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Physical Skills in Male Volleyball Players 14-18 Years Old

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Abstract

During the monitoring of volleyball teams in Albania during training, it was noticed that coaches pay more attention to technical elements and not to physical abilities to ages 14-18 years. The aim of this study was to find out the trend of improvement and differences with the age on physical abilities of male's volleyball players in Albania. Methods: Participants in this study were N=43 volleyball players from two age categories; N=21, cadet (14-16 yrs.), N=22 and junior (16-18 yrs.) Measurement for anthropometrics (body weight, body height) and physical abilities (push up test, curl-up test, standing long jump and vertical jump test) were assessed. Results: Analysis between two age categories shows significant differences. Showed results for anthropometrics and also for physical abilities showed differences between groups of volleyball players. Data of this study for jumping performance using vertical jump CMJ test between groups for cadet vs. junior data show (mean difference= 21.3 cm; Sig= 0.004) while for vertical jump Run up test between groups for cadet vs. junior data show (mean difference= 22.3 cm; Sig= 0.003). Conclusion: In the best interest of the study, it would be good if other teams were involved from different cities of Albania. Suggestions for other studies we recommend in comparing data by positions in the field. Trainers should plan training with these age groups different coordination programs not only technical. This study has limitations with regards to the sampling number of male volleyball players, which is justified for not having sufficient funds.

Keywords: junior, anthropometric, cadet, volleyball.

Introduction

Volleyball is characterized by continuous jumps combined with blocks and spikes, numerous short-distance sprints as well as short agility movements that occur repeatedly throughout the match or training session [1]. Physical abilities are of particular importance to every player who plays but specifically, physical skills play a crucial role and affect the intelligence and tactics of the game because during these games a high physical performance is required. The performance of these precise and structured movements depends on anthropometric parameters and physical abilities

[2]. For this reason, players need to focus a lot to improve their physical capacity (aerobic and anaerobic) in order to have a high performance in the game, fast and long-term movements throughout the game both in offence and defense. The coaches who deal with the training are convinced and oriented quite accurately that there is a difference in performance for the anthropometric parameters and physical abilities according to gender and positions in the field with regard to volleyball [3, 4, 5,6,7, 8] and in other team sports [9,10]. The aim of this study was to monitor in some volleyball player's cadet and junior find out the trend of improvement and differences with the age of anthropometric and physical abilities volleyball players in two team's Albania.

2. Methodology

Participants in this study were N=43 volleyball players from two age categories as follows; N=21, cadet (14-16 yrs.), N= 22 and junior (16-18 yrs.) N=24. Measurement for anthropometrics (body weight, body height) and physical abilities (push up test, curl-up test, standing long jump and vertical jump test) were assessed. Measurements were done in Tirana which is the capital city of Albania in two teams.

Protocols of the test

Weight- It was recorded the weight measurement in kilogram (kg).

Height- On to a scale stadiometer. It was recorded the height measurement was in centimeters (cm).

Push up test - measures upper body strength and endurance. A standard push-up begins with the hands and toes touching the floor, the body and legs in a straight line, feet slightly apart, the arms at shoulder-width apart, extended and at a right angle to the body. The time performed at maximal was 30 seconds.

Curl-Up test -measures abdominal muscular strength & endurance.The curl-up abdominal fitness test requires the subjects to perform as many curl-ups as possible for 30 seconds.

Standing long jump; the volleyball players place their feet over the edge of the sandpit, crouches down and using the arms and legs jump horizontally as far as possible landing with both feet into the sandpit.The players repeat the test 3 times.

Vertical test CMJ and run-up; CMJ- The countermovement jump (CMJ) is a simple, practical, valid, and very reliable measure of lower-body power. The player must keep their hands on the hips throughout the test.The player must perform a minimum of three jumps so that performance averages can be calculated. *Run up;* the coach decides before testing to include the use of the arm-swing and steps.

3. Results

Data from table 1 show descriptive statistics (mean, Std. Dev.) for anthropometric variables for the two age categories group with regard to volleyball male. Participants

in this study were (N=43) volleyball players from three age categories as follows; N=21 cadet (14-15 yrs.), N= 22, and junior (16-18 yrs.). Descriptive mean data are shown for body height, body weight.

Table 1 Descriptive statistics for anthropometric variables in male’s volleyball players by age group categories

		N	Mean	Std. Dev.
Body Height	Cadet (14-15 yrs.)	21	160.2	7.3
	Junior (16-18 yrs.)	22	166.5	7.4
Body Weight	Cadet (14-15 yrs.)	21	55.2	8.7
	Junior (16-18 yrs.)	22	64.7	13.0

Data from table 2 show descriptive statistics (mean, Std. Dev.) for physical abilities variables for the two age categories group with regard to volleyball male's. Descriptive mean data are shown for Push up Test (strength upper body); curl up test (strength core body) and standing long jump test (explosive power lower limbs).

Table 2 Descriptive statistics for physical abilities variables in male’s volleyball players by age group categories.

		N	Mean	Std. Dev.
Push ups 30s	Cadet (14-15 yrs.)	21	3.6	3.8
	Junior (16-18 yrs.)	22		4.2
Curl up 30s		21	18.8	4.0
	Cadet (14-15 yrs.)	9	20.6	3.6
	Junior (16-18 yrs.)	6	21.7	3.3

Standing Long Jump

Cadet (14-15 yrs.)	22	161.2	23.1
Junior (16-18 yrs.)	24	178.9	17.9

Data from table 3 show descriptive statistics (mean, Std. Dev.) for physical abilities variables for the two age categories group with regard to volleyball male's. Descriptive mean data are shown for vertical jump CMJ test (strength lower body limbs), vertical jump Run up test (strength lower body limbs).

Table 3 Descriptive statistics for physical abilities variables in male's volleyball players by age group categories.

		N	Mean	Std. Dev.
Vertical Jump CMJ	Cadet (14-15 yrs.)	22	233.3	26.6
	Junior (16-18 yrs.)	24	254.7	18.8
Vertical Jump Run Up	Cadet (14-15 yrs.)	22	237.7	27.0
	Junior (16-18 yrs.)	24	260.0	18.8

4. Discussion

The findings of this study are in line with the results of [11] which found significant differences in body height. Comparison data for body height between groups cadet vs. junior data show (mean difference= 6.3 cm; Sig= 0.045). Data from this study for body weight between groups cadet vs. junior data show (mean difference= 9.4 kg; Sig= 0.010). This study investigated the differences between the two age groups for male volleyball players for anthropometric parameters and physical fitness components. Other data results from [12] showed that anthropometric parameters are age-dependent. Data results from this study for strength using push up test between groups cadet vs. junior data show (mean difference= 0.8 counts; Sig= 0.699). Comparison data of this study for the core strength using curl up a test between groups cadet vs. junior data show (mean difference= 1.1 counts; Sig= 0.583) while for

standing long jump test between groups cadet vs. junior data show (mean difference= 17.7 cm; Sig= 0.008). The study of [11] result showed differences for standing long jump where players +17 years old performed better than -14 years old. Also significant differences were found between this 2 age categories. Finding from [13] showed that physical performance seems to be dependent on the playing positions. Finding from different studies [14, 15 and 12] showed that significant differences in fitness parameters were found between game positions in a wide range of sports. Data of this study for jumping performance using vertical jump CMJ test between groups cadet vs. junior data show (mean difference= 21.3 cm; Sig= 0.004) while for vertical jump Run up a test between groups cadet vs. junior data show (mean difference= 22.3 cm; Sig= 0.003). This study has limitations with regards to the sampling number of male volleyball players which is justified for not having sufficient funds. In the best interest of the study, it would be good if other teams were involved from different cities of Albania. Suggestions for other studies we recommend in comparing data by positions in the field.

