



EUROPEAN CENTER FOR SCIENCE
EDUCATION AND RESEARCH

EUROPEAN JOURNAL OF SOCIAL SCIENCES
EDUCATION AND RESEARCH

September - December 2015

Volume 5, Nr.1

ISSN 2312-8429

ISSN 2312 8429



EUSER
EUROPEAN CENTER FOR SCIENCE EDUCATION AND RESEARCH
First Published 2015

EUROPEAN JOURNAL OF SOCIAL SCIENCES
EDUCATION AND RESEARCH

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Volume 5, Nr.1

ISSN 2312-8429

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Typeset by EUSER

Printed by EUSER

EUROPEAN CENTER FOR SCIENCE EDUCATION AND RESEARCH
September - December 2015

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Biographical Narratives in Teaching: a Study of Professors on Postgraduate Courses

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Abstract

Literature and research have shown that professional development constitutes an essential dimension in constructing both work and professional identity. An important aspect in such development is training. In the field of adult education, different authors (Pratt, 1993; Mezirow, 1985; Schön, 1996; Silva, 2007) emphasize the importance of placing trainees at the center of the learning and cognitive processes and within their corresponding social and historical contexts. Training is supported by a comprehensive adult learning theory. Therefore, the acquired knowledge is not only the result of an external and objective reality but also of a complex construction in which the appropriation of experience plays a relevant role. This paper reveals the findings obtained through biographical narratives in a five-year work program with teachers at different levels (from pre-school to higher education) on postgraduate courses. The core issue is the importance of biographical narratives, as an identification strategy for personal experience, knowledge construction and professional identity. This strategy provided the opportunity for recognition of practical experience, as a provider of learning, as well as his/her own authorship, which are important conditions in the understanding of professional identity.

Keywords: Biographical narratives, Teaching, Experiential learning, Professional identities

1. Introduction

This text focuses on the process of training that has been experienced over five years during the teaching of a particular discipline in an academic postgraduate university course. The setting is in the area of the training of adults and professionals, who predominantly work in the field of education and teaching, that is to say, it is related to a discipline integrated in a Masters in Educational Sciences course that specializes in Curriculum Development and whose students are mainly teachers at various levels of education from pre-school to higher education.

When planning the syllabus of the discipline various aspects were taken into consideration. These aspects included the characteristics of the students, the designation of the discipline and the meaning attributed to them. Taking into account these elements, the course staff were not indifferent to the pedagogy for adults (Knowles, 1984, 1986; Pratt, 1993) with its specific characteristics and demands, which the trainers sought to highlight in the conception and implementation of the syllabus. As an essential aspect of the training plan, there was a preoccupation with placing the students - the subjects of the training - at the center of the learning and cognitive process with the topics located and situated in social and historical contexts (Pratt, 1993). That is, the training plan was underpinned by a comprehensive theory of adult learning (Mezirow, 1985) in which the structuring of experience had a fundamental place and, consequently, knowledge did not only result from an objective and external reality but also from a complex construction in which the trainee had an essential role (Silva, 2003).

In this way, it is possible to emphasize three elements of the syllabus of the discipline that are considered relevant: its content, its methodology and its evaluation. The reason for highlighting them is not because of the elements themselves, since they are part among other components of the conception and implementation of any educational or training syllabus, but because of the form and content that each one of these elements took, which had never been tried out with students in previous training situations.

Our proposition resulted in an investment in formative interventions distanced from merely cognitive and instrumental rationality. We sought really to develop instances of the piloting of well-considered moves and of the development of networks of complex and diversified interactions (Silva, 2004, 2015a, 2015b; Lepisto, Cronina and Pratt, 2015), which contributed to the adaptation of the complexity of the personal and socio-professional systems.

We focused on the challenges of teaching-learning experience training and especially on issues concerning the preferred methodologies in order to reflect the 'subject capable of taking advantage of situations' - according to the analytical proposition of Pastré (2011) - of his personal and professional experiences and recognize, as empirical knowledge, knowledge that is built throughout time not only socially but above all biographically (Dubar, 2004; Silva, 2015b). In this process, the work to turn the spoken or written narrative into usable content (Ricoeur, 1986; Gonçalves, 2000), where the work of each of pronouncement is to explain or to explain to better understand themselves, is recognized as the work of authorship. Furthermore, it is essential work for the discovery of their experience, as it leads to the possibility to know and evidence the epistemic status of (his/her) experience.

2. Methodology

The presentation about the discipline identified discusses – in a succinct way – the various pedagogical aspects that characterized it; namely, its purpose, aims and methodology. These were as follows: "The Curricular Unit Identity(ies), Training and Non-Formal Learning takes lifelong training-learning as an area for discussion and critical analysis and particularly non-formal learning. This area will not only be an object of study external to the actors involved in the process of post-graduate training but will also result in a system of self-analysis of the training-learning processes of the participants and of their (re)construction of identity(ies). It will favor an analytical and critical perspective of content and fundamental participative dynamics in order to develop and strengthen the self-analytical and self-critical dimension, which encourages the identification of training pathways and learning situations" (Silva, 2010). In this sense, a methodology based on the constructivist paradigm was favored with an emphasis on the biographical narrative method (Délory-Momberger, 2004).

2.1. Objectives

The general objective of the pedagogical work was to develop and strengthen the self-analysis and self-criticism dimension for the identification of the training pathways and important learning situations throughout the training and professional path. For this they had to define some specific objectives; namely, i) to identify their professional pathways, contexts and learning situations; ii) to articulate their professional and identity dynamics and the processes for the production of knowledge; iii) to produce a written and reflective work focusing on learning situations in both formal and non-formal contexts.

2.2. Population

A total of 70 post-graduate students attending Master and Doctoral courses in Sciences of Education at the University of Minho participated in the study. The majority of the students were teachers (95%) from pre-school to higher education, as mentioned earlier, and they were mainly female (93%) and Portuguese nationals (90%). However, throughout the five years of the implementation of this program of training students with Brazilian, Angolan and Mozambican nationalities also attended the discipline.

2.3 Methods

The pedagogical work, which was carried out in an academic training context, focused on (self)reflective work about the contexts of the lives of the trainees and those that organized the process of self-training and co-operative training.

Work included the construction of an individual portfolio throughout the semester for presentation at the end of the semester and it included the production of three short written individual narratives for submission during the semester. The first

narrative concerned *learning and training experiences*, the second *lived professional identity and attributed identity* and the third *socio-professional dynamics and construction of identity(ies)*.

The analysis and results presented are based on our experience of teaching and learning in the academic context of higher education and the qualitative analysis of various documents, both by the trainees (including biographical accounts and portfolios) and by the trainers. We will highlight the pedagogical factors, the learning process and the self-discovery in the personal and professional careers of the trainees, which had an impact on their personal and professional development.

This maxim was the point of departure and arrival. It was like a place of embarkation for a journey to be taken together by the trainers and trainees and where to return to at the end. It was a great pedagogical challenge!

With the objective of accomplishing this challenge some of the elements of the pathway were revisited, particularly elements inherent to the pedagogical process, which are essential in the process of (self)discovery and development.

In this way the content of the work is presented and it included the evaluation of the process, the learning of the trainees and the favored methodology. These three elements were united in the form that articulated the major pedagogical challenges and through them the (self)discovery, while the people and professionals fulfilled themselves by taking on an inevitable inter-dependence.

The content that was put into perspective from the beginning was like an aphorism for investigation, questioning, reflection and discovery. This field, as the focus that is going to guide its observers, is more than an object of external study for the actors involved in the process of training, as it constitutes a system of self-analysis of their own training-learning processes and (re)construction of identity(ies).

Returning to the image of the port of embarkation, it is important to emphasize three maxims with which the journey is usually started. The first is the belief of Pineau (2004, p. 14), when he stated that “training times are too important to be only institutional training”. This is a recurring maxim throughout the journey, and one that comes and goes continuously between the prospect and the process of reflection and (self)reflection of each actor about his/her own pathway.

The second is directly associated with the first and is reflected in the commitment: “to the discovery of non-institutional training times”. Each trainee was invited to reveal their training periods by going over their own, personal and professional biography.

The third is a commitment to ‘authorship’, through the adoption of his/her emergence, as a witness to his/her individual passage from the condition of being the object to the condition of being the subject of a project (Gonçalves, 2000).

1. Results

3.1. The pedagogical challenges

The pedagogical challenges often left doubts for the students, who saw, as manifold, the challenges that they themselves raised and who were permeated with enthusiasm, uncertainty and apprehension. Taking up the perspectives and expectations of the trainees with respect to the discipline, two female students made the following statements about its purposes:

“The presentation of the curricular unit looked attractive to me. I confess that, on the same day, I commented to a friend: “This subject was made for me! ... I am going to thrive with it!” ... For this reason, I had no hesitation in taking the option”. (Student Portfolio, academic year 2010/2011).

“To participate in this Curricular Unit meant for me at that moment, the possibility of being rescued from a subterranean chamber” (Student Portfolio, academic year 2010/2011).

It was possible to frequently ‘read’ – in a certain sense ‘foretell’ - in the attitudes and commitments assumed by the students (at least by the majority of them) that their option had a significant added value for them, as people and professionals and not only as pure trainees. There was, therefore, in some way a ‘tacit’ but also an explicit commitment, which they adopted as trainees in order to contribute to their growth, as people and professionals.

This is a central condition and a demanding commitment, which - for some - is more important and more significant than for others but which everyone always recognized as essential:

“... to tell, as an author, is not easy and it demands of us a position of detachment and self-reflection that infers the condition of being responsible for our faults, weaknesses and self-assuming conflicts, which are important for the building up of our lived and attributed identities” (Student Portfolio, academic year 2010/2011).

These maxims, which were presented at the start of the journey, were kept in mind throughout the journey and were the links uniting the content, methodology and evaluation process. The methodology of evaluation, which they received with a mixture of curiosity and perplexity throughout the different years of the course, for the trainees had results that were innovative, interesting and appropriate for the learning process that they decided to undertake. Also it assumed the commitment of co-operation and of continuous feedback in the face-to-face sessions and in the written commentaries in each one of the narratives delivered by the trainees on the dates that they agreed, as a group, in the first working session. This was an essential condition in the construction of authorship and in the production of knowledge in interaction but also an important element for the progressive acquisition of self-confidence in the unique and (self)reflective processes that each trainee was generating.

As they always stressed, it was a totally unknown journey for them. For they also assumed command, as authors, of their own learning and of the production of new knowledge. They needed to learn to confide in themselves and to have ‘anchors of support’, incentives, (re)direction and questioning. This was our essential work throughout the journey. Even more of a challenge for the trainers was that many times they were confronted, interrogated and questioned by the students and it was necessary for them to give appropriate feed-back at the right time. The trainers were pleased, when they received the opinions of the students, about the impact of their comments. These were moments of (self)discovery and mutual growth - both personal and professional. As one female trainee stated at the ‘end of the journey.’

“What can be said about this journey that started tentatively and with high expectations? What balance did I make of these months during which I was called upon to reflect on, to comment critically about and to analyze carefully and pertinently about all that surrounded me, being aware that the training emerges out of multiple contexts and is not limited by formal, institutionalized training? ...

This journey now ended but marked by joy, surprises and doubts, made me understand, like a poetic person, “what is important is to start, not to arrive” (see the poem *Viagem (Voyage)* by Torga) ...

On balance, I consider that the making of this portfolio constitutes an important moment for my professional and also my personal development.

... it was an opportunity to ‘visit’ dark alleyways that now are illuminated ... it was a way of descending to my depths and finding lost reminiscences in the ship of my fantasies, aspects that helped me in the process of writing and that reflected my characteristics of identity ...

Therefore, the writing about my person and professional experiences...the writing of this portfolio made it possible for me, without doubt, to experience feelings of joy and calmness, which did not always happen when we carried out work of a scientific nature” (Student Portfolio, academic year 2005/2006).

This last statement highlighted with clarity something essential in the learning experience and in the value of knowledge, which the writing of Sousa Santos (1988, p. 54-55) also underlines. In other words, “the quality of knowledge is evaluated less by knowledge that controls or functions in the outside world than by the satisfaction that it gives to who gets access and shares it. (...) This way – subjectively again - scientific knowledge shows how to live and results in practical knowledge”.

At the end of each journey, working jointly with the group of trainees, their uniqueness is reviewed. Despite always leaving from the same portal, each one is permeated with doubts and surprises that have helped the author to explore other horizons and to run the risk of new challenges.

3.2. The process of discovery and authorship

The assumption of authorship in the process of training-learning is, as has already been mentioned, a fundamental commitment, which places the trainees at the centre of the learning process. In this sense, it gives them “on the one hand, the assignment of a sense of a complex reality, an assumption of what is not the cognitive, affective and social story of anyone else (Barth, 1996) and, on the other hand, his/her mobilization for the self generation of his/her own life (Pineau, 1983), by using him/herself as a resource in the process of training and learning (Charlot, 1997)” (Silva, 2003, p.60).

This mobilizing of the adult, who assumes his/her own responsibility for training and learning, takes as its point of departure the statement of Pineau (2004, p.14) mentioned earlier. An assumption that the trainees generally recognize as particularly important in their process of self-discovery, as is indicated in the following records:

“...this week, the quotation of Gaston Pineau, the paired work about the recovery of memory of knowledge and, afterwards, writing my “Personal Narrative” and “(In)Visibility of Training and Learning: Knowledge, Experiences and Authorship” made me clearly understand that this was the way that I hoped for my professional reconstruction – I did not only hope that the reconstruction would also be personal – it was, perhaps, even larger and deeper than I could have imagined ...

Throughout the path that now emerged I perceived not only the profundity of the questions but also the importance of this type of work” (Student Portfolio, academic year 2007/2008).

The inclusion of experiential knowledge in the training process, namely, through biographical narratives and self-reflection, gives access to the subjects under training not only in terms of the recognition of knowledge and of knowledge accumulated throughout their life pathways (Silva, 2003) but also to the reworking of their personal and professional identity in accordance with the acknowledgement of the trainees cited above.

The exercises and suggested readings bring together, little by little throughout the training process and with more or less difficulty for the trainees, their capacity of detaching themselves personally and from the world in which they live, since detachment is essential for the reconstruction of knowledge already acquired, the production of new knowledge and their own ‘professional and personal reconstruction’.

This process of (self)discovery is frequently the most demanding exercise and more gratifying for the trainees, because they gain their authorship, particularly through the drawing up of their biographical narrative(s) and they recognize that the knowledge that they produce themselves is essential for the appropriation of their personal and professional identity.

In this process, (self)reflection constitutes a fundamental element, which though the trainees recognized they were not used to the exercise, they also acknowledged its importance for accessing (their) knowledge, transformation and personal and professional development, as can be read in the following statements:

“Writing narrative is my process of identity, it enabled me to re-evaluate my memory, my life story, my subjectivity and to reflect about the meaning and the relevance of writing as a training practice, self-training and the transformation of my own self” (Student Portfolio, academic year 2008/2009).

“I was very grateful for the opportunity of living through this process and could not imagine how much richness the methodology of reflection would bring me” (Student Self-evaluation, academic year 2010/2011).

Summarizing, the process of (self)discovery and authorship did not excuse the (self)reflective dimension which - in our case - was fundamentally practiced by the periodic elaboration of written biographical narratives, which simultaneously allowed for (self)recognition of knowledge and the discovery of personal and professional identities.

3.3. Personal and professional development and (re)construction of identity

The point of departure, which was the initial ‘course outline’ of the syllabus of the discipline, and the commitment of contributing to the personal and professional development of the trainees were progressively consolidated and perceptible to the trainees throughout the process of training. They recognized in it the measure that their co-participation and

consequences in the work of (self)training was becoming more evident and indispensable for themselves and for the group with whom they shared this experience.

In this process, they progressively acquired self-confidence for establishing themselves as authors and, when they felt it consolidated, they were able to detach themselves and their subjective world and choose to be 'observers' of their own selves. The following statement bears witness to this pathway:

"Having passed a semester of work on themes that were not part of my usual reading, I congratulated myself for the learning that I achieved. I observe, now, my professional identity with more maturity and a much sharper critical eye not only the concepts that I understood, which gave me this support, but also the participation in the reflective work that was proposed for me" (Student Portfolio, academic year 2010/2011).

The narrative dimension is fundamental for the creation of meaning and the construction of knowledge, because it makes possible the recognition of responsibility for the experience, turns it into themes and organizes it spatially and temporally, through the creation of a meta-cognitive consciousness that is essential to the development of the individual subject of a project (Silva, 2004), as the following female trainee recounts:

"I put in motion the forms of expression and knowledge that I had been silencing. To collect the fragments that I was composed of was to find myself in a territory of questioning, of production of meanings and of recognition, for myself, about that which constituted me" (Student Portfolio, academic year 2010/2011).

To conclude, it is possible to state that the access to the personal and professional development, which the trainees desired and recognized, was in large measure achieved by the narrative route. This enabled the necessary distancing for the desirable appropriation of their 'story' of various experiences, by giving them meaning(s), the subject to be considered in order to understand themselves better at a given moment of their existence, thus establishing a relationship, so that they can try diverse experiences in the various fields practiced by themselves, when developing and (re)constructing their personal and professional identity.

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Belgrade Pride Parade 2014.: Tabloidization and Parody of the Process of EU Integration

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Abstract

Print Serbian media presented Belgrade Pride Parade 2014 in an ambivalent way - as a successful state project, on the one hand, and as a threat to the national security, on the other. Contradictory media discourse related to the promotion of human rights favored the tabloidization of almost all contents related to the Belgrade Pride Parade 2014. In this way in the focus of tabloidization was put wider cultural and social contexts including issues such as the process of EU integration, the effort of redefining national identity in the context of EU, and, finally, the very role of the LGBT community in organization of Belgrade Pride Parade. Tabloidization of the issue of EU integration was achieved mostly through indirect reporting on Belgrade Pride Parade by the combination of the articles which - in the same issue and often within the same section - reported on the Pride mutually quite contradictory for the audience, in sensationalist and confusing ways. The result of such reporting is, quite unexpectedly, the strategy of constant parody of topics which are declaratory considered to be policy priorities of Republic of Serbia while in the Serbian cultural and media practices are called into question and ridiculed. This kind of parody is based on a hidden affirmation of (in) equality and discrimination, as well as on the violation of journalistic ethics codes. The aim of the paper is to analyze – in the case of reporting on Belgrade Pride Parade 2014 - the narrative forms and the communication effects of this populist-based media parody, as well as to deconstructs its ideological reception and consequences.

Keywords: parody; discrimination; media discourse; tabloidization; Belgrade Pride 2014, EU integrations

INTRODUCTORY EXPLANATION: ORGANIZATION OF 2014 BELGRADE PRIDE PARADE, THE MATTER OF SECURITY AND THE ROLE OF MEDIA REPORTING ON SECURITY MATTERS

Belgrade Pride Parade 2014 was realized after intensive public debate about the Pride as the event of the high risk. After one month long debate about security of the Belgrade and Serbia citizens, in which right wings parties strongly opposed Pride in the name of the public peace and security, none transparent political conclusions were brought: all options (*pro et contra*) stayed open during the whole debate as well as during the very night before Pride Parade, the night between 27th and 28th of September 2014. Although expected and waited from all media official allowance for Belgrade Pride Parade 2014 was not given by government who was holding session of the Bureau for Coordination during the whole night: „Even after five hours of the start of the session Bureau for Coordination of Security has not said whether the Pride Parade approved. On the other hand Parade organizers say that the parade be held because the legal deadline for the ban on public gatherings has expired.“ (1) However, the Ministry of Police has previously reserved the right to cancel the Pride at any time if security is threatened. (2)

After the midnight Goran Miletic, activist for human rights and member of Pride organizational committee, said that the Pride board did not receive information that at the meeting of the Bureau for Coordination of Security holding Pride is prohibited. He gave the statement to all media in front of the organizational board of 2014 Belgrade Pride Parade that Pride would be held in accordance with Constitutional rights on free gathering of citizens of Republic of Serbia. (3) Even after this statement government did not confirm that the Belgrade Pride Parade 2014 could be held. But on 28th of September seven thousands policemen were on Belgrade streets protecting participants of the Parade and politicians who support Parade by their presence and speeches. The path of the Pride march start in front of government buildings in Nemanjina street in the center of Belgrade and ends in front of the building of Serbian Parliament at the Square of Nikola Pasic (Illustration nb. 1)

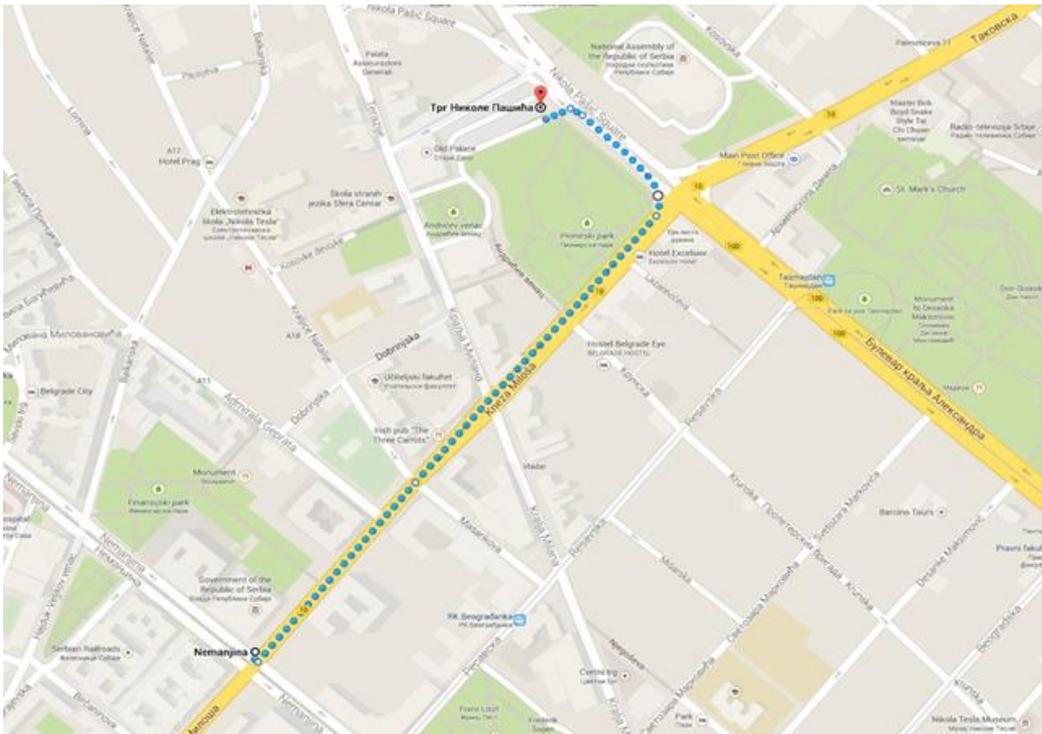


Illustration nb. 1.

The march lasted almost one hour, and at the end, in front of the Serbian Parliament members of organizational board, LGBTQ activists from Serbia and ex-Yugoslav region, as well as Serbian and foreign politicians delivered speeches in which Pride Parade and EU support to this event was celebrated. Michael Davenport, the EU ambassador to Serbia, addressed the Pride saying it is "very good that this parade took place. It sends a strong message to everyone, especially the LGBT community, but also a message to those who use hate speech that such a behavior in Serbia is not acceptable." (4) Mayor of Belgrade, Sinisa Mali told reporters in front of the government that he came to show his support to Pride and that it is a very important to show that: "Belgrade is an open city, which means it is open to all and that everyone here is equal." (5) Great kiss between Boban Stojanovic and his partner, Adam Puskar, finalized the celebration. (6) Premier Aleksandar Vučić speech in which he pointed out that he would not join the 2014 Belgrade Pride Parade participants himself - instead he planned to visit households in the flooded areas and then went on a family Sunday lunch – seemed forgotten. (7) But the metaphor of family Sunday lunch used in Aleksandar Vucic speech symbolizes persistent resistance to Pride Parade as something deeply opposed to traditional Serbian values. As symbol of heterosexual family and coherent national attitude this metaphor reveals hidden discursive strategies of political rhetoric on GMG social inclusion in Serbian public discourse.

What was claimed in Serbian media to be the utmost political will of the new, pro EU oriented Vucic government (8) was, however, annihilated by the social and cultural practices presented by the very same media. Thus official statements on Belgrade Pride Parade 2014 given both by politicians and LGBTQ activists are shaped by the same ambivalent discursive strategies; they praised the role and importance of the state instead of carnival joy of differences and power of love characteristic for the Pride as cultural, social and political event. The policy of media reporting on GMG is marked by the very same ambiguity which could be detected in speeches of official representatives of Serbian political institutions: on power is the secret rule which asks hidden stigmatization of GMG *versus* declarative advocacy for GMG rights as transparent political will of Serbian government and people.

