 par. 9.3

⁴ Commentary on Article 1, par.9.5

⁵ Commentary on Article 1 par.9.4

⁶ Luca De Broe, 'International Tax Planning and Prevention of Abuse' p. 394

⁷ Brian Arnold 'Tax Treaties and Tax Avoidance; The 2003 Revision to the Commentary to the OECD Model' (IBFD, 2004) p. 295

⁸ Vikram Chand 'The Guiding principle and the principal purpose test' p. 486

⁹ Ibi, page 487

tax avoidance and evasion"¹. Domestic anti-avoidance rules can be applied in tax treaty situations and there is no infringement of international law. Guiding principles are an additional 'statement' of the right that countries have to override treaty benefits which are not on the light of the treaty. Moreover, the author believes that guiding principles set in the commentary can be used in accordance with the international law. OECD member countries use the commentary as the main legal source when it comes to tax treaties, however, when it comes to the relationship between domestic anti-avoidance rules and tax treaties, guiding principles should be the only principles given weight on evaluating this relationship which is not the case since some countries has put limitation, however, OECD through guiding principles aims to prohibit any kind of benefits arising from treaties, hence, guiding principles are the core work of OECD which should be taken into account in this situations.

Furthermore, the author of this work considers that BEPS reports on Action 6 and Action 14² will be very important on further addressing this issues in the future.

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¹ Commentary Article 1 par.7

² BEPS Action 14 Making Dispute Resolution Mechanisms More Effective, Due to possible subjective interpretation of guiding principles by tax authorities or taxpayers tax disputes may increase in upcoming years, hence, action 14 might be important on resolving possible disputes. Therefore, the author of this work considers both this actions important to be mention.

Reconsidering Desire: The Multi-Disciplinary Imperative

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Abstract

In this paper, I will argue that the subject of human desire, and specifically erotic desire, can best be explored with a multi-disciplinary approach in the Humanities, from the standpoints of philosophy and psychotherapy, among others. Using desire as the example, I will then propose a model of cross disciplinary understanding of subjects, which might be used in many other areas of human concern. The tripartite model I propose, including elements of psychology, politics and philosophy, will, I hope, be of use to both theorists and practitioners in various fields. I also intend that the specific treatment here of erotic desire, using this model, will be of immediate interest to both philosophers and psychotherapists. The motivation behind this paper is a keen enthusiasm for what might be characterized as a European Continental, as opposed to Anglo-American, tradition of 'blurring the disciplinary boundaries'— in particular between philosophy and psychotherapy. I am an academic philosopher, and a practicing psychotherapist.

Keywords: Reconsidering Desire: the Multi-Disciplinary Imperative

Innovation and Sustainability

Dr. Mukadder GÜNERİ

Abstract

When we look at the history of humanity, it is seen that mankind has been experiencing a process of change that has not lived to this day. This process we are in is called globalization. There are many opinions about the happiness and the unhappiness of mankind related to globalization. Globalization is on the verge of questioning what sustainability will bring when it is thought of in the long run. On this result, when we search for answers to questions about what you can sustain; when we look for answers to this question, what is sustainability? Innovation comes to the forefront, which is two dimensions, technical and organizational. Whether the individual the private or the public the conditions of innovation are reflected in education and training. In the process we are in today (the developments in economic, cultural and socio-economic relations between countries), it is evident that it is imperative to have education and training to respond to the sustainability of innovation conditions. All these principles make life, life style. That is, to acquire information, to produce information, to produce common values, to protect social and individual values in the common values produced, to adapt to the rapid development of technology, to increase quality of life in existing conditions, to produce added value in existing conditions and to maintain its sustainability. In this work, the relevance of innovation to sustainability has been examined in a classical way.

Keywords: Education, Innovation, Sustainability.

1. Introduction

1.1. In today's world, which is called globalization, rapid changes in the field of technology show the influence of every field, both inside and outside conditions. This interaction is felt in every aspect of life, including military, economic, administrative, cultural, political and social. When we look at the changes that result from this interaction, "sustainability" seems to be important. The driving force of sustainability is the fast-paced innovation in communication technology, which facilitates the flow of information in both internal and external contexts.

1.2. Education and teaching are at the forefront of innovations that can be sustained both internally and externally (sustainability, roughly speaking, to keep things started or initiated).

2. General Table

2.1. Technological innovations ----- < > -----> Globalization. 2.1.1. Internal and external interaction-----> 2.1.1.1. Military, 2.1.1.2. Judicial, 2.1.1.3. Economic, 2.1.1.4. Administrative, 2.1.1.5. Cultural, 2.1.1.6. Social, 2.1.1.7. Politics.

2.1.2. Interaction (innovation) -----> 2.1.3. Sustainability ----> 2.1.4. Education. 2.1.4.1. Basic Education (primary school---> Higher education), 2.1.4.2. Specialization, 2.1.4.3. Life long Learning.

Result

As can be seen from the above table, the interactions seen in all areas of life are seen as keywords of "innovation", "sustainability" and "education", that is, globalization, as individuals or as societies. Moreover, the "life-long learning" in today's world is clear that the day will grow more and more.

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Regulation and Precariatisation of Working Life

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Abstract

The regulation of labour market attachment and working conditions now appears to be a thoroughly cultural and political issue, which is just as much a subjection to compulsory flexibility in association with the deregulation of collectively attained rights. Precarious working life is an age-old form of exploitation, expanding in our days to the academic fields of communication work and knowledge work. Sum and Jessop offer an approach to the theoretical understanding of this current epoch. However, their leaning on Foucault together with information science and systems science set a decisive limit to any phenomenological perspective of cultural and political experience – and thus hamper their project of outlining a cultural political economy. Still, Sum and Jessop's important contribution to the notion of a cultural political economy must be recognized, not least when it comes to grasping the precariatisation of academic knowledge work and communication work.

Keywords: Regulation, precariatisation, working life

Introduction

In the contemporary era of global capitalism, regulation of work takes place in diverse regimes with new modes and objects of governance. Political economy has developed into a phase of globally networked capital, while the power and sovereignty of nation states have turned into an unstable matter. Struggles over the role of digital capital versus labour power dominate expanding domains of communication and knowledge. And individualization has become a widespread condition of labour markets as well as of the organization and performance of work. Social scientist like Castells (2010) and Beck (Beck & Beck-Gernsheim 2001) describe the new socioeconomic and sociocultural condition of global networks and exposed individual life. This new overall condition seems to constitute the framework for political and economic regulation as well as for social and cultural organization.

Social networks and individualities are, however, anthropological structures and entities that can't be entirely subsumed under regimes of capital accumulation. Sociality and individuality adhere to the sociocultural 'flesh' and labour power, which include capabilities like existential freedom, creativity and structuring of meaning (cf. Keller 2013). Thus, a most crucial matter of the regulation of work is about the ways in which these existential capabilities are organized (collectively and individually) in praxis and institutions that reflect, of course, the pertinent relations of political and economic power. Social life has been conceptualized along such lines by Foucault. But he does not directly explicate the realities or formalities of the regulation of work. For that purpose we may turn to Jessop and Sum's critique of the regulation approach and their suggestion of a cultural political economy. On that basis, it is possible to point out the importance of the corporeal experience of social meaning that Foucault has helped us to conceive. This is a framework for focusing on the regulation of important aspects of work, such as professionalism, knowledge, and existential freedom, in the perspective of labour power, civil society, and movements of resistance.