5. Conclusion

Results show a statistical increase between age categories for body weight, height and stranding long jump, vertical jump (CMJ and run-up) while for the other measurement of physical fitness components no significant improvement was found mostly in female volleyball players with regard to age groups. This study has limitations with regards to the sampling number of male volleyball players which is justified for not having sufficient funds. In the best interest of the study, it would be good if other teams were involved from different cities of Albania. From the data obtained from this study, we suggest coaches to develop in training and exercises to effect the development of physical skills of volleyball players, not just the technical elements.

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Democracy in Central Eastern Europe and European Union

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Abstract

Some of the countries in the region have contributed through assistance programs to develop and align their democracies with what the EU itself lobbies. EU aid to CEE is seen as a phenomenon of EU-perceived responsibility in the interaction of new democracies in Central and Eastern Europe. This paper will create a genuine study of the perceived responsibility for the development of democracies in these countries. It paints a clear picture of the development of democracy and the need for CEE countries to be under EU assistance. The assistance coming from this institution has given and continues to contribute to developing a democracy with strong executive foundations for society and beneficial to the region. In this way, the EU manages to achieve its objectives of achieving a federal union. When we say federal union we mean a Europe with the same democratic values and executive standards. In this paper the EU's responsibility for the new democracies of Central and Eastern Europe is seen in activities with EU programs to enhance institutions above democratic values. Having access to the issues facing the democracies of Central and Eastern Europe, the Council Acquis provides an overview in the field of democracy. The paper gives us the opportunity to look more closely at democratic forces in countries where the latter is still developing, aiming not only at the analysis of democracy, but also at the analysis of the European common market. We will look at these two EU phenomena in the context of the EU's perceived responsibility for the interaction of new democracies in CEE. The EU has undertaken this responsibility in the context of strengthening, developing and maturing new democracies on the European Continent. Giving its contribution through various programs designed in the form of grants, which are given to countries that are in the process of maturation, in the form of programs that pave the way for development. The question that arises at this stage is: Does democracy help in a market economy?

Keywords: market economy, Acquis, council, democracies, Central-Eastern Europe

Introduction

1. The notion of Democracy.

The nature of democracy: "Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. Everyone has an equal right to access public services in his country. The will of the people is the basis of state power; this will must be expressed in periodic and free elections, which must be general and equal voting, as well as by secret ballot or according to the equivalent procedure of free voting".

Democracy is a form of government in which state authority derives from the people. The word "democracy"¹ comes from the ancient Greek word "demos" which means people and "kratos", which means power. The principles of modern democracy have been gradually developed by the religious movements of Calvinism during the seventeenth century, especially in Scotland, England and the Netherlands where communities began to support and share not only religious but also political ideas. The philosophy of freedom and equality was further enhanced during the Enlightenment period, which would later be recognized as the core values of democracy.²

The first democratic state was established in the USA, while France was the first European state established on democratic principles, after the French Revolution. After 1945 there was a spread of Western democracy in Europe and around the world, which replaced authoritarian forms of government. After the defeat of fascist governments, it seemed that the crisis that democracy experienced during the twentieth century was overcome. The long process of decolonization in which the right to self-determination was recognized by Western countries resulted in the advent of democracy in their former colonies. The dictatorships in Spain, Portugal, Greece, Argentina and Uruguay all became democracies in recent decades.³ With the fall of the Berlin Wall in 1989 and the collapse of the Stalinist system in Central and Eastern Europe, it was seen that democracy had indeed triumphed. However, not all countries that theoretically support democracy as a form of government do not respect democratic principles or the life of democratic practice. This rather as a paradoxical development demonstrates that maintaining a critical debate on democracy and democratization is a necessity.

¹ Kuci K., 2011, "Political Philosophy", UMSH Tirana, p. 29.

² Two basic principles of the French Revolution are the principle of freedom and that of equality. These principles are exactly what later became the basis of democracy. So, democracy works on these two principles today.

This is a small comparison between states that toppled their dictatorial system in the last years of the twentieth century.

³ Fischer L., "The Essential Gandhi: An Anthology of His Writings on His Life", Work, and Ideas, 2002, fq 203

"My notion of democracy is that the weakest should have the same chance as the strongest."¹

With regard to the essential elements of modern democracy it must be stated that it is difficult to measure what a democratic society is like. Yet a number of key elements constitute the foundations of any democratic society. To better understand these elements, education and learning at all levels play an essential role.

a. Equality - the principle of equality means that all human beings are born equal, should enjoy equal opportunities, participation in the political life of the community and equal treatment before the law. This also includes social and economic equality between women and men.

b. Participation - democracy is meaningless without participation, participation in the community and policy issues is a prerequisite for building a democratic system. Democracy is a form of participation, sometimes participation is a broad concept and contains not only strong political implications, but also social and economic ones. But participation alone cannot guarantee democracy.

c. Majority rule and minority rights Although democracy is defined by "people rule", it is in fact "majority rule". It also implies a majority obligation to take into account the different rights and needs of minority groups. The degree to which obligations are met is an indicator of the further increase of democratic values in society.

The question arises: What does democracy include as a notion? According to the reasoning, but also according to various literatures, democracy includes the rule of law, the electoral system, good governance, the sovereignty of the people and the conditions for free elections. So the nature of democracy is diverse. We will analyze each of the above concepts to better understand the diversity of democracy.

With regard to the rule of law, we must first clarify which terminology we must accept: the rule of law or the rule of law, terms that are widely used today in the political and legal literature. Both terms have the same meaning, express the same concept, that of the close and reciprocal connection between the state and the law. The definition of the rule of law varies by authors and eras. The rule of law is first and foremost a theoretical model of the organization of political systems. It has become a fundamental topic of politics as it is considered one of the main characteristics of a democratic regime, but it is not necessarily a democratic regime. Generally a rule of law is not necessarily democratic, but any democratic state is a rule of law. The rule of law thus seems like a first stage in the formation of a democratic state. Its opposite

¹ Fischer L., *"The Essential Gandhi: An Anthology of His Writings on His Life"*, Work, and Ideas, 2002, fq 203.

is despotism or police regime, where arbitrariness and regime of violence reign. It happens that the notion of the rule of law is opposed by the notion of the Reason of the State.

According to an old definition,¹ the rule of law is an institutional system in which public power is subject to the rule of law. It is based on the essential principle of respect for the law, everyone is subject to the same right, whether this individual or public power. So in a special case

the actions of the state or of a political leader may be challenged if they are deemed not in accordance with the law. The Austrian jurist Hans Kelsen² redefined this concept of German origin in the early twentieth century, as a "state in which legal norms are hierarchical so that its power is limited." In this model, each rate gets its validity in accordance with the above rates.

The rule of law can be summarized according to the formula: "No one is above the law". In general, this regime groups a set of legal norms that protect citizens from arbitrary forms of (executive) power. For a state of law to exist, the obligations arising from the state must be formal, impersonal, binding and sanctioned. In other words, the laws must: 1) be made public, 2) no one can escape them, 3) they must be realistically enforced, and 4) the violation of the laws must lead to sanctions.

The rule of law is closely linked to the observance of the hierarchy of norms, the separation of powers, the equality of subjects of law before legal norms, the existence of independent jurisdictions and the guarantee of the civil and political rights of individuals. These are the basic conditions that a Rule of Law must meet.