In the paper is analyzed the case of media reporting which is considered as representative example of reporting on gender minority groups (GMG) rights in Serbian print media during Belgrade Pride Parade 2014. Case is taken from daily tabloid Kurir and can be seen as paradigmatic discursive practice of tabloidization of media reporting on GMG in Serbian media *in general*, characterized by ambiguity and strong tension between support and conviction of GMG community. The case also raises question about the real role of LGBT activist elite in organization of Belgrade Pride 2014 as a state project intended to be implemented at all costs. The paper aims to explore what is the real role of LGBTQ elite in tabloidization of the media reporting on Belgrade Pride Parade 2014 and how does the EU integrations narrative function in the context of media discourse tabloidization.

INTERTEXTUALITY AND MONTAGE AS STRATEGIES OF MEDIA REPORTING: DAILY TABLOID KURIR, 23rd September 2014

On 23rd September 2014 two articles considering GMG and LGBTQ population were published in daily tabloid "Kurir". (9) Articles were published five days before Belgrade Pride Parade was held, in the midst of public debate about the Pride as the event of high risk. The two texts were published on the same page, side by side. The first one is interview with Boban Stojanovic, one of the organizers of Belgrade Pride, in which he describes his impressions after his meeting with Ministry of Police, Nebojsa Stefanović. In this interview Stojanović emphasis his belief in the importance of the state support to organization of upcoming Belgrade Pride.(10) The second article describes the protest against "gay tourism" which is planned to be improved by opening touristic resort on Goli otok (in literaaly translation: Naked Island) in Croatia – the infamous jail built in Titos regime. (11) It was a place where many people were tortured and murdered during and after 1948., the historical moment of breaking up of SFRJ and USSR. The text also quotes the President of the Association of Detainees who survived the jail torture. He states that, unfortunately, the Association cannot do anything on this issue although there were mostly Serbs at Goli otok. He also notes that Goli otok is now a part of Croatian territory and therefore Serbia has no jurisdiction to seek memorial park on the island instead of the tourist resort. While in the first text struggle for GMG rights is given in the light of the optimistic visions of successful cooperation between the LGBTQ community and Serbian state in the second text stigmatization of GMG groups occurs through the activation of various stereotypes about LGBTQ community as dangerous entity that jeopardizes that same state.

It is obvious that there is hidden intertextual connection between the two texts. Existing social and political tensions are activated by this editing montage: nationalist tensions between Serbian and Croatian nation / state; class prejudices about gay people as a very rich; resistance to EU, which in this case is represented by its new member, the Republic of Croatia, which contempt both history of a communist-guerrilla struggle and history of, now non-existent, SFRJ. But, this kind of the connection should influent reader in quite opposite way from the connection which is usually implied by the usage of the term intertextuality in the postmodern theory of the discourse in which this term marks „that demands of the reader not only the recognition of textualized traces of the literary and historical past but also the awareness of what has been done-through irony-to those traces. The reader is forced to acknowledge not only the inevitable textuality of our knowledge of the past, but also both the value and the limitation of that inescapably discursive form of knowledge, situated as it is "between presence and absence". (12) In tabloid media intertextual connection should stay hidden, and should „work“ or connect two texts on subconscious level: from reader is not asked or demanded to become more critic but to become more biased, more committed to its own prejudices. The strategy of tabloid intertextuality is to stay unconscious, and to influent reader in discursive form which is not form of knowledge but of misinterpretation.

The official rhetoric of advocating for the rights of GMG is completely canceled by the second text published in Kurir in which GMG community is put in a problematic historical and social context, and accused for immorality, historical irresponsibility and lack of class empathy. The issue of gay tourism on Goli otok actually activates both class and ethnic stereotyping about GMG as social threat. GMG community is represented as community devoid of any respect for the traditions and historical scruples, being shaped by influence of the foreign and hostile political (Croatian/Western) forces. Gay population stands out in the text as one that spends an extremely high amount of money on travel and entertainment per year all around the world which is in social contrast with economic crisis which heavily strikes Serbia under Vucic governance.

The logic of tabloid editing policy is based in binary opposed codes - reader should choose one option; reader is booster who should confirm his/her loyalty. In this way, many target groups of readers are caught in the process of potential

identifications that are actually located on the line long advertised strategy against Pride in Serbian public sphere which claimed that gender minority groups usurp the rights of the majority and thus implemented violence over public space. The comparison between these two minority groups, one that presented as repeatedly sacrificed (firstly in 1948, than followed by the breakup of Yugoslavia and globalization) and the other presented through Stojanovic activist negotiating optimism put the reader of „Kurir“ in the situation of political choice. The members of the first group do not speak to journalist but to own representatives and representatives of related groups in the name of abolishing historical injustice and return to the position they unjustly seized. “Minority” that speaks in this text represents public opinion that gladly represent Serbia as a country deprived of its historical autonomy, so the voice of this minority is actually a majority voice of the Serbian society, who requires return to seemingly deprived decision-making position, the position on which no minorities should threaten the majority. Empathy and identification with gender minority groups cannot take place since these groups are seemingly about to realize their rights while the Serbian people as the only minority group in Serbia is always again deprived from its own rights – the fact that 2014 Belgrade Pride Parade is going to be held is, for reader of „Kurir“ , just one reason more which leads to such political conclusion.

PARODY OF EU INTEGRATIONS NARRATIVE

The shocking montage characteristic for tabloid editing policy is applied both on visual and on verbal level of the media content. It is the most obvious on the „Kurir“ cover on which both above mentioned texts are merged in one gathered image printed in the lower left corner of the cover. (Illustration nb. 2) The image is supposed to be ironic and sarcastic toward the “enemies” – Croat state and gay population of the Serbia are merged in collage which represents hybrid strategies of tabloid reporting aiming to confuse the audience playing with the subconscious fantasies, desires and prejudices of the readers.



(Illustration nb. 2: Croats find a solution for gays (the first line on the image) forcing gays to Goli Otok (the second line) Serbian gays: the parade will be (the third line) Minister guarantees it to us (the fourth line))

The vivid images are juxtaposed in quite unusual and shocking way, in a good all manner of avant-garde montage: carnival photos of drag queens are mixed with black and white photographs of run-down building on Goli otok while Boban Stojanovic photo (left corner of the image) is opposed to the photo of the Ministry of Police of Republic of Serbia, Nebojsa Stefanovic (right corner of the image) in a mimicry of fragile political balance.

EU is represented through comparison and competition with Croatia, the youngest member of EU which is in post Yugoslav space geographically the closest one to Serbia and which enters EU with the burden of unclear relationship with Serbs related to the Second World War and concentration camps such as Jasenovac. The avant-garde strategy of shock and montage – same as the discursive strategy of intertextuality – should influence readers of tabloid print unconsciously, making parody of EU integrations narrative which dominates official political discourse of Serbian government. Through its embodiment as Croatia island of gay joy, island at which heroic past and epic tradition are annihilated, EU narrative is connected with recent communist i.e. Second World War past and represented as something false, hypocritical, nontransparent, autocratic, with the regime which does not deserve neither respect nor obedience. EU integration narrative

is represented as narrative imposed from outside and it is nothing else except false fair-tale to mocking with, regime whose rules will be tricked by the same playful and resistant epic spirit of Serbian people which has been denied and defeated at Goli otok.

The photos of drag queens and transvestites have powerful meaning in this ideological battle. Represented as morally problematic, LGBTQ community is identified as usurper who will luckily, in the name of justified historical revenge, find its territory on the enemy Croatian land – hidden humor which shapes „Kurir“ cover has its roots in the parody of the political Otherness, either Croat or EU entity, who - in traditional, hyper masculinized Serbian patriarchal public space - represents unworthy opponent which will be punished by metamorphosis in the drag queen. Continuous exchange between the role of political enemy (Croat) with the role of gender otherness (gay/drag queen) is a kind of mockery in which both denial of the EU values and the rejection of the process of EU integrations as process of needed social and political change occurred. As all others discursive strategies parody used in tabloidization process loses its critical potential – parody is used as vulgar way of humiliation of the unwanted ideological Other.

CONCLUSIONS AND QUESTIONS

What was response of LGBTQ elite to the text in tabloid „Kurir“ in which was manifested discrimination and homophobia together with the open hate speech and violation of the basic regulations of reporting on gender minority groups? Did Boban Stojanović react to this kind of tabloid editing, asking the withdrawal of his interview from „Kurir“ and apology from „Kurir“ editorial staff to LGBTQ community in Serbia? Nothing similar happened. Melodramatic aspects of betrayed hope could be detected in such media situation – hope supported by the very interview which Boban Stojanovic gave for „Kurir“, assuring audience that Serbia is getting closer to the abolition of media stigmatization of GMG.

But the real relationship between official media rhetoric of advocating for GMG rights, on the one hand, and, on the other, simultaneous media stigmatization of GMG in Serbian media implied LGBTQ elite as hidden partner in the media strategy of stigmatization of GMG. These elite takes part, on its own, in the deliberate parody of EU narratives and tabloidization of media reporting on GMG. Therefore the following questions should be explored in further research of media discourse on GMG in Serbia: a) in which way LGBTQ elite is self-represented in the context of media reporting on Belgrade Pride Parade 2014 and b) in which way the media image of gender minority groups (which that elite try to advocate for) is really established?

(The paper is result of the research within the project *Representation of Gender Minority Groups in Media:Serbia, Montenegro and Macedonia* prepared within the framework of the Regional Research Promotion Programme in the Western Balkans (RRPP), which is run by the University of Fribourg upon a mandate of the Swiss Agency for Development and Cooperation, SDC, Federal Department of Foreign Affairs. The views expressed in this study are those of the author and do not necessarily represent opinions of the SDC and the University of Fribourg.)

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Motivation and Engagement as a Predictor of Students' Science Achievement Satisfaction of Malaysian of Secondary School Students

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Abstract

Psychologists consider student engagement as a primary pathway by which motivational processes contribute to students' learning and development (Connell & Wellborn, 1991). Academically engaged students self-regulate their learning, make plans for upcoming tasks, and persist when encountering obstacles and challenges. The present study intends to analyse the relationship between students' motivation and engagement and their academic satisfaction and test the effect of some variables (gender, class) on that relation. To accomplish these purposes, this study intends to investigate Malaysian primary school students' motivation, engagement and achievement satisfaction as predictors of achievement satisfaction in science and test the effect of some variables (gender, grade) on that relation. The students - 460 students (43% male, 57% female) of secondary school- responded to the Self-Developed Academic Satisfaction Questionnaire, Students' Engagement Questionnaire and Science Motivation Questionnaire. All the questionnaires are valid and reliable according to the Cronbach's Alpha value. A Multiple linear regression analysis has been used to predict the achievement satisfaction of Science based on the level of students' motivation and level of engagement in Science classroom. The findings showed that students have a good level of motivation, engagement and achievement satisfaction. Even though students' motivation is significantly predicted students' achievement, but neither students' engagement nor achievement satisfaction are a significant predictor of students' achievement.

Keywords: Motivation, Engagement, Achievement, Academic Satisfaction, Science Education secondary school.

Introduction

One of the key outcomes of schooling is the development of students' personal and social skills, as well as positive self-concept, self-discipline and self-worth. As well, students who develop positive relationships with school community are more likely to become lifelong learners. Most of the research on school effectiveness has focused on outcomes in terms of academic achievement; less attention has been paid to how well schools motivate and engage students in learning and in school life and how this affects students' performance on school and the future (Fullarton, 2002).

Theoretical Framework

Motivation is one of the important components to cognition. It plays an important role in their conceptual change processes (Lee & Brophy, 1996) critical thinking, learning strategies (Wolters, 1998) and achievement (Napier & Riley, 1985). Students' motivation is affecting positively their learning outcomes (Martin, 2003) (Yeung & Mcinerney, 2005). Motivation is crucial for effective learning, It is argued that students with better motivation usually perform better in school grades (Pintrich, 2003). Williams and Williams (2011) also stress that motivation is probably the most important factor that educators can target in order to improve learning. Moreover, based on the social-cognitive motivation theories, it is presumed that students' motivational beliefs mediate the relation between students' perceived classroom environment and their engagement (Li, 2013).

Sanfeliz and Stalzer (2003) think that there are three components for the motivation: intrinsic motivation, self-efficacy and self-determination. Glynn and Koballa (2006) also think that motivation is constructed of intrinsic motivation, extrinsic motivation, goal orientation, self-determination, self-efficacy and assessment anxiety.

Glynn, Taasobshirazi, and Brickman (2009) have their own thought about motivation components, which are intrinsic motivation, extrinsic motivation, personal relevance, self-determination, self-efficacy and assessment anxiety. Intrinsic motivation involves learning for its own sake and can be defined as doing an activity for itself and to the pleasure and satisfaction derived from participation" (Sevinc, Ozmen, & Yigit, 2011).

Recently, the concept of school engagement has been receiving increased attention from researchers, policy makers and educators because they consider it an important precursor of positive school outcomes. According to J. A. Fredericks, Blumenfeld, and Paris (2004) there has been a substantial variation regarding the terminology of engagement in research. Engagement often appears with other words as shown in the terms: "school engagement", "academic engagement", and "student engagement" ("student engagement in academic work" and "student engagement in/with school") (J. A. Fredericks et al., 2004). With regard to the use of the terms of "student engagement" and "school engagement", Appleton, Christenson and Furlong (2008) argued that "school engagement" accentuates only the role of school context, not the influences of other contexts such as family and community. Alternatively, "student engagement" is applied in terms of both school settings and academic work in classroom contexts. They observed that student engagement includes academic engagement (e.g., time on academic task), cognitive (e.g., the use of self-regulation and meta-cognition strategies), behavioral (e.g., attendance and participation in both curricular and extra-curricular activities) and psychological engagement (e.g. identification). Thus, "student engagement" can be used to represent both "school engagement" and "academic engagement" (Appleton, Christenson, & Furlong, 2008).

Student engagement is often conceptualized as a multidimensional construct (Appleton et al., 2008; Fredricks et al., 2004) (Hoff & Lopus, 2014) (Veiga, 2012). However, there are some disagreements across the different conceptualizations in relation to the number of dimensions of engagement. In the literature, three dimensions of student engagement are typically described: cognitive engagement, behavioral engagement and emotional. J. A. Fredericks et al. (2004) propose a framework for considering engagement that distinguishes between cognitive, behavioural and emotional engagement (Figure 1).

Cognitive engagement, which refer to students' personal commitment with their learning. It can be understood as students' psychological investment in their own learning. When cognitively engaged, students concentrate, focus on achieving goals, are flexible in their work and cope with failure. This is different from high performance: a student who is performing well may still be disengaged if they are coasting and not motivated to exert themselves more than is necessary to get by.

Behavioural engagement, which represents students' participation in classroom, school and after-school activities. This includes adhering to behaviour rules, attending lessons as required and arriving at classes on time. Importantly, behavioural engagement refers to the learning behaviours that are important for high student performance, which may include collaboration and communication with peers.

Emotional engagement (also as affective engagement), which reflects students' affective reactions to school, teachers and peers. This has also been called 'identification' with school and learning practices. Students are engaged when they feel included in the school and feel an emotional bond with the school, its teachers and their peers.

Overall, there is an agreement that student engagement is a multidimensional construct. All three dimensions of student engagement (behavioral, cognitive, and emotional engagement) are considered as imperative components in student learning.

The positive consequences of the engagement can be felt on psychological development and on the general well-being of the student (J. A. Fredericks et al., 2004). There are a number of benefits of students' engagement with school. For example, (Fullarton, 2002)

- Young people who have positive feelings towards school and who are active participants in a variety of school activities are more likely to stay in school and are more likely to become independent learners.
- Other studies have found positive relationships between a student's engagement and academic achievement and with other educational outcomes, including better attendance and aspirations to higher levels of education.

While dissatisfaction with aspects of school life has been demonstrated to be a key issue for non-completion of secondary school.

It is evident that motivation and engagement are considered as one construct, and the differentiation between these two constructs are ambiguous. In a very recent research, motivation and engagement were differentiated, and respectively defined as “individual energy and drive to learn, work effectively, and achieve to their potential,” and “the behaviors aligned with this energy and drive” (Martin, 2010) (Liem & Martin, 2011).

Statement of Problem

Rural students are more likely to drop out or discontinue their educations prematurely than similar non-rural peers. The drop-out rate for Malaysian secondary schools was given as 9.3% in urban areas and 16.7% in rural areas, these kind of school failure and dropout may represent the low student academic motivation in classroom (WEI & ELIAS, 2011).

Much of psychological literature and theory argues for generalizability of human motivation across contexts. much of past rural research has argued for an entirely local perspective, based on the uniqueness of rural places and the potential influence of social, cultural, and geographic context characteristics on individuals and subgroups (Hardré & Hennessey, 2010). Likewise, compared to urban settings and to K-12 schools little systematic research is done that focuses on and occurs in rural schools (Hardré & Hennessey, 2010). Therefore, the researchers will use the developed and adopted research questionnaire to collect data in two different urban and rural cites in Malaysia, namely, Wilayah Persekutuan (Kuala Lumpur) and Tanjong Malim (state of Perak).

Because of increased focus on standardized test scores, most research on school effectiveness has focused on academic achievement and less attention has been paid to how schools motivate and engage their students in the learning process and in school life. However, motivation and engagement have been consistently associated with, and are presumed to be a precursor of, student achievement, therefore, should be evaluated with the same commitment (Echeverria, 2006).

Therefore, the present research attempts to measure students' motivation and engagement as well as educational outcomes (i.e., academic achievement, academic satisfaction). Furthermore, examining predictable factors of students' achievement in science.

The research aimed to answer following questions:

- 1- What is the level of motivation and engagement of Secondary School students?
- 2- Is there any significant correlation between motivation, engagement, and academic achievement of the Secondary School students?
- 3- How well does the students' motivation and engagement predict their achievement in science?
- 4- What is the role of some dependent variables (age and gender) on predicting students' achievement in science?

RESEARCH METHODS

Research design

This research will be a descriptive research in nature; the descriptive research describes and interprets what is. It is concerned with conditions or relationships that exist. This approach allows researchers to answer the research questions comprehensively and provide wide explanations for the phenomena in their natural setting.

Research Instruments

The study is aimed to collect data about: (1) students' achievement in Science, (2) students' engagement in Science classroom and (3) students' motivation in Science.

Self-Developed Academic Satisfaction Questionnaire (SASQ): This scale was developed by Li, Xueyan. (2013), it is a 5 point Likert Type scale with response options: (1) never, (2) rarely, (3) sometimes, (4) usually, and (5) always. SASQ scale composed of 10 items, five of them were positive and five of them were negative. The results of reliability indicate that an alpha coefficient of .816 and split-half reliability test of .918 was found on the instrument. George and Mallery (2003) proposed that Cronbach's alpha of 0.7–0.8 is acceptable; 0.8–0.9 is good; and ≥ 0.9 is excellent (George & Mallery, 2003). The Cronbach's alpha of 0.766, 0.844 and 0.751 respectively, are higher than the values suggested by George and Mallery (2003). Therefore, the validity and reliability of the instruments were considered to be acceptable. It was clear that the instrument is reliable and could be used to measure the students' satisfaction about academic achievement in Science.

Students' Engagement Questionnaire (SEQ)

One of the most prominent problems in the scientific research of engagement is the lack of instruments, with psychometric and semantic qualities for its evaluation (Veiga, 2012). Thus, student self-report measures may be the most valid and reliable way to capture these latter two types of engagement (Furlong & Christenson, 2008).

In the present Study, School Engagement Scale - Behavioral, Emotional and Cognitive Engagement developed by J.A. Fredericks, Blumenfeld, Friedel, and Paris (2005). The scale included items about student engagement (4 items for behavioral, 5 items for emotional, and 6 items cognitive engagement. All of the items were on Likert scales from 1 to 3 (1 = never, 2 = some time, 3 = always), two of the items are negatively worded; so that they have been reversed from negative to positive.

Developers report Cronbach's alpha of 0.77 for behavioral engagement, 0.86 for emotional engagement, and 0.82 for cognitive engagement (Blumenfeld, Friedel, & Paris, 2005; J.A. Fredericks et al., 2005). Other researchers report similar reliabilities for the three scales (Goldschmidt, 2008). Regarding the validity, developers report several analyses that inform the construct validity of measurement. A factor analysis of items resulted in three subscales (behavioral engagement, emotional engagement, and cognitive engagement (Blumenfeld et al., 2005; J.A. Fredericks et al., 2005).

Since the instrument originally developed in Western culture and have not been used in the Malaysian cultural background before. Therefore, the researcher retest the reliability using a sample of (120) students, the results of Cronbach's alpha for the sub-categories and the instrument itself indicate that Cronbach's alpha of 0.74 for behavioral engagement, 0.705 for emotional engagement, 0.769 for cognitive engagement and 0.805 for the engagement scale. Those results are similar to the results reported by the developers. It is clear that the instrument is reliable and can be used to measure the students' engagement.

Science Motivation Questionnaire (SMQ)

The 30-item Science Motivation Questionnaire (SMQ) was developed by Shawn M. Glynn and Thomas R. Koballa, Jr. (2006). It is a 5 point Likert Type scale with response options: (1) never, (2) rarely, (3) sometimes, (4) usually, and (5) always. SMQ scale composed of 30 items, 25 of them were positive and five of them were negative.

The researchers translated the questionnaire into Arabic and Malay languages. The motivational components and their associated items included intrinsically motivated science learning (items 1, 16, 22, 27, and 30), extrinsically motivated science learning (items 3, 7, 10, 15, and 17), personal relevance of learning science (items 2, 11, 19, 23, and 25), self-determination (responsibility) for learning science (items 5, 8, 9, 20, and 26), self-efficacy (confidence) in learning science (items 12, 21, 24, 28, and 29), and anxiety about science assessment (items 4, 6, 13, 14, and 18). The anxiety about science assessment items are reverse scored when added to the total, so a higher score on this component means less anxiety. The Science Motivation Questionnaire maximum total score is 150 and the minimum is 30. Students who score

from 30 to 59 are “never to rarely” motivated, 60–89 are “rarely to sometimes” motivated, 90–119 are “sometimes to often” motivated, and 120–150 are “often to always” motivated.

The results of reliability indicate that an alpha coefficient of .818 and split–half reliability test of .724 was found on the instrument. It was clear that the instrument is reliable and could be used to measure the students’ opinions about the students’ motivation in Science.

The Sample

The population of this study is secondary school students aged 12-17 years old from two populations Wilayah Persekutuan (Kuala Lumpur) and Tanjong Malim (state of Perak). The researchers used the “Multi-stage” sampling method because it is more practical and economical than the other techniques. In this research, the entire population divided into groups, or clusters and a random sample of these clusters has been selected. All observations in the selected clusters will be included in the sample.

The sample in this study consists of 460 secondary school students (form 1 to form 3). Table (1) illustrates the research sample in terms of gender and class:

The sample consisted of 460 students; the percent of male students are 43.3% and the percent of females are 56.7%. Regarding the city, 61% of the students are from Kuala Lumpur, and around 40% of the students from Tanjong Malim (Perak State). The percent of male and female students within the two cities almost so close.

RESEARCH RESULTS

The aims of this research are to investigate if a student’s achievement in science could be predicted by a linear combination of student’s motivation, achievement satisfaction, engagement style, age and gender. Therefore, a multiple linear regression analysis was conducted to predict student’s achievement in science from the predictor variables. Descriptive statistics for the quantitative predictor variables can be found in Table 2.

The results in table 2 show that students have a moderate level of achievement satisfaction with a percent of 73.8% ($M=3.692$, $SD=0.768$). Concerning their engagement level, the mean percent is 63.6% reveal that a lower level of engagement ($M= 3.182$, $SD= 0.532$). Students’ emotional engagement has the highest level of engagement with a percent of 66.2% ($M= 3.222$, $SD= 0.581$) while cognitive engagement has the lowest level of engagement with a percent of 60.6% ($M= 3.032$, $SD= 0.814$).

The results about students’ motivation do not differ a lot. The results show that students are “sometimes to often” motivated with a percent of 66.4% ($M=3.321$, $SD=0.583$). The mean for all the motivation component (except anxiety) range from 3.378 to 3.463 which mean that students are “sometimes to often” motivated. The results for anxiety show that the students have low anxiety ($M=2.639$, $SD= 0.833$).

Full model entry was employed to regress all predictor variables onto the dependent variable simultaneously. A standard multiple regression analysis was employed to predict achievement in science. Table 3 displays the correlations between the variables.

Each variable has a positive significant correlation with each other variable with no any Multicollinearity. To get more information about the goodness of fit of a model, the results about R Square is presented in Table 4.

In this case the R^2 of 0.134 indicates that 13.4% of the variation in achievement is explained by the regression variables. The adjusted R^2 value of 0.124 indicates that a little percent of the variability in achievement could be predicted by motivation, achievement satisfaction, engagement, gender and city of residence.

For more information about the model, Table 5 shows the regression ANOVA, which tests for a linear relationship between the variables.

The results in the ANOVA Table ($F(5, 454) = 14.064, p < .001$) indicate that the value of F is significant beyond the 0.01 level. The full model R^2 was significantly greater than zero, $R^2 = 13.4\%$.

On the second step all of the predictors were entered simultaneously, resulting in the "Coefficients", that provides the estimates of the regression coefficients (table 6).