We appreciate the trans-disciplinary approach to cultural political economy that Sum and Jessop call for, and agree with them in insisting that the aspiration to transcend disciplinary borders should be anchored in ethnographic details of real-world problems and occupied with logically coherent concepts, methods and reasoning that include ontological as well as epistemological and methodological topics. The scope and depth of their theoretical research are admirable, in particular as to the conceptualization of the cultural domain as a fundamental structuration within the political economy, whereby the very notion of regulation is also changed from conventional descriptions of five basic structural forms – the wage relation, the enterprise form and competition, money and credit, the state, and the international regimes, which reflect the institutional

configuration of Fordism – to distinction of the inherent contradictions of a particular growth regime, so as to approach Weber in highlighting elements of political capitalism and in particular to follow Foucault's notion of discursive formation of domination and hegemony through social technologies that configure into what he called "dispositives" (Sum & Jessop 2013: 208, 251). Taking on Foucault's micro-social perspective of social technology as the practice of power and knowledge that shapes objective rules and norms together with subjectivity and identity, the macro-social perspectives of Marx and Gramsci are preserved and reformed as unfolding and concretizing the 'why' matters of regulation and governance, while Foucault only answers the 'how' questions (pp. 205-214, 478). However, this brings us to the crucial problems concerning the conception of politics and culture in association with the socio-technical matters of regulation and governance. Sum and Jessop seem to neglect that questions of 'why' address either functionalist, teleological, or hermeneutic ontologies and epistemologies all of which they are (in line with Foucault) struggling to avoid. Foucault clarifies how objective and subjective aspects of our social being are intertwined in the historical formation of meaningful structures of micro level practices and macro level institutions. But he is very foreign to the fundamental political and ethical concerns of freedom, lived experience and human life values, i.e. the entire phenomenological perspective that he knew well, partly incorporated as trivialities and partly refused strongly in his own thinking, and hopelessly attempted to reinvent in his last philosophical call for a new Socratic ethics. As it has been pointed out by Dreyfus & Rabinow (1983) and also Han (2002), Foucault is occupied with structure to the extent of implying 'regularities' that regulate themselves. He takes our lived understanding of social practices and discourses for granted without explicating it.

Sum and Jessop apply information science and systems science concepts such as 'complexity' and 'selection' when it comes to basic notions of political and cultural ontology. This is quite unfortunate to their theoretical conception! They emphasize an existential or cultural 'necessity' of complexity reduction, which is what sense- and meaning-making (i.e. semiosis) is claimed to be about. The reduction of complexity is portrayed as fundamental to the lifeworld, lived experience, learning, and social imaginary that they take up as important aspects of the cultural being. Furthermore, the discursive and semiotic domain of meaning- and sense-making is discerned from the social reality, which is presented as a domain of material structuration. Thus, it is foundational to this cultural political economy that it places cultural semiosis on an equal ontological footing with the 'material' structuration of social relations and forms, as different but coupled forms of complexity reduction, whereby the evolution of new social order takes place through the three 'mechanisms' of variation, selection and retention. After all, human beings are construed as rational and computational actors who have to reduce complexity and make it calculable with certain codes and programmes that are associated with feeling, motives, etc. However, this is an altogether speculative ontology and anthropology! With that point of departure, there is hardly any political or cultural perspective with which to enhance Foucault's sociotechnical structuralism. Theoretical connection with people's actual experience of political and cultural matters is lacking.

Foucault has emphasized that power – the influence on the actions of others – is only really interesting in so far as these others maintain their freedom and take on the foreign influence through one's own willed actions. In particular, this is true of the issues of individualization that are pertinent to the late modernity. The technologies of the self that Foucault uncovered in the culture-historical genealogy of the modern project of self-realization are also formed through the needle eye of individual consciousness and will, whereby they are sedimented as instituted meaning and interpretation that binds the individual through its own experience. Nevertheless, the general notion of 'social technologies' in Foucault always leaves entirely open the decisive cultural and political question of subject-object status: how the subjected subjectivity relates to the lived subjectivity, how the regulated social identity of the individual relates to the individual's regulation of one's own social identity. Existential freedom follows from a certain awareness and reflection that is not pre-given with immediate forms of human perception, expression and emotion. We are, therefore, to a considerable extent de-centered in our own experience and behaviour, which has its pre-personal and anonymous levels and dimensions, where we are subject to political and cultural conditions and processes but not acting as considerate and responsible persons who take a stand in politics or ethics. Hence, the important distinction between 'the political' and 'politics' has been unfolded by Lefort, Nancy and others.

Sum and Jessop cogently analyze the notion of a knowledge-based economy and the quasi-commodification of knowledge and creativity as elements of the diffusion of neo-liberal policies. The knowledge-based economy is an imaginary regime of accumulation that has remained subordinate to the global rise of finance-dominated accumulation as well as its continuous crisis. Within the university sector in many European countries precarious employment relations and working conditions have become widespread through the latest decades, due to the neo-liberal policy of 'new public management' as well as the particularly feeble collective organization of university employed academics. In Denmark, for instance, a new

university law in 2003 at a stroke substituted an ordinary enterprise organization for the academic and democratic forms of organization that has traditionally been characteristic to the universities. This situation illuminates an important aspects of the cultural political economy of knowledge work, namely how the ubiquitous capitalist problematic of individualization is in play as precariatization of academic working life in the university sector.

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Citizen Participation in Local Government Services: İzmir Metropolitan Municipality Example

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Abstract

The aim of this study is to demonstrate citizen participation in local government services in Turkey, for example in İzmir Metropolitan Municipality. In accordance with the amendments made in the Municipal Law and the Special Provincial Administration Law in 2005, the Regulations published by the Ministry of Interior in 2006 opened the way for citizen participation in the execution of public services in local governments. Despite the past decade, citizen participation in local services is still in its infancy, with few exceptions today. Programs that include citizen participation in İzmir Metropolitan Municipality which is one of these exceptions are analyzed with this study and it is presented as an example to other local administrations. A reason for the selection of a metropolitan municipality within the scope of the study is that the metropolitan municipalities of 30 provinces, which are metropolitan with an amendment made in Law No. 6360 in 2012, are responsible for providing services on the provincial property boundary. In spite of the increased service obligation and responsibility of the metropolitan municipalities, the cost of services has also increased, and at the extreme, it seems difficult to take local services effectively and efficiently. The study suggests that the metropolitan municipalities should make widespread use of this method in the welfare services that affect people's daily life and quality of life. Citizen participation in services has a critical prescription for the success of local programs and for institutional performance. In the study, voluntary participation in local services is linked to the New Public Service (NPS) approach within the framework of democracy, citizen participation and democratic governance concepts. Among public service delivery and distribution methods is very important, and although the New Public Management approach is an alternative model to privatization practices, the citizen participation in public services has been underestimated in Turkey. This study aiming to fill this gap aims to attract the attention of the academic field to this topic and to give new ideas to the local politicians and practitioners. In this context, first of all, the issue of NPS approach and citizen participation in the services is discussed. Later, information on citizen participation in local government services in Turkey is given and the existing applications of the İzmir Metropolitan Municipality are examined. Following the presentation of the findings and suggestions, a general evaluation is made and the study is terminated.

Keywords: Citizen participation, New Public Service, İzmir Metropolitan Municipality, local services, local administrations

The Over-Pathologization and Over-Medicalization of Children: a Current Problem

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Abstract

Currently vertiginous modifications carve tense coexistence between old and new paradigms. Embedded in the hasty, unprecedented subjective expressions appear on the scene, with such celerity that the existing linguistic categories are not enough to embrace them, to name them, to describe them as such - at best - are partially thought out. The empty spaces left by language promote the languages of segregation. The over-pathologization and over-medicalization of children due to school difficulties and / or attentional difficulties are privileged ways of expressing exclusion movements. The Argentina Mental Health law (N° 26657) open spaces for reworking the parameters and conceptual matrices involved in psychodiagnostics, in order to promote readings of transdisciplinary interrelations centered on human rights. In order to understand the theoretical and clinical complexity of the psychodiagnosis of children, the ongoing research project, endorsed of the San Luis University (Argentina) included: 1. Epidemiological studies of the consultation. 2. Development of diagnostic and therapeutic resources. 3. Etiological review of the symptom. 4. Analysis of therapeutic effectiveness. 5. Comparison of two psychoanalytic psychotherapeutic modalities (parallel group of parents and children versus individual treatment of the child. The clinical and empirical studies allow us to propose, within the framework of an extended diagnostic device, a new diagnostic indicator: the evolution of attentional difficulties - after six months to one year of psychotherapy - before resorting to pharmacological treatments. It is emphasized that diagnosis in a person's life is never neutral, therapeutic or iatrogenic.

Keywords: The Over-Pathologization and Over-Medicalization of Children: a Current Problem

A Sociological Radiography of the Communist Movement from 1921-1923

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Stănescu Simona Maria

Fitzek Cătălina Daniela

Abstract:

In this article I approached the emergence and Comintern origins of the Communist Party of Romania. The conflict between communist leaders and the Romanian State authorities started from the critical Movement position towards the Great Union on 1st of December 1918. Among other causes that led to the conflict was the affiliation of the new party to Comintern. The party subordination to a foreign authority involved a new dilemma regarding the sociological concept of political party. In this sense, the research goals were determined by analyzing two factors: a. Comintern beginnings of PCdR; b. the position taken by founding leaders towards the Great Union from 1921 – 1923. As part of the research, I conducted three analysis sets: a. a documentary analysis of the files present in the National Archives of the State; b. a leadership analysis of three key-personalities, who played an important role in the movement's rise; c. A secondary analysis which for I consulted various articles, books and important studies directly related to this subject.