2. Electoral system and democracy.

Much of the constitutional creation has emerged in relatively recent times: the worldwide movement towards democratic governance in the 1980s and 1990s has stimulated a new urgency by exploring sustainable models of government of respective representation, along with the assessment of fresh electoral systems. This process has been encouraged by the widespread logic that the choice of institutions can have a significant impact on the wider political system - for example, it is increasingly accepted that an electoral system can help to "engineer" cooperation and integration into society. Separated. The creation of the electoral system now accepted as relevant to major governance issues, and arguably as one of the most influential, of all political institutions.

By providing this detailed analysis of selections and consequences, and by showing how electoral systems have worked in a democratic world, we hope to achieve two things:

¹ Bashkurti L., "Public International Law", ILIRIA Prishtina, 2009, p. 109.

² Bashkurti L., "Public International Law", ILIRIA Prishtina, 2009, p. 109.

- o expand knowledge and illuminate political and public discussions;
- o enable the drafters of the constitution to make a selection with information, thus avoiding some of the effects of dysfunction and destabilization of the selections of special electoral systems

At the most basic level, electoral systems show that in general elections votes are cast in seats won by parties and candidates. The main variables are:

1. the electoral formula used (i.e. whether it is a majority or proportional system, and what mathematical formula is used to calculate the allocation of seats)
2. the size of the region, not how many voters live in a region, but rather how many members of parliament are elected in that region.

3. Good governance and democracy.

Derived from micro-economic theory and Anglo-Saxon administrative science, the notion of "good governance" was introduced in the 1990s by the World Bank as a necessary condition of development policy. For the World Bank, governance includes the norms, traditions, and institutions through which a country exercises its authority over the common good in the optics of development. Good governance also includes the capacity of government to effectively manage its own resources and to implement appropriate policies, as well as the existence of democratic control over the agents charged by the authority.¹ For the World Bank², good governance is "the way power is exercised in managing the economic and social resources of a developing country." Governance, according to the IT Governance Institute, "aims to provide strategic orientation, ensure that objectives are achieved, risks are properly managed and that resources are used responsibly." It takes care with priority to respect the interests of those "who have rights" (citizens, public authorities, shareholders, etc.) and to make their voices heard in the conduct of affairs.

So good governance is related to the functioning of public authorities. The "manner of exercising power" must respect the following principles:

- The principle of transparency which means freedom of access to administrative documentation, freedom of information, guarantee of an administrative justice and motivation of decisions taken.

¹ Non-paper Harnessing the transition experience in EU's external relations: From policy to implementation. Non-paper by the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Romania, Slovak Republic, and Slovenia. Available at http://www.mzv.cz/file/591175/non_paper_on_the_transition_experience.pdf, accessed 2 Shkurt 2011.

² World Bank official site, shiko për më shumë: World Bank official site, Prill 2009.

- The principle of accountability which means the responsibility of decision makers, controls over administration, control over public markets, administration of public money, etc.

- The principle of participation which means giving opportunities to all actors to participate in the development process.

In Western societies governed by liberal democracy, governance refers to interactions between the state, political bodies, and society, including lobbying systems and coalitions of public and private actors. Good governance aims to make public action more efficient and closer to the public good and the common interest, as well as more legitimate. It aims to make societies easier to govern and more balanced, so that they do not overuse their resources and are able to renew them.

The European Commission has registered its notion of governance in the White Paper on European governance.¹ Thus, the term European governance defines the rules, processes and behaviors that influence the exercise of power at European level, especially in terms of openness, participation, responsibility, efficiency and coherence. These five "principles of good governance" strengthen those of subsidiarity and proportionality. This definition is also included in the Lisbon Treaty.

Good governance can be seen as an ideology of Social-State non-engagement, even as a theory of state decomposition, which has been in operation since the neoliberal turn of the 1980s. The abandonment of the term "government" and its use can be denounced. of the term "governance", explaining that it is a demolition of the decision-making power of the state, as a guarantor of popular sovereignty, replacing it with participatory democracy, which has no real political attribute. The slide from government to government shows that it passes from a civilization of popular sovereignty embodied in republican constitutions, a guarantor of the general interest, into a pragmatic, particularist and utilitarian society, the guarantor of special economic interests, in which the notion of the good of joint no longer has room.

4. Nationalism and democracy.

Nationalism can be seen as an integral part of consolidating the identity of a new state.

Whatever the reasons, the fact is that after the end of the Communist Party rule in the world an increase of national movements and national feelings was witnessed in post-communist Europe. Nationalism has been used as a tool of political mobilization and support so that in a number of countries, the rhetoric and symbols with the greatest electoral appeal were national.² The nationalist idiom had orientated an important

¹ European Commission, për më shumë shiko:
http://ec.europa.eu/transport/themes/strategies/2011_white_2011

² Verdery. K., "Transnationalism, Nationalism, Citizenship, and Property: Eastern Europe since 1989", 1998, fq 294.

place in the cultural repertoires of actors and had given meaning to post-communist transformations.¹

More specifically, Brubaker² distinguishes between types of nationalism, which have interacted to destabilize new or restructured states in post-1989 Europe. Thus we mention "national minority nationalism" that seeks to prevent and eliminate discrimination and exclusion. Further another type of nationalism is "foreign homeland nationalism", which sees itself as responsible for the welfare and fate of the non-citizen co-accused, ethnic minority in another state and intervenes on its behalf. This kind of nationalism does not protect national problems. It is about ethno-nationalism. This kind of nationalism can be a major obstacle to democratization in post-communist states because "post-communist governments give the impression that they do not represent the citizens, but the nation." All this suggests that in light of the nationalism that marked the political scene in Central and Europe Eastern after the fall of communist regimes, in

countries with significant ethnic minorities, the population will be slower in the process of democratic consolidation, thus reluctant to affirming the rights of ethnic minorities and their interests in societies where nationalism is prevalent will be an obstacle to democratic consolidation. European Nationalism and Euroscepticism for new EU members.

The phenomenon of Euroscepticism became apparent in the 1990s. This is because we have a change in the governing system and the demand of many states to become part of the community. History has shown that the term appeared in Great Britain when it was preparing for European integration.³

There are several definitions for this phenomenon and there have always been different views regarding the definition of this phenomenon. Some argue it as a negative signal of a gap between politicians' desire (to be part of the EU) and ratification of treaties. Many times some treaties have failed in their first vote by the people, but this did not happen in the second vote and the existing treaties have been ratified, but always with the consent of the people.⁴

However it is important to recognize that Euroscepticism can have positive attributes. These will be understood as awareness, interest, critical capacity of the people, in the sense that the European people remind the political elite that can not govern without

¹ Brubaker . R., "*Nationalism Reframed: Nationhood and the National Question in the New Europe*",1996, fq 68.

² Brubaker. R., "*Nationalism Reframed: Nationhood and the National Question in the New Europe*", 1996, fq 7.

³ The Oxford English Dictionary defines the Eurosceptic as "a person who has doubts or reservations about the benefits of cooperation that should be enjoyed by EU member states", p. 323.

⁴ Gfeller A., "*Building a European Identity*", France, The United States, and the Oil Shock, Berghahn Books, New York, 2012, fq 123.

the consent of society. The political elite here has less of a superior position than the people they elect.

But why are EU member states more skeptical than those who want to be part of it?

Member states are more skeptical because they have the opportunity to see up close how the EU works as an organization aiming to move towards a federation. Those within the Union are more inclined to lean towards non-functioning as a federation, so they are skeptical of this issue. This comes as a result of a Europe with history and the fear that this Europe may be extinguished if it is decided to proceed with the creation of a single state *ex novo*.