Analysis of regression coefficients (Table 6) indicated that student's achievement was predicted by motivational level ($\text{Beta} = 0.342, p < .01$), and city of residence ($\text{Beta} = 0.173, p < .01$). It is clear that those variables predicted significantly 13.4% of the variance in achievement. The other variables (city, achievement satisfaction, and engagement) are a significant predictor. The overall model fit was $R^2 = 0.134$. Thus, staying in Kuala Lumpur and the stronger a student's motivation the greater a student's achievement in science.

DISCUSSION

Student's engagement and motivation have been a major concern for teachers who want students to achieve better in class. As a result, teachers commonly attempt to motivate and encourage student's participation in indoor and outdoor learning activities. Thus, the present study employed a multiple regression analysis to determine if the student's motivation, achievement satisfaction, engagement, gender and city of residence could be predictors of student's achievement in science. The results indicate that a linear combination of the predictor variables is able to account for a significant amount of variance in a student's achievement in science.

The findings further indicate that the predictor variables (motivation and city) predict a significant amount of variance in student's achievement in science. Contrary to this, students' engagement, achievement satisfaction and gender did not individually; predict a significant amount of variance in achievement.

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Figure 1: Framework for understanding engagement

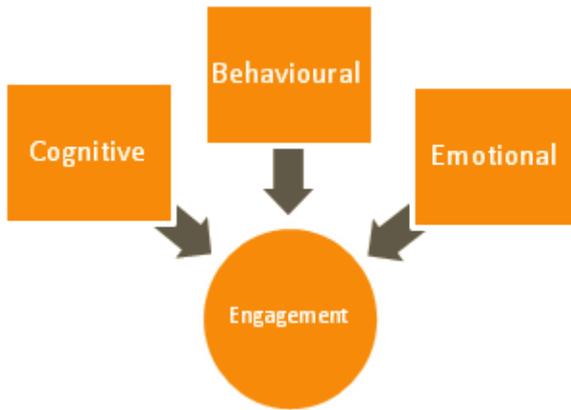


Table 1. The Sample

City	Gender				Row Totals	
	male		female			
Tanjong Malim	83	41.7%	96	36.8%	179	38.9%
Kuala Lumpur	116	58.3%	165	63.2%	281	61.1%
All	199	43.3%	261	56.7%	460	

Table 2. Basic Descriptive Statistics

	Mean	Mean %	Std.Dev.
Achievement satisfaction	3.692	73.8%	0.768
Engagement	3.182	63.6%	0.532
Behavioral	3.308	66.2%	0.517
Emotional	3.222	64.4%	0.581
Cognitive	3.032	60.6%	0.814
Motivation	3.321	66.4%	0.583
Intrinsic	3.463	69.3%	0.890
Extrinsic	3.573	71.5%	0.890
Personal Relevance	3.387	67.7%	0.841
Self-Determination	3.387	67.7%	0.819
Self-Efficacy	3.477	69.5%	0.906
Anxiety	2.639	52.8%	0.833

Table 3. Correlations Between Predictor Variables

	Achievement satisfaction	engagement	Motivation
Achievement satisfaction	1	.716*	.634*
engagement	.716*	1	.625*
Motivation	.634*	.625*	1

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

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.366	.134	.124	10.968

Table 5. The regression ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	101.7598	5	20.35196	14.064	.000
Residual	656.9771	454	1.44709		
Total	758.7370				

Table 6. Regression output (Regression Coefficients)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.719	0.420		11.223	0.000
Gender	-0.102	0.116	-0.039	-0.882	0.378
City	0.456	0.117	0.173	3.910	0.000
Achievement satisfaction	-0.108	0.112	-0.064	-0.962	0.336
engagement	0.185	0.160	0.077	1.153	0.249
Motivation	-0.755	0.132	0.342	5.699	0.000

The Impact of Alkaloids Structures from Natural Compounds on Public Health

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Abstract

Alkaloids are organic heterocycle substances with nitrogen, of plant origin, with basic character, arising from the secondary metabolism of plants, which give characteristic reactions and exert an effect on animal bodies, most often of a toxic nature. Alkaloids have at least one atom of heterocycle nitrogen, in which case it is often tertiary, less frequently quaternary. The heterocycles can condense among themselves or with other cycles in such a way that alkaloid molecules may become poly- or macro-cycles. Alkaloids are classified on both the criterion of chemical structure, as well as based on their origin. Thus, the known alkaloids are divided into the following categories: derivatives of pyridine, derivatives of pyrrolidine, derivatives of tryptophan, derivatives of quinolone and izoquinolone, derivatives of phenethylamine, indole derivatives, derivatives of purine, terpenes, and derivatives of betaine with quaternary nitrogen. This work presents the structures, location in natural compounds, as well as data pertaining to the extraction, identification, metering, and purification for various compounds, such as coniine, nicotine, atropine and cocaine, morphine and codeine, quinine, papaverine, strychnine, and caffeine. The effects these substances have on human health are highlighted.

Keywords: nicotine, morphine, papaverine, alkaloids, caffeine

INTRODUCTION

Although the physiological action of many active principles of plants has been known since ancient times - for example it is known that opium has been heavily utilized by the Chinese for sedation -, chemical research of alkaloids is still a preoccupation of many chemists [1].

The complex structure of alkaloids has crippled their research; knowledge regarding alkaloid structure is still imperfect, and in some cases remain a complete mystery. For this reason, it is common practice to classify the alkaloids according to

basic nature, origin and toxicity, in a single class, although structural changes in the alkaloids are part of different classes of substances.

Today, the concept of alkaloids defines them as substances with complex structure, containing nitrogen, with a basic character, most often originating from plants and more rarely from animal organisms. Most alkaloids are characterized by their specific physiological action, but a large percentage of them are also powerful poisons.

Alkaloids are extensively spread in vegetation, but in uneven amounts. Plants rich in alkaloids include representatives of the *Papaveraceae* family (Poppy), *Rubiaceae* (the quinine tree), or *Solanaceae* crops (tobacco, potatoes, and so on). These plants feature more than one single type of alkaloid, most often up to 20 compounds that are typically chemically related.

Alkaloids are found in the entire plant; they are formed in tissues and then localized in the root, fruit, stem, and so on, of the plant. Alkaloids are not found solely in free state, but also in the form of salts. Acids from plants, that neutralise the alkaloids, are saturated with more complex structures, such as fumaric acid, chelidonic acid, quinic acid, and others. The concentration of alkaloids in plants is variable, and is dependent on certain factors: geographic region, climate, etc. [2] Alkaloids are organic heterocyclic substances containing alcohol, with a vegetal origin and basic character, originating as a result of plant secondary metabolism. They give characteristic reactions and their effect on animal organisms is most often toxic [3]. Consequently, the alkaloid group includes substances such as certain amines, amides, aminoalcohols, aminoacids, purines, and so on.

RESEARCH METHODS

Currently, alkaloids are classified according to both chemical structure and origin [4]. In Table 1 an alkaloid classification is presented. Alkaloid compounds are obtained through extraction, identification, and measurement, followed by purification of extracts [5], [6].

Table 1. Alkaloid classification according to structure of derivatives

Group	Representatives
Tropane derivatives	Atropine, cocaine, ecgonine, scopolamine
Isoquinoline derivatives	Opium alkaloids: morphine, codeine, thebaine, papaverine, narcotine, sanguinarine, narceine, hydrastiane, berberine
Quinoline derivatives	Quinine, quinidine, dihydroquinone, dihydroquinidine, strychnine, brucine, veratrine, cevadine
Pyridine derivatives	Piperine, coniine, trigonelline, arecaidine, guvacine, pilocarpine, cytosine, nicotine, sparteine, pelletierine
Pyrolidine derivatives	Hygrine, cuschygrine, nicotine
Terpeness	From aconite: aconitine Sterols: solanine, samandarine
Betaine derivatives (with quaternary azoth)	muscarine, choline, neurine
Phenethylamine derivatives	Mescalime, ephedrine
Indole derivatives	Tryptamie derivatives: dimethyltryptamine (DMT), NMT, psilocybin, serotonin, melatonin Ergolines: alkaloids originating from ergot: ergine, ergotamine, lyseric acid, and so on.; derivatives of lysergic acid (LSD) Beta-carbolines: harmine, yohimbine, reserpină, emetine
Purine derivatives	Xanthine derivatives: caffeine, theobromine, theophylline

Finely chopped plants are treated with alkali with the purpose of freeing alkaloids from their salts. They can be separated, either by extraction with ether or chloroform, either by distillation with water vapour. Sometimes, separation is made by passing the alkaloids through a poorly soluble salt.

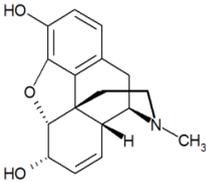
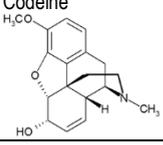
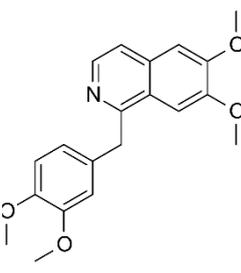
Most alkaloids are crystalline substances, hard to dissolve in water. With acids, they form soluble salts, from which they can be freed by alkali. Some generate colour reactions, which are not always characteristic. Titanium, the phospho-wolframic acid, a solution of iodine, potassium iodide, and so on, precipitate alkaloids in their solutions.

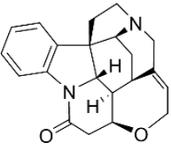
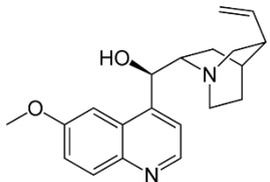
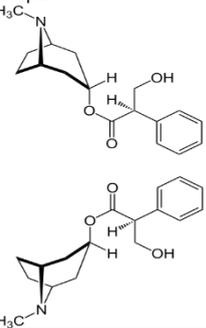
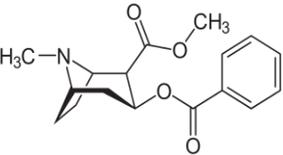
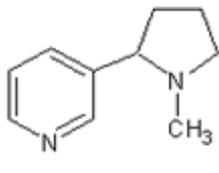
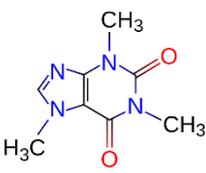
Identification is performed through precipitation with the use of general reactivities (that contain metals or metalloids: mercury, bismuth, tungsten, iodine). General precipitation reactivities are comprised of: complex iodines, complex anorganic acids, heavy metal salts. In reaction with these reactivities, all alkaloids will produce white, yellow, or orange-brownish precipitates.

RESULTS AND DISCUSSIONS

More important alkaloids are represented by: morphine, codeine, coniine, nicotine, tropane, atropine, cocaine, quinine, papaverine, strychnine, caffeine, and so on. In Table 2, some data for a series of naturally obtained alkaloids has been systematized [3], [5], [6].

Table 3. Main alkaloids and the description of their role on the human body

Alkaloid and structure	Effect on the human body
<p>Morphine</p> 	<p>Morphine and Codeine are extracted from opium. Morphine leads to an insensitivity to pain due to its actions on the central nervous system. Morphine is a complete opioid agonist, whose action is localized at a central level, with affinity for the arcuate nucleus. The term is derived from Morpheus, the god of dreams Greek mythology. It is the main active agent in opium (as meconate), its concentration in opium extracts varying from 8 to 14%, with an average of 10%. It is a powerful analgesic. It is a part of the true morphinic alkaloid group, alongside codeine and tebaine. The better part of its effects (supraspinal analgesia, euphoria, significant respiratory depression, inhibition of the coughing centre, myosis, physical addiction, inhibition of digestive motility – responsible for constipation) are explained by the fact that it links with μ receptors. Morphine is used to treat acute and chronic pain. Morphine is usually administered parentally, as morphine chlorhydrate. Oral administration of morphine is not beneficial, because its bio-availability in this case is very small. Morphine sulphate has a slightly better bio-availability with oral administration. It can also be administered rectally, as suppository or enema.</p>
<p>Codeine</p> 	<p>Codeine, or methylmorphine, is a natural alkaloid derived from opium. Its concentration in opium extracts varies between 0.7% and 2.5%. Industrial synthesis of codeine is performed through morphine methylation. It has less significant analgesic properties in comparison to morphine, but it is more advantageous in what regards anti-coughing and anti-diarrheic properties. It is metabolized at hepatic level into 6-glucuronide-codeine through conjugation with glucuronic acid in a percentage of 80%.</p>
<p>Papaverine</p> 	<p>Papaverine is extracted from the milky juice of raw poppy capsules (opium). Its effect is exerted directly on smooth muscles. It is an <u>opium alkaloid antispasmodic</u> drug, used primarily in the treatment of visceral <u>spasm</u>, <u>vasospasm</u> (especially those involving the <u>heart</u> and the <u>brain</u>), and occasionally in the treatment of <u>erectile dysfunction</u>. While it is found in the <u>opium poppy</u>, papaverine differs in both structure and pharmacological action from the analgesic (morphine-related) opium alkaloids (<u>opiates</u>). Papaverine is used as an <u>erectile dysfunction</u> drug, alone or sometimes in combination. Papaverine, when injected in penile tissue causes direct <u>smooth muscle</u> relaxation and consequent filling of the <u>corpus cavernosum</u> with blood resulting in <u>erection</u>. A topical gel is also available for ED treatment. Papaverine is also present in combinations of opium alkaloid salts such as <u>papaveretum</u> (<u>Omnopon</u>, <u>Pantopon</u>) and others, along with <u>morphine</u>, <u>codeine</u>, and in some cases <u>noscipine</u> and others in a percentage similar to that in opium, or modified for a given application.</p>

<p>Strychnine</p> 	<p>Strychnine is a very toxic alkaloid, extracted from the seed of the tropical tree – <i>Strychnos nux vomica</i>. Strychnine presents itself as crystals, which are little soluble in water, colourless, odourless, and with bitter taste. The lethal dose for an adult is usually between 60 and 100 mg. Symptoms of intoxication appear 60-90 from ingestion: bitter taste, anxiety, respiratory discomfort, hyperreflexia, convulsions accompanied by the forced extension of the limbs, death.</p>
<p>Quinine</p> 	<p>It is extracted from the chinona tree. It is used in malaria treatment. It regulated body temperature. Quinine contains in its molecule a quinolinic heterocyclic atom. It presents itself as fine crystalline powder, odourless, with very bitter taste, little soluble in water, very soluble in alcohol. In therapy, it is used as salts: sulphate, chlorhydrate. Quinine has an anti-malaria action, anti-pyretic, and slight analgesic. It also desensitizes the pregnant uterus. Indications: malaria, persistent febrile states, migraine Contraindications: pregnancy, breast-feeding, cardiac insufficiency, myasthenia, atrial fibrillation, sensitivity to quinine, haemolytic anaemia, optic neuritis.</p>
<p>Atropine</p> 	<p>Atropine is a part of the group of alkaloids with a tropanic nucleus, representing a racemic mixture of hyoscyamine. Atropine is used as an antidote in muscarine intoxications due to its role as an excessive blocker of the parasympathetic system, stimulated by an excess of acetylcholine. Atropine can also be used during narcosis, in case of reduced cardiac frequency. It is no longer used as an anti-asthma agent, due to the fact that its derivatives are easier to tolerate. In ophthalmology, it is used for pupil dilation (mydriasis) in ocular examinations. Currently, it has yet to be replaced for its role in cardio-pulmonary resuscitation, such as asystole.</p>
<p>Cocaine</p> 	<p>Cocaine is a crystalline tropanic alkaloid, which is obtained from the coca tree (<i>Eritroxylon coca</i>). It is a drug with a potent stimulatory effect on the central nervous system and it is one of the most spreaded drugs that lead to consumer addiction.</p>
<p>Nicotine</p> 	<p>Cotinine is a metabolite of nicotine which can be used as an indicator of exposure due to the fact that it remains in the bloodstream for more than 24 hours. It is not accumulated in the body due to its rapid metabolism, with a half-life of approximately 2 hours. It is used to determine the type of receptors. It is a powerful toxic with rapid effect. Initially, the activity of ganglia is hastened. In the next phase, an inhibition of ganglia occurs, which leads to a depressive and paralysis effect. Intoxications can have different causes: accidental (when it is used for rodents) or professional for people who come into contact with nicotine solutions.</p>
<p>Caffeine</p> 	<p>Caffeine is a purine alkaloid, which can be found in coffee, tea, cola nuts, mate, guarana, and cocoa. It is one of the oldest natural stimulants used by mankind. According to the IUPAC, caffeine is represented by 1,3,7- Trimethyl- 2, 6-purimidone or, for short, 1, 3, 7- Trimethylxanthine. Caffeine is a part of the purine group, as are theophylline and theobromine. Xanthine derivatives, classified as vegetal alkaloids (of which caffeine is a representative) are considered as being soft bases, due to the fact that azoth atoms can accept protons. Despite this, xanthine derivatives are not alkaline, when in solution state. Caffeine acts as: stimulant of the CNS, increase of pulse and arterial blood pressure, bronchial dilator, stimulant of intestinal peristalsis. The effect of caffeine depends on a series of factors such as: age, tobacco smoking habits, the body's excretion rates and</p>

	so on. Caffeine excretion can be more rapid for people who consumer more coffee compared to those who drink occasionally.
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The impact of natural compounds with alkaloid structure is described by pharmacologic and toxic action on the human body. It is generally considered that, due to the fact that alkaloids help defend plants against aggression, they are toxic for the vast majority of animals, with the exception of rabbits who can consume *Atropa belladonna* leaves without suffering from intoxication, due to the presence of an enzyme called tropanon esterase. Others consider alkaloids as being storage compounds of organic azoth and hypothesize that they have a role in the biosynthetic transformation of certain substances [5]. Because alkaloids have a very diverse structure, their functions are also complex:

- CNS: stimulant alkaloids (caffeine, strychnine), depressing alkaloids (morphine)
- VNS: sympathomimetic alkaloids (cocaine, ephedrine) sympatholytic alkaloids (yohimbine), anticholinergic alkaloids (atropine), ganglioplegic alkaloids (nicotine, sparteine)
- Adrenergic, dopaminergic, or serotonergic receptors (alkaloids derived from *Secale cornutum*)
- Malignant cells can manifest cytostatic activity: vinblastine, vincristine.
- Parasites: quinine.

Alkaloids are very toxic substances, at relatively low doses. They can exert their effect on various systems, [5]. For example: vincristine has central neurotoxic effects, vinblastine (an antimitotic alkaloid) has a powerful leucopenia effect and leads to gastrointestinal and neurological distress, aconitine is toxic for bulbar centres, quinine and morphine lead to respiratory depression, cocaine and morphine lead to pharmacologic addiction.

CONCLUSION

- The toxicity of these species has been demonstrated according to the nature of the content, and is represented by symptoms such as: nausea, vomiting, convulsions, cardiac arrhythmias, hallucinations, and so on. Some plant toxin may lead to death even in small quantities.
- Other plants are apparently not at all harmful, even in large doses. Administration of these species preparations does not lead to the manifestation of any toxic syndromes. Even though there are no plant species harmful to humans, due to the cytotoxicity manifested by alkaloids, which accumulate in the body, delayed effect ailments can be triggered or promoted.
- Some plants or plant components containing such principles are still used in internal phytotherapeutic treatments, although their toxicity has already been demonstrated.
- All compounds with an alkaloid structure described in this paper initially had beneficial effects on the human body, which has led to their use in medical practice. Alongside these effects, they also present a high level of toxicity, which has been proven in time.
- The toxicity and very diverse effects on the central and vegetative nervous systems have outlined the importance of limiting consumption and their application as therapeutic agents in medical practice.

ACKNOWLEDGEMENT

This paper is supported by the Sectoral Operational Programme Human Resources Development (SOP HRD), financed from the European Social Fund and by the Romanian Government under the contract number POSDRU/187/1.5/S/156040/

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Friendly Relationships among Youths

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Ada Ruçi

Abstract

This study will be focused on a very important social relationship that is friendship. Humans are social being and are born to be socialized with others. Isolation and solitude is not its characteristic. Friendship refers to a close and personal relationship, the care with its attributes such as: reciprocity, common choices, trust, openness and loyalty. Circumstances affect the types of friendship at youth age or early adulthood. (Adams and Blieszner, 1996). Friendly relationships in high school are based upon interests is the hypothesis this study will be based on. Subjects that will be part of this study are youths. The study is conducted among students of the State University of Tirana. 50% of selected subjects study at social-oriented departments and the other 50% study at science-oriented departments. The selected methodology is quantitative. The type of systematic randomized sampling is used on this study. The hypothesis this study was based on resulted to be true. The study proved that friendships at faculty are based upon interests. The primary interest where the friendship relationships are based includes interests related directly to school. The main subjects resulted to be the free time spent together and doing the homework together. The females resulted to be more sociable, as the major number of students has mostly female friends within their close friendship circle. Students socialize with individuals that meet their economic state, expectations in school grades and personal characteristics. Reciprocity in friendship relationships while at faculty is very important and males value it more than females.

Keywords – Relationships, Youths, invest, inters

1. Friendly Relationships among youths

This study will be focused on a very important social relationship – friendship. Friendship is an inevitable relationship in one's life. Man is a social being and is born to socialize with others and loneliness and isolation are not his characteristic. Various social activities are often the initiators of friendly relationships. Being together and sharing interests with one another encourages youths to build and strengthen further their friendly relationship (Cherly Maeder, 1999). Circumstances affect forms of friendship in juvenility or in early adulthood (Adams and Blieszner, 1996). Subject of this study will be youths. At this age, approximately at 20 years old, youths start to emotionally detach from their parents and family and move toward a greater individuality (Levinson, 1978). This is a great move, which brings many changes in various social aspects and one of these changes is the making of new friendships. Juvenile individuals are relatively free of social obligations such as marriage and parenting, compared to those of middle age and older. The socialization with friends of both genders is more present than in any other age.

1.1. Why youths make friendly relationships

There are several reasons that push youths to get involved into friendly relationships while in faculty. According to Mickulincer and Selinger (2001), there may be a major number of benefits. Fear and social isolation, the need to be heard, encouragement, counseling, sharing in confidence and economical help are some of them. Friendship is a mutual relationship, where the realization of interests that depend on friends takes a very important place and friendship is a voluntary relationship, where personal preferences have a significant place too. According to sociologists, Adams and Graham (1998), besides personal preferences, circumstances, society and culture we belong, play an important role.

Some of the key questions to explore friendly relationships at universities are:

- *Why accompany is important?*
- *Who do we quickly make friendship with?*
- *Where is the university friendship based on?*
- *How much do we invest in a relationship?*
- *How mutual are the friendly relationships?*
- *Does interest affect the choosing of friendships?*

1.2 Hypothesis

In order to explore the fore mentioned issues and identify their extension in the friendly relationships among youths at university, one comes to conclusion, upon which this study is based, that: Friendly relationships at university are based on interests.

1.3 Operational Definitions

Main concepts used in this study will be defined below in an operational manner.

Interest: Emotional, material and social benefits from a friendly relationship.

Friendly relationships at university: in this study it refers to relationships of an individual with people whom he gets along the most.

Investment in friendly relationships: in this study it refers to emotional investment, time investment and material investment.

1.4 Purpose of Study

Purpose of this study is to explore whether the friendly relationships at university are made based on interests and identifying the main ones.

1.5 Objectives

Based on the main purpose of the study, objectives aimed to be achieved are:

1. Identification of main reasons for the creation of friendly relationships at university
2. Identification of gender differences in choosing friendship.
3. Identification whether studying at science-oriented university branches and social-oriented university branches influences the interests in choosing friendship at university.

2. Methodology

Methodology used in this study is quantitative. The selection of this method was due to its adaptability with the subject of study. The purpose of study is to explore the interests in friendly relationship among university students. Based on the subjects' extension the quantitative method has been considered as more appropriate. For the realization of the study literature review will be used and collection of data will be conducted via questionnaire. Subject lists of faculties of State University of Tirana are used in this study, for the record of required subjects. Type of questionnaire is assorted.

2.1. Sampling

Type of systematic random sampling is used in this study. This sampling procedure aims not only at random preselection of units, but at the fact that this random selection is distributed in the entire list of sample setting, based on sampling fractionating method. From the random selection, number 2 and 21 has been chosen per each group. Should the search in finding these numbers becomes impossible, an approximate number will be used. Sampling number is 100 subjects. 50% of subjects study at science-oriented university branches and the other 50% study at social-oriented university branches. Respectively, subjects studying at social-oriented direction, at the Social Sciences Faculty, History- Philology faculty and Foreign Languages Faculty. 50% of selected subjects studying at science-oriented direction, respectively studying at Medical Faculty, Economic Faculty and Nature Sciences Faculty. Out of random selection 31 males and 69 females resulted to be part of the study.