Keywords: communist movement, anti-national movement, Comintern, illegalism, chimeric figures/personalities

Conceptualizing Sensory Emotioncy as a Source of Group Formation

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Abstract

An understanding of the qualities that attract people to each other and the tenacious forces that connect them into social units seems to be necessary for the advancement of sound comprehension of interpersonal relationships. Given the fact that the role of senses is accentuated in social relations, the present study intends to benefit from the newly developed concept of sensory emotioncy to predict the perceived similarity. To this end, 24 participants were asked to fill the sensory emotioncy scale. After that, based on the obtained score, they were put into four groups of six, and negotiated about three different topics. The way that participants team up in the groups were tracked, and it was observed that the participants with adjacent sensory emotioncy score tend to team up with each other. In the end, the possible implications of this qualitative study are presented.

Keywords: similarity, attraction, emotioncy, involvement, exv olvement

Primary School Children's Practices of Watching Cartoons and Their Perceptions About Cartoon Character

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Abstract

Relation between television and children is, to a large extent, associated through cartoons. Cartoons are in the leading preferential position of children audience from pre-school period to adolescence. Having been accessible all through 24 hours after the appearance of thematic children channels, cartoons have been opening doors of hundreds of various worlds. Stories, designed within the framework of global or domestic codes, are transmitting their messages through characters at first place. This research on audience was performed in Kayseri and is aimed to define the children's habits of watching TV and cartoon and their perceptions about cartoon characters. A survey has been applied to 420 student from various age groups in 3 different schools ensampling three different socio-economic levels. According to the results gained, the most watched cartoon TV by primary school children is TRT Çocuk, most watched cartoon is Rafadan Tayfa and Keloğlan is the most loved character among 96 different cartoon characters. It was determined that national productions are in the forefront but generally the international productions dominate. It was also determined that children define the behaviors of cartoon characters with adjectives such as good, nice...etc. Otherwise the characters have extraordinary features appears to be a factor which causes increase in the ratings. Moreover, it is suggested in the research that gender is an important determinant within the context of cartoon selection and adoption of cartoon characters.

Keywords: Television, Cartoon, Cartoon Character, Child, Audience Study

The Reflection of Apartheidic Trauma / Traumatic Apartheid in *None to Accompany Me* by Nadine Gordimer

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Abstract

The world has gone through a trauma for centuries. Almost all nations have experienced all sorts of traumatic events and feelings in this period. Among those nations, the black seem to be the most unlucky and ill-fated suffered from traumatic disasters. However, among those black nations, the natives of South Africa have been the most piteous and wretched ones. Their misfortune began in 1652 with the arrival of white colonists in the country. Since then, the oppression and persecution of white European colonists and settlers on natives increasingly continued. Those native people were displaced from the lands inherited from their ancestors a few centuries ago. They were not allowed to have equal rights with white people and to share same environment in public premises. The natives have put up resistance against the racial and colonial practices of white settlers which excluded them from all living spaces; yet, they could not manage, even they came into power in 1994. Today their exclusion and violence victimization still go on and they are still subjected to inferior treatment by (post)colonial dominant white powers. As a white intellectual and writer who had European origins, Nadine Gordimer witnessed the repression and torturing of European settlers on native people in South Africa. In her novels, she has reflected the racial discrimination practiced by white people who have considered of themselves in a superior position compared to the black. This study aims to focus on how Gordimer has reflected the trauma which the black people of South Africa have experienced as a consequence of racist practices. This will contribute to clarify and get across the real and true-life traumatic narratives of native people in the colonized countries.

Keywords: The Reflection of Apartheidic Trauma / Traumatic Apartheid in *None to Accompany Me* by Nadine Gordimer

Does Top Executive Gender Diversity Affect Earnings Management?

Paskah Ika Nugroho Purnomo

Oni Novilia

Abstract

This research examines the influence of female CEO, female CFO, female board of commissioners, and female audit committee on accrual based earnings management. This research presumes that men and women would act differently to solve a problem. This research uses a sample of 304 companies listed on the Indonesian Stock Exchange that were selected based on purposive sampling method. Hypothesis testing is performed by using multiple linear regression to examine the effect of each independent variable on the dependent variable. The results of this research showed that the position of CFO who is held by female has a significant negative effect on accrual based earnings management. While the position of female CEO, female board of commissioners, and female audit committee have no significant effect on accrual based earnings management.

Keywords: gender, corporate governance, earnings management, accrual based earnings management.

Preservice Student-Teachers' Perceptions of Themselves as Teachers- Experience from Teaching Practicum

Vasiliki Fotopoulou

Abstract

The importance and significance of the role of pre-service teachers' education in building up their identity formation is well-recognized. This work investigates one dimension of this complex formation: how pre-service teachers perceive themselves as teachers in a pre-service teacher education compulsory course of teaching practice in Greece. An experience report from a teaching practicum is presented based on a qualitative analysis of anonymous questionnaires (N=144). Our analysis reveals that student-teachers are engaged in a process of transformation which encompasses from the academic preparation to the teaching reality. We identify three interconnected stages in this transformation process: i) *first contact* (e.g., choice and field of their studies, relation between theory and practice), ii) *familiarization* (e.g., get in touch with teaching activity, with the space and the operation of kindergarten, collaboration with teachers), and iii) *function* (e.g., interaction with pupils, acquiring experience, acting as teachers). According to the data analysis, preservice teachers tend to attribute greater importance to specific elements of each *stage*. More specifically, the choice and field of their studies as well as the teaching activity (planning, implementation and feedback) were underlined as very important elements in the second and third stage respectively, while a great number of preservice students highlighted the interaction with students in the classroom as well as their act and operation as teachers in the third stage. Summing up, our findings indicate that pre-service teachers perceive themselves as teachers through four-correlated to each other in a bidirectional manner- issues: the academic framework, the teaching activity, themselves acting as teachers, and the students. Furthermore, the aforementioned four issues point out that pre-service teachers' perceptions are not stable but are subjected to a transformative process that take place during their teaching practice. Accordingly, the findings of this study could provide a conceptual framework that incorporates pre-service teachers' perceptions and examine teachers' identity formation from this specific perspective of pre-service studies.

Keywords: Preservice student-teachers' perceptions of themselves as teachers Experience from teaching practicum

Social Media Use Among African Youth: a Step Toward Globalization or Cultural Setback?

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Abstract

When rich countries opened up access to information and communication technology (ICT) for all types of people and countries around the world several decades ago, it was not clear to developing nations that it could transform the cultural fabric of their fragile communities and impact the economic aspirations of young people in those countries. The imbalance in cash flows between users of ICT in industrialized regions and those in poor regions, especially marginalized communities and youth cannot be compared to the general frequency of the use of, particularly social media gadgets. However, it is thought that young people aged (many 18-35) in both regions rely on social media to communicate their raw emotions (rage, love, worries and sympathies) and their political views or share data on socio-political and economic flaws in their national governments. In poor countries, many young people now have access to Android phones. However, it is not clear whether their use of such technology is preventing them from following their local customs or advancing the drive to compete for opportunities in the world. The study seeks to know which one of the devices was more likely to promote their understanding of and participation in the globalization process, i-phones or the internet. It examined whether the 'internal socialization,' 'inter—extra personal socialization' or 'personal advancement' is the primary reason for ownership of the devices. Some respondents in four communities (2 cities and two rural areas) in Cameroon and S. Africa will be randomly sampled using open and close-ended questions accessible in 6 internet cafes and on the streets, and cross-analyzed. The study is expected to show a heavier use of i-phones and reliance on 'foreign news and entertainment content' by rural residents compared to urban populations. The study expects that results might help non-profit organizations involved with strengthening indigenous communities and foreign businesses in packaging and disseminating messages tailored for the targeted group.