At the current stage of the *sui generis* organization, which is the European Union, it should be noted that each member state is a different nation from the others and none of them speaks or is represented as European.

It is the peoples, the different cultures that each state carries that do not allow the creation of a federal state because we have a clash of cultures or a clash of civilizations. The creation of a European Federal State would mark a new world order for international relations on a global scale.¹

If we compare it with the USA, it would be said that: "The USA is compact with the states that make it up. Its institutions are formed, mature, developed and the American Parliament (to compare it with the European Parliament) or the Senate as it is otherwise known, makes decisions for all states only in the presence of senators of member states, without requiring the vote of the people. . Stay with the institutions because their importance appears when they represent the US as the only one in the international arena. The result of this process is that they do not have an individual past or culture as European countries do, they simply produce and market it. The US, has a Constitution while the EU failed in its attempt to create one. The explanation for this is a consequence of what I argued above. The Constitution failed and with it failed any attempt towards a Europe state. In the ensuing Lisbon Treaty, the term Foreign Minister was also replaced by the High Representative for the Common Foreign and Security Policy. Precisely to avoid any misunderstanding in this regard. There is also no article dealing with EU symbols such as the flag or anthem.

On 1 January 1999 the Euro starts as the common currency in banking transactions. 11 member countries adopt the common currency. Three countries such as Denmark, Sweden and Britain decide to delay the decision. The coin did not succeed from the beginning. During the year its value fell by about 30% compared to other major world currencies. According to federalist theory, to impose integration, a full-fledged political system is needed, such as the federal government in the US.

¹ Picture or reflection. The term framework is used in giving arguments on the goals of a phenomenon or a process. In our case we distinguish between the phenomenon that is globalism and the process that is globalism.

As stated above, the EU is not an end product. Merger is in a dynamic process of change and what the final form it will take is difficult to predict. The EU institutions have competencies in several areas and pursue objectives set out in the treaties. This means that they are not free to choose their objectives in the same way as a sovereign state does, and that they are unable to cope with the challenges that sovereign states face today.

To return to Euroscepticism, we mention the fact that perceptions of the EU in the UK have changed more dramatically than in many other Member States.

The undisputed proof in this regard is the exit of this country from the European Union. It should be noted that this is the first experience of a country leaving the European Union.¹

On the other hand it must be said that leaving the European Union was not a surprise to anyone. This is because in 2004 there was a relatively low level of confidence and a relatively negative image of the EU. Calculations in% clearly show that "citizens do not tend to trust the EU", from 2004 which was 48% in 2012 went to 80%.²

Dominated by a constant fluctuation between national interests and the partially integrative interests that favor national ones, Britain has always been considered a difficult partner of the EU. The Conservatives' rise to power in 2010 gradually began to re-expose the government's stance on Eurosceptic ideas. These attitudes would also be reflected in the public speech on Europe, by the Prime Minister of Cameroon. The political ideas presented in this speech repositioned Britain again towards a choice option: negotiating a new agreement with the EU, and in case of failure a popular referendum to decide on leaving, or staying in the EU.

The referendum held years ago suggests for the first time a concise, clearly stated question about leaving or staying in the EU and is considered to have been one of the boldest promises that carries in itself a multifaceted risk, exposing it unnecessarily. Britain in the face of isolationist situations. In parallel with this political initiative, Britain confirmed that it would not participate in the reform of the EU Economic and Monetary Union, as well as stated a consideration for withdrawal from EU Justice and Home Affairs. British dissatisfaction has also been expressed in other areas affecting relations with the EU. Despite the bold promise of holding a referendum, the ideas expressed in Cameroon's speech address a range of issues. One of the main reasons is estimated to have been Britain's fading role in the EU, as the financial and economic crisis has significantly highlighted the role of the eurozone in the EU. The focus on a deeper integration of the euro area, has become an engine of integration, causing the latter to take the lead in other political areas, such as that of further economic and political deepening, with federalist tendencies.

¹ Titulluar Brexit.

² European Council On Foreign Relations, the Continent-Wide Rise of Euroscepticism, 2012.

This highly-argued scenario over the UK materialized with the UK's exit from the EU.

Attitudes towards the EU in Finland are¹ a bit contradictory as the level of support for Finnish membership and for the single currency is high, while the levels of support for Finnish membership and trust in the EU are very low. The economic crisis has polarized Finns, but growing criticism of the EU has somewhat strengthened pro-European sentiment.

Association Agreements with the EU are a first step on the path to full membership in the European Union. Most importantly, this process has caused the alignment with the *acquis communautaire*, the EU legislation, with the legislation of these countries.

The signing of EU Agreements with Central and Eastern European countries will have an impact on the democratic consolidation of these countries. EU pressure and monitoring a country's imminent opportunity to meet EU criteria should help a country stay on track for the democratic project. Therefore, we must see that, *ceteris paribus*, the sooner a country gives the signs of the EU Agreement, the faster its democratic consolidation

Conclusion

Regarding the study, the focus of this study is Central and Eastern Europe and the relationship with the EU, where the link to the interaction needs of democracies is direct and reciprocal. Being a very broad topic, and addressing the perceived responsibility of the EU with the interactions in the new democracies in Central and Eastern Europe is seen as a whole it has been chosen to focus on the problematic of how this democracy affects the execution of aid programs. in this region by the EU. International factors have influenced the democratization of Central and Eastern Europe, providing assistance in the form of programs. The fall of the dictatorial system in this period is seen as a revolution characterized by two important features: The first feature is characterized by the dissolution of the Soviet Union, a peaceful dissolution. The second feature of this dissolution marks the re-world order. In this feature it is clear that we are ahead of the development of a society based on democratic principles. The key questions already posed in the political debates are: what impact do aid programs have on the development of democracy? How the EU perceives responsibility through programs helper it offers? These are the main questions that guide the structure of this paper and the requirements for recognizing a wide range of issues that provide us with a complete overview and as close as possible to concrete and accurate conclusions. This paper analyzes and explains a wide range of political interactions between these countries with the EU, its main actors, the respective governments with their statements and positions, etc. This range of interactions includes cooperation, confrontation, and individual games in the interest of meeting the goals of each party.

¹ Or have been for the eight countries that joined the EU in 2004.

Today, democracy has reached an important point in the development of Central and Eastern Europe. Democratic institutions are more widely accepted in this region. Today more Europeans live in democracies. Recognizing the development of democracy in the region in question, we see that there is distrust in political institutions, as well as in participation in free and democratic elections.

The study aims to analyze the EU's responsibility for the interaction of democracies in CEE. This objective can not be achieved without considering a number of other aspects related to it, starting from the historic moment of the creation of communities and to the conditions that led the countries of Eastern and Central Europe towards EU membership.

The main problem of the study is the study of the consolidation of democracy in Central and Eastern Europe and the way of influence of democracy in the development of the region. Functional consequences and democratic performance are considered more important, combining it with the responsibility that comes before the EU, to help these countries to recover through aid programs. These programs are made available to countries with short-lived democratic experience.

The EU presents the democratic performance of the countries of Central and Eastern Europe in the form of the so-called Copenhagen criteria, regarding the ability to take on the obligations of membership. These conditions, which are economic-political, require democratically defined standards by meeting the criteria of a free economy. The problem in this case lies in the implementation and commitment of states to these criteria.