3. Nature of friendly relationships

Frequent Interactions give opportunity to people to discover similarities of one-another, as well as feel the empathy of one another (Arkin and Burger, 1980). The general tendency is one chooses his/her friends for what they are. But in reality we socialize with people who like us and support us (Dragoti, 2004). In the interpersonal attraction, the principle of reward takes effect: we like people who support us in the maximum of assessable reward by spending the minimal cost. Not only do we benefit from others concrete material rewards, but also a social one, where the later is even more important. When friends give us social support in our difficult times, when they respect or admire our qualities, this reward becomes so intense that in most cases the attraction between people becomes mutual. Most of interpersonal relationships are consistent with the principle of reciprocity: we tend to like people who like us. The nature of friendship in itself, contains the mutual care, intimacy and the sharing of activities. Reciprocity is an important condition for a friendly relationship to continue (Friedman, 1993; White, 2001). Friends should share their feelings with one another, rejoice over their friends' achievements, be near them when they are frustrated and disappointed. Friendship is a relationship not based on blood relations. Friendship has many forms and sizes. It is the place of love and affection, the place where we feel loved, respected, supported and happy. When two people share a strong bond of reciprocity, respect and love, step toward an eternal friendship are taken. Being friends means being there for each other. Annas' viewpoint is that a friend is the one who wishes and desires the best for his/her friend; he desires the friend to exist and live, spends time with the friend and makes the same choices as a friend.

3.1 Gender differences in friendly relationships

Males and females in general have different kinds of relationships. Males tend to have friendly relationship between one another, but less intimate. Males search friends based on similar interests, prefer common activities and do not pay too much attention to discussion about feelings (Sherrod, 1989). Females tend to have more intimate, opened and emotional relationships (Ritchie and Mill 1998; Sapadin, 1998). Relationships between females are characterized by many positive attributes that are apparent through the whole life such as: trust, loyalty, joy, care love and compassion. Females discuss continuously with one another and their discussion is profound when it comes to intimate issues regarding themselves or their family. For males intimacy often means discussing or making things together when it comes to work, sport or politics, whereas for females friendship intimacy means sharing feelings and worries.

3.2 Role of investment in friendly relationships

Investment is very important for the continuity of a friendly relationship. Friendship aims at being more reciprocal than other forms of attraction, such as respect (Sega, 1970). Once the reciprocity starts to shake, the friendship starts to change. In a friendly relationship friends share similar interests, mutual respect and strong relation with one another. It is noticeable that an important component for a friendly relationship is the similar interest. A true friendship is proven to be such based on altruism, sacrificing personal interest for that of friends. When we are awake we spend 20-60% of our time in company with others (Dealux, 1978). This shows the fact that besides other investments, we invest a lot from our time with friends.

4. Results

The study proved the fact that sociableness at university is based on interests. Primary interest where university friendly relationship are based, includes interests related directly to school. The main ones resulted to be: doing homework together and spending free time together. Females resulted to be more sociable, since that the majority of students have females in their close relationship circle. Students at university make friends with individuals with the same economic state, same expectations for school grades and same personal characteristics. Reciprocity in friendly relationships while in faculty is very important and males value reciprocal relationship more than females. Females invest more in a friendly relationship and consider friendship as valuable relationship.

The conclusion from this study was that the main reason students make friends is to avoid loneliness. But within this conclusion it resulted that students who follow a university social profile branch, value the fact of feeling good themselves with friends more, than the desire to not be alone. The most valued friendship characteristic in faculty is sincerity. An important role takes also the readiness to help friends, by defining it as a sincere interest in a friendly relationship.

From the study it resulted that science profile and social profile, do not influence friendly relationships in high school. From the study it resulted that friendship in faculty is not a friendship based on strong trust, love, care and altruism. Its main base is reciprocal help and the realization of interests closely related to friendship.

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Religious Education in Greece - Orthodox Christianity, Islam and Secularism

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Abstract

This study is an attempt to address the issue of religion in the public sphere and secularism. Since the Eastern Orthodox Church has been established by the Greek constitution (1975) as the prevailing religion of Greece, there are elements of legal agreements- which inevitably spawn interactions- between state and Church in different areas. One such area is Religious Education. This article focuses on Religious Education (RE) in Greece which is a compulsory school subject and on two important interventions that highlight the interplay between religion, politics and education: firstly the new Curriculum for RE (2011) and secondly the introduction of an Islamic RE (2014) in a Greek region (Thrace) where Christians and Muslims have lived together for more than four centuries. The researches are based on fieldwork research and they attempt to open the discussion on the role of RE in a secular education system and its potential for coexistence and social cohesion.

Key words: religious education, secularism, curriculum, Islam, public sphere

Introduction

This article is focused on Religious Education (hereafter referred as to RE) in Greece and the ongoing debate that is taking place within the Greek public sphere. A debate that involves public education, citizens' rights, the relationship between the church and the state, the country's peculiar historical relationship with Turkey, the identification of Islam—in the collective narrative—with “Turkish Islam,” the presence of indigenous Muslims in Thrace since the Ottoman era, the country's policies on public education and particularly the subject of RE, and the emergence of an ever-increasing radicalism within the public sphere of a part of the populace, which derives from the austere economical situation of the country, massive immigration, high unemployment, and the manipulation of citizens' fear and misery by extreme political and/or religious groups.

Furthermore, the discussion will point to a new issue that has arisen with the introduction of a course on Islam in the Greek state school system—specifically in the region of Thrace, where many Greek Muslim citizens live—, and the attendant heated debates as well as the related minority options of state policy on this issue, and the political antagonism between Greece and Turkey and how that affects this specific community in Greece with its multiple identities.

Religion in the Public Sphere

Analysis of the role of religion in modern society is closely linked with the process of secularization and the theory (or theories) that interpret it. Secularism is a multidimensional process that goes back to the historical conditions surrounding the formation of the modern state and the loss of religious power via political legitimatization. As a concept, it appears with various meanings depending on the perspective of the researchers who analyze this notion, primarily theologians, philosophers, sociologists, and jurists. Grace Davie has attempted to identify the significance of religion in the modern global order and to rethink the predominant ways of thought concerning the place of religion within secular societies. Looking at the history of Europe, Davie concludes that is not immediately clear what exactly the notion “theory of secularism”

means; at the same time, she underlines that it is quite clear that the sociology of religion must admit that religious experience and religious changes have their impact on societies. Without devaluing all aspects of the notion of secularism—viewing, for example, the legal separation of religion and state as a “healthy” stage of modernism—, she concludes that secularism does not necessarily entail the marginalization of religion to the private sphere nor even the diminution of religious practices. Davie argues that if we want to understand secularism and globalization, we have to take into consideration humanity’s complex and continuous relationship with religion. She maintains that it is possible for society to be both religious and secular (Davie, 2007, pp. 160, 224-243).

It would be argued that modern European societies are at the same time secular and religious, with the possible exception of the French *laïcité* (Bouretz, 2000, p. 58); but even this *laïcité* today suffers at the practical level from the public demands of French Muslims. Secularization is therefore part of a broader political process, the main feature of which is the affirmation of the individual as the subject of political rights and obligations. Among these rights, one which stands out is freedom of thought and religion, which, in order to be fully implemented, requires, from a legal point of view, the separation of Church and State.

The spectacular return of religion to the European public space is due, mainly after the 1990’s and especially in the 21st c., to the demands of faithful Muslims within secular societies, and the confrontation of issues concerning “public Islam and the common good.” (Salvatore, 2006, pp. 543-561). Therefore, secular European states are facing new issues that have been raised with the emergence of Islam’s public demands within secular “western” countries.

Similarly, European education, with diverse models in each country, faces the challenge of finding ways to promote the peaceful coexistence of various religious identities in the public space and is thus called upon to manage multiculturalism and multireligiosity in schools. In the European area there has been a dialogue for inter-religious and intercultural education since 2001. Moreover, the Committee of Ministers agreed to a policy recommendation (CM/Rec(2008)12) that all member states should include the impartial study of religions within the curricula of their school’s systems. This recommendation which incorporated ideas from the *White Paper on Intercultural Dialogue*, gives a compelling cultural argument for the study of religions and legitimacy for a compulsory RE. It should be mentioned that its principles provide intercultural dialogue and its dimension of religious and non-religious convictions as significant factors for the development of tolerance and cultural coexistence (Koukounaras Liagkis, 2013a). In 2014 The Council of Europe published *Signposts* as an aid for policy makers, schools and teacher trainers in member states to enable them to interpret and act upon the 2008 recommendation from the Committee of Ministers on teaching about religious and non-religious convictions (Jackson, 2014).

The above raise the controversial question: What are the educational policies of secular states towards their multireligious citizenry (Muslims, Jews, Hindus, Sikhs, non-religious, etc.), and how is the issue of the majority’s religious identity expressed in educational, political, and religious terms? Religious diversity can operate as a cohesive bond or a divisive factor between citizens, and in the case of Islam, what do European Muslims, as well as the newly arrived immigrants, desire for themselves? Is there only one will, and how can secular states satisfy the many different religious tendencies within their societies and support a capable educational system?

These questions are only the beginning of a series of questions, both old and new, that pertain to most of the countries of Europe and especially the countries of the Balkan Peninsula, which has been seized by the most intense religious, political, and territorial antagonisms throughout the nineteenth and twentieth centuries, during and after the collapse of the Ottoman Empire, and where much of the so-called “old” Islam, an inheritance from the Ottomans lives (Ziaka, 2013). According to Tsioumis (2011), the case of Greece “could not be excluded from the attitude of modern-nation states of the Balkans, where ethnic identity developed as opposed to the identity of the ‘other’ and this reality has also affected the management of minority—and majority we could add—educational policy”. The emergence of new nation states also relied, particularly in the case of Greece, on collective memories and traditions about their lost homelands, their resistance to the efforts of Islamisation, the Orthodox faith’s contribution to the preservation of Greek literature, language, culture, and identity (Molokotos-Liederman). The consensus view seems to be that the Greek state is deemed as a case study regarding the secularization process (Prodromou, 1998).

Greek state schools and Religious Education: old debates under new realities

Greek state schools require RE to be taught in each of the six years of secondary education for two hours per week, while in the upper primary grades RE is offered, from the third grade until the sixth. The framework for RE in schools is provided

by the basic Law for Education (1566/1985) which requires that all students on a mandatory basis have to have been taught the 'authentic' tradition of the Orthodox Church (article 1, paragraph 1). Besides article 13, paragraphs 1-2 of the constitution guarantee the basic right to freedom of religion and associate it with the development of religious consciousness. Moreover, according to Law 1566/1985 the state has to provide RE to any religious community who wants to organize its confessional RE on condition that 5 students apply for it. Since 2013 only the Catholic community has been a case in point and in their case they only applied to have their own RE teachers though they have followed the official Curriculum and textbooks of Greek RE from 2003 onward. Of course, every student has a right to be exempted from RE through an application, which must be signed by the two parents, arguing that he has reasons related to other doctrines, religion or religious consciousness, in general (Koukounaras Liagkis, 2015). What is important to stress at this point is that, according to personal fieldwork research, Muslim students in Greece who are immigrants and they do not live in the region of Thrace (north part of Greece) do not likely apply for exemption from RE.

In primary education, those who teach RE are primary school teachers who have not received any special RE training during their university education; in secondary education, RE teachers have graduated from one of the country's two Theological Schools (Athens, Thessaloniki). RE focuses primarily on the Christian faith and Orthodox tradition; Students also are taught about the other major world religions, with two extended sections placing special emphasis on Islam in the textbook of the 2nd grade of the Lyceum (Ziaka, 2009). Some but not many references to Islam are in the RE textbooks in primary school and high school/Gymnasium (Primary: 4th grade, a photo, p.46, 6th grade, a section (33). High school: 1st grade, a text, p. 78 and 2nd grade, a photo. p.83). In both primary and secondary classes textbooks dominate, since the Curriculum (2003) has remained a content-focused designed Curriculum containing content basically derived more from 'Theology' (related to a particular religion and faith) instead of 'Religious studies' (related to different religions, cultures and traditions). Every teacher is free to extend their teaching to other religions, speaking largely in historical terms about the three monotheistic religions and their historical and cultural encounters with one another. The teachers are Greek civil servants and are not controlled, or appointed by the Greek Orthodox Church and the same holds true for university professors of theology.

All the above were forced to change with the emergence of new realities within the country, and the drafting of a new curriculum for the "New School," as the whole project was named by the Ministry of Education, beginning with the 2010-2011 academic year. The Pedagogical Institute, with the support of the Ministry of Education, developed a new Curriculum and a pilot program for the RE (as all the other subjects of the Curriculum). The pilot program which was organised initially to run for the 2011-12 school year was extended for one year and then more until the June of 2015. Until today there is no certainty, as it is stressed below, that the new Curriculum will be implemented or that there would be changes at least on the current RE Curriculum (2003).

The new Curriculum though is not confessional is still an open Christian Curriculum, with only a 10% of its content dedicated to the study of world religions. The Curriculum, mainly derived of the British experience, defines the inclusion of epistemological, theological and pedagogical approaches, remaining a compulsory subject of the Greek school curriculum. The foregoing discussion implies that the Curriculum has two main characteristics: a) It avoids equating Religious Education with Theology as did all the previous curricula and b) It fundamentally provides a basic constructivist approach to teaching and learning about religions focusing on learning not on teaching. (Koukounaras Liagkis, 2015; Karamouzis, 2011). This approach which has given rise to criticism from the more traditionalist theologians and religious educators who are strongly influenced by either one or the other underlines that it offers new pedagogical tools to the older Curriculum, such as that of interaction between students and teacher, and many other positive developments. Without undermining the older Curriculum it rendered interesting facts but in an outdated and old-fashioned way, in which both the teacher and the student are controlled by the mediating textbook, a static piece of material, which was often unclear and tedious for the student, while the new Curriculum place the student at the center of the teaching process with new pedagogical methods. Thus, the pedagogical methods employed in the new Curriculum are much friendlier to both the students and the teachers, providing more than one interactive choice per lesson, and the possibility of independent study on the part of the students with the facilitation—rather than the necessary intervention—of the teacher, thus the students' recollection of other information sets, experiences, and skills are related to an ecumenical view and understanding of the world, geography, ecology, the environment, and others which are rightly associated with RE. Furthermore, some Greek researchers lend support to the claim that "the New Pilot Curricula (RE and Greek language) promote the education of the students without social, economic, educational, religious, or cultural discriminations and inequalities. Both cases are marked by an effort to promote

the principles of intercultural education within the pedagogical framework where the Curricula are implemented.” (Mitropoulou, Rantzou, & Anagnostopoulou, 2015).

That reform spawned a maelstrom of criticism that continues to gain strength, taking, however, away the essence of the project and contributing nothing to a competent presentation of the material in the new Curriculum (i.e. the texts of the *Curriculum* and the *Guide for the Curriculum*) in the school community or within the broader public sphere. At the same time, the failure to take into account society’s changing needs and the insistence on a religious “primitivism” (Kairidis, 2008) runs counter to class on religion itself. It is commonly accepted, even by the Hierarchy of the Church of Greece, that the character of the RE “in the framework of the overall program of education should not be ‘catechetical,’ ‘confessional,’ or ‘religious studies’ in the absolute sense, nor should these exclusively define its content” (Anthimos, 2013).

Unsurprisingly, RE teachers have been divided into the supporters (progressives) and the non supporters (traditionalists) the new Curriculum. Trine Stauning Willert, with a long standing research on Greek Orthodox thought and society, notices that between theologians and RE teachers in Greece two views and types are identified: “The first used a traditionalist agenda envisioning Orthodoxy as the essence of Greek culture and a return to the ‘good old days’ through a revival of Orthodox values in education. The other took contemporary Greek society as a key point of reference advocating the Orthodox theology and Orthodox values are compatible with a contemporary outlook which can contribute to society as it really is today and not as it should be or as it, supposedly, was in ‘the good old days’” (Stauning Willert, 2014).

The issue remains open until now; the new Curriculum has not been implemented yet. With regard to political initiatives, which are constantly changing due to political uncertainty and political opportunism, this is a debate which has been underway since 2009 onwards and in which three tendencies can be observed relative to RE. The first is that of technocrats, who are skeptical about the usefulness of RE, and—in light of the general spirit of austerity—were inclined to cut the “unproductive” religion classes. This attitude characterizes also a portion of the anti-bailout (memorandum) politicians and citizens on the left, who display their ideological prejudices on the topic of religion. On the other end of the spectrum, we find a caustic ethno-religious rhetoric, which is supported by right-wing forces and groups of Christians, theologians, and others, including some leading ecclesiastical figures (Zoumboulakis, 2013). In the middle, there are a group of theologians, citizens, religious leaders, the Institute of Educational Policy and also a group of politicians who are trying, without exaggerating, to reshape RE in Greece and prevent social conflicts.

Introducing Islamic RE in the Greek State Schools

In recent years (since 2013), a part of the current political leadership, i.e.: the General Secretary of Religious Affairs has seemed amenable toward the aforementioned changes, and is trying to reconcile all the various forces by preserving RE within the state school system while also updating it in the light of the new social challenges. The General Secretary of Religious Affairs of the Greek Ministry of Education has, also taken a step further with the initiative to introduce an optional Islamic RE in the Greek state schools of Western Thrace, where the Muslim minority of “old” Islam lives according to the Lausanne Treaty (1923). They are entitled to their bilingual educational system but as the Minority schools, especially High Schools, could not satisfy all the applications due to different reasons (big number of students, limited linguistics skills concerning the Greek language and societal reasons), an increasing number of Muslim adolescents register at Greek Secondary schools. Bearing in mind that situation someone could conclude that the initiatives above—and mainly with the introduction of Islamic RE in the state schools— are aimed primarily at safeguarding the non-instrumentalization of the minority by the Turkish policy through religion in the region and also to start preparing the field to the growing religious, political, and social needs of the Muslim immigrants, by creating an atmosphere within the state Greek school community that is friendly toward Islam and works against stereotypes and Islamophobia.

In order to move forward with this initiative, a committee, including Muslim citizens of Western Thrace, was appointed for the “improvement of the educational system of the religious (Muslim) minority of Thrace” with the main aim to investigate the ways of the best possible and most effective application of the provisions of Article 53, entitled “Teachers of religion of the Muslim minority of Thrace, and the improvement of education for Muslim children in the public schools of Thrace,” of Law 4115/2013 (FEK 24/30-1-2013), which was composed by Ministerial Decree 27147/A3/27-02-2013. At the conclusion of its meetings in mid-November 2013, this Committee recommended to the Ministry of Education, among other things, the appointment of another special committee to write the textbooks for the Islamic RE. In accordance with the RE Curriculum, the Islamic RE will consist of two hours lessons per week. One hour of reading the Qur’anic texts in Arabic, and one hour devoted to the class on Islam in Greek. The issue of language has primarily led to debate and tension within a part of the

Muslim community, which calls for the teaching to be in Turkish. But this would be a paradox for the Greek educational system, especially when there are already the so-called “minority schools” as well as two madrasas in the cities of Komotini and Echinis, where pupils enjoy the right to be taught specific lessons in the Turkish language, including the class on religion. Furthermore, after almost two years of inauguration and implementation of the optional Islamic RE, it is increasingly understood, by a large part of local population in Thrace, that the communication of religious diversity in a common language and school environment, may remove the perplexities and controversies, and lead to a constructive conversation within the public sphere (Ziaka, 2015)

Nevertheless, a part of the political left, specifically some components of the SYRIZA party do not support the introduction of the Islamic RE in the Greek public school system, as much as they generally oppose the teaching of religion in schools, prioritizing instead the safeguarding of human rights within the secular state. There is also a lively discussion about the identity of the Muslims of Thrace, the marking of multiple and often crossing identities (Sebba & Wooton, 1998)—specifically whether or not they are all purely Turkish—, and their right to their mother tongue within Greece. Of course, the preservation of their “mother tongue” is guaranteed by the Lausanne Treaty (1923), but its teaching is implemented to the minority schools (Tsitselikis & Mavrommatis, 2003), with the Turkish language to be the predominant one in education and the expense of the two others non written languages (Pomak and Roma).

This why, the issues of minority education in Thrace are regulated under the provisions of the Treaty of Lausanne (Articles 40, 41, 45), which provides for the religious, linguistic, and educational freedom of religious minorities, both in Greece and Turkey. Issues regarding minority education are also dealt with by the Educational Protocol of 20.12.1968, which is still in effect. Essentially, this opened the way for the infusion of Turkish national identity into the Muslim minority of Western Thrace and its discussion until today (Trubeta, 2001, pp. 41-42; Trubeta, 2003). Since 1930, and particularly between 1950-1970, Turkey was directly involved in minority education, through the sending of books, funds for the construction of schools, teacher education, etc. The Greek-Turkish Agreement of 1951 (20 April) connected the minority even more with the Turkish state (Mavrommatis, 2006). The Treaty of Lausanne was further complemented by provisions in the Greek-Turkish Protocol of 1968 (Educational Protocol between Greece and Turkey, 1968), and the Agreement of 2000 (Ministerial Decree G2/933, 3.3.2000 [FEK B 372, 2000]: Timetable of forms A, B and C of Minority High Schools) (Tsitselikis & Mavrommatis, 2003, pp. 28-31). The Greek-Turkish educational protocol of 1968 included adjustments regarding the language of instruction, the Turkish language, audio-visual aids, school textbooks, etc.

On this legal basis, compulsory primary education is provided by the minority schools in a bilingual program (six years' duration, as in state education). In Greek, the students are taught history, environmental studies, geography, and the Greek language, while in Turkish they are taught the Turkish language, natural sciences, mathematics, and religion. When gymnastics, arts, and music are not taught by specialized teachers (as is the case, for example, in the small schools in the Rhodopes mountains), they are taught by the Muslim teacher. In the Rhodopes mountains, therefore, primary education takes place exclusively in the minority schools, as opposed to the urban areas, where the minority and state elementary schools coexist.

Shifts in the number of minority elementary schools in Thrace

Table 1

Province	Xanthi	Rhodope	Evros	Total
Elementary Schools (2004 - 05) (Liazos, 2007)	76	135	21	232
Elementary Schools (2014) (Regional Directorate of Primary and Secondary Education/Eastern Macedonia and Thrace)	52	92	15	159

Minority Secondary education in Thrace operates, by law, with: one Gymnasium (3 years compulsory high school) and one Lyceum (an optional 3 years school after Gymnasium) (Cümülçine Celal Bayar Lises) in Komotini founded in 1952; one Gymnasium and one Lyceum (İskeçe Muzafeer Salioğlu Azinlik Ortaokul ve Lises) in Xanthi founded in 1964; and two madrasas, one in Komotini, and one in Echinis of Xanthi. Since 1999, the madrasas in Komotini and Xanthi have moved

from a five-year to a six-year program (Ministerial Decree G2/5560 of 25-11-1999). These madrassas follow the same program as the minority secondary schools, except that additional courses with religious content are taught, such as: Interpretation of the Qur'an, Arabic Language, Islamic History, Imamatus etc. (Ziaka 2009, pp. 168-171). Recently, the committee for the improvement of the educational system of the Muslim minority of Thrace proposed, among other things, the examination of the reform of the school schedule, with a RE specialized program of 17 or 18 hours for Gymnasium and the first grade of Lyceum, 14 hours for the second grade of Lyceum, and 9 hours for the third grade, for a total of 42 hours, based on the model of the state schools for fine arts, music, etc.

The minority secondary schools also follow a bilingual program. The courses taught in the Greek language are: Ancient and Modern Greek, History, Geography, and Civics ("theoretical" courses), while the other courses (the "positive" courses: Science, Mathematics, etc.), together with the Turkish language, are taught in Turkish. It is characteristic that, in the minority schools, apart from the general education courses, all the courses of the positive sciences as well as some technological education (Mathematics and Science) are taught in Turkish. Only theoretical courses—which are usually not an option for students, so they do not apply—and the rest of the technological education courses are taught in Greek.

In the completely Muslim mountain regions of Thrace, there are also five Gymnasias and one Lyceum, which fall into the general Curriculum (in Organi in Rhodope province, and in Xanthi province in Sminthi, where there is also Lyceum, in Glafki, in Echino, and in Therma). The Muslim students in these schools are taught the course on religion in Turkish, the Qur'an in Arabic, and all the other courses in Greek (Liazos, 2007, p. 117). In the city of Xanthi, there is also a minority Vocational School. All these schools follow the curricula of the state schools.

Without engaging in ideological rivalries concerning the prevalence of the Turkish language in virtually all the minority it could be argued that much of this populace has not been sufficiently trained in the Greek language, which makes the relationship between the state and citizen much more difficult. The critical stance towards the largely outdated educational methodology of minority education that continues to exist in the Greece of the 21st century is inevitable, and also the consequences it has, both educationally and psychologically (Askouni, 2011). Indeed, these are some of the reasons that today there is an outflow of students from the Muslim minority schools and into Greek state schools. Particularly after 1996, the percentage of Muslim students who have continued and completed secondary education has greatly increased when compared to previous years. The special quota of 0.5% for the admission of minority pupils to higher education institutions has contributed to this increase. This is an important affirmative action measure for Thracian Muslim students, which essentially offers them an additional 350 positions at Greek universities (AEI) and higher technical institutes (TEI). A further reason for choosing Greek-language education is the prospect for continuing their studies at Greek universities (Ziaka, 2009, p. 170).