Keywords: Social Media Use Among African Youth: a Step Toward Globalization or Cultural Setback

Banking Sector Reforms and the Performance of the Nigerian Industrial Sector

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Abstract

The Nigerian economy has been experiencing a lot of reforms in the banking subsector. Despite these reforms that ought to have enhanced the performance of the industrial sector of the economy, the weak performance of the industrial sector has survived unscathed and prolonged. Therefore, the major interest of this paper is to investigate the long and short-run relationships existing between banking sector reforms and the performance of the industrial sector in Nigeria. The study begins with a review of the banking sector reforms and the link to the industrial sector performance. Time series data from 1982-2015 are used to empirically assess the long-run relationship between banking sector reforms-targeted variables and the Nigerian industrial sector. The Modified PANTULA Principle was adopted in the selection of the most suitable variant of the Johansen Cointegration technique and found that model three was only suitable in the determination of the long-run relationship between commercial banks credit to the industrial sector and industrial production, and not manufacturing capacity utilisation. Summary of the variants of the Johansen cointegration equations were provided to facilitate a robust discussion of the long-run relationship between the indicators of banking sector reforms and industrial sector performance. A modified variant of causality test was adopted in the investigation of the direction of causality that exist between the reforms variables and industrial sector performance indicators. Various lag selection techniques were applied and found the Final Prediction Error (FPE) as most suitable. The Vector Auto Regression (VAR) impulse response and variance decomposition were applied to determine the effects of the reforms shocks on the industrial sector performance variables. The results shows amongst other that in the era reforms, the shocks from the banking sector credit to the industrial sector is higher than other reforms indices. This makes credit to the industrial sector a potent force in the enhancement of industrial sector performance in Nigeria. Therefore, banking sector reforms should be designed to enhance the consistent flow of credit to the industrial sector of the economy. Structural breaks were also applied to see the effects of the changes in reforms on the performance of the industrial sector.

Keywords: Banking Sector Reforms and the Performance of the Nigerian Industrial Sector

JEL Classification: C32,E43,E51,G21

The Role of Technological Teaching Methods Used in Education on the Development

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Abstract

Different teaching methods are used to make individuals' learning easier and effective. Technological teaching tools are often used in this context. Technological teaching methods create socioeconomic effects while increase human capital, because investments made in human beings provide benefits, both for individuals and society in a long term. In this study, firstly the use of technological teaching methods is investigated and secondly, the role of the gains obtained in the development is analyzed. According to the results obtained, technological teaching methods cause externalities such as reduction of crime rates, revitalization of the economy thanks to investments, increase in the quality of relations of civil society, increase in HDI and increase in employment.

Keywords: Education, Educational technology, Teaching methods, Development

Examining Cyber Bullying and Cyber Victimization in High School Students

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Abstract

The aim of this research is to examine some variables related to cyber bullying and cyber victimization in high school students. It was investigated whether there is a difference for cyber bullying and cyber victimization behaviours, in terms of gender, age, type of school, parents' education, having of computer/mobile phone/tablet, the frequency of using the internet and place where they are connecting to the internet. The study is conducted using a correlational method. Research group consisted of 1085 students. The age of the students in this study is between 14-17. For the analysis of research data, Mann-Whitney U test, Kruskal-Wallis test and Post-Hoc Mann-Whitney U test were applied. According to the findings of study, there is no significant difference for the cyber bullying grades in terms of parents' education, the types of school and place where students are connecting to the internet. There is no significant difference for the cyber victimization grades in terms of gender, age and mothers' education. Cyber bullying grades of 16 years old students are higher than the other age groups. State school students' cyber victimization grades are higher than private school students'. Additionally, for the period they use the internet, it was seen that cyber bullying and cyber victimization grades are higher for the students using the internet more than 3 hours. In terms of cyber victimization grades it was obtained that the grades of students connecting to the internet from a mobile phone are higher than the students connecting to the internet at home.

Keywords: cyber bullying, cyber victimization, adolescents

Investigating the Attitude and Perception of Consumers Towards Purchasing Food Products from Supermarket Through Online Trading

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Abstract

The aim of this study is to examine the attitudes and perception of consumers in Antalya province towards purchase of food productions from supermarket through online trading system and factors that influence such perception. To achieve the objective of this study, face to face interview were conducted with consumers in Antalya province and data collected were subsequently analysed using logistic regression. The scope of the research study covers that socio-demographic characteristics of consumers, internet access and usage status and supermarkets' views on online trading services are some of the factors that drove the attitudes and perception of consumers towards food products purchase.

Keywords: Consumers, food products, online trading, logistic regression analysis

The Prevalence and Risk Factors of Paternal Sleep Problems Across the Perinatal Period in Hong Kong - a Longitudinal Study

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Abstract

Background: The present study aimed to identify the prevalence of sleep problems among the fathers from the antenatal to postpartum period as well as their risk factors with an aim to develop strategies to assist the fathers during the transition period. **Methods:** A consecutive sample of 540 Chinese expectant fathers were recruited. Expectant fathers were administered a set of questionnaires at first presentation (12 weeks gestation), 36 weeks pregnancy and 6 weeks after childbirth. Sleep problems was assessed with the Pittsburgh Sleeping Quality Index (PSQI). Demographic and psychosocial risk factors were also assessed. **Findings:** An alarming 42.2%, 57.5% and 70.3% of the fathers were identified to have sleep problems at early, late pregnancy and six week postpartum respectively. Hierarchical multiple regression analysis showed that poor self-esteem and work family conflict were significant risk factors for sleep problems at early pregnancy and late pregnancy respectively, even after controlling for confounders. Poor social support and work family conflict significantly predicted sleep problems at six week postpartum. **Discussions:** The prevalence of sleeping problems among the fathers during perinatal period was alarmingly high and warrants serious attention. Given the potential adverse impact of sleep problems on fathers' mental and physical health as well as caregiving abilities, findings from this study point to the need to equip fathers with psychosocial resources through perinatal psychoeducation, support group and counselling. Caution should be exercised in generalizing the results to fathers of other backgrounds as the sampling of the present study only include a certain area of Hong Kong.

Keywords: Paternal sleeping problems, risk factors

In the Process of Educational Diagnosis of and Educational Intervention in Specific Learning Difficulties: Primary School Teachers' Opinions and Experiences

Hayriye Gül Kuruyer

Ahmet Çakıroğlu

Abstract

Students with a specific learning difficulty are students with low achievement and difficulties in the fields of reading, comprehension and language use, writing, listening, thinking, speaking, or mathematical thinking and operational skills. Identification of specific learning difficulties is the first stage in the development of educational intervention programs. In order to be able to make regulations, it is necessary to determine the strengths and weaknesses of these students in terms of their educational needs. Therefore, it is important to explore primary school teachers' experiences and classroom applications as well opinions and knowledge about the concept of specific learning difficulty and students having such difficulties because determination of interventions to be made to improve a state depends to a great extent on knowledge about the issue. Thus, the purpose of the current study is to explore primary school teachers' opinions and applications related to educational diagnosis and education intervention processes followed in case of specific learning difficulties. A grounded theory methodology was used. The study group of the current research consists of 8 primary school teachers. The data were collected through semi-structured interviews and observations. The collected data were analyzed by means of the constant comparison method. The analysis yielded four super categories: specific learning difficulty, problems, tasks and process. As a result of the study, it can be maintained that the primary school teachers have both knowledge deficiencies as regards the educational diagnosis of specific learning difficulties and development of educational intervention programs and conceptual fallacies that make diagnosis more difficult. In addition, it was observed that the teachers experienced difficulties in the process of development and application of educational intervention programs.

Keywords: In the Process of Educational Diagnosis of and Educational Intervention in Specific Learning Difficulties Primary School Teachers' Opinions and Experiences

Is Corporate Social Responsibility and Firm Performance Moderated by Employees' Individual Beliefs of Social Responsibility?

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Abstract

Many studies reported in the literature to date, have looked into the benefits of CSR, specifically focusing more on the financial aspect but relatively less on employees. Therefore, CSR research with regards to employees' perspective can be considered as almost an uncharted path. Accordingly, our key research objective in this study is to find out whether employees' individual perception and beliefs of social responsibility can play a moderating role on CSR-sales growth relationship. A total of 328 SMEs in consumer product and manufacturing industry from Tehran (capital city of Iran) were engaged in this study. Structural equation methodology based on AMOS path modeling was applied to test all hypotheses of the study. The first part of the results reveals that the CSR has a positive but weak effect on sales growth as firm performance measure. The second part discloses that the positive effect of CSR on sales growth is improved when moderator (high level of employees' individual beliefs of social responsibility) is included.