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Anterior View of Postural Youth Behavior: A Case Study

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Abstract

In the last two decades, incorrect posture has become significantly more widespread, particularly among school-aged children. According to various studies, scoliosis is one of the most prevalent incorrect postural types seen in school-aged children. The purpose of our study is to find out how common "Scoliosis" is among Albanian children. *Methodology:* About 308 kids aged 10 to 13 years ($n = 151$ girls, $n = 157$ boys) were randomly selected from Tirana public schools for this study. This group took part in a Posture Shape Examination (Anterior View), using Grid Chart Postural Analysis and the platform "Posture Screen Mobile®-PSM" (iPod). To provide exact information on their looks, children were photographed from the front (upright standing posture) wearing as little as possible. We analyzed the data statistically using "IBM SPSS Statistics 20," which included Descriptive and Frequency Analyze. *Results:* Our findings revealed that 34 individuals, or 11.03 % of the youngsters, had Scoliosis. This improper posture was more prevalent in 13-year-old youngsters (19.5%) than in children aged 10, 11, or 12. In comparison to females, boys were more impacted by scoliosis (12.7%) than girls (9.3%). The results reveal a minor difference in the degrees of postural displacement between boys (5.8185°) and females (5.4361°). Furthermore, postural displacement is greater in 13-year-old males (7.7650°) and 12-year-old girls (6.1458°). *Conclusions and Recommendations:* Based on the results of our study we conclude that incidents of anterior postural asymmetry occurred even in Albanian school-age children. Scoliosis, even why is detected more in boys, seems to be present in both genders. Based on these conclusions we recommend that parents, teachers, and children should be more informed about good posture and the problems that might arise from an incorrect posture. Further studies are important to be conducted in this field, in order to prevent the occurrence of these deviations and their aggravation in our young generation.

Keywords: Scoliosis, Children, Posture Asymmetry, 10-13 years old, Postural Deviations

Introduction

Because of the modernization process, which has significantly affected human postural structure, our daily routines have changed substantially. As a result, poor posture has become one of the most explored issues among scientists, as well as a problem that is fast growing among the youth. (Motow -Czyz et al., 2014; Brianezi et al., 2011) It has been revealed during the last two decades that the young generation is frequently driven to the usage of electronic devices (e.g., mobile phone, iPod, video game act), which has been proven to have an influence on upright standing, also known as "Posture." (Tremblay and Willms, 2000; Banfield, 2000; Misra et al., 2012). Even Kratenova confirmed this, stating that youngsters who spent 14 hours a week watching television or playing video games had the highest likelihood of developing improper posture. (Kratenova et al., 2007) Furthermore, it has been shown that there is a link between the way they sit or handle their schoolbag and the onset of Scoliosis. (Minoo et al., 2013) Children's postural abnormalities are thought to be caused by lengthy periods of sitting. This occurs because of long-term strain on various joints, which causes weariness in the muscles around them to relax. The body emerges from the ideal postural pose because of these relaxed muscles. The longer it remains in the incorrect postural position, the faster it might be accepted as good postural behavior if they continue to execute it. As a result, frequent breaks with minor moves over long durations of sitting may be the ideal strategy. This method may help their body straighten up again. Regrettably, many Albanian instructors have yet to use this technique. Many scientists should continue to attempt to reduce the lack of understanding about how to maintain an upright standing posture. As a youngster grows older, postural concerns become more obvious. In reaction to quick and gradual changes, their bodies perform compensatory movements in an attempt to restore a new balance, which usually results in the formation of postural abnormalities. Scoliosis is the most common postural deviation in children, and it looks to be on the rise in school-age children. (Latalski et al., 2013) Scoliosis is a malformation of the spine that causes lateral bending (left or right). Since the young asymmetrical body was one of the most prevalent symptoms recorded in years, scoliosis has been one of the most investigated postural disorders. Scoliosis was found to be 0.13 % in Kane and Moe's study, with females being more afflicted than boys are (1.5: 1). (Kane and Moe., 1970) The same was found in the Willner and Uden study stated that Scoliosis is more common in females than in boys, with 4.3 % in girls and 1.2 % in boys. (Willner & Uden., 1982) According to Karachalios, 1.18 % of participants had scoliosis, and there is no difference between girls and boys, therefore they were recognized in a 1:1 ratio in terms of scoliosis prevalence. (Karachalios et.al., 1999)

Aim: As a result, we decided to explore and assess the prevalence of this inappropriate postural form in school-aged Albanian children.

Research Methods

Participants:

In our study, 308 youngsters aged 10 to 13 years old were chosen at random from Tirana's secondary and elementary public schools.

Posture Test:

An IPAD "Posture Screen Mobile®" and a Postural Analysis Grid Chart were used to analyze 308 children aged 10 to 13 years (n = 151 females, n = 157 boys) for postural anomalies. The IPAD was used to photograph 308 children in frontal view, and then we used Posture Screen Mobile® (created by Dr. Joe Ferrantell in 2010) to statistically assess their postural form. To provide an adequate postural evaluation from a photo taken near the Postural Analysis Grid Chart, children were encouraged to wear only light clothes.

Statistical Analysis:

We used "IBM SPSS Statistics 20" to statistically analyze the acquired data, utilizing Descriptive and Frequency Analyze. In order to evaluate the presence of Scoliosis in our children's postural form, we analyzed the angle of posture displacement (in total) (Anterior View).

Results

Figure 1 shows that out of 308 participants, 49 % are girls and 51 % are boys, with a mean age of 11.5 years. Because the gender gap is not statistically significant, it has little impact on the prevalence of scoliosis by gender. Furthermore, it was shown that 13-year-old children were less engaged in this study due to their parents' opposition to their participation.

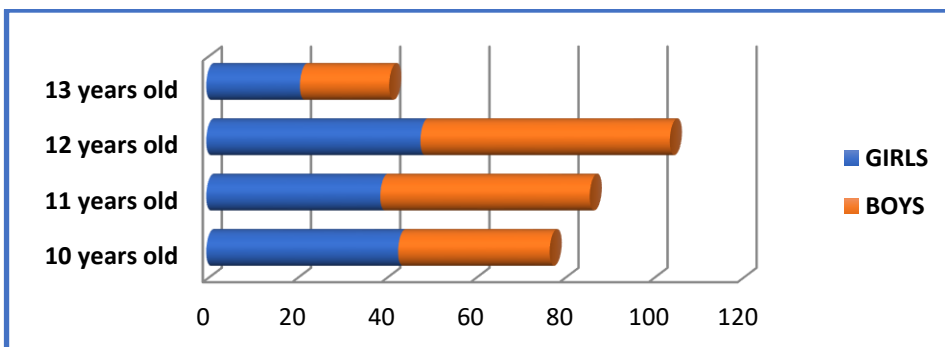


Figure 1. Participants by gender and age.

Table 2 shows that out of 77 children aged 10 years old, only 6 of them (3 boys and 3 girls) have light scoliosis, which means their spinal cord is deviated by $10^{\circ} - 20^{\circ}$ (*Cob Angle, 1948*). The prevalence of scoliosis at this age is 7.8%, therefore we can conclude that both genders are equally inclined to be impacted by scoliosis at this age.

ANTERIOR VIEW			BY GENDER			
SCOLIOSIS			Frequency	Percent	Frequency	Percent
			N	%	N	%
	Girls	Normal Posture	40	93.00	71	92.20
Age 10	N = 43	Light Scoliosis	3	7.00		
N = 77	Boys	Normal Posture	31	91.20	6	7.80
	N = 34	Light Scoliosis	3	8.80		

Table 2. Prevalence of scoliosis in children aged 10 years old, by gender.

Table 3 indicates the prevalence of scoliosis in 86 children aged 11 years old, which was found to be 8.1 %, with light scoliosis identified in only 7 of them (6 males and 1 female), contrary to table 2 results.