Towards this aim and during the past fifteen years, more attention has been given to minorities and the matter of their education than in the past. In addition to the positive contributions of the legal measures referred to above, the Greek Ministry of Education has also undertaken important initiatives, in collaboration with the Greek university community, to work out special professional development programs both for minority educators as well as for many other areas of Muslim education (Androussou, Askouni, Dragona, Frangoudaki, & Plexoussaki, 2011). The program for the education of Muslim children (1997-2008) concerned minority pupils (firstly, primary school level, and to a somewhat lesser extent, secondary-level). They were provided with a series of new books for learning Greek and to assist their integration into the wider environment, not only the Greek but also the European.

The attempt, however, to introduce an Islamic RE into the Greek state schools of Thrace raised many questions and posed several difficulties. The former pertain to conflicts within the Muslim community over the choice of language, i.e., Arabic for the Qur'an and Greek for teaching purposes. The latter relate to the Muslim RE teachers themselves and whether they are ready to teach the Qur'an and Islam in state schools in Arabic, with Greek as simply an auxiliary language, after training at the madrassas and a very brief introductory seminar, which was supported by Thessaloniki's School of Theology, as well as by doctors of Muslim theology and pedagogy, in late September and early October 2013. During this training seminar, personal research stressed that the Turkish language had been partly "sanctified" by the Muslim minority, and at the same time they felt comfortable with the rendering of Qur'anic terms into Turkish. Among the Muslims chosen by the Greek state to become RE teachers in the state school system (20 during the first (2013) phase and 24 during the second (2014) phase), there is also a broad linguistic amalgam. Some speak Turkish well and know how to read Arabic, but are less adept at Greek, while others, and especially those graduate of the Special Pedagogical Academy (E.PA.TH.)—which aimed at the "education and training of native Muslim teachers," according to its founding charter (PD 31/1969), but, for political

reasons, was closed two years ago—have sufficient proficiency in both Greek and Turkish, but much less in Arabic, even though many of them are graduates of madrassas. Moreover, some Muslim members of the Greek Parliament object to the proposed model, since the creation of new teachers of religion and Imams, who will be educated by the Greek state, will probably cut into the influx of imams and preachers from Turkey but also from other parts of the Middle East, mainly from Saudi Arabia. Egypt used to be also a country of preference, until recently, but not anymore, because cannot provide scholarships as the other two states do. Also critical of the Greek state's proposal are Muslims Muftis elected from a certain part of the minority, not those Muftis appointed and recognized by the Greek state. The elected Mufti of Xanthi, employing nationalistic rather than theological arguments, warned their fellow citizens who were appointed by the Greek state not to proceed with their jobs, since soon imams will appear without "circumcision" (Gündem newspaper January 16, 2014). Of course in Thrace sometimes the national and the religious compete, and sometimes the religious is identified with the national—such as in the case of the election or appointment of the Mufti and the great debate that began after 1980 about the application of Shari'a law and other, similar issues (Ziaka, 2013). Furthermore, there was a pedagogical view that has fostered debate on the reason Greek state established a confessional Islamic RE in Thrace when at the same time attempted to literally reform the RE in state schools to non-confessional (Koukounaras Liagkis, 2013b). At the same time, another debate has begun regarding the broader public sphere and the minority issues of Thrace. There are the voices of those who are critical of the "hegemonic elite" of the Greek state, and other agents at the region like the Media and the local "elites" (Gkintidis, 2013; Tsihiridou, 2006). There are also other voices who talk about taking responsibility for the teaching of RE within Greek state schools and within a frame of a broader national educational strategic. An initiative who can lead to a mutual understanding of religious "otherness" and non-religious voices, within the local and national context, without abandoning the religious education only to denominational/catechetical circles that they do not share, the most of the times, a public common space for dialogue and even progressive debate (Ziaka, 2015a).

The reality is that, of the 82 teachers of religion, 58 are serving the mosques as imams and the other 24, of which 23 are graduates of EPATH, entered the schools at the beginning of 2014. RE was chosen by the majority of the students, with few exceptions. At the same time a pioneering project entitled "Lifelong Learning Program for Christian and Muslim Theologians of Thrace on Issues Related to the Teaching of Religion, Religious Otherness and Intercultural Religious Education" has started and it is still in process until September 2015. The programme prioritizes, educationally, religious diversity in Thrace as a factor of peaceful coexistence and interaction in the public sphere. The programme was designed by the Aristotle University of Thessaloniki and the School of Theology by the Scientific Responsible Angeliki Ziaka and its aim is to teach religion as a catalyst for a harmonious and constructive coexistence, and not as a source of tensions. Therefore, meetings between Christian theologians-RE teachers in Secondary schools and Muslim RE teachers in Primary and Secondary schools have been held basically on the subject of 'teaching of religion', with the additional motive of promoting their acquaintance and mutual support in the public school environment. So far, there have been 390 hours of training in two phases of the program (1st: September 2014-December 2014 and 2nd: February 2015-April 2015), with interdisciplinary and interfaith approaches, for 65 RE teachers (of the total 90 appointees) and 82 imams and RE teachers of Islam. Already, 140 people have registered for the joint training for teachers of Christianity and Islam that will take place in September within the framework of the program and it admittedly would be the most interesting part for research and evaluation. From the program's progress to this point, for the sake of discussion some issues would be addressed: The program a) has been welcomed by the educational communities of the aforementioned areas and particularly by our theologian colleagues in secondary education and the teachers of Islam. b) was a good beginning for communication and public debate on the needs and educational priorities both now and in the future on issues of religion and an intercultural approach to them, c) created an atmosphere of trust and communication in the broader public space. d) the optional Islamic RE in the Greek state school of Thrace has little or no drop-outs, and in this sense forms a safeguard for the state school system's RE with a broader intercultural character not restricted to the narrow confines of emotional and region-based confessional approaches (catechism). The same is also true of the RE lessons in the broader Greek school system (Ziaka, 2015b).

Discussion

In the light of the Greek situation, that is articulated above, the role of "public religion/s" (Casanova, 1994; Eickelman, 2002) seems more stable, and some understand the role of the religious leaders (Bishops and Muftis) as guarantors of social security within the public sphere of religiously "other" citizens. For still others, religious faith works not "as a means to bridge

differences between them (Muslims) and the majority, but rather as a dividing chasm" (Trubeta, 2001, p. 245). Furthermore, secularism in Greece has had a dialectical stance with and dependence on religion/the Church (Kalaitzidis, 2012) in which relationship Islam also has a local presence, even though it has been on the margins of society for decades (Salvatore, 2006, p. 555).

The interplay between religion and the public space in Greece reveals the important assumption that the Greek constitution proclaims not only the principle of "religious tolerance," but also that of "religious freedom." In modern Greece, religion has never been absent from the public sphere, and there is a special relationship between the Church and the State. One of the bases for the relationship between the Church and the State is the Constitution of 1975, which was revised in 1986, 2001, and 2008. It is important to note that the non revised Article 13, paragraph 1, expressly establishes the right of "religious freedom". But as the Eastern Orthodox Church is established by the Greek constitution as the prevailing religion of Greece no one can deny that there are elements of legal agreements- which inevitably spawn interactions- between state and Church and furthermore between groups of citizen or religious communities in different areas. RE is inevitably a crucial factor in that case and therefore state recognition that trying to reform it and adjust it with the European environment- is not always successful. Obviously the question of RE and its role in pluralistic societies is dominant but at the core of the study, however, the question of symbiosis exists and how (some would argue if) religious and non religious people should believe, behave and belong independently and at the same time commonly within the public sphere. Of course European and Greek research examine and illuminate at the same time the inclusive view of religious freedom and the potential of RE.

In such environment, where religion in the public space raises tempers and engenders conflicts, examples of acceptance and respect for religious diversity within the country's academic institutions is of paramount and symbolic importance. The Theological School of Aristotle University of Thessaloniki has already played a leading role in this regard, having since 1970 granted a prayer room to the university's Muslim students guaranteeing safety to every Muslim who wished to pray.

The School of Theology in Thessaloniki, moreover, taking into account all the tension and debate in the public sphere concerning religion generally and Islam specifically, is also moving towards the creation of a research direction of Muslim Studies. The goal of the project is to open the doors to the study of the religion of Islam on an academic rather than confessional basis. In this vein, parallel to the purely Islamic courses (Qur'an, Sunna/Hadith, Tafsir, and Shari'a), there will also be courses on: Muslim tariqa, which has a rich history in the Balkan peninsula; the history of relations between Orthodox Christianity and Islam; and local expressions and understandings of Islam, all focusing on social and cultural relationships and mutual understanding between members of the two religious traditions. Such a project has the support of parts of the academic, political, and ecclesiastical establishments, but also has critics, who view such a project through an ideological spectrum and believe that such a project would open the doors to the Turkification and Islamization of Greece and Europe. Criticism is also voiced by Christian and Muslim citizens and representatives of Christian and Muslim associations about how it is possible for Christianity or Islam to be taught within the Universities without a confessional orientation.

The main question that remains is whether or not to disengage religion from state hegemony and religiously institutionalized hegemony, leaving it therefore with the ability to operate in the public sphere and in civil society, with freedom and creativity as a social and cultural agent. If secularism really exists to emancipate humans from religious authority, would not the words of Tocqueville, two centuries later, apply? "When there is no longer any principle of authority in religion any more than in politics, men are speedily frightened at the aspect of this unbounded independence. [...]" (Hervieu-Leger & Willaime, 2005, p. 74; Van de Putte, 2010, p. 487). Seeing now, however, the state of religion in the public sphere some two centuries later than Tocqueville, it can be concluded that religions will continue to be an integral part of societies. Whether or not the secular and religious institutions find a way to work together will be an indicator of whether democracy itself can continue to be sustained and survive. And, in this case, the relationship is not one-sided, but bilateral.

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An Axiomatic Control for Rational Behavior of Political Leaders in Democratic States

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Abstract

The main purpose of the present paper is to develop a new axiomatic system for the control or self-control of rational behavior of political leaders in contemporary democratic states. The axiomatic system is based on stringent criteria for rational behavior (proposed by A. N. Kolmogorov and R. Wilson) and contains 14 axioms. Axioms with ordinal numbers 4, 10, and 14 have a particular important role. In the present study we use Nash optimization principle, as well as a generalization of this principle developed by N. N. Vorobiev. The proposed axiomatic system is clear, meaningful and enjoys the lack of contradiction property. The obtained theoretical results are applied in Republic of Albania.

Keywords: rational behavior, stringent criteria, democracy, political leader, axiomatic system.

“The future of humanity should be based on rational behavior”

Aristotle

“The power of a political leader is identified in the ability of harmonization of his will for the realization of the aims of people, led by logic and collaboration”

Woodrow Wilson, President of USA

“The rational behavior of a political leader has the primary goal to put the interest of people over the self-interest of the leader”

A.N. Kolmogorov Russian Mathematician, Bolzan Prize Winner

“The rational behavior of the individual in a capitalist democracy is the prudent and intelligent maximizing of self-interest”

Amartya Sen, Indian-American economist, Nobel Award Winner

1. Introduction

In human society there are many processes, in which the participants have different interests and use different methods for realizing their aims. Such processes are described as **conflicts** and so naturally arise whenever some individuals,

companies, monopolies, parties, party coalitions, social groups or countries aims to control the development of various processes. The conflict represents the core of many political, economic, legal, military, diplomatic, ecological, demographic, psychological, religious, biological, medical, technological processes. An important special case of the conflict is **competition**. The mathematical model of the conflict contains four components:

Firstly: Given all participants in the conflict, who are able to make decisions. These participants are called players.

Secondly: Given the set of possible actions for each player. These possible decisions are called the strategy of the player.

Thirdly: Given the individuals, parties, party coalitions, or countries participating in the conflict that protect some specific interests. These are called players of interests.

Fourthly: Given the formulas for the expected profits or losses of player of interests. This is done usually by the utility function of each player of interests. The purpose of each player of interests, who are participants in the conflict, is **maximizing the utility function**.

Definition of the game as a mathematical model of the conflict:

The game is the set composed by players of actions, strategies of these players, players of interests, and the utility functions of these players.

The game is the basic concept of the Modern Mathematics. It is as important as the concept of derivative, integral, series, probability or differential equation. A particular characteristic of most games, is that each player does not know exactly the strategies to be used by other players. In this sense, the game is made in the present of strategic uncertainty. According to the conception of the American mathematicians, the participants in the game are called "players" and according to the Russian mathematicians made a clear distinction between players of actions and players of interest. In the current study, the conception of Russian mathematicians is used, hoping that accurately reflect the political conflicts, economic and social disparities that exist in the Republic of Albania. Game Theory was created as a mathematical discipline in 1944 by the famous Hungarian-American mathematician Johann von Neumann (1903-1957) and by the Austrian-American economist Oskar Morgenstern (1902-1977). The study of each conflict is performed in three aspects:

1. Descriptive aspect, which describes the conflict, showing its connections with other conflicts or represents a conflict through other conflicts.
2. Constructive aspect that specifies the four components of the conflict.
3. Normative aspect which gives the purposes of the players of interests.

The primary aspect of any conflict is the normative aspect, while the other two aspects are complementary. The descriptive aspect of the conflict can or cannot be mathematically formulated, while two other aspects of a conflict can always be mathematically formulated. According to the Russian mathematician A. N. Kolmogorov, the Game Theory is the mathematical theory of making the optimal decisions in conflicting processes. The optimal decisions should be mathematically defined. Issues relating to optimal decisions of players and optimal results of the conflicts are fundamental in Game Theory.

1. In which mathematical principle is the optimization of conflict based on?
2. How are the optimal solutions of the game found?

In fact, there are three important classes of games: antagonistic games, non-coitional games and coalitional games.

-Many conflicts in human society are a complex mixture of non-coitional and coalitional games.

-For example, political parties in the Republic of Albania have cooperated between them for Albania's membership in NATO or the EU and simultaneously have competed in parliamentary elections.

-Optimization of the normative component is more difficult than the other two components of the conflict.

In Game Theory, there is no an universal principle for optimizing the behavior of players. Different optimization principles are used in different classes of games. The remainder of the study is organized as follows:

Section 2 contains the optimization principles for games, section 3 presents the axioms for rational behavior of political leaders, section 4 contains applications for rational behavior of political leaders in Albania, while section 5 concludes the paper.

2. The optimization principles for games

The appropriate principle of optimization for the class of the antagonistic games is the Mini-Max Principle, proposed by J. Von Neumann. Sophistication of this principle of optimization have been made by mathematicians Lloyd S. Shapley and Martin Shubik.

The decisive step in the invention of the principle of optimization for non-coitional games was made by the famous American mathematician John Forbes Nash, Nobel Award Winner in 1994. In Nash equilibrium each player maximizes individual profit, therefore, any reasonable player has no interest to deviate from Nash equilibrium. If each player will play differently, he would harm himself, but not other players. Nash equilibrium modifications for non-coitional games are developed by the winners of a Nobel Prize JC Harsanyi and R. Aumann. Bayes-Nash-Harsanyi's equilibrium implemented in the game with incomplete information and has found important applications in politics, economics, technical sciences, natural sciences, bio-medicine, etc. The correlated equilibrium of a normal-form game is a solution concept developed by Professor Robert J. Aumann. This concept generalizes Nash Equilibrium. Some scientists feel that the correlated equilibrium is the most fundamental solution concept of all in Game Theory. R.B Myerson says: " If there is intelligent life on other planets, in a majority of them, they would have discovered correlated equilibrium before Nash equilibrium".

Theorem:

For every Nash equilibrium, there exists a corresponding correlated equilibrium, in the sense that they induce the same probability distribution on the space of outcomes for the game.

The principle of achieving the goal, formulated by the Russian mathematician N. N. Vorobiev is the generalization of the Nash optimization principle. The mathematical formulation of the principle of achieving the goal has high scientific level and requires help from specialized mathematicians.

Rational behavior of the players

The first assumption of Game Theory is the rational behavior of all players. According to R. B. Myerson, rational individuals make decisions in accordance with the principles and rules of logic, in order to achieve its goals. The present study analyzes the rational behavior of political leaders, government officials and politicians. This group includes the President, Prime Minister, President of the Parliament, Chairman of the Opposition, ministers, deputies, President of the Supreme Court, President of the Constitutional Court, the General Attorney, Heads of political parties, members of the High Council of Justice, Mayors, etc.

3. The axiomatic system for rational behavior of political leaders

How do the leaders in different states of the world make decisions? (see Mintz, 2004). What are the axioms that characterize rational behavior of political leaders, government officials and Politicians in their activity for resolving political, economic, social, administrative, territorial, legal, diplomatic, environmental conflicts? We will use the **stringent criteria of rational behavior** developed by A. N. Kolmogorov and R. Wilson. The scientific achievements of A. N. Kolmogorov (1982) and R. Wilson (2010) made possible the construction of an axiomatic system for the rational behavior of political leaders in the stringent sense. In the present study we develop an axiomatic system containing 14 axioms, which guarantees mathematical treatment of rational behavior of political leaders or key government officials in democratic states.

Axiom 1

A political leader possesses complete information on the conflict.

Axiom 2

A political leader is equipped with a team of qualified advisers and has available sufficient time to analyze the preferences and strategies of the participants in the conflict.

Axiom 3

The strategies used by the political leader are the **best response** to the strategies used by other participants in the conflict.

Axiom 4

For the optimal solution to political, economic, or social conflict, a political leader is guided by the principle that the people's interests are above personal interests.

Axiom 5

Individual preferences of a political leader satisfy the transitive rule: if any leader prefers alternative A versus alternative B and alternative B versus alternative C, then the leaders should also prefer A versus C.

Axiom 6

The utility function of a political leader is not commanding by any other person (s).

Axiom 7

To resolve antagonistic conflicts, the political leader uses Mini-Max Principle, developed by J. Von Neumann, while to resolve non-antagonistic conflict, the political leader uses Nash bargaining or the principle of achieving the goal, developed by N. N. Vorobiev.

Axiom 8

Nash bargaining game is fair and distributes justice, because any player who respects Nash bargaining principle undergoes no loss.

Axiom 9

Nash bargaining is symmetrical: The outcome (profit or loss) of every player does not depend on the player's name. Every two players who have the same position in the scheme of Nash bargaining game, will ensure equal profits.

Axiom 10

Nash bargaining is optimal in the sense of Vilfredo Pareto. In Nash bargaining, all players cannot simultaneously increase infinitely their profits. This axiom expresses the internal logic of the Nash optimization principle and is based on the concept of "Pareto optimal situation" of the non-antagonistic game.

Definition

Players of the game are in an Pareto optimal situation if there is no other situation of this game, in which profits rise simultaneously to all players. In other words, any deviation from the Pareto optimal situation could be feasible for a part of the players and harmful to the rest of them. French mathematician Gerard Debreu, winner of the Nobel Award in economics and American mathematician Stephen Smale, winner of Fields Prize in Mathematics, have clarified some important theorems concerning the existence and uniqueness of the Pareto optimal situations for non-antagonistic games.

Axiom 11

Nash bargaining is monotone: Players of the current bargaining must respect all previous orderly bargaining, that are more general than the current Nash bargaining.

Axiom 12

In Nash bargaining game, the utility functions of the players are invariant in relation to linear transformation of the coordinate system. This means that the formulas of utility functions of players are independent of the linear transformation of the coordinate system.

Axiom 13

In Nash bargaining game, the utility functions of the players are independent from the alternatives (conditions or circumstances) which have no relationship with the actual conflict.

Axiom 14 (not dictatorship)

A political leader of a democratic state is not a dictator, in the sense of Arrow.

Defined by K. J. Arrow

A political leader of a state is called a dictator if whenever the leader prefers alternative (candidate or party) A in comparison with alternative (candidate or party) B, then, the people of this state are obliged to prefer A compare to B.

The proposed axiomatic system enjoys the property of the independence axiom from each-other. This means that each axiom contains an original contribution – specific and not inferred as the corollary of other axioms of this system. Axiomatic system of the present study is relatively complete, in the sense of David Hilbert. Also, the axiomatic system satisfies the lack of contradiction property. This means that the 14 axioms do not contradict each-other, but logical alignment between them.

1. Applications of the axiomatic system in the control of rational behavior of political leaders and key government officials in the Republic of Albania

First stage: Formulate mathematically the conflict, with its four components.

Second stage: Made the classification of the conflict, based on the Game Theory: the antagonistic or non-antagonistic game without coalitions, or non-antagonistic games with coalitions. Depending from the classification of the conflict, the optimization criterion should be chosen for this game.

Third stage: Based on the data set, control the behavior of the political leader using 14 axioms. If the behavior enjoys all 14 axioms, a political leader admits rational behavior in conflict examined. If the behavior does not satisfy at least one of the 14 axioms, then the political leader has an irrational behavior. For a concretization of the ideas, some examples of control of rational or irrational behavior of the Albanian political leader in different conflicts are formulated.

Example 1. Be controlled by axiomatic system, the behavior of Albanian political leaders in the process of the new administrative-territorial division of the Republic of Albania.

Example 2. Be controlled by axiomatic system, the behavior of Albanian political leaders in the current reform of the justice system in Albania.

Example 3. Be controlled by axiomatic system of the behavior of Albanian political leaders to stop the cultivation and trafficking of narcotic drugs in Albania.

Example 4. Be controlled by axiomatic system, the behavior of Albanian political leaders for membership in NATO of the Republic of Albania.

Example 5. Be controlled by axiomatic system, the behavior of Albanian political leaders for granting the status of “candidate for EU membership of the Republic of Albania.

In the present study we investigate only example 1. Conflictual processes, modeled mathematically as non-antagonistic game, are the new administrative-territorial division of the Republic of Albania. Players are Albanian citizens. Political or governmental leaders are Bujar Nishani, Edi Rama, Ilir Meta, Lulzim Basha, etc. In this game, some players of interest are mutually players in action. The rational or irrational behavior of any political leader or governor may be checked based on the 14 axioms presented in the current study. In the present study, we make a reasonable assumption: any political leader or main governor satisfies axioms 1 and 2.

According to the World English Dictionary, ***gerrymandering*** is a practice that attempts to establish a political advantage for a particular party or group by manipulation district boundaries to create partisan advantaged districts. In addition to its use in achieving desired electoral results for a particular party, gerrymandering, may be used to help or hinder a particular demographic, ethnic, racial, linguistic, religious, or class group.

Gerrymandering tactics are as followed:

The primary goals of gerrymandering are to maximize the effect of supporters' votes and to minimize the effect of opponents' votes. This can be accomplished through a number of ways:

“**Cracking**” involves spreading voters of a particular type among many districts in order to deny them a sufficiently large voting bloc in any particular district.

“**Packing**” is to concentrate as many voters of one type into a single electoral district to reduce their influence in other district.

“**Hijacking**” redraws two districts in such a way as to force two incumbents of the same political party to run against each-other in one district, insuring that one of them will be eliminated, while usually leaving the other district to be won by someone from a different political party.

“**Kidnapping**” aims to move areas where a certain elected official has significant support to another district, making it more difficult to win future elections with a new electorate. This is often employed against politicians who represent multiple urban areas, in which larger cities will be removed from the district in order to make the district more rural. These tactics are typically combined, in some form, to each-other.

Gerrymandering is effective because of the wasted vote effect. By moving geographic boundaries, the incumbent party packs opposition voters into a few districts they will already win, wasting those extra votes. While the wasted vote effect is strongest when the party wins by narrow margins across multiple districts, gerrymandering narrow margins can be risky when voters are less predictable.

The word ***gerrymander***(originally written *Gerry-mander*) was used for the first time in the Boston Gazette on March 26th 1812. The word was created in reaction to a redrawing of Massachusetts state senate election districts under Governor Elbridge Gerry. In 1812, Governor Gerry signed a bill that redistricted Massachusetts to benefit his Democratic-Republican Party. When mapped, one of the contorted districts in the Boston area was said to resemble the shape of a salamander. Gerrymander is a portmanteau of the governor's last name and the word *salamander*. In proportional-election systems, where political parties are represented in proportion to the total numbers of votes they receive, gerrymandering has little or less significance.

Some countries such as Australia, Canada, and the UK, authorize non-partisan organizations composed by scientists and experts to set constituency boundaries in an attempt to prevent gerrymandering.

Some scientists have estimated gerrymandering as a pathological illness of politics in the USA, Germany, France, Greece, etc. Research studies for the Gerrymandering are presented by Balinski (2008), Friedman and Holden (2008), Fryer and

Holden (2007), Humphreys (2009), James (2010), Kenneth (2008), Niemi, Grofman, Carlucci and Hoffeller (1990), Polk (2011), Wasserman (2011) and Wang (2013).

Examples of gerrymandering in the USA

In favor of Tom DeLay, Candidate of Republican Party, district 22, Texas, since 2003. In favor of Grace Napolitano, Candidate of Democratic Party, district 38, California, since 2005. Elections for Congress in California, in 2008, in favor of new applicants for the Republican Party. Elections in Columbus, Ohio, in 2010, in favor of Democratic candidate. Elections in New Jersey, in 2010.