Keywords: Corporate social responsibility, Sales growth, Small Medium Enterprises (SMEs), employees' perspective of social responsibility.

The Image of Politics in Art: Projecting the Oppression in Turkish Art Scene

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Abstract

In the 1970s, Turkey's artistic milieu was mostly influenced by socialist realistic painters who demonstrated political criticism with a figurative understanding. The oppression that came with the coup d'état of September 12, 1980 aimed at a depoliticized society, and artists were then politically diverted to implicit and indirect ways. While direct intervention from the military or the civil government under its control rarely came, the artists and art institutions have even ended some kind of auto censorship. In a demoralized and depoliticized cultural environment, the works that embodied the 'social ghost' have both raised emotional and reactive objections and ironically created a sense of guilt in the audience. Being a spectator meant to be a victim, a judge, a witness, or maybe -in fact- all of these at once. The artist imagination reproducing the notions of authority and power in silenced societies has made conspicuous human rights violations, tortures, and executions through works of art. Artists, who counted art as a vehicle to change the world, have provided a deep dimension in art environment with a wide variety of knowledge and skills right along with new techniques and materials. In this work, there shall be many examples of artists and works of art that combine 'art politics' and 'political art' as a single thing, which goes beyond traditional approaches to art and politics in the intense and subversive political atmosphere of the 1980s in Turkey.

Keywords: Coup d'état, 12th September 1980, Republic of Turkey, work of art, politics, artist, torture

Aging and Municipality Administrations: Istanbul Kadıköy Case

Hamza Kurtkapan

Abstract

The aim of this article is to form a sociological perspective for new applications and to evaluate the local authority applications by observing the effects of urbanization on 'aging' and 'being old'. There is a swift transformation process in Turkey's social life. Family structure is also changing along with the social transition occurring in the urbanization process. Elders are the main actors that this transition affects and their position has been changed in society. With the social change, something about elders has become problematic with family bands. With urbanization, elders have been faced with 'loneliness', 'cost of living', and 'service care' problems. To overcome these cases, special social supports and raising local authority's consciousness of responsibility is needed. Although aging in Turkey is not as vital a 'problem' as in developed societies, it is obvious that there is an upward movement. As a result of increased living standards and development in health areas, average human lifespan and life expectancy has increased. Although Turkey has a young population percentage-wise, the actual number of elder people is quite high. The increment in elderly population in Turkey and reasons like the change of family structure, which make elder service important, are influential factors determining the subject of this thesis. Within this framework, supporting home care service is a goal. Towards this aim, the social problems that elders may face in urban areas and solving applications for these problems will be evaluated from a sociological perspective. Within this research, it is aimed to understand urban elders' life from a new perspective. Another way of understanding social processes is to observe the process and to conduct interviews with the related actors. Questions in our study will be divided into "factual questions" and "comparative questions". In this study, mainly two resources will be used, primary sources, defined as oldies who are living in urban areas and encounter the opportunities and difficulties of this city, their families and health workers who have a direct interaction with oldies, the opinions of people (largely city officials) and as minor sources, firstly sociology and the literature of books, theses, articles, reports etc. which are about social science. The methodological tendency of this study will be in qualitative form because of the general features of oldies that are its object. The semi-structured form will be applied to measure the assessments of people who are in contact with oldies and also their personal life, economic status, lifestyle, family, kinship, neighbor relations and their expectations of life. Beyond generalizing about oldies in this study, to make a case determination will be tried as a feature of the qualitative study method. We aim to carry out the study in the framework of one of the qualitative study types, using the data collection techniques of literature survey, questionnaire, and meeting (structured, not-structured) will be used for our study with different dimensions of observation techniques.

Keywords: Aging and Municipality Administrations Istanbul Kadıköy Case

The Relationship Between Beauty and Metaphysics in the Theory of Saint Thomas Aquinas

Mahdi Amini

Abstract

Metaphysics and beauty are very important and challenging issues in philosophy that have been always noteworthy of philosophers. The relationship between these issues and the condition of these in philosophers's philosophical system is very different and various and every philosopher try to describe this in a specific way. It seems that there are very deep relationship between metaphysics and beauty in the philosophical system of philosophers that metaphysics is a fundamental subject in their philosophical system, because they explain their philosophical issue base on their metaphysical theory. Scholastic philosophers and philosophers of the middle Ages who were affected by Greek philosophy and lived in the Christian World are one group of that philosophers, however this relationship could be different. Saint Thomas Aquinas was a Catholic Priest in the Dominican Order and one of the most important medieval philosophers and theologians who have considered his theory base on metaphysics and theology. So, in this article I try by philosophical analysis method to show how metaphysics and beauty are connected in the philosophy of Thomas Aquinas. The results of this Article show that we cannot separate metaphysics and beauty in philosophy of Thomas Aquinas, so study on metaphysics of Thomas Aquinas is required as a prior condition for study on beauty.

Keywords: Tomas Aquinas, Metaphysics, God, Existence, beauty

Effects of the Climate on the Students' Recreational Activities Who Comes from Different Climate Types

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Abstract

Turkey has a large surface area with different topographic features. For this reason, there are regionally climate types (Mediterranean climate, Black Sea climate and continental climate) that are affected by the natural structure of the regions. The climatic elements (temperature, precipitation, humidity, wind, etc.) that are manifested by these climate types are the most effective environmental factors on the recreational activities of the individuals living in the region. Therefore, the recreational activities preferred by the individuals differ according to the climatic characteristics of the region where they live in. The university life is an important period in the formation of the personalities of individuals and in the acquisition of habits that will continue for years. The recreational activities preferred in this period have an important effect on many aspects of the life of the students. University students go to cities where have different natural and cultural characteristics from the city they live in to continue their university education and they live there. The recreational activities preferences of university students may differ according to the characteristics of the region. The aim of this study is to examine the effect of climate on recreational activities preferred by university students who come from different regions for get a university education. In this context, the data is gathered by applying the questionnaire on coincidentally selected 174 students who are studying at Akdeniz University. The data was analysed via SPSS statistical analyse package software. During the evaluation of the data were used descriptive statistical methods such as Percentage (%) and frequency (f). These outcomes demonstrate that the climate factor of the region has an important effect on the recreational activities preferred by university students from regions with different climate types. It has been reached that the recreational activities of students who come from the continental climate and the Black Sea climate types are affected positively in the study area where dominant climate type is Mediterranean climate and that the individuals from this climate type prefer the outdoor recreational activities.

Keywords: Effects of the Climate on the Students' Recreational Activities Who Comes from Different Climate Types.

Prerequisites for Customer Orientation

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Abstract

A highly competitive global market means numerous opportunities as well as numerous threats and challenges. Products become increasingly indistinguishable. Companies need therefore to develop concepts and strategies for relationships with their customer. For this purpose, a comprehensive consideration is necessary. The shift from transaction marketing to relation marketing already took place, and the focus is on the customer. Customer relationship management seems to provide possible solutions for competitive markets. The CRM hype is ongoing even though failing CRM implementation rates of up to 75 percent are reported. One of the success factors for CRM implementation is orientation toward the customer. Customer orientation requires various different measures like change management, cross functional collaboration, process management, employee commitment and the support as well as the encouragement from the owners or investors of a company. Internal marketing is necessary to convince employees to switch from functional to cross functional thinking. Customer orientation is a strategy, a journey and a long-term undertaking and requires continuous review and improvement. This paper provides a comprehensive insight on necessary factors for customer orientation.

Keywords: CRM, customer orientation, change management, cross functional, process management,

JEL Classification: L61, M10, M15, M31

1. Introduction

In a complex environment of changing markets, very fast technological advances, and in which most information is available for everyone at any time, it is increasingly difficult for companies to establish a sustainable relationship with customers. Companies struggle to build sustainable relationships with loyal customers (Bruhn, 2016, pp. 3-4). Increasing competition leads to shorter market cycles, especially in challenging market situations. Companies need to calculate higher costs for development of new products due to increased requirements from customers as well as the complexity of new technology. There is a big challenge to generate profits with more complex products with shorter product life cycles. Thus, all costs must be covered within a shorter period of time. Companies strive to gain profits with innovation of new products, but it becomes more difficult to be successful because markets are saturated and customers very often skip development steps of products (Keuper, 2010, p. 9). Increased customer requirements and greater competition have an impact on customer relationships. Supply overtakes demand and the wide range of similar products in a global market exacerbates the trend towards variety seeking. Hence, the customer is in a strong position now. Furthermore, the communication between seller and buyer is also changing, not in the least because of different distribution channels (Schimmel-Schloo, 2007, p. 33).