ANTERIOR VIEW			BY GENDER			
SCOLIOSIS			Frequency	Percent	Frequency	Percent
			N	%	N	%
	Girls	Normal Posture	38	97.40	79	91.90
Age 11	N = 39	Light Scoliosis	1	2.60		
N = 86	Boys	Normal Posture	41	87.20	7	8.10

	N = 47	Light Scoliosis	6	12.80		
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Table 3. Prevalence of scoliosis in children aged 11 years old, by gender.

According to the result in Table 4, children aged 12 are more afflicted by scoliosis than those aged 10 and 11. Scoliosis was found in 12.5 % of 104 children aged 12 years old, which means that 13 of them (6 males and 7 girls) had light scoliosis. Furthermore, both genders exhibit scoliosis, with a modest quantitative difference but no statistically significant difference.

ANTERIOR VIEW				BY GENDER		
SCOLIOSIS			Freque n c y	Perce n t	Freque n c y	Perce n t
			N	%	N	%
	Girls	Normal Posture	41	85.40	91	87.50
<i>Age 12</i>	N = 48	Light Scoliosis	7	14.60		
<i>N = 104</i>	Boys	Normal Posture	50	89.30	13	12.50
	N = 56	Light Scoliosis	6	10.70		

Table 4. Prevalence of scoliosis in children aged 12 years old, by gender.

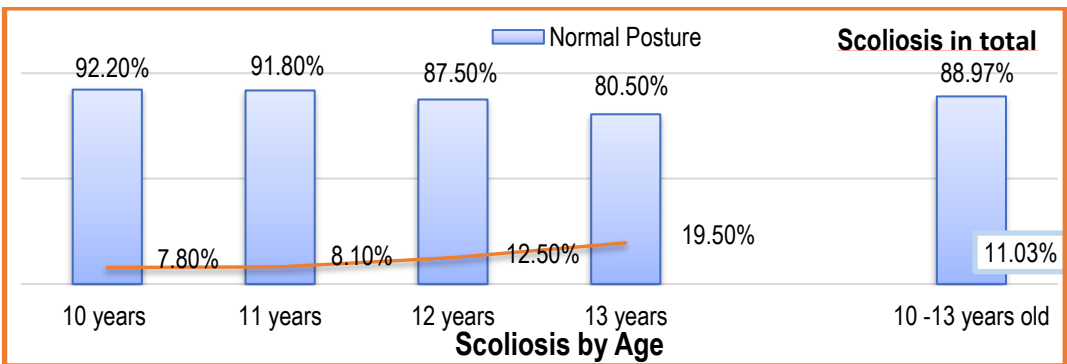
Table 5 shows that the prevalence of scoliosis is 19.5 % in 41 children aged 13 years old, which means that 8 of them (5 boys and 3 girls) had light scoliosis. Furthermore, results show that in this age group, boys are more likely to show scoliosis than girls are.

ANTERIOR VIEW				BY GENDER		
SCOLIOSIS			Freque n c y	Perce n t	Freque n c y	Perce n t
			N	%	N	%

	Girls	Normal Posture	18	85.70	33	80.50
Age 13	N = 21	Light Scoliosis	3	14.30		
N = 41	Boys	Normal Posture	15	75.00	8	19.50
	N = 20	Light Scoliosis	5	25.00		

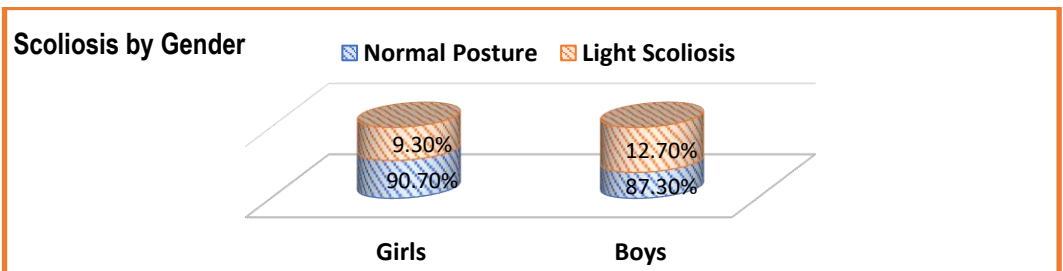
Table 5. Prevalence of scoliosis in children aged 13 years old, by gender.

As seen in Graphic 1, scoliosis becomes one of the most typically detected postural forms as children grow. Scoliosis affects 11.03 % of Albanian children aged 10 to 13 years old, according to the results.



Graph 1. Prevalence of *Scoliosis* in total and by age.

Graphic 2 shows the prevalence of scoliosis among all our participants (N=308; aged 10-13 years old), revealing that scoliosis is more common in males (12.7 %) than in girls (9.3 %).



Graph 2. Prevalence of *Scoliosis* by gender.

Table 6 shows that boys (5.8185⁰) have a more distorted posture than girls (5.4361⁰), which unfortunately appears to become much worse with time. Furthermore, the

degree of postural displacement in females grows between the ages of 10 and 12, but after that, the posture displacement declines. The mean values of postural displacement are higher in 13-year-old boys (7.7650°) and 12-year-old females (6.1458°).

Descriptive Statistics						By gender			
Gender	Age	Min	Max	Mean	Std	Min	Max	Mean	Std
Girls N = 151	10	0.00	15.50	4.8453	3.2895	0.0	15.50	5.4361	3.2384
	11	0.00	12.20	5.0718	2.6433				
	12	0.00	14.70	6.1458	3.1451				
	13	0.00	15.00	5.7000	4.1370				
Boys N = 157	10	0.00	11.20	4.8176	2.9368	0.0	18.10	5.8185	3.5487
	11	0.00	12.70	5.2426	3.5932				
	12	0.00	15.50	6.2143	3.5294				
	13	2.80	18.10	7.7650	3.7465				

Table 6. Descriptive Analyze of Scoliosis by age and gender.

Discussion

Children's postural diversity has become one of the most explored and studied areas, especially among physical education professionals. As long as our children spend a significant amount of time in school, we must be vigilant about their long-term sitting position. Standing in the same posture for a long time relaxes muscles, resulting in an imbalance that impairs the upright standing position. All of this happens because of intolerable pressure operating on the same place of the body repeatedly.

It is crucial to emphasize why our study focuses on children aged 10 to 13 years old in order to examine the prevalence of postural deviations. All of this is connected to the fact that postural irregularities may be easily addressed by workouts only if they are detected before the developing process is completed, allowing ample time for repair. (Brianezi et al., 2011; Latalski et al., 2013; Cosma et al., 2015)

Recently, the incidence of postural deviations has grown among youngsters, as evidenced by Janakiraman's study, which concluded that bad posture has tragically

reached pandemic proportions (Janakiraman, 2014). Based on these remarks, we decided to look into scoliosis and its incidence among Albanian children. When compared to other research, our findings revealed a reduced prevalence of this postural abnormality. Regardless, we must pay attention to this emerging health risk among Albanian youngsters in order to avoid it from becoming widespread. According to the findings of our study, 11.03 % of 308 Albanian children aged 10 to 13 years old were diagnosed with scoliosis, indicating that this global health concern manifests itself in the posture of Albanian youngsters. These findings are consistent with recent research that show scoliosis is the most prevalent postural abnormality. (Kratenova et al., 2007; Bueno & Rech, 2013)

In the context of our research, it is crucial to note that the wide range of findings in different studies on the prevalence of scoliosis in children is understandable as long as diverse diagnostic procedures are used. (Purenovic, 2007; Bueno & Rech, 2013)

Our findings revealed that boys (12.7 %) are more affected by scoliosis than girls (9.3%), but this evidence contradicts the findings of international studies that claim that girls are more affected by scoliosis (Kane & Moe and Willner & Eden) and others who found that girls and boys are equally affected by scoliosis (Karachalios). This diversity is because of different tests and age groups of the referred research articles.