Examples of gerrymandering in Greece

The most infamous case of gerrymandering was in the 1956 elections. While in previous elections the districts were based on the prefecture level for 1956 the country, was, split in, districts of varying sizes, some being the size of prefectures, some the size of sub-prefectures and others somewhere in between. The districts were created in such a way that small districts were those that traditionally voted for the right, while large districts were those that voted against the right. This system has become known as the three-phase system or the **baklava system** (because as baklava is split into full pieces and corner pieces, the country was also split into disproportionate pieces). The opposition, being composed of the center and the left, formed a coalition with the sole intent of changing the electoral law and then calling new elections, despite the fact that only seven years earlier, the center and the left had fought each other in the Greek Civil War. Even though the centrist and leftist opposition won the popular vote (1,620,007 votes against 1,594,992), the right wing ERE won the majority of seats (165 to 135) and was to lead the country for the next two years.

Modern Theory of Parliamentary or Local Elections in the Democratic States condemns gerrymandering as a manipulation to provide some unfair advantages to a competition between political parties, because violated at least one of the following two basic rules:

1. **Constituencies must be convex sets.**
2. **The constituencies should have the same number of inhabitants.**

The first rule is evaluated by scientists as a preventive of gerrymandering. Currently these two rules are respected in 35 states of US. President B. Obama is supportive of these two rules.

Definition (by N. Burbaki)

Region D of space is said to be convex if for any two points A and B belonging to D, all interior points of the interval AB will be belonging to D.

Gerrymandering is interpreted as political art in the practice of territorial division in the electoral regions, often in geometric shapes, that aims to guarantee an unfair advantage to the majority party for parliamentary or local elections, weakening in maximum the power of opposition votes.

To reduce the impact of gerrymandering in the election results, were built and implemented several methods objectively, scientifically accurate, for the territorial division in the state election districts or municipalities. **We investigate one of these methods, called “The shortest-split line algorithm”.**

The shortest-split line algorithm for drawing N congressional districts

Start with the boundary outline of the state. Let $N=A+B$, where A and B are as nearly equal whole numbers as possible. (For example, $A=B=N/2=0.5N$, more precisely, $A=0.5(N+1)$ and $B=0.5(N-1)$). Among all possible dividing lines that split the state into two parts with population ratio A:B, choose the *shortest*. (Notes: Since the earth is round, when we say “line” we more precisely mean “great circle”. If there is an exact length-tie for “shortest” than break that tie by using the line closest to North-South orientation, and if it’s still a tie, than use the Westernmost of the tied dividing lines. “Length” means distance between the two furthest –apart points on the line, that both lie within the district being split.) We now have two hemi-states, each to contain a specified number (namely A and B) of districts. Handle them recursively via the same splitting procedure.

If anybody's residence is split in two by one of the split lines (which would happen, albeit very rarely) than they are automatically declared to lie in the most-western (or if the line is EW, then northern) of the two districts.

Advantages of algorithm:

- Its simplicity
- Its low cost
- Its scientific rigorousness

A unique solution was found for the territorial division in constituencies. Minimize gerrymandering because sketched constituencies will satisfy rules 1 and 2 fair territorial division within the real possibilities of the border. Some scientists believe that a deficiency of the method is that the algorithm does not guarantee favorite electoral districts for minority. So will happen if the territorial distribution of the minority population is not a convex set. Therefore, there is a risk of reduced minority representation in Parliament or in local government.

In June of 2007, Algorithm became ready for use, for drawing electoral maps in 50 states of USA.

Recommended that each member of the Albanian Parliament to examine whether the new administrative-territorial division, satisfy or do not satisfy the rules of regular territorial division in the democratic state.

From behavioral control of Albanian political leaders during the period January 1998-July 2014 in the different political, economic, social, conflicts, results that in some cases of conflicts, their behavior has been rational, while in other cases their behavior was irrational. How can be explained that in various political, economic and social conflicts changed the behavior of leaders? Perhaps, some Albanian political leaders do not know the Game Theory. Also, there is the possibility that some leaders do not want to use Nash bargaining to resolve non-antagonistic conflicts from the field of politics or economics, or social, because they may prefer to use the super modular Game Theory.

2. Conclusion

The main purpose of the study is the formulation of axioms which characterize exactly rational behavior of political leaders in democratic states based on stringent criteria of rational behavior.

Recognizing the important role of political leaders in the development of the democratic states is a bit strange that this axiomatic system to be so delayed.

People needed a scientific theory of rational behavior of political leaders, formulated with some axioms clear and understandable. On the other hand, political leaders need temperance of rational behavior. In the present study, we construct an axiomatic system, which serves to control rational behavior of political leaders in political, economic or social conflicts. The behavior of political leaders is rational, if and only if all 14 axioms are satisfied.

We suggest several applications for our study. Modern democratic states should be led by rational leaders, who seek to maximize the expected benefits or minimize expected risk of policy choices, using Mathematics (especially Game Theory). Types of decisions made from political leaders include: conflict resolution, detection and punishment of corruption, use or non-use of force, fighting against terrorism, war and peace decisions, war termination, significant drop in public support for specific governmental policy, interparty rivalry or interparty competition, coalition formation, management, survival and cost, decisions made by experts, negotiations, economic performance, unemployment rate, framing, diversionary use of force, significant drop in government popularity, the estimation of electoral results, potential collapse of the coalition government, the existence of third pivotal party in parliamentary government, domestic opposition situation (objectives and strategies), internal or external challenges to the government, initial crises reaction, national security, NATO membership obligations, tests of nuclear weapons, money laundering control, excessive speculation, threats to a leader's survival, threat to political power, dignity, honor or legitimacy of a leader, demonstrations, riots and so forth, environment protection, leader's influence on advisers, defection and retaliation, crime rate, monetary policy, government debt, microeconomic priorities, foreign direct investment, etc.

Nash equilibrium for non-coalitional games is defined as strategies profile of players, such that no player will not win if deviate from this situation, using a different strategy. In Nash equilibrium, each player maximizes individual profit. Nash equilibrium modifications for non-coalitional games developed by the Winners of the Nobel Award JC Harsanyi and R. Aumann. Bayes-Nash-Harsanyi's equilibrium implemented in the game with incomplete information and has found important applications in politics, economics, technical, sciences, natural sciences, biomedicine, etc.

The "principle of achieving the goal", formulated by the Russian mathematician N. N. Vorobiev, is generalization of Nash Optimization Principle. The mathematic formulation of the principle of achieving the goal has high scientific level and requires help from specialized mathematicians.

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Protection of Children at Risk in the System of Justice for Children in the Republic of Macedonia

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Abstract

In the last fifteen years, the Republic of Macedonia conducts thorough reforms in the system of justice for children. Since 2003, intensive efforts have been made in the process of establishment of a legal and institutional framework for protection of children at risk and children in conflict with the law. In this regards, the legislative changes were made in accordance with the Convention on the Rights of the Child and other international standards and principles. The new system is based on three elements (criminal law, civil law, and system of services and protection). The goal is not only to introduce certain principles for the development of justice for children, but to perform constant holistic re-evaluation of the programs for children at risk and children perpetrators of criminal acts. The focus is put on strengthening the relevant institutions as independent administrative units with a multidisciplinary approach in encountering with the complex problem of juvenile delinquency. In that term, precise procedures are instituted, with clearly divided roles of the actors, demanding specialization of the professionals involved in child treatment. Yet, the implementation of the legal framework faces certain obstacles as a result of lack of political will, structural and systematic reasons. The basic goals and principles such as restorative justice, mediation, alternative measures and procedural rights are still non-achieved. The execution of sanctions remains to be most serious problems within the system of child justice. In this context, there are poor infrastructural capacities, insufficient human resources as well as absence of employed effective methods and techniques in the treatment of children.

Keywords: Justice for children, children under risk, assistance, support, protection.

Introduction

The Law on Juvenile Justice was adopted in the Republic of Macedonia in 2007, and it entered into force in June 2009. In 2013 the parliament passed the Law on Justice of Children which stipulates the treatment and handling of children at risk and children perpetrators of actions which the law considers as crimes or offenses. The same Law defines the conditions for application of measures for provision of assistance, care and protection, and educational and alternative measures and punishment of children and younger persons at legal age. This law also stipulates measures for protection of children who are victims of actions which are considered as crimes, as well as measures for protection of children who are witnesses and measures for prevention of child delinquency.

The main objectives of this Law and its application is to achieve the priority interest and protection of the children from

crimes, violence and any other form of threat to their freedoms and rights and their normal development, protection of children perpetrators of actions that are considered by this law as crimes or violations and prevention of repetition of such actions, socialization of the children, education and re-education, assistance and care for the children and protection of the children in criminal proceedings and in front of other bodies and protection of the freedoms and rights of the children guaranteed with the Constitution of the Republic of Macedonia, and the Convention on the rights of the child and other international treaties on the protection of the well-being of the children, that have been ratified in compliance with the Constitution of the Republic of Macedonia.

The new model for of justice for children is part of the overall reform of the Criminal Code of the Republic of Macedonia and it is based on experiences and good practices of developed countries in developing the legislation on juvenile justice. The basic characteristic is the clear intention of the legislator to create a system which is based on the principles of restorative justice, primarily through enhancement of the principle of provision of opportunities in the criminal prosecution, by increasing the number of alternative sanctions and introducing and regulating possibilities for advocacy and mediation. This is expected to result with development of a system which will place the child and its needs in the centre. The system is based on three fundamental elements (criminal code and juvenile justice as part of the criminal code and the provision of social services as part of the social, namely the civil law) with focus on the specific rules for treatment of children who are perpetrators of crimes, and constant holistic re-evaluation of the programmes for children at risk and children in conflict with the law. The new legislation contains provisions for protection of juvenile victims of crimes, namely protection of juveniles as affected persons or witnesses in criminal proceeding and it also contains regulations for prevention of juvenile delinquency (Dimitrijoska, Bogoevska, 2011).

The juvenile justice system foresees specialization in procedures with juveniles, perpetrators of crimes in a way that would be adequate to their age and physical and mental maturity. Therefore, the system of responsible institutions is enhanced in order that the responsible bodies would have clearly defined roles and responsibilities in proceeding and handling children in the process of execution of the educational and alternative measures and punishments. All involved actors are independent administrative units which aim to have joint and well-coordinated action, having in mind the complex nature of the problem and the need for multidisciplinary approach.

1. Child at risk and application of measures for assistance and protection

The new legislation defines the child at risk as any child which is above the age of 7 but below the age of 18 with physical impairment or mental impairment, victim of violence, educationally and socially neglected, that is in a situation which makes it difficult or impossible to enjoy the educational function of the parents or parent /guardians or guardian, which is not included in the education system, child involved in begging, prostitution or street child, or child on drugs or other psychotropic substances and precursors or alcohol, which may come in contact with the law due to such circumstances as a victim or witness of action which is legally considered as offense, crime or violation.

In this regard, difference is made between a child at risk that is below the age of 14, namely a child that at the time of the action which is legally considered as crime which requires payment of fine or prison sentence over 3 years, is over the age of 7 but below the age of 14, and a child at risk at the age between 14 and 18, who at the time of the action which is legally considered as crime which requires payment of fine or prison sentence up to 3 years is over the age of 14 but below the age of 18.

Sanction may not be imposed on a child below the age of 14 at the time of the action which is legally considered as crime or violation. Measures for assistance and protection for a child at risk are implemented when the centre for social work appraises that the situation of risk has significant impact on the development of the personality and proper education of the child. The measures for assistance and protection do not mean taking away or limitation of the freedoms and rights of the children due to the committed action which is legally considered as crime or violation or situation of risk, that may be imposed on the child, parents/parent, namely guardians/guardian, by the court or other bodies determined by the law. Measures may be imposed on family members if they have neglected or misused the execution of their rights or duties in terms of protection of the personality and the rights and interests of the child. These are measures stipulated by law in the area of education, health protection, social protection, family and other forms of protection.

2. Procedure for a child at risk

The procedure for treatment and handling children and juveniles at risk is featured by several characteristics: (1) avoiding formal court proceeding; (2) flexibility and discretion of relevant organs in determination of measures for assistance and protection for each individual case; (3) respect of the principle of urgency in the procedure by establishing strict legal deadlines for undertaking the required actions; (4) respecting the privacy of the child and the family.

The Centre for social work plays a key role in the overall process for handling and treatment of children and juveniles at risk. Special departments and expert teams for juveniles are formed in the Centre for social work and they are obliged to attend national or international specialized trainings for juvenile delinquency which last at least five days in one calendar year.

The specific nature of the work with children at risk requires multidisciplinary action, namely efforts of team of experts comprised of pedagogue, social worker, psychologist and legal advisor. The expert teams develops a plan with measures and activities for individual work with the child and the parents/or/parent, namely the guardians/or/guardian and informs the parents, or the guardian with the developed programme, in order to ensure their active participation in the process of implementation of the measures for assistance and protection and in the same time it emphasizes the possible consequences if they do not cooperate with the Center for social work.

The following innovations are expected to enable significant impact on the improvement of the handling of these categories of children, for ensuring the protection of their basic rights:

Compulsory engagement of a lawyer: In cases when the action of the child at risk below the age of 14 is considered as crime in compliance with the law and when imprisonment of at least 5 years is required or in cases when the rights and interests and personality of the child are endangered, there is obligation to make the discussion in presence of a lawyer who is responsible to protect the rights and interest of the child. The presence of the lawyer is also compulsory in case when the public prosecutor proposes measures for a child at risk above the age of 14, for action considered as crime which means penalty of up to 3 years in prison, if the centre believes that the rights and interests and the personality of the child are endangered, if in the expert team there isn't a legal person. The parents/or/parent, namely the guardians/or/guardian of the child select a lawyer, and if they don't do that, the Centre is obliged to select a lawyer, from the list of lawyers provided by the Lawyer's Chamber of the Republic of Macedonia. The expenses for legal assistance are covered by the parents/or/parent, namely the guardians/or/guardian of the child, and in cases when they cannot cover the expenses, they are paid from the Budget of the Republic of Macedonia in compliance with the provisions of the Law on free of charge legal assistance.

Obligation for participation of the family: the expert team meets the parents/or/parent, namely the guardians/or/guardian at least once a month. If the family or guardian do not implement the programme of the Centre, within a period of seven days from determination of such circumstance, the Center notifies the responsible judge for the child who within a period of 3 days must pass a decision for implementation of the measures contained in the plan, with appropriate guidelines for further actions by the Centre. The decision of the judge for the child may be also passed on a proposal of the lawyer of the child at risk, or on a proposal of the parents/or/parent, namely the guardians/or/guardian of the child. If the parents/or/parent, namely the guardians/or/guardian do not undertake actions according to the decision of the court, the court will notify the public prosecutor for undertaking further action. If the measures defined in the individual plan of the Centre cannot be implemented due to non-availability of the child or his/her parents/or/parent, namely the guardians/or/guardian, the Center notifies the public prosecutor and the Ministry of Internal Affairs.

Introduction of procedure for mediation: If the action of the child, which is considered as crime or violation in compliance with the law, resulted with gained property or caused damage to others, the Centre mediates between the child at risk and his/her parents/or/parent, namely the guardians/or/guardian and the person that suffered specific damage in order to enable mutual conciliation and promise that such action would not be repeated and that property loss or damage would be reimbursed or compensated. The conciliation procedure may not last more than 30 days after passing the decision for initiation of conciliation procedure. The parties sign agreement which has meaning of out-of-court payment of the debt. If the mediation does not end up successfully, within 30 days from the day when the mediation was concluded as unsuccessful, the damaged party may file proposal for initiation of procedure for confiscation of property from the person that took the property or had property benefit in order to claim damage

refund.

The assessment of the child at risk and his/her needs is the base for the development of the Individual plan for treatment of the child at risk. The assessment of each child is comprised of two types of assessment:

- Individual assessment which is focused on the factors that are directly linked with the child—physical, cognitive and emotional functioning of the child; and
- Situational assessment which is focused on specific situations in the environment of the child. The assessment is conducted with close participation of the child, his/her parents and the expert team from the Centre.

As soon as the assessment of the needs is conducted, the next step is the development of the Individual plan for treatment of the child at risk depending on the required services and having in mind the needs and strengths of the child and his/her family.

The individual plan for the work with the child contains the planned objectives, the required measures and activities that need to be imposed and implemented in order to ensure appropriate assistance and support for the child and his/her family, the implementing persons/bodies, time frame for implementation of the plan and the expected results. In the process of the development of the individual plan for work with the child, the members of the expert team cooperate with the child and the members of his/her family and with other persons and institutions if required.

The time frame of the Individual Plan is minimum one year with possibility for continuation of activities in compliance with the individual needs, having in mind the physical, psychological, psychiatric, legal and social needs of the child at risk.

The measures for assistance and protection for the child at risk are determined by laws in the area of housing, social protection, laws in the area of education, family and other forms of protection.

The measure for provision of **housing** for the family, namely for the child at risk is, implemented if the family/child does not have appropriate space for living. Housing may be temporarily provided, but lasting solution is also possible in order to ensure premises for living for the child. The support may be also in form of provision of appropriate domestic appliances. If the family does not have appropriate premises for living, the child may be temporarily sheltered in foster family or social institution.

The measures and activities, and the rights and services within the area of social protection that are applied for protection of children and their families are as follows: non-institutional protection¹ and right to financial assistance².

*Non-institutional protection*³ for children at risk is as follows: first social service and individual assistance for the child, assistance to the family of the child, daily and temporary shelter and placement of the child at risk in a foster family.

The first social service for the child at risk enables determination of the risk, and provision of assistance for finding possible solutions, services, means and modalities for protection and detection of institutions that might offer the required services for the child.

The individual assistance for the child is done through his/her motivation to participate in the support process provided on continuous basis by the Centre for Social Work. The individual assistance is ensured through expert, advisory and counseling work in order to enhance the capacities and to use the available potentials of the child.

The assistance to the family is provided with expert, advisory and counseling work in order to enhance the capacities and potentials of the family of the child in order to initiate a positive change in attitude, valuation and behavior among the family members and the child. The parents are trained to use skills for coping with the behavior of the child, through the establishment of support system. The treatment sessions enable change in the attitude and mutual relations and communication in a way that enables adaptable functioning of the family and more successful inclusion in the community life.

¹Law on social protection "Official Gazette of the Republic of Macedonia" No.79/2009(Fair Copy) No. 148/2013, Article 20, Article 85-87.

²Law on social protection "Official Gazette of the Republic of Macedonia" No.79/2009(Fair Copy) No. 148/2013, Article 47.

³Law on social protection "Official Gazette of the Republic of Macedonia" No.79/2009(Fair Copy) No. 148/2013, Article 26.

The financial assistance for the family with child at risk may be provided depending on the material situation of the family and the employment ability and capacity of the parents of the child. This assistance may be in form of regular financial assistance, one-off financial assistance, assistance in kind and social financial assistance.

In the area of child protection the parent/guardian may become entitled to child benefit as well as right to special benefit. The material support is provided also in form of employment or self-employment for the family members of the child at risk.

The child at risk is usually without education or with low education status or the child has terminated the education process. The successful social integration may be achieved with active involvement of the child in the education process depending on the age, education status and the abilities and competencies of the child. The child is provided with education which is compulsory for the child, such as primary or secondary education, depending on the age of the child. The child at risk prepares to get involved in the education process or starts or continues the interrupted education process.

The legislation¹ that deals with educational issues in this area is as follows: Law on primary education², Law on secondary education³ and Law on textbooks for primary and secondary education⁴. The Law on professional education and training⁵ regulates the professional education and training as part of the education system. Article 34 states that professional training is available to pupils that have completed primary education and for those that haven't completed primary education, but have the obligation to complete primary education in parallel with the professional training. The Family Law⁶ states that the guardian of the child is responsible to undertake appropriate measures for continuation of the education of the child.

Support for the child at risk in *organizing and spending the free timewithinvolvement* of all available resources, for ensuring free expression of interests of the child at risk and his/her family.

The access to educational services is ensured through the following measures: provision of information for enrolment/finalization of the formal education for the children that have incomplete primary and secondary education, professional training, access to free of charge textbooks⁷ for pupils in primary schools and high-school students, and free of charge transport for pupils/students that live over 2,5 km from the school.

The psychological-pedagogical service of the school is obliged to be continuously involved in the provision of support for the child.

The associations of citizens provide the required documentation for enrolment / finalization of the education (primary and secondary education) and may financially cover the expenses for schooling and school materials for children at risk through appropriate project activities.

The Law on labor relations⁸ enables employment of children above the age of 15 who have completed the compulsory education⁹.

The evaluation of the Individual plan for treatment of the child at risk is implemented for the following purposes:

¹ In compliance with the law, everybody is entitled to education without any discrimination on any grounds.

² Law on primary education, "Official Gazette of the Republic of Macedonia" No.103/2008, 33/2010, 116/2010, 156/2010, 18/2011, 51/2011, 6/2012, 100/2012 и 24/2013.

³ Law on secondary education, "Official Gazette of the Republic of Macedonia" No.44/1995, 24/1996, 34/1996, 35/1997, 82/1999, 29/2002, 40/2003, 42/2003, 67/2004, 55/2005, 81/2005, 113/2005, 35/2006, 30/2007, 49/2007, 81/2008, 92/2008, 33/2010, 116/2010, 156/2010, 18/2011, 51/2011, 6/2012 и 24/2013.

⁴ Law on textbooks for primary and secondary education, "Official Gazette of the Republic of Macedonia" No.98/2008;99/2009,83/2010,36/2011,135/2011,46/2012,24/2013 and 120/2013.

⁵ Law on professional education and training, "Official Gazette of the Republic of Macedonia" No. 24/2013.

⁶ Family Law, "Official Gazette of the Republic of Macedonia" No. 84/2008, Article 177-d .

⁷ Law on textbooks for primary and secondary education, "Official Gazette of the Republic of Macedonia" No.98/2008;99/2009, Programme „We Care“ 2.2 Free of charge textbooks for primary and secondary education. www.segrizime.gov.mk

⁸ Law on labor relations, "Official Gazette of the Republic of Macedonia" No. 54/2013 (Fair Copy) Chapter 13 Articles 172-176.

⁹ Law on labor relations, "Official Gazette of the Republic of Macedonia" No. 54/2013 (Fair Copy) The working time may not last longer than four hours a day. Night work is forbidden, as well as difficult physical work and other work which might have serious impact on the health of the child. The employer is obliged to ensure the protection for children, victims of economic exploitation and to prevent them to do any work which might have harmful effect on their safety, health, physical, mental, moral and social development or which can affect their education".

- to assess the accomplishment of the objectives with the implementation of the foreseen activities;
- to identify problems in the process of implementation of activities;
- to put forward proposals for improvement of the Individual Plan in compliance with the defined needs and conditions.

Internal and external resources are used for conducting the evaluation. The permanent internal evaluation¹ conducted by the institution that provides services for the child, regularly assesses and evaluates the Individual Plan for treatment and when required it reviews and adapts the assistance and procedures according to the needs of the child at risk.

In compliance with the Law on Social Protection, the Institute for Social Work, is responsible for oversight of the expert work and the employees of the centres for social work, in order to ensure monitoring, control, insight and promotion of the quality of the expert work and the efficiency in accomplishing the fundamental functions and roles of the institutions for social protection.² The institute also puts forward relevant proposals for additional technical and educational enhancement of the capacities of the institutions for work with children.

It is realistic to propose external evaluation of the Programme for assistance and support in reintegration of children, in order to achieve impartiality in the process of evaluation of the procedures for support in all areas in order to come up with appropriate recommendations for further improvement of the Programme which remains an open document for amendments and additions according to the needs.

Concluding remarks

The integral part of the current reform of the juvenile justice system in the Republic of Macedonia represents development and implementation of the rights of the children in the justice system in compliance with the Convention on the rights of the child.

The new model of justice is developed in direction of:

- Specialized system separated from the criminal legislation which places the child and its needs in the very centre;
- System which promotes the concept of restorative justice instead of re-distributive justice with application of diversified measures;
- System which incorporates a holistic approach which involves perpetrators of crimes and children at risk;
- System based on application of protective measures and avoidance of unnecessary criminalization of the child;
- Respecting the best interest of the child, and the principles of non-discrimination, participation and the right to life and development.

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² Law on Social Protection, “Official Gazette of RM” No. 79/2009, (Fair Copy), Article 249.

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Considerations Regarding the Impact on Public Health Legalization of Soft Drugs in Romania

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General Issues: Legal

Social Sciences: Issues of identity and globalization

Abstract

This article aims to analyze the effects of decriminalization of soft drugs in Romania on the health of population, especially the young population and vulnerable groups, but also the costs of combating drug traffic and addiction treatment, which would lower considerably. In this study, we used the domestic legislation on drugs and legislative proposals for decriminalization of certain categories of drugs and tightening of legal status on illicit drug traffic and consumption. In Romania, the marketing of "light drugs" has gained momentum lately, there are about 400 markets so called "shops of dreams". Also, a substantial part of the marketing is done throughout virtual shops. The solution to prevent more serious criminal acts or to reduce the costs borne by society has sparked controversy, both among civil society and professionals in the field.