The behaviour of customers has changed as well over the years. Customers are more familiar with new technology and they use this technology for more transparency. Moreover, they intend to be more flexible and variety seeking is a common trend. Fewer change barriers exist and this also supports variety seeking. In addition, customers appreciate the convenience of easy procurement from home without restrictions on opening hours (Schneider, 2008, pp. 1-2).

Arguments mentioned before induce firms to build relationships with customers or even to achieve customer loyalty. The shift from transaction marketing to relationship marketing has already occurred. Transaction marketing puts the focus in most cases on the completion of the sale, whereas relationship marketing goes beyond one transaction (Schneider, 2008, p. 2).

The consideration of a customer relationship is often linked with monitoring the customer life cycle. Customer life cycle is a common marketing term which could lead to misunderstandings. In general, it explains the development of the customer

relationship linked to a product. A termination of the relationship and thus the end of a customer life cycle means that the customer is not interested in a product anymore and might change to a competitor or another product for various reasons (Winters, 2014, p.18).

2. Customer Orientation

Customer orientation as such has existed very long, even though it was only established as a fixed term in 1950. Organisations need to focus on the customer, in order to compete successfully on the market (Ose, 2011, p. 27).

Although the organisations understand the importance of customer orientation, sustainable success is often missing, because management focuses on single topics like complaint management or implementation of a CRM software instead of an integrated approach (Bruhn, 2016, p.1).

All companies have at least one thing in common. They all have customers and thus they are all customer oriented. Customer orientation is obligatory, otherwise companies could not succeed on a competitive market. But it must be made clear that there is not just one market. A large number of different customers exists. Those customers have needs and a segmentation according to their needs will help to generate profit (Winters, 2014, p.18).

Customer orientation is a common trend and is thus announced often in various corporate designs. Nonetheless, customer orientation programs frequently fail during the implementation phase. As a result, the project often ends up without impact on real measures (Bruhn, 2016, p. 16).

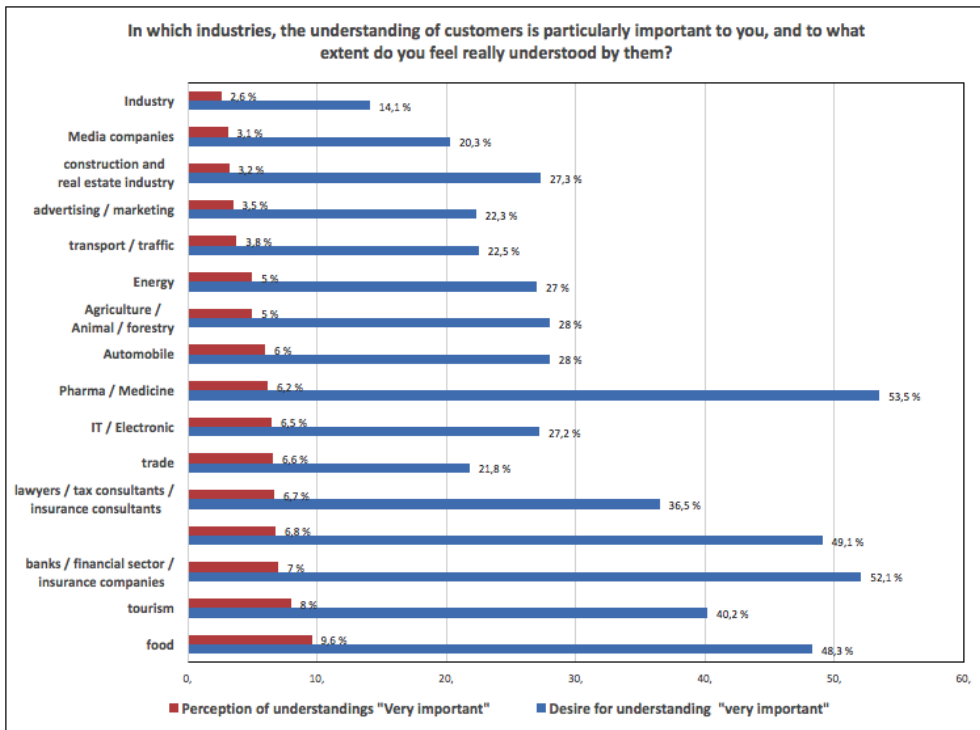
The terms market orientation, marketing concept or customer first can be subsumed under customer orientation. For a successful and sustainable implementation of a customer orientation program a concept has to be developed (Nwankwo, 1995, p. 6). For a structured approach, companies have to know their customers, as well as their behaviour and their needs. Consequently, companies strive to fulfil customer needs. Successful companies develop strategies, whereby the customers can influence companies' product innovation, service setup, and decision-making process (Nwankwo, 1995, p. 8).

The fulfilment of customer needs was recognised as a main requirement since the emergence of the marketing concept at 1950s and 1960s. It was recommended to concentrate more on the needs of the customer and that all activities should be streamlined towards the customer. (Utzig, 1997, p. 1). Even though customer orientation is desirable, it is not recommended to consider customer orientation in isolation. Efficiency of customer orientation as well as costs have to be taken into account (Schimmel-Schloo, 2007 p. 35).

It is necessary to emphasize that customer orientation and the focus on customer relationship methods is always associated with costs. Firms should therefore determine, whether it would be worth the effort. Financial and human resources are limited within an organization. Hence it is necessary to find a way to optimize the treatment of customers. A distinction between good and best customers provide an overview of the environment and the potentials. Transparency thus helps to develop strategies to treat customers according their potential revenues. Profitable relationship customers should get more recognition than occasional customers. Customer equity is the value for the company and this value should be balanced with customer value which defines the customer value from the customer's perspective (Huldi, 2007, pp. 110-111).

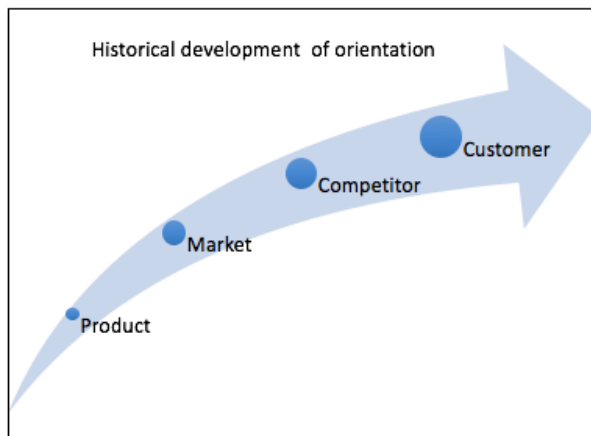
As soon as unprofitable customers are identified, there must be a process in place to deal with them. One possibility is to cut expenses by reducing individual services for unprofitable customers. Furthermore, it should be considered to charge expenses for delivered services, which will not be charged to profitable customers. A strategy could be to try to increase sales with not profitable customers or try to get at least some recommendations for new customers from them. Finally, the waiver of turnover with unprofitable customers also needs to be taken into consideration (Huldi, 2007, p. 112).

Following graphic shows the result of a customer survey (22.01.2016 – 05.02.2016) carried out in Austria.