Conclusion and Recommendation

Based on our findings, we can clearly conclude that a scoliosis is a postural form that may be discovered in Albanian children. Furthermore, our findings revealed that girls aged 12 and males aged 13 were more harmed by this poor postural form than youngsters aged 10 to 11. Based on our findings, we need to be more cautious regarding the postural development of the next generation. Our future scientific purpose in this health concern will be to dig as deeply as possible in order to avoid its spread.

We recommend that parents must pay greater attention to their children's postural development because of the detected bad posture among Albanian youngsters. A periodic inspection by a professional must be the least of a parent's carelessness for their children's improved postural development. They have the ability to prevent the development of bad posture by asking and motivating them to maintain their bodies straight or involving them in an active lifestyle. Physical Education Teachers have a significant influence on the prevention of improper posture in youngsters. They are responsible for ensuring that children receive a good postural education during school hours. They should pay attention to preventing poor posture by keeping them informed about what good posture is, why it is necessary, when a postural shape is proper, and how to avoid it. Despite the fact that bad posture has become one of the most studied issues, it continues to be a serious problem in children's posture. All of this indicates that our research must continue and become more in-depth in order to help, at the very least, to minimize the number of incidences of this phenomenon.

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The Consciousness in Dreams, Film, and Architecture

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Abstract

Dreams are a universal phenomenon and tie all mankind together. They have inspired man throughout history from influencing religious mythologies to various scientific innovations. Dreams have also inspired various art works. They are the ultimate visual, spatial and temporal experience and, due to this attribute, dreams are identified with the act of watching movies. Likewise, architecture provides visual, spatial and temporal experience. There are striking similarities between the medium of films and dreams experience. Thus movies have produced the most satisfying imitations of Dream experiences. But even though the architecture also provides a visual, spatial, and temporal experience, the attempt to portray dream characteristics deliberately is rare to find. This paper aims to narrow the gap regarding the understanding of the state of consciousness while experiencing dreams, films, and architecture. Thus, narrowing the gap between the three disciplines. The study is primarily based on qualitative data analysis. The research makes use of discoveries in the field of neuroscience and elaborates on the existing findings. The research concludes that all three disciplines have a lot in common and certain attributes of each can be experienced in the other.

Keywords: oneiric cinema, dreams, architecture design, oneiric architecture, neuroscience, consciousness

Introduction

Since the beginning of mankind, humans have been trying to comprehend dreams. The approximation of dreams with reality has led to their influence on religious mythologies. Many religions advocate dreams as divine messages from God. This is due to the fact that dreams appear so real that we are not able to deny their actuality when we are in them. The close to reality feeling about dreams has influenced and led people to act upon them, thus resulting in many scientific discoveries as well. Although dreams are identifiable from waking life, it's hard to avoid being influenced by them. A more common phenomenon is of nightmares where people may wake up as a result of anxiety evoked by dream content.

(Rodríguez, 2020) Thus, the state of consciousness in dreams has to be far more strikingly similar to waking life than it's generally perceived.

Dreams are visual, spatial, and temporal experiences and several art mediums have been used to illustrate dreams. However, cinema is the only medium that can generate the most satisfying dream portrayal than any other medium of art. (Juniad, 2021) People associate watching films with a dreaming experience. Like dreams, films also play with our perception and can generate relatable experiences. But on the other hand, architecture is an art form meant to inhabit people. It forms our consensus reality. It is a visual, spatial, and temporal experience and generates experience for our waking life. The role of buildings is not just to provide shelter but also to generate the identity and memory of a place. Movies are close to reality and life-like. The camera is used to capture reality out of which a new reality is generated, like the way a dream plot is generated out of fragments of waking life. While visualizing films, we devote our time to hallucinating another reality that is contrary to our existing reality.

Materials and methods

The research relies on qualitative research methods mainly. The research relates the neuropsychological findings with the experience of waking life, dreaming, and watching movies. It elaborated on co-relating the state of consciousness while dreaming and watching films. The interpretation of the state of consciousness in dreams is related to its most closely associated interpretation in architectural design and architectural elements. The aim is to aid in devising design interpretation of dream consciousness in architectural design when needed.

Results and Discussion

State of Consciousness

To identify the state of consciousness in the dream state and watching films, the neurological study of the brain is essential. While watching films, the synchronized part of the brain is the cortex and fusiform face area. (MILLER, 2014) Likewise, while dreaming visual cortex is a highly active part of the brain. (Burke, 2019) This is because dreams and films are both essentially visual experiences. In dreams, our brain elaborates on the visuals by proposing a narrative and plot. Similarly, while watching films, we comprehend the plot by linking the visuals. However, while we are dreaming, there is no room for generating new thoughts or engaging in another activity. Such as in the case of VR headset experience. (Community, 2021) The visual experience in dreams is so immersive that little room is left for the mind to wander around along with the brain engaged in proposing the narrative. But while watching films and in waking life there is room for the mind to wander round. There is room for ruminating after breaking the continuity of the experience. That is only when one is not focused on film for any reason. In dreaming, an exception is lucid dreams,

where one can consciously make decisions other than what is being projected as a visual and spatial experience. (Ursula Voss, 2009)

In dreams, there is decreased self-awareness, logical thinking, and a lack of sense of orientation. A similar experience is encountered when watching films in a cinema. Cinema is one such architectural program that helps viewers to give in to the screen visualization so as to hallucinate. This has particularly to do with the ability to sit and relax in dark surroundings where the only source of light and visualization is the screen for the viewers. In cinemas, we give-in to the visualization in front of us while we put our motor functions to rest. (Juniad, 2021)

It is important to distinguish the state of consciousness in dreams to be able to identify dream experiences from or with waking life and watching films. When we are experiencing the present or in a state of consciousness, our brain is continuously connecting our experience with memory while proposing plans for future actions, which is usually the same for experiencing architecture. While watching films and dreams, our memory does not help our movement with visual experience and our flow of thought is not guided by past experience, so our working memory is at rest. In dreams, we cannot choose how long we want to be part of a visual or spatial experience, the flow in space is unidirectional and repetition is a less experienced phenomenon. Only if dreams can be recorded, or in the case of an oneiric film we can always replay to re-live the dream plot. Dreams and cinema are able to hallucinate and to deceive perceptions. In architecture, such an effect has been created through the incorporation of media into spatial designs. Examples of this are projects by Team lab of Japan and the Museum of Dream space. (teamlab, 2015) Another type of approach can be found in the project Mimesis museum by Castanheira & Bastai Arquitectos Associados, Jun Sung Kim and Álvaro Siza. It has a hallucinatory effect in it. (Archdaily, 2013) It has a void that is partly a courtyard. On the human scale, it is hard to comprehend at first glance. Memisis is a mechanism of dreams that is part of the primary process. (Rascaroli, 2002) It is to displace or project attributes of what's causing disturbance into something associated with it in a signifying chain. So, in this museum, one can identify attributes of the courtyard projected in a void and vice versa.