Keywords: soft drugs, legislation, public health, vulnerable groups, illicit drug consumption

Introduction

According to the World Health Organization (WHO), drug is the substance which is absorbed by a living organism, modifies one or more functions, in pharmacologically effect, the drug is a substance used in medicine or not, whose abuse is addictive and may cause serious physical and mental activity, perception and behavior disorder.

Depending on the applicable legal regime, drugs are classified into: legal drugs, which are permitted (caffeine, tobacco, alcohol, drugs) and illegal drugs, which are the subject of international conventions or national laws.

In Romania, Law 143/2000 on combating illicit drug traffics and consumption, there are defined as drugs herbal drugs or psychotropic substances or mixtures containing such plants and substances listed in Tables I - III. The same bill controls the substances classified nationally:

- high-risk drugs - drugs listed in the Tables I and II;
- risk drugs - drugs listed in the Table III.

As an alternative to conventional drugs, illegal in Romania as in other European countries also, the marketing of "soft drugs", so called legal drugs, has gained momentum lately. The so-called ethno botanical plants are marketed in "store of dreams" figuratively named "aromatherapy" or "ethno botanical". Much of the marketing is done through virtual stores; there are about 200 companies on the market and 400 stores. The European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) has analyzed the most common component product lines, sold under the name of "Spice" [1]. After some research that have decoded the molecular and biochemical structure of the weeds, European researchers found that consumers have described hallucinogenic effects caused by some synthetic substances, added by manufacturers, which are called cannabinoids. The most common chemical compounds are JWH-018 [2] and CP 47, 495. These are the

cannabinoid receptors that fit on a cell and trigger the activity, generating a psychoactive effect. Substances can be up to 28 times more potent than THC, psychoactive component of cannabis. To mask the adding of synthetic chemical components, manufacturers complete the mixture with a large amount of substances that pose no risk, like vitamin E, caffeine and menthol.

Theory

In the context of Romania's EU accession, the Romanian legislation continued the process of harmonization with the communitarian acquires, by drafting and adopting legislation to improve the national legal framework for reducing both demand and drug supply.

Under Law no. 522/2004[3] and the Government Decision no. 860/2005 [4] it was issued an order of the Minister of Interior and Administrative Reform and Minister of Public Health [5] on the methodology for completion and submission of standard records: admission to treatment because of drug use, recording cases of infection with HIV, HBV and HCV among drug users and medical emergencies arising as a result of drug use. Published in May 2007, the conjoint order contains provisions concerning definitions, notification criteria (inclusion and exclusion) of cases and instructions for completing the data collection sheets in line with European standards.

After creating the legal framework, through the Emergency Ordinance no.121/2006 [6], with approved amendments by Law no. 186/2007 [7], necessary for direct application as a source of obligations with European regulations [8], National Antidrug Agency (ANA), in exercising the capacity of national authority to implement the European regulations, through specialized structure, it started the authorization process for substances classified in category 1, achievement records for transactions involving scheduled substances of category 2 and 3 with the authorization of imports and exports.

Strengthening the collaboration with other countries has become a priority for post-accession period, reflected in the ratification of treaties or international agreements:

- Law no. 214 of July 2nd, 2007 on the ratification of the Police Cooperation Convention for South East Europe, adopted in Vienna on May 5th, 2006, signed by Romania at the same time [9];
- Law no. 317 of November 13th, 2007 to ratify the Additional Protocol, signed at Bucharest on September 29th, 2006, the Letter of Understanding between the Romanian Government and the Government of the United States on drug control and law enforcement, signed in Bucharest on July 3rd, 2001 [10];
- Government Decision no. 664 of June 27th, 2007 to approve the Agreement between the Ministry of Interior and Administrative Reform in Romania and the Russian Federal Service for Control of Drug Traffic on cooperation in combating the illicit trafficking of narcotic drugs, psychotropic substances and precursors, signed at Bucharest on March 14th, 2007 [11].

Results and Discussion

According to statistics provided by the European Monitoring Centre for Drugs and Drug Addiction in 2007, Romania was below the European average on drug use, but the number of consumers was on an ascending curve. Studies showed that in 2007 the number of illegal drug users rose by 70% compared to 1999 [12].

According to a study conducted in 2008 by the Ministry of Interior and Administrative Reform and the National Anti-Drug Agency, the most consumed drugs in Romania are two substances considered soft drugs: cannabis - 1.5% and 0.4% ecstasy. The first drug appears to be a favorite of those aged 15-34 years, followed closely by a more dangerous substance, named cocaine [13].

Although the current legislation punishes the drug consumption, there are places in which ecstasy and hashish are distributed in form of aphrodisiacs or aromatherapy products. In order to analyze the major demographic and social risks faced by the Romanian population as a whole, vulnerable social segments and to identify the alternatives in reducing inequities and social risks in the context of Romania's EU membership and the global economic crisis, the Presidential

Commission for Analysis of Social and Demographic Risk in Romania was appointed, within the Presidential Administration [14].

In its report, the Commission estimates that there are about 28,000 illegal drug users, most of them in Bucharest (24,000), and of these approximately 17,000 are injecting drug users (about 80% were males). In this context, the report proposes drug decriminalization in order to discover the consumers [15].

Following the Commission report, President Traian Basescu proposed the legalizing of consumption of soft drugs on September 22, 2009. Although the drug use should be discouraged, the Commission maintains that differences must be made between soft drugs and hard drugs, especially those injections - like heroin – that have devastating negative effects.

Further criminalization of drug use produces serious side effects such as reusing syringes that leads to disease transmission. In this regard, it is proposed the installation, in the neighborhoods with many drug addicts, of "slot machines and sterile injection kits", as in some European countries to prevent reuse of syringes [16].

Conclusions

Romania is the first country to consider legalizing the consumption of soft drugs, while many other countries in Europe and America are still discussing this issue. Netherlands is one of the most liberal countries in this regard, the Swiss Confederation has rejected the legalization of soft drugs to the limit, Belgium and Czech Republic are among countries that do not punish drug possession in small quantities and counts on a policy of annihilation of organized networks that could attract more and more followers.

Pro arguments

In Romania, the legalization of soft drugs could establish a better control on the sale of other banned substances. As the drug use could be monitored, combating drug trafficking related charges would diminish considerably. Increasing tax revenues by assessing the trading of this drugs. Reducing violence and drug addiction.

Most doctors and health specialists are against any kind of drug, sustaining that they slowly destroy the nervous system.

When used in excess or in conjunction with other noxious mile, soft drugs are a danger to the consumer, beginning to have reactions, such as uncontrollable tremors of the limbs, temporary memory loss, incoherent in speech and gestures, including depression and panic attacks, feeling of vomiting and stomach cramps, uncontrolled gestures, paranoia, etc. Excessive use of soft drugs can lead to mental illness, caused mainly by Delta 9 tetrahydrocannabinol substance, found in marijuana. In high doses, LSD can cause heart attack, coma, death, seizures.

The psychological factor is decisive, because trying this substances from mild curiosity will be higher, pushing up to try other drugs.

Under current legislation on drug use [17], all the facts involving the possession, sale or purchase of drugs for any purpose will be punished with imprisonment from 2-5 years and restrictions on rights. As in most European countries, drug trafficking (in a network of more than three persons) is more severely punished, with imprisonment from 15 to 25 years and interdiction of certain rights.

The decriminalization proposal of soft drugs must be the subject for a lucid and honest public debate, involving political class medical community representatives, legal and religious representatives and NGOs.

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Touristic Infrastructure Development in the Context of Increasing a Town Space Attractiveness

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Abstract

The topic of the paper is an attempt to find a research tool in order to find the answers to questions about the proper directions of development of tourist infrastructure and functions in small towns. How to define the relationship between the existing natural and cultural values and needed touristic infrastructure? Where are the best areas in town for the implementation of tourist infrastructure? With what planning tools it is possible to forecast the possible barriers of development? The students of the Faculty of Architecture at Poznan University of Technology were trying to find the answers to these and other questions were and there is presented the outcome of this research.

Keywords: touristic functions, city space attractiveness, sustainable development

Introduction

According to the author, tourism as a function stimulating towns and cities development is one of the few economic brands which have a high ratio of profitability (at relatively low costs can be achieved large profits), and further, while retaining the relative political stability, touristic functions provide a steady demand for manufactured goods. However, so as to bloom local economy and improve the quality of residents life, it is necessary to preserve the principles of sustainable development.

Sustainable development of tourism depends on a number of factors: tourist attractiveness of the city, uniqueness and location values, high quality of services, availability, socio-economic potential, as well as a holistic and integrated approach to planning development of touristic reception city. The fulfillment of all the conditions may seem impossible, but it is needed to consider all of them within programming renewal and development projects. Cities with tourist attractions but without a well-developed services and transport accessibility, as well as cities that have only excellent position in relation to major transportation hubs, have a chance to benefit from the development of tourism.

A special type of touristic development is spa tourism. Wellness and spa functions can perform invigorating role not only in terms of patients recovery, but also in spatial and economic meaning. The condition is prudent management of urban and natural environment, protection of local identity and control of the intensity of tourist traffic. Protection of cultural heritage in spa city concerns preservation of historic architecture, which significantly creates the city image, local traditions and regional identity as well as unique non-material cultural goods like customs, cuisine, crafts. Restitution and incorporation of historical buildings into touristic infrastructure is needed so as to expose the uniqueness of location and all the characteristic elements within functional and spatial structure of the city. These specific and meaningful landmarks define and highlight the character of the reception area.

The proper use of existing natural and anthropogenic values and existing social potential is a huge challenge, but also an opportunity to improve the economic situation, quality of life and spatial attractiveness of the city, not only for present but also future residents. For many cities, especially those of small size, development of touristic function is an important opportunity to improve the condition of the socio-economic and spatial attractiveness.

Sustainable development of tourism is about promotion of different functional offer and profiles, with tourist infrastructure development which is in accordance with protection of spatial and cultural values. However, achieving economic stability, ensuring the attractiveness of land and meeting social needs in small cities should be associated with the need of

preparation and implementation of long-term and multilayered development plans. Identification of strengths and weaknesses of existing spatial, social and economic situation is crucial in terms of defining possible targets and enabling division into separate phases the development programme. The key importance of spa tourism development is reasonable and wise management of space and programming of spatial planning in accordance with sustainable development rules.

Legislation tools and participatory planning in the context of increasing town attractiveness

The local plan as an act of local law, is considered as an essential tool for defining the manner of managing the key areas for the development in towns and cities. It is the only document in Polish spatial planning law that has a real impact on spatial changes and spatial order. The act describes a series of activities related to the preparation, voting on and implementation of master plan. The aim of master plan is in particular the determination of: functional and spatial destination of indicated areas, introduction of new functions into developing fragment of a city space, the principles of management so as to provide and maintain spatial order, the protection of natural and anthropogenic environment, cultural heritage and cultural values preservation, definition of contemporary public space design rules, parameters and indicators of building and other forms of land development, the principles of expansion and reconstruction of technical infrastructure and communication system, rules of sharing and merging real estate, detailed rules on security actions within risk areas for mining damage, floods, landslides, etc.

The master plan should specifically and unambiguously define the framework of the planned spatial and functional transformations of a city space. Too general regulations conducive to the formation of investments contrary to the principles of spatial order. It must therefore be stored in such a way that its interpretation is closest to the intentions of the plan ideas and aims. It must be remembered that all planning documents are being drawn up for over many years and so there must be provided a proper level of generality and flexibility within formulated postulates and decisions.

In addition to the issues associated with master plans preparation, a separate group of questions consists of the statutory provisions on the need for the socialization of planning process as well as an analysis of the effects of the master plans implementation. It is particularly important for architects and urban planners to understand the needs of city users and the economic consequences of the planned transformations. The protection or maintenance of spatial order is the most important task of planning, regardless of the scale and size of the city.

This means harmonizing the often conflicting needs and thus to minimize conflicts. In terms of the social aspects it is crucial to ensure that all the city are provided with the same possibility to take advantage of spatial situation and values at the same level. There is also a need to eliminate the negative phenomena of segregation and exclusion, to ensure the protection of the public interest and private rights of ownership and to overcome unjustified disparities in living conditions. The economic aspect should enable economically efficient use of space and ensure appropriate conditions for the functioning of all operators and users.

Unfortunately provisions of the spatial planning law in terms of social participation significantly limit the real influence of stakeholders. A mechanism for receiving and considering comments on the plan is not conducive to reliable diagnosis in the identification of existing or future social conflicts arising from the often divergent interests of different groups. This in turn often leads to irrational management of spatial and financial resources. Such phenomena does not contribute to spatial order protection and to rational use of resources in accordance with sustainable development rules.

The study of good examples of legislative solutions in force in Europe confirms that the first phase of master plan preparation always becomes a priority, since it ensures the universal recognition of the provisions of plan. There is a wide range of instruments to carry out a public consultation in which social participation has a real impact on the planned changes. All kinds of workshops, joint development concepts, urban games and other forms of activities integrating various interest groups are supposed to be soft but significant tool within a process of promoting participatory planning solutions. Public acceptance of planned development and alterations ensures cost reduction not only during the design and implementation but above all during long-term implementation and realization.

Case study – introduction of spa offer to Międzychód city. Cooperation between practitioners and researchers

One of the good examples of taking advantage of scientific knowledge and expert opinions in urban planning practice is the cooperation of the Department of Urban Planning of Poznan University of Technology, Faculty of Architecture with the Municipality of Międzychód. The problem which was reported to professionals was interesting but quite complicated. City of Międzychód was the first city in Wielkopolska region trying to obtain the status of a health resort. In the period 2004 - 2014, a series of architectural studies and urban planning research were conducted. The first phases of cooperation were mainly related to the sphere of analytical investigation of existing spatial situation, valorization and forecasting. Undertaken activities aimed at existing spatial values inventory and development potential assessment.

The next stages were to determine key areas - both those with growth potential and those with a negative impact. At the same time the architectural concepts comprising the renewal of historic buildings of the most important frontages along main streets of the city were prepared. Unfortunately, there was a lack of long-term revival and development programming. Since the project was not included in any integrated program for seven years less than 10% of the buildings were renovated and regained its former splendor.

Then the main guidelines for tourism development and new functions introduction were defined so as to prepare a basis for the master plan alterations. The task that has been entrusted to scientists, was about the identification and verification of decisions of master plan and critical analysis of the current document. The aim was to test the provisions of the plan in force in relation to key areas in the context of the development of the spa functions and to make necessary adjustments. As a result the new master plan was established, which is now in force. Now, along with the master plan decisions, there is a better protection of existing spatial values – both natural and cultural ones, and the possibility of spa functions development in accordance with sustainability rules.

According to the adopted methodology, the study has been preceded by a vision of the terrain and analysis of the development strategy of the spa in Międzychód. This enabled the adoption of appropriate assumptions to develop several variants of spa development concept and designation of key areas. To achieve the maximization of profits from the planned investments there was proposed a system of key areas connection with the use of existing public spaces within a city. This solution increases the efficiency of the development owing to the principle of synergy of programming and realization of all investments.

There were not only researchers but students as well involved into cooperation between Municipality of Międzychód and Poznan Faculty of Architecture. During academic year students were preparing their proposals of spa functions development in Międzychód with the reference to master plan decisions. In this way, students had an opportunity to face real problems such as: finding the right formula for maximum integration of newly introduced investments into existing urban structure, maximizing the profitability of parcels in accordance with the spatial order rules, obtaining the highest possible standards of living and minimizing the cost of urban infrastructure modernization and development in terms of new functions introduction.

The main aim of the cooperation was to work out an expert study indicating the possible opportunities and barriers of spa spatial development. The additional aim was to establish a tool to collect votes and opinions about planned investments of the local community. The cooperation resulted in preparation of a shared document in the form of EXREF Doc. and a set of boards with graphic part of development proposals. It was done owing to the use of work in cloud method and in that way it was possible to collect opinions about presented spatial solutions. The outcomes of the work were presented at an official exhibition of at Poznan University of Technology with the participation of Międzychód Municipality representatives.

The last action in favor of spa functions development in Międzychód was the collaboration within preparation of a phased investment strategy. As part of creating the spa brand and a new image of Międzychód city there are some soft actions proposed in the so as to promote educational projects and hard ones, related to the implementation of certain investments. The most important investments accentuated in the strategy are: construction of water bottling plant "Międzychódzianka", Spa and Wellness Park - as the most important area of spa facility in the current park of Lake City, the infrastructure of mud treatment services, communication and technical infrastructure. In addition to spa buildings there is planned to extend the offer of existing sport facilities with hotel and training complex.



Pic.1. Identification of antropogenic and environmental resources is a basis for creation of strategy of sustainable development of spa tourism in Międzychód city. Conception made by author.



Pic.2. Research and design work were prepared in different scales, and were prepared by researchers and practitioners with the participation of students of the Faculty of Architecture of Poznan University of Technology (P.Kluj, D.Woltyński). Conception made by author and other researchers (R.Graczyk, D.Pazder).

The citywide investments are planned to be complementary to spa offer. They are proposed so as to increase the attractiveness of public space within a city. There are planned: a complex of tourist services, broadening of cultural and commercial offer, modernization of Market Square, Kosciuszko Square, Old Mill and Passage linking Lake City with the Old Port at Warta river, restoration and activation of historic buildings through the introduction of new services, construction

of a riverside hostel in the Old Port and complex of spa parks with pedestrian and bicycle lanes and the construction of urban fragment of an international Bicycle Route R1.

Conclusion

Implementation of ideas and design works aiming at creation and promotion of the first spa of Międzychód city in Wielkopolska region is an important development opportunity for entire county. Construction of hotels, boarding houses, sanatoriums, recreational and sports centers and the provision of treatment services and hospitality, is a project of key importance for expanding the local labor market offer and increase of inhabitants' quality of life

Promotion of a healthy lifestyle and leisure and spa offer development in a city of Międzychód, in accordance with the principles of a snowball economic rule, can initiate the development of private enterprises as complementary offer. The introduction of new functions, new architectural and infrastructural investments can positively affect the physiognomic image not of a city but entire region as well.

The impact of realization of the project in economic dimension may include western regions of Poland and even go abroad to the territory of Germany. In the past eight years, the Municipality of Międzychód, within a process of preparation for spa functions development has already organized many investments that cost over EUR 25 million. Considering either dynamics of the transformation, aspirations of a city, or taking into consideration endogenous and exogenous conditions, it is concluded that the spa offer and tourism development can result in many fruitful activities and undertakings in spatial, social and economic aspects. Creation of the brand product under the name of Spa Międzychód is a venture not only by all means desirable, but also necessary to maintain the trend of development in peripheral areas of the region.

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Creative Functions as a Tool of City Space Revival - Case Study of Spa City in Wielkopolska Region

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Abstract

In the paper author presents the idea of a spa area reactivation through the implementation of creative functions. Innovation and creativity seem to be a tool to revive and activate public space of a spa city. It is to underline the existing spatial values and to promote a new usage of a public space owing to a touristic offer widening. In the article there is presented a study example of spa city in Wielkopolska region.

Key words: functions, creative functions, spatial-social activation

Introduction

In the following paper there is presented an idea of innovative way of spa city revival with the use of creative potential. Presented case study of Wielkopolska region (Poland) is a research example that has been examined by author for several years within the cooperation between Faculty of Architecture of Poznan University of Technology and local municipalities. The general idea of a study is to look for innovative spatial and functional solutions aiding tourism development and city revival through the use of creative potential. Thus tourism development can be not only more friendly to environment but to people as well. The introduced tourism should be responsible, discreet, environment friendly, proper, soft and gentle. The idea is to maintain a balance between the requirements of environmental and cultural values protection and local population and tourists preferences. Urban and architectural solutions not referring to the character and tradition of a place are harmful and devastate local color, identity and spatial specificity.

Nowadays, it is known that touristic offer so as to have a real impact on a number of tourists coming to a reception place should be either attractive or competitive. It should correspond with modern needs and modern lifestyles, it ought to be inspiring, a little bit surprising, provoking city space users to interact with each other and with space. It is extremely important in the context of touristic functions development thus the idea of tourism is to make people be curious about a place, be fascinated by a place and be strongly attracted by a place so as to come back again and again. The idea of creativity as an important tool of city space activation is still very modern and on time.

In the paper innovation in a spa city development is understood in two aspects: an innovative, contemporary thinking about using existing space resources in favor of tourism development, in accordance with the principles of sustainable development. In order to increase spa or touristic city competitiveness in the tourism market and so as to stimulate the local community to use development opportunities, it is needed to improve spatial and social attractiveness and a quality of life.

The development of tourism and spa functions could be a key factor of socio-economic activation of small settlement centers. It refers especially to the towns which are characterized by abundance of natural resources, and do not have another sufficiently developed functional facilities, which would ensure an appropriate level of economic development, competitiveness and quality of life. The proper development in the context of spas should be understood as local cultural identity protection, both material and immaterial, since it represents an important element of the assessment of the attractiveness of the area. This is particularly important in the context of a contemporary trends towards unification of the needs and products and mass production, so characteristic of the modern, globalized world. The sustainable development of tourism is an important impetus to the revival of socio-spatial and economic development, not only of the town but also in a scale of municipality or region.

Creative functions as a tool of spa city space revival

Spa functions development depends either on the degree of urban space attractiveness, quality and infrastructural facilities of the city or influence of neighborhood attractive areas, which supplement existing offer in terms of functional and spatial resources. It is crucial to preserve the urban composition of a city centre and to provide a high level of attractiveness to ensure the quality and viability of a city space. It is also important to provide attractive public space offer and equipment because of a significant spatial and social role public space plays in a city structure. The essence of urban tourism is its cognitive character, which is why it is so important to provide opportunity to explore historical values, monuments, museums, art galleries or participate in cultural activities. Usually, the biggest tourist traffic activity is focused on downtown and central area of a city.

Upholding a tradition of the place and protection of local cultural landscape requires conscious efforts to preserve diversity. These efforts should be made by local communities, professional *milieus* and non-governmental organizations. In this context it is very important to provide proper education about city space revival, to build a sense of relationship between place and city user, cultivate genuine traditions and reject indiscriminate imitation of foreign patterns.

A major problem in the context of maintaining the spatial and social tradition of spas, are investments related to the construction of large-scale spa facilities, rehabilitation centers, spa and wellness centers, where technical and structural requirements are often in conflict with local aesthetics or beauty of the natural landscape. This type of spatial activity contributes to a significant degradation of cultural and environmental resources, and often comes into conflict with unique regional values and characteristics. The adverse effects of tourism development is also the commercialization and unification of the offer, what leads to the departure of native traditions and creation of new quality, not related to the site (Ritzer and Liska 1997).

Innovation and creativity in the context spa city activation

Spatial quality factor in modern conditions is becoming increasingly important. Building a competitive and attractive, that is, corresponding to different tastes, tourist offer and a strong brand of a given spa city is very important in terms of increasing the attractiveness of the area. A varied range of services, complementary activities to spa function and location in a beautiful entourage can be a tremendous asset to attract not only patients, but also tourists. The attractiveness and aesthetics of a place is also an argument for which it is worth to return to the place. An important advantage is the presence cultural offer that provokes some interesting experiences as a result of multisensory perception of a space.

The attractiveness of spa city is understood as the high quality of the package of services not only concerning a narrow range of specialized health-oriented ones. More broadly, all activities aiming at the health improvement can be understood also in a spatial dimension. The emotional relationship with the environment have been for a long time the subject of research of various fields specialists inter alia environmental or behavioral psychology or sociology. It is widely known that beautiful, well-kept, functional, uncluttered places with interesting functional and spatial offer evoke positive emotions, soothe and stimulate people to interact and continuous exploration. The joy of getting to know the city and its values can enhance modern spatial solutions of different purposes and scale that are based on the use of creative and intellectual potential.

Introduction of creative and innovative functions and forms into a spa area can cause its spatial, social and economic revival. Especially the urban areas are the perfect places to implement creative solutions, based on relationships of innovation, culture and business. It is a very good way to activate the degraded, insufficiently competitive and unattractive for investments areas. It is because creative potential do not require such large amounts of money to complete projects, which are implemented from a scratch. The advantage of these features is easy adaptation and not too exorbitant starting conditions. As pointed out by Florida, the creative potential has tended to concentrate in certain areas, for they have to offer the unique atmosphere, originality, authenticity and a spirit of place (Florida, 2010).

Creative and innovative functions as a tool for spa city activation can bring many benefits. They represent a significant impetus stimulating the development of local entrepreneurship and complement spa offer with additional range of services. Creativity encourages protection of cultural identity through the adaptation of degraded built tissue, enhancement of a spatial attractiveness of spa, promotion of local products as crafts, folk art and handicrafts. Creative functions mostly are

well adapted in places with a unique atmosphere and of a unique architectural form, which is degraded, neglected and creative potential is necessary to give the space a new meaning and underline existing qualities and character of a space.

Creativity in the urban space can also be understood as landscaping elements that enliven the public space and emphasize its individual characteristics. Introduction of new aesthetic quality is characterized by high formal and artistic merit. Innovative technological solutions or spatial, interactive, sculptural forms, visually appealing, can highlight the architectural distinctiveness and semantic meaning of a space. Referring to the urban identity and its specificity they give a space a new attractiveness and strengthen the power of attracting and retaining city users.