Ref: Marketagent: Strategie Austria, Statista 2017, ID: 547256

The chart shows that there are considerable deviations in industries regarding customer expectations regarding customer care. From the customer's perspective the pharmaceutical, medical, finance and insurance industries as well as food and luxury food are industries where customer orientation is considered particularly important. Significant is the very small percentage of customers who feel well understood by companies across all industries. In a historical retrospective it can be demonstrated, that there were many changes regarding the orientation on the market. Companies therefore had to adapt to the requirements of the market over the last decades. In the 1950ies and 1960ies, there was a strong product orientation recognised. This was the time after the Second World War, and the demand exceeded supply. During this phase companies focused on production and on delivering according to demand. In the 1970ies there was a market orientation. The switch from seller to buyer market took place, and companies recognised that customers requested/expected/demanded different treatment. Also, different segments required different treatment. In the 1980ies there was the phase of competition orientation. Products became more and more comparable and the pressure from many competitors was bigger. Companies tried to work on their USP. In the 1990ies the phase of customer orientation started, where the customer requested individual treatment and companies identified the need of flexible reaction based on the demands of the customer. (Bruhn, 2016, pp. 4-6)



Adapted from Bruhn, 2016, pp. 7-8

The historical development shows furthermore the move from transaction marketing to relationship marketing over time. Companies were forced to rethink their strategies. Successful companies put the customer and his requirements first and not the product (Bruhn, 2016, pp. 7-8).

CRM could be one possible approach to support customer orientation. CRM promotes the optimizing of processes towards the customer and supports balancing and covering costs. CRM fosters the success of customer loyalty. All possible contact points with the customer must be transparent and available for all stakeholders within the company. All communication channels are then consolidated and as such are also transparent. Segmentation is a big task within a CRM project and thus also supports active customer orientation. Furthermore, CRM initiates segmentation of customers for different treatment of profitable customers and low-return customers. (Schimmel-Schloo, 2007 p. 34)

2.1 Customer Segmentation

Customers might be interested in a relationship with a company, because they trust the quality or service or they just focus on the cheapest price. Transaction customers are not interested in a relationship and can be easily identified by evaluation of buying behaviours from the past. Purchases made mainly within discount time frames are the main characteristic of transaction customers. (Newell, 2000, pp. 38-40)

Analysis prove that Pareto's law is right. According to Pareto's law, 20 % of the customers (from one company) deliver 80 % of its revenues. This insight suggests installing different treatment for different customers. Especially profitable customers should get more attention and consideration, whereas the support for not profitable customers should be reduced to a minimum. After thorough analyses it might even be necessary to get rid of unprofitable customers (Newell, 2000, pp. 41-42).

Customer orientation is often linked to customer loyalty. Suppliers of CRM solutions claim that loyal customers are more profitable, because they deliver reference customers, they are less price sensitive and the treatment of loyal customers is cheaper than acquiring new ones. Unfortunately, it seems that this is very often not the case and companies should carefully check whether loyal customers are really profitable. A suggestion here is to differentiate between profitable loyal customers and others in their loyalty programs. The reason for a consideration of customers in regards to loyalty as well as profitability is the assumption that the connection between loyalty and profit is not as strong as companies believed. According to this finding, it turned out, that the stronger support for loyal customers is expensive and even loyal customers tend to buy goods from a competitor if a higher reduction in prices, rebates and discounts is possible. One method to differentiate customers is via the RFM method. RFM stands for recency, frequency and monetary value analysis. Recency describes customer purchases within the last 6, 12 and more than 12 months. Frequency evaluates how often customers bought in each of the three timeframes. Scores for recency and frequency are added together. The higher the overall score is, the higher the customer is ranked. Thus, a segmentation can be made (Reinartz, Kumar, 2002, pp. 4-7).

Another possibility to make a customer segmentation is to assign a customer to one of the four categories: Strangers, Butterflies, True friends or Barnacles. Strangers are a group of customers who are not loyal and not profitable. Therefore, it is not recommended to invest in them. Butterflies describes customers who are also not loyal but compared to Strangers profitable. The recommendation is here to benefit from them as long as possible, because they will only stay for a short period. The third group are True Friends. This customer group seems to be loyal and profitable. The last group are Barnacles. Those customers are very loyal but not very profitable. Recommendation is here to monitor those customers and try to improve their performance (Reinartz, Kumar, 2002 pp. 9- 10).

Customers should not be reviewed only with regard to their profitability and loyalty. A total consideration is necessary for successful companies. It is necessary to support and handle customers according to their profit and their loyalty – the whole picture is necessary (Reinartz, Kumar, 2002 p. 11).

2.2 Change Management

Whenever processes within an organization have to be changed, people are involved and their commitment is required to achieve the goals. Change management is a tool to support employees and prepare them for upcoming difficulties and challenges that may arise because of necessary changes (Schwarz, 2010, 509).

In times of changing and global markets with increased individual requirements, companies need to adapt quickly to upcoming trends. Rapid adjustment requires active participation from management as well as employees. Already established processes need to be adjusted. As an example, the involvement of E-Commerce into already existing systems is creating new efforts and changes within the company are necessary. Changes in the market as well as in customer needs require changes within companies. Existing behaviour of employees and management must be analysed and adjusted. Managers have to change their focus from lean management to a customer oriented future design (Künzel, 2002, pp. 5-8). A structured change management is thus necessary for existing challenges (Künzel, 2002, p. 9).

Business Process Reengineering (BPR) is one of several approaches of change management models. It was first mentioned in 1984. In this approach a new kind of process review is foreseen. Processes are reviewed cross functionally. Processes are analysed and question the value for the customer. Customer orientation is the main focus. As a consequence, processes need to be adjusted, outsourced or stopped (Künzel, 2002, pp. 12-13).

2.3 Leadership / Management

Leaders of a company are in charge to implement the vision of a company. Furthermore, leaders define the goals of its company and ensure that necessary resources are available to achieve the targets. Whenever changes on the market arise, and changes in customer needs are apparent, leaders have to react immediately to secure future growth of a company. Continuous review of progress based on the plan and taking immediate action if required is a main task of a manager. A customer orientation strategy of a company must be defined by top management. Successful implementation is only possible, if set up with top-down method. Leaders need to foster employees to see the potential coming from customers. Information and feedback from customers has to be seen as opportunity for a company. This behaviour enables the company to react quickly on the market and thus remain competitive. Involvement from leaders can help improve, for example, dealing with complaints and encourage employees to participate in the learning process. This behaviour ensures employees of top management's support (Gent, Kempster, 2002, pp. 64 – 65).

Customer interests can be integrated proactively or reactively into decision mechanisms of a company. Proactively involving employees, because they are the touch point at point of sale. Management is encouraged to motivate their employees. Motivated employees provide benefit to the customer orientation program. Those employees should have/receive power and competences to solve problems quickly. An environment should be generated in which anticipating complaints and working on solutions instead of fire-fighting is desired. A natural reaction on complaints is usually a defensive behaviour of employees. Acting reactively means that customers do not get the necessary attention upfront. Another example for reactive management is to copy possible solutions for quick conflict handling from other organizations (Nwankwo, 1995, pp. 9-10).

The way companies are implementing and monitoring customer goals in their planning is unsatisfactory. The goals of an integrated customer strategy should be clear. In this regard the status quo of performance shall be evaluated. A permanent monitoring of the customer orientation, the development and the goals should be done. Furthermore, it is necessary to take measures for better tracking of the progress. Formal as well as informal measuring techniques can be carried out. Formal

measurements are the monitoring of sales volume, profits or complaint analysis. Informal measuring is done, if standards are available, or standards exist, but not specified and can therefore not be measured (Nwankwo, 1995, pp. 10-11).

2.4 Mission / Vision / Culture

In times of change, moving targets and dynamic markets, a corporate vision may be helpful to stick to the goals. Frequent changes of the corporate vision should be avoided. Employees are frustrated if the corporate vision is obsolete following the change of management. SMEs can be used as models for long term goals, because their vision is designed for a long term without changes based on periodical trends (Künzel, 2002, p. 156).

The corporate mission statement describes principles of conduct and values of the company. Furthermore, it defines the customer orientation and how to deal with customers. This should help to create a team culture within the organisation (Hanning, Krumm 2010, p. 479).

A genuine mission statement is necessary to succeed in customer orientation. Printing posters with a mission explaining the importance of employees and being the greatest asset of a company is not enough. Top manager are responsible to walk their talk. It is insufficient to provide with rules, strategies and missions. In fact, all managers need to work as role models and support wherever possible to put all that into practice. Otherwise employees will not take it seriously. As a consequence, a gap will arise between the promised service to the customer and the delivered service. Managers should strive to build bridges between mission statement and service delivery (Pulse, Craven, 2002, pp. 75-76).