Dreams have increased emotional experiences and anxiety is the most prevailing emotion of all. (moods, 2013) Dreams, architecture, and films can evoke emotions. The first display of the film of a moving train by the Lumier brothers is a classic example to understand that, as it made people rush for their lives. In architecture, building like the Berlin museum by Denial Libeskind evokes an emotional experience through its spatial design. The impact of the experience lasts even after visit of the building is over. During REM, the emotions experienced also can prolong further than the dream visual content. It is at times illogically related to the occurring dream events.

The visual composition of dreams is derived from fragmented visuals from memory. These fragments are regenerated in varying new compositions and arrangements. Such quality of juxtapositioning can be found in buildings such as Berlin museum and The Royal Ontario Museum by Denial Libeskind. Where the buildings of two distinct time periods are linked together. Thus, there are elements from two periods of time present in one place.

In dreams there is hyper association of thinking, perceiving, processing, and understanding of language. At this point mind is struggling to comprehend what it is exposed to. Thus resulting in dream plot or narrative. Such struggle in consensus reality occurs when we are exposed to either something new or something that may have hallucinating impact. The illusionary architecture can generate a sense of confusion and can result in struggle of finding a comprehension of spatial experience. KATHERINE MACDUFFIE, GEORGE A. MASHOUR (2010). Cinema is the medium through which an altered reality can be produced by the manipulation of captured reality. Cinema can portray the effect of de-familiarization. Such as in the case of Salvador Dali's *Un Chien Andalou* (1928) film. It uses Cinematographic techniques to destroy the symbolic order and to produce the effect of de-familiarization by presenting a familiar object and then disrupting it through montage. This same quality of narrative exists in surreal automatic writing, which was driven by the psychoanalytic technique of free association to suggest a disruptive narrative. Thus, Surrealist films used this method to illustrate disorientation. According to Baundry cinema creates an "impression of reality". While we are in dreams, they seem real, so dreams give the impression of reality. Thus, while we are in them, they are our reality. Likewise, when we experience architectural spaces, they are a component of our reality during the experience and it's when we are outside of a building we are able to differentiate it from other types of buildings and other types of spatial experiences. (Mormina, 2016)

In films, our prior waking life and dreaming experiences help the viewer to form link and connections in various shots of film. Our eyes correlate the movement in film as one consistent experience. They help us to assess scale, proportion, depth, texture, color, and light. (Academy, 2010-2022) We use our visual experience to judge and build imaginary out of the symbolic. Similarly, when we see a portion of space in the film, we assume it to be part of the larger context and we assume the space to be complete in itself. Such as in the case of the famous montage experiment by Eisenstein where our mind builds a relationship between the visuals juxtaposed together. (Admin, 2014). Such is our experience with dreams that we are exposed to fragmented visuals of spaces that are connected through perception and we perceive the space to be complete in itself. We talk about traveling to various places in a dream even though we are visually exposed to a fragmented vision of a space.

Co-relation of dreaming consciousness in architecture design.

Design theory is generally intended to enrich design through a developed concept around which the components and expressions of design rely upon. The expression helps formulate a method of analysis that is unique to the discipline and helps resolve design problems. (Elsemary, 2014) Since dreams and architecture are visual, spatial, and temporal experiences, the elaborate understanding of dreams can help device design theory for its possible interpretation in architectural design. Since movies have been used to portray the most satisfying illustrations of dreams, the study of oneiric cinema can provide an exemplary model for comprehension of the dreaming experience.

In dreams and films the visualization is generally out of the control of the visualizer. Similarly, when it comes to the design of a building it's the architect who devises the visual and spatial experience of the building for its user. When architects design a building they make decisions about the flow of people in the building. They can redirect, plan and control the flow of people in the space by manipulating the hierarchy of spaces or by playing with the scale of space for example with respect to human anthropometry. Thus the will of the user can be brought to rest unknowingly or unconsciously. Particularly in the case of public spaces, there is less in the hands of visitors to alter the visual experience proposed by the architect. Also in case of illusionary architecture, the movement of people can be further deceptive. Example for this is movement inside Ames room and movement around the Penrose triangle. (BROWNLEE, 2006) In the case of an impossible triangle, the working memory cannot help predict what's coming ahead while we are moving through the space, only a thorough investigation can lead to the comprehension of the space. Unlike dreams, architecture has a physical reality and a sense of permanence to it. Dreams and films are more fragile and are visual illusions. In case of buildings we are able to choose for how long we want to stay in one space and we can return to previously experienced space. We can also capture a building in multiple ways through camera and record it. By bringing dream scape into architectural experience architects can bring a sense of permanence to it. They can make illusive dream plots look more concrete, this will eventually and hopefully help to comprehend them in waking life. Dreams and films have hallucinatory effect on us. (Fusco, 2017) Furthermore, in dreams, there is a lack of color association and a natural pattern of luminance. Films have been portraying the uncanny through the process of lack of color association and natural patterns of illuminance such an example is of portray of jitterbug dance in the film Mulholland drive. Where the shadows of dancers don't correlate with their dance moves and the dance ends with the overexposed image of the leading protagonist of the film. In spatial designs, the art of anamorphism can portray a disruptive association of shadows, forms, and colors. Also, techniques like Thomp'e loei can create a very deceptive perception of space. In dreams, there is the absence of personality expression and moderation of social behaviors. Architecture may or may not be an expression of the personality of the client or an expression of the life

of someone in any way. This depends on the design philosophy that is being used for proposing design. It can be customized to decentralize it from being an expression of specific personality traits. To a certain extent, architecture has the ability to shape human social behaviors as well. (Lipman, 1969). For example, a window opening on the street enables the dwellers to keep a watch on the happenings in their neighborhood and sometimes vice versa. In films, many functions are associated with common, buildings elements of architecture such as windows, doors, walls, stairs, etc., showing their role in daily life and elaborating on them. (Anon., n.d.) A dream similarly, elaborates on the collection of visuals from waking life and generates an experience outside of our previous experiences. Thus, the elements in dreams are not far from identified by a dreamer. In cinematics set production is done to generate a specific spatial experience for a particular film sequence. The art of set production is similar to designing a building. In both a spatial experience is being shaped. In waking life, the movement of people within space is slower as compared to the shift of spatial frames in dreams and films. Our ability to communicate through a screen has a further blurred sense of reality, identity, personality, or physical characters of the users. This has broken down the 'physical' distance while maintaining a perception of distance. (Kacar, 2005)The incorporation of media in architectural spatial experience has revolutionized how architecture can be experienced today. (Community, 2021) dreams, Architecture and films both can evoke emotions but not necessarily the same type of emotions. Buildings can on purpose be created to generate anxiety such as haunted houses. Last but not least in dreams and films we are exposed to threats visually but not physically so a dream-like architecture may result in evoking emotions but can still be a safe spatial experience for all. And watching a film is usually physically a safe experience. The unique architecture program of cinema is devised to let people hallucinate in the dark while motor functions are at rest. (Juniad, 2021) Apart from cinematic experience, it's hard to disconnect people from awareness of self in waking life. An example of it is people being afraid of glass see-through bridges. They know they won't fall down but it cannot prevent them from fear of falling down. So their consciousness is connected with the awareness of the existence of self.

Conclusion

To a certain extent, the state of consciousness in dreams can be recreated in architecture through the design of its spatial composition. Today, all that is required to portray dreams in architecture is at our disposal but requires an active and conscious effort to do so. we can generate dream-related spatial experiences. However, one deliberate and coherent attempt is still due. Cinema is a suggested medium to study for architects in order to understand how a dream plot can be formulated such that it can generate an illusion of dreaming. A deeper study can be done by studying various film editing techniques that are used to generate oneiric

experiences. Comprehension of such techniques in design interpretation can further suggest methods of generating dream experiences in waking life.

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