A corporate culture is identified on how employees and management collaborate, how they give and receive feedback, how they live a failure culture and how they deal with conflicts. Corporate culture is neither what is printed in bright colours on the walls of companies nor on posters in shops. Management should be aware that customers realize how employees collaborate and of course how they communicate internally and deal with other customers. In this regard, non-verbal behaviour shows more about the culture of a company than verbal behaviour. When customers feel that something is not coherent, they will reduce their buying activities as a consequence. Recurring trainings with employees could support resolving conflicts and improve the collaboration and appreciation between management and employees as well as among employees. Improvements here have immediate impact on customer care (Hanning, Krumm, 2010, p. 494).

Whenever there is a request for improvement of profit –the idea is quickly on the table to purchase a CRM software to solve problems. It is a valid method, but probably too early. The delivered outcome is then often not sufficient, because of the gap between the company strategy and the operative stage. Thus, employees get the feeling of pressure with the effect of undesired results. Motivated employees are more customer focused. They try to get input from customer. If employees are not familiar with the strategy of the company, they do not support the CRM strategy. The result is unsuccessful CRM projects (Winkelmann, 2007, p. 22-23).

2.5 Employees

Whenever customer orientation programs fail, the first reflex is to claim that employees do not fulfil the requirements for a successful implementation of customer orientation programs. For a successful participation of employees, it is necessary to set up an integrated approach, provide an adequate corporate culture upfront and appropriate processes. That means managers have to prepare an appropriate environment and this starts within the company (Bruhn, 2002, pp. 18-19).

Management of organizations show commitment towards employees and communicate the importance of employees for customer relationships, but employees are very often not involved in a CRM project. As a consequence, companies have to realize, that customer orientation is a joint task for all involved departments. In the past it was mainly the competence of the front office like marketing, sales, but findings show that all processes need to be aligned and managed synchronously with the aim of a greater external coherence. This approach is getting more attention because of developments due to multi-channel challenges (Schneider, 2008 pp. 4).

2.6 Processes

Customer orientation is a process that needs to be anchored across all departments of a company. This is often a change process. Within this process, employees need to be trained, motivated and instructed to be prepared for interaction with the customer. For a successful implementation of a customer orientation process, management needs to be aware that the

endeavours require long-term planning. In parallel, it is necessary to monitor and permanently evaluate affected processes. Regular surveys with all customers can contribute to a successful journey (Michael Brendel, 2002, p.102).

Organizations need to rethink their corporate structure, because an orientation on the customer requires a fundamental change of existing processes. Usually companies have a product orientated process design installed. An intensive analysis of corporate processes is compulsory and should be executed as one of the first steps of a change towards customer orientation. consistent orientation towards the customer requires efficient processes that deliver value to the customer. For this purpose, it is necessary to start with the status quo. Business processes have to be analysed accordingly. Improvement of processes will adjust procedures within an organization. Thus, it will support a CRM strategy. The real objective is to develop corporate processes in regards of quality time and costs (Jaeck et al., 2007, p. 55-56).

A structured process for a process optimization can be described as follows:

2.6.1 Goal definition / organisation

First step should be a clear definition of the goal. A clear definition of the expected outcome of changed processes should be described. For an increase in customer satisfaction for example, a defined goal might be the reduction of processing times for customer requests or complaints (Jaeck et al., 2007, p. 57-58).

2.6.2 Process-selection and Process survey

Relevant processes must be identified, which will be analysed afterwards. For this purpose, only processes with direct impact on the customer should be taken into consideration (Jaeck et al., 2007, p. 58).

2.6.3 Evaluation of processes

All existing and also prospective customers and underlying processes must be analysed (Gaitanides et al., 1994, pp. 210-211). It is not possible to evaluate all company processes, because of time and resource constraints. Therefore, it is necessary to find a way to identify critical processes. One possible method is to examine critical processes toward the customer with appropriate questions (Hammer, Champy, 1994, pp. 159-162).

Problematic processes can be identified with surveys sent to customer. The idea is to check their satisfaction with various processes and to identify most important processes with direct impact on the customer. Critical processes are marked as important by customers and where customers are not satisfied (Jaeck et al., 2007, p. 59).

Prerequisite for a qualitative analysis of processes is either a detailed documentation of the processes or the support of experts within the company who are willing to contribute. Those people could be asked at an early stage and they should be invited to provide their expertise. This procedure will also motivate key people (Jaeck et al., 2007, p. 60).

2.6.4 Process design.

Transparency of processes is necessary and can be delivered with process mapping. This way it is possible to get an overview of relevant processes and identify possible improvements easily. Thus, duplication of work or media disruptions can be detected. A process mapping will also support a CRM implementation afterwards (Jaeck et al., 2007, p. 61).

2.6.5 Process analysis and improvement.

Processes can be evaluated differently. One possible method is to evaluate processes according results, such as profit. Even though results are of utmost importance, it is difficult to directly identify a specific process to the result. It is, for example, difficult to assign the impact of customer satisfaction to a specific process. A clear assignment from isolated processes to global processes is thus difficult. It is easier to evaluate process sequences or the structure of the organization and determine the impact on results (Kreysch 1999, p. 870). Improvements of processes have to be assessed with regard to effectivity and efficiency, because processes could be very lean and optimized, but may nonetheless not lead to the desired result. Customer relationship management may therefore focus on process efficiency and could be measured with customer satisfaction (Jaeck et al., 2007, p. 63).

Customer satisfaction can be measured with information gathered in direct communication with the customer. Open questions are supposed to deliver information about customer satisfaction, dissatisfaction in the past, as well as suggestions from customer about possible improvements in the future. Direct input from the customer has to get greater

attention than internal analysis of processes. Hence, if customers are not satisfied with specific processes even though internal evaluation state the contrary, processes have to be improved (Rosenkranz, 2002, S97). The main goal of process improvement should always be in balance with upcoming costs. Improvement of customer satisfaction is important, but must be aligned with corporate benefits. At the end of the day it must be realized, that customer benefit is not a goal in itself, it is just a tool to improve the company profit (Jaeck et al., 2007, p. 65). None value-added processes are a waste of time and should be avoided (Jaeck et al., 2007, p. 66).

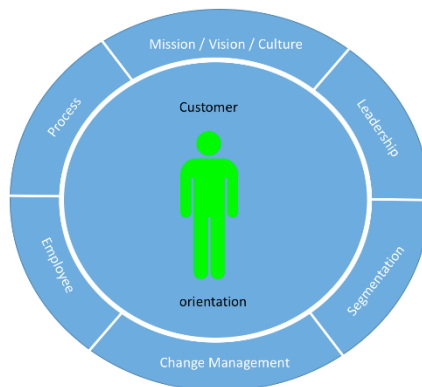
3. Conclusion

Customer orientation is a widely used term. Almost every company claims that customer orientation is a prerequisite for good business and satisfied customers. It is obvious that every company deals with customers, it is one thing every company has in common. Customer orientation is not a new invention, even though the term was first mentioned in 1950. What changed is that companies increasingly realised the importance of customer orientation in times of global and transparent markets, comparable products and intensified competition.

Companies believe that they are customer orientated, but reality appears rather different. Consequently, CRM projects are set up to improve profitability and failure rates of up to 75% show that there must be a big potential for improvement.

Through a literature review a tool-set of most important tasks was identified to support companies in their effort to be more customer oriented. A clear mission and vision is important in times of change, moving targets and dynamic goals. The definition of customer orientation needs to be clear. Everyone within the company has to know how to deal with the customer. Corporate culture reflects how the company deals with conflicts, what kind of failure culture is lived. Customers observe non-verbal communication and buy less if they think something is not coherent. Customer orientation needs a clear commitment from leaders in words and actions. Human resources and financial resources are limited and need a careful handling. Hence it is not possible to support all customers with the same effort, a concept for a differentiated treatment must be established. Whenever processes have to be changed within an organization, people are involved. Change management prepares employees for upcoming difficulties and challenges that may arise due to necessary changes. Employees of all involved departments need to collaborate for a joint objective, a greater external coherence. For the long-term endeavour customer orientation, training for employees should focus more on attitude than on skills. Employees should thus be encouraged to a commitment to customer service.

Finally, internal key processes have to be reviewed and evaluated whether they are delivering customer satisfaction. Established processes need to be adjusted consequently for customer satisfaction.



Source: own research.

Further research

With this findings, further investigations could be made to evaluate, whether companies are preparing according identified topics from this paper. In addition, correlation between failed CRM implementations and poor preparation on customer orientation upfront should be examined to provide further insights.

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