Case study of spa city in Wielkopolska region

Appropriate use of existing values and proper profiling of touristic and spa offer allows prudent stimulation of a spa city development and wise management of space. It is also important to integrate the activities of supra-local scale in order to promote and strengthen brand of a spa city, as well as to activate other settlements of a region in a socio-economic dimension. The development of the spa functions gives impetus to extend the offer also in the field of water tourism, cycling, motor and horse riding etc.

The idea of spa functions development including service facilities in the form of an offer creative functions within Wielkopolska region makes perfect sense, because it is well-known that the scope of services offered by spa cities are not only limited to health-related functions, but a wide offer of culture and entertainment services as well. Regeneration of vital powers better runs in the spa that is attractive spatially, providing not only a comfortable rest, but also encouraging social interactions and contacts. The spa towns, thanks to the wealth of spatial and functional values may also develop other branches of tourism: urban, cultural and congress. It is because urban space activated through the use of creative features is a perfect place to host various types of exposure, exhibitions, meetings, musical or artistic competitions. A good solution which supports a spa development is the inclusion of spa areas in the urban structure of the city, giving residents the opportunity to take advantage of offered treatments, rehabilitation and recreation without having to leave the place of residence (Kaczmarek, 2002).

Research work – creative functions in favor of spa city activation

Presented research focuses on the exploration and development of spa function in a city of Międzychód in Wielkopolska region. The idea is to introduce the creative functions and forms so as to direct spa function development in the way that Międzychód becomes an attractive, innovative and competitive spa. The ability to create the first in Wielkopolska spa in city of Międzychód will strengthen its brand at the regional level and help to improve the quality of inhabitants' life. Promotion of the idea of Międzychód as an innovative - the first in region and based on local creative potential, spa city increases the chances of promotion of existing spatial and environmental values, the development of spatial and social potential, as well as multiplying the economic benefits flowing from the touristic offer. The implementation of this idea must be done in an evolutionary and balanced way.

The presented study aimed at defining principles for the development of innovative spa functions in Międzychód city using existing resources, functional, spatial and environmental values and local creative potential to activate spa and city offer. The design work in this context was conducted at the Faculty of Architecture, Poznan University of Technology in cooperation with the authorities of Międzychód city. Międzychód promotes the idea of development as an urban center of a rest and healing, along with a complementary range of creative offer but also innovative thinking about the existing potential, which can have a significant impact on the creation of a new city brand.



Pic. 1. The areas of functional activation: services, public offer, commercial functions and key area in terms of spa functions development in Międzychód city: subcentres, public space systems, city gates, protected and degraded areas. Design work by students of Faculty of Architecture, Poznan University of Technology – E.Baraniak, A.Browarska, J.Balcerzyk, M.Ratajczak, academic year 2014/15 under the direction of D.Pazder.



Pic. 2. The proposal of crystallization of the public space system within a city centre of Międzychód city and idea of incorporation of unbuilt tissue into one homogenous offer of built and unbuilt areas of different functions and destinations.

Design work by students of Faculty of Architecture, Poznan University of Technology – E.Baraniak, A.Browarska, J.Balcerzyk, M.Ratajczak, academic year 2014/15 under the direction of D.Pazder.

The idea of the use of creative offer to activate a spa city of Miedzychód and to produce a new quality of space was the subject of research and design work, which was also conducted during an academic year with students of Faculty of

Architecture at Poznan University of Technology. Semester projects were devoted to the study of local land-use zoning plans and the development of spa city of Międzychód in terms of creation a network system of innovation and creativity flows. The overarching slogans in the process of design guidelines formulation for the development of the spa city were: innovation, creativity, synergy, competitiveness and cooperation.



Pic. 3. The synthesis of spa function development in Międzychód city: basic functional destination of identified areas, planned activation of unbuilt pheriferal areas, new elements introduced to existing urban structure, existing urban – functional and compositional skeleton, key functions, protected areas.

Design work by students of Faculty of Architecture, Poznan University of Technology – E.Baraniak, A.Browarska, J.Balcerzyk, M.Ratajczak, academic year 2014/15 under the direction of D.Pazder.

This study and design work contribute to start discussion between Międzychód Municipality and local society about an innovative development of the spa with the use of existing local potential in a creative way and in accordance with modern requirements of competitiveness. Research includes extensive analytical part devoted to the study of existing functional and spatial resources, as well as the provisions of existing planning documents prepared at various levels of planning system. The analyzes were assessed so as to indicate potentials and barriers of the future development. The work resulted in a set of design proposals aiming at the existing potential accentuation and at an innovative and creative planning solutions. The idea was to build competitive advantages and consider them in future local plans in favor of attractive and modern spa offer and tourism development.

Conclusion

In order to define desired development of spa city of Miedzychód, the initial objective was to provide innovative solutions, creativity on offer around the spa, synergy of actions at different levels of development and the creation of a new competitive brand of Miedzychód through the promotion of local resources and strengthening the local identity of the space. Touristic offer in economic meaning heavily interferes local identity which is the largest value of tourism. It is necessary to strive to balance the natural and cultural environment. The needed condition to ensure harmony and wisdom of development is appropriate incorporation of introduced elements with existing landscape and spatial unique features, taking into consideration topographical, geological, demographical characteristics with attention to protect and create an appropriate aesthetic appeal of the new tourism infrastructure.

It is also extremely important to protect local material and immaterial culture, identity and nature of the place, as well as the products of arts and crafts of the given area. The development is conducive to the promotion of spa offer and associated functions, affecting the socio-spatial activation of the city and surrounding area, related to the use of local creative potential and creativity in various fields of arts and crafts. Proper development of tourism, conducive to the development of spa cities and surrounding areas is possible through the use of existing assets and their transformation into innovative, attractive and competitive touristic products stimulating development and competitiveness.

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The Importance of Automatic Thought's Evaluation Through cognitive – Behavioral Therapy in Patients with Generalized Anxiety Disorder.

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Abstract:

This study will analyze the positive value of automatic thoughts' assessment in patients with Generalized Anxiety Disorder, to improve the symptoms associated with thinkings and emotions. For a disorder "unorganized" as Generalized Anxiety Disorder, where the patient feels anxious from almost any situation and knows not where and when to feel secure, the Cognitive – Behavioral Therapy chooses to use a more structured framework to put in front of reality's evidence. This therapy is considered as one of the most used and highly appropriate to treat Generalized Anxiety Disorder. One of the main principles of Cognitive-Behavioral Therapy is that patients learn to identify, evaluate and respond to their automatic thoughts and dysfunctional beliefs. The aim of this study is to show the importance of automatic thoughts's evaluation mode in patients with Generalized Anxiety Disorder. In this study will be provided essential elements for the selection of these thoughts, to indicate their nature. The research methodology is based on case study, where the basic datas are taken for 5 patients diagnosed with Generalized Anxiety Disorder and treated through Cognitive-Behavioral Therapy techniques. In conclusion it resulted that patients that properly examined the validity of an automatic thought, were able to understand the nature of their thoughts, if they were true or not.

Keywords: Cognitive-Behavioral Therapy, Generalized Anxiety Disorder, automatic thoughts, cognitive conceptualization, adaptive response.

1. Introduction.

Anxiety is a special kind of fear. It is an emotional signal that we sense some type of threat. Generalized Anxiety Disorder (GAD) is a diagnosis that describes people who experience strong, persistent and damaging anxiety. While, everyone experiences some anxiety, GAD means that the anxiety has to some extent taken control of you (White, 1999)¹. The term GAD first emerged with the publication of the DSM-III (American Psychiatric Association, 1980)². At the time GAD was viewed essentially as a residual disorder because the diagnosis was not made if symptoms of panic disorder, obsessive-compulsive disorder, or phobia were present. The fundamental feature of the disorder was "persistent anxiety" for at least one month, with clients also required to endorse symptoms from three out of four categories, including motor tension, autonomic hyperactivity, apprehensive expectation and vigilance/scanning (Dugas; Robichaud, 2007)³.

The term GAD is used in the official psychiatric Diagnostic and Statistical Manual of Mental Disorders (DSM-5), where the following diagnostic criteria are outlined:

- A. Excessive anxiety and worry (apprehensive expectation), occurring more days than not for at least 6 months, about a number of events or activities (such as work or school performance).
- B. The individual finds it difficult to control the worry.
- C. The anxiety and worry are associated with three (or more) of the following six symptoms (with at least some symptoms present for more days than not for the past 6 months).

Note: Only one item is required in children.

- (1) restlessness or feeling keyed up or on edge
- (2) being easily fatigued

- (3) difficulty concentrating or mind going blank
- (4) irritability
- (5) muscle tension
- (6) sleep disturbance (difficulty falling or staying asleep, or restless unsatisfying sleep)

D. The anxiety, worry, or physical symptoms cause clinically significant distress or impairment in social, occupational, or other important areas of functioning.

E. The disturbance is not attributable to the physiological effects of a substance (e.g., a drug of abuse, a medication) or another medical condition (e.g., hyperthyroidism).

F. The disturbance is not better explained by another mental disorder (e.g., anxiety or worry about having panic attacks in panic disorder, negative evaluation in social anxiety disorder [social phobia], contamination or other obsessions in obsessive compulsive disorder, separation from attachment figures in separation anxiety disorder, reminders of traumatic events in posttraumatic stress disorder, gaining weight in anorexia nervosa, physical complaints in somatic symptom disorder, perceived appearance flaws in body dysmorphic disorder, having a serious illness in illness anxiety disorder, or the content of delusional beliefs in schizophrenia, or delusional disorder) (DSM-5, 2013).⁴

Cognitive- Behavior Therapy has broad evidence as a powerful intervention for mental health problems in adults. Cognitive – behavior treatments have an empirical base and majority of practitioners, at least in North America, are trained in a scientist-practitioner model (Dobson, 2009).⁵

Automatic thoughts are a stream of thinking that coexists with a more manifest stream of thought (Beck, 2011).⁶ These thoughts are not peculiar to people with psychological distress; they are an experience common to us all. Most of the time we are barely aware of these thoughts, although with just a little training we can easily bring these thoughts into consciousness. When we become aware of our thoughts, we may automatically do a reality check if we are not suffering from psychological dysfunction (Beck, 2011).⁷

It is very important distinguishing automatic thoughts from emotions. Many patients do not clearly understand the difference between their thoughts and their emotions. Emotions are of primary importance in cognitive- behavior therapy. People with psychological disorders, however, often misconstrue neutral or even positive situations and thus their automatic thoughts are biased. By critically examining their thoughts and correcting thinking errors, they often feel better (Beck, 2011).⁸

2. Understanding anxiety and thinking in GAD.

Anxiety is a prolonged complex emotional state that is often triggered by an initial fear. Fear is at the heart of all anxiety states. Fear is the underlying psychological state that drives the anxiety (Clark&Beck, 2012).⁹

To understand the anxiety it is important to know some of the common effects of anxiety:

Psychical symptoms

- Increased heart rate, palpitations
- Shortness of breath, rapid breathing
- Chest pain or pressure
- Choking sensation
- Dizziness, lightheadedness
- Sweating, hot flashes, chills
- Nausea, upset stomach, diarrhea
- Trembling, shaking
- Tingling or numbness in arms, legs
- Weakness, unsteadiness, faintness
- Tense muscles, rigidity
- Dry mouth

Cognitive symptoms

- Fear of losing control, being unable to cope
- Fear of physical injury or death
- Fear of “going crazy”
- Fear of negative evaluation by others
- Frightening thoughts, images, or memories
- Perceptions of unreality or detachment
- Poor concentration, confusion, distractibility
- Narrowing of attention, hypervigilance for threat
- Poor memory
- Difficulty in reasoning, loss of objectivity

▪

Behavioral symptoms

- Avoidance of threat cues or situations
- Escape, flight
- Pursuit of safety, reassurance
- Restlessness, agitation, pacing
- Hyperventilation
- Difficulty speaking

Emotional symptoms

- Feeling nervous, tense, wound up
- Feeling frightened, fearful, terrified
- Being edgy, jumpy, jittery
- Being impatient, frustrated, (Clark&Beck, 2012).¹⁰

The common thinking errors in interpretation are : Catastrophizing, faulty estimates, gross generalizations, polarization, minimization. Catastrophizing is evident when the individual's thoughts focus exclusively on the worst possible outcomes of events. Faulty estimates are evident when the probability of danger is assessed at inaccurately high levels, particularly when the actual probability of danger is ambiguous. Gross generalizations are evident when the danger perceived in one event is applied to other events, without any differentiation between events. polarization is evident when are perceived in all-or-nothing terms of extreme danger or safety. Factors that indicate protection or safety may be minimized or ignored (Rygh&Sanderson, 2004).¹¹

The cognitive component of GAD can be modulated with a wide variety of techniques. These techniques include psychoeducation, cognitive restructuring, hypothesis testing, positive imagery, worry exposure, improving problem orientation, cost-benefit analysis of coping and two cognitive response prevention techniques:scheduled worry time and worry-free zones. The cognitive components of GAD are: psychoeducation, cognitive restructuring, worry episode log, guided discovery, decatastrophizing, developing alternative viewpoints, hypothesis testing, positive imagery, worry exposure, improving problem orientation, cost-benefit analysis of coping, cognitive response prevention, scheduled worry time and worry-free zones (Rygh&Sanderson, 2004).¹²

People with GAD haveinconsistent thoughts and can not control them. Therefore, it is important to apply strategies to control thisthoughts. Most of the time, strategies used to control the thoughts from individuals themselves are not effective.

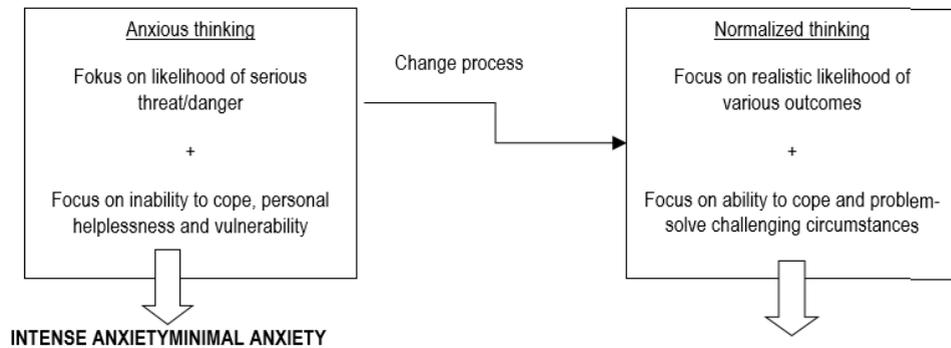
There is a little available research on the nature of thoughts control strategies used by individuals with GAD. However, evidence from other sources suggests that some such strategies may be ineffective and perhaps countproductive. Research with thought control Questionnaire suggests that worry and punishment, when conceptualized as thought control strategies, are associated with emotional disturbances (Heimberg&Turk&Mennin, 2004).¹³

The treatment of thinking through Cognitive-Behaviour Therapy (CBT), theoretical and practical models.

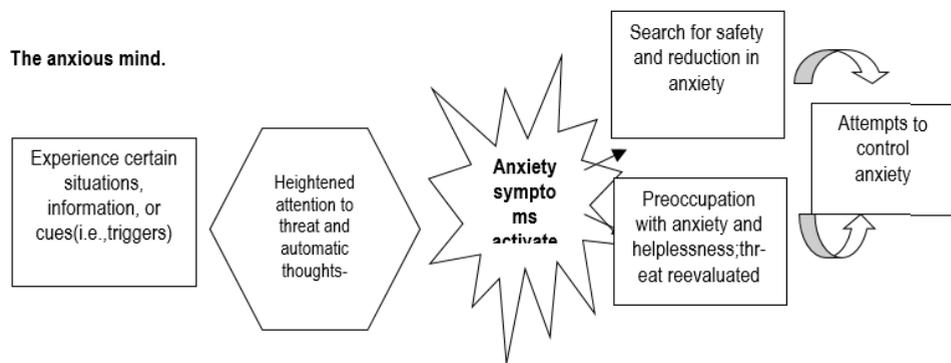
The majority of people experiencing GAD do not seek treatment. They tend to regard themselves as chronic worriers and assume that nothing can really help them. Untreated, GAD tends to last longer and impact a greater portion of a person's life. The traditional treatment stems from Freud's work and maintains that the cause of anxiety is usually rooted in childhood. It is believed that by returning to these earlier issues the client's fundamental conflict can be brought to the surface and resolved. The cognitive part of CBT refers to the power of our beliefs. What we believe about ourselves, our world and our future has a strong influence on what actually happens. The behavior part of CBT acknowledges that real change happens in our life only when we do things differently. There needs to be some kind of action that brings the new direction to life (White, 1999).¹⁴

One important step of CBT is to identify the negative thoughts. The clients must become aware of their thoughts, the act of metacognition. Some clients are quite "psychologically minded" and understand these ideas fairly quickly, whereas others struggle with some of these notions and exercises. Some clients may object to terms such as dysfunctional or distorted thoughts. The onus is on the therapist to find substitutions that have the same meaning but are more palatable to clients. For example, we may use the phrase "thoughts that make us feel bad" or "thoughts that lead to negative emotions" (Dobson, 2009).¹⁵

There are many techniques to change anxiety thinking. From anxious thinking to normalized thinking we must use skills to understand the anxious mind. There are some diagrams to illustrate this shift in thinking (Clark & Beck, 2012).¹⁶



The anxious mind.



Exercise for thought monitoring (Clark & Beck, 2012).¹⁷

A two-step process for learning to catch core anxious thoughts:

- 1- Monitoring the anxious thoughts
- 2- Threat assessment diary.

Anxiety work plan

Targeted anxiety symptoms	Interventions exercises	Self-help schedule	Outcome
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PART I. ANXIETY TRIGGERS (situations, etc.)

1.			
2.			
3.			

From the Anxiety and worry workbook, Clark&Beck, 2012).¹⁸

3. The importance of evaluating Automatic Thoughts (AT).

Our thoughts are created by our mind, which is constantly helping us to interpret the world around us, describing what's happening, and trying to make sense of it by helping us interpret events, sights, sounds, smells, feelings. Automatic thoughts can be words, an image, a memory, a physical sensation, an imagined sound, or based on 'intuition' – a sense of just 'knowing'(Vivyan, 2009).¹⁹

Automatic thoughts seem to pop up spontaneously, they become fairly predictable once the patient's underlying beliefs are identified. Automatic thoughts are usually quite brief and patient are often more aware of the emotion they feel as a result of their thoughts than of the thoughts themselves. Automatic thoughts are often in "shorthand" form, but can be easily spelled out when the patient ask for the meaning of the thought. These can be evaluated according to their validity and their utility. To summarize, automatic thoughts coexist with a more manifest stream of thoughts, arise spontaneously and are not based on reflection or deliberation. People are usually more aware of the associated emotion, but with a little training, they can become aware of their thinking (Beck, 2011).²⁰

To evaluate appropriately the automatic thoughts, the clinician first must learn the patient to identify them. There are some important steps to identify automatic thoughts and than to evaluate them.

Eliciting AT – how to identify steps:

1. Heightening the Emotional and Physiological response.
2. Eliciting a detailed description
3. Visualizing the situation.
4. Re- creating an interpersonal situation through role play.
5. Eliciting an image.
6. Suggesting an opposite thought.
7. Uncovering the meaning of the situation.
8. Phrasing the question differently (Beck, 2011).²¹

To conduct a correct automatic thought's evaluation, the clinician must know to identify additional AT, the problematic situation and to recognize the situations that can evoke AT. This could be able with the client's help.

4. Method.

The basic datas are taken for 5 patients diagnosed with Generalized Anxiety Disorder and treated through Cognitive-Behavioral Therapy techniques.

Table 1. Patients characteristics.

	All Patients (n = 5)	Treatment with CBT (n = 5)	Practice for AT evaluating (n=4)
Number female	4	3	3
Self anxiety measured	3	3	3
Stabilized on medication at start of treatment	2	1	1
Age	40	40	40
Additional diagnose except GAD Mood disorders	2	2	2

Measures.

The Anxiety and Related Disorders Interview Schedule for DSM-5 (ADIS-5) - Adult and Lifetime Version (Timothy A. Brown and David H. Barlow, 2014), was used to determine current and lifetime DSM-5 diagnostic status (an abbreviated version focusing on current diagnoses was given for post- and follow-up assessments). The ARDIS-5 includes a clinical severity rating (CSR) for each diagnosis. All assessments were administered by clinic psychologists in their clinic practice.

To the five patient was applied the Self-Evaluation Questionnaire, STAI form Y-1 and Self-Evaluation Questionnaire, STAI form Y-2 (White 1999).²²

With all the patient were used the techniques for AT evaluation. The questioning to help patients evaluate their thinking:

- Examine the validity of AT.
- Explore the possibility of other interpretations or viewpoints.
- Decatastrophize the problematic situation.
- Regognize the impact of believing the AT.
- Gain distance from the thought.
- Take steps to solve the problem.

The AT are collected by the patients in spontaneous way during the sessions. The important AT distinguished because are in a strong relation with the initial patient's complaint. Very important is to distinguish the true facts. The clinician has to keep in mind that AT are rarely completely erroneous. Usually they content a grain of truth (Beck, 2011).²³

Example for one case, to see the way how the AT effect all the cognitive construct of the person.

Case 1, female, 38 years old.

AT identified – *"My husband is not interested for my career"*.

1. What is the evidence tha supports this idea?
2. *"He don't ask me what I do every day in my job."*
3. Is there an alternative explanation or viewpoint?
4. *"I don't think so."* – negative
5. What is the worst that could happen?
6. *"If my husband will not be worried if I let the job."*
7. What is the effect of my believing the AT?
8. *"I feel anxious and pessimist."*
9. What would I tell to a specific person?
10. *"I will tell to my husband that I don't care about him."*
11. What should I do?

"I have to tell him that my career is very important for me."

After has been seen how the AT effect the patient thinking and believing, the clinician must understand the difference between true or untrue AT. For this aim it can be used the version of A.T.Beck, for typical mistakes in thinking:

1. All-or-nothing (also called black and white, polarized or dichotomous thinking).
2. *Example case 1: "If my husband doesn't ask about my job, he doesn't love me."*
3. Catastrophizing (also called fortune-telling)
4. *Example case 1: "I will be so upset, I won't talk to my husband all day."*
5. Disqualifying or discounting the positive.
6. *Example case 1: "My husband call me many times a day, but he never ask me if I have any problem at job."*
7. Emotional reasoning.
8. *Example case 1: "I have a good relationship with my husband, but I still feel that I'm not very important for him."*
9. Labeling.
10. *Example case 1: "I'm upset, he is disgraceful."*
11. Magnification/minimization.
12. *Example case 1: "When he doesn't ask me about my career, makes me feel very worthless. Having good relationship with him, doesn't mean he's interested in me."*
13. Mental filter (also called selective abstraction).
14. *Example case 1: "Because he doesn't make me many questions about my job, it means he doesn't love me."*
15. Mind reading.
16. *Example case 1: "He think I'm not capable in my job."*
17. Overgeneralization.
18. *Example case 1: "These dissadisation can make unfavorable our relationship."*
19. Personalization.
20. *Example case 1: "He doesn't care about my career because I did something wrong."*
21. "Should and Must" statements (also called imperatives).
22. *Example case 1: "It's terrible for me if I don't have my husband's attention all the time."*
23. Tunnel vision.

Example case 1: "My husband doesn't like my professionalism."

To registrate the AT is used the Thought record (White, 1999):²³

Triggering situation Anxiety and other feelings Automatic thoughts Worst outcome Rerate feelings and thoughts

The uncertainty is one important cause for the appearance of AT. Acceptance of uncertainty can be addressed by working to do the following (William & Knaus, 2008):²⁵

1. Accept facts and reality.
2. Accept that you can progressively master methods for overcoming uncertainty fears.
3. Accept that a prime solution involves for uncertainty may prove uncomfortable but is instrumental to positive change.
4. Accept that overpreparation, such as repeatedly going over every possible scenario, supports a misguided view that perfection is the solution for controlling tension.

5. Results.

After this process the patient were able to evaluate their AT. Not all of them were able initially to identify them, but after a guided help they could evaluate appropriately their AT. Evaluating the At was helpful for the identifying of emotions too. This was helpful too for the patient's interaction when they play themselves through role play. After identifying and evaluating AT, additional questioning brings to light other important thoughts. The patients, in addition, have other automatic thoughts not about the same situation itself, but about their reaction about that situation. They may perceive their emotion, behavior, or physiological reaction in a negative way.

Among this process it had been seen that the AT could appear before a situation, in anticipation of what might happen, during a situation and/or after a situation, reflecting on what had happened. In addition to being unable to identify automatic thoughts associated with a given emotion, patients have difficulty even identifying a particular situation or issue that is most troublesome to them. Many patient among this process reported interpretations, which may or may not reflect their actual thoughts. The best way in this cases is to guide the patients to report their thoughts. Patients often report thoughts that are not fully spelled out. It was difficult to evaluate a telegraphic thought, so the best way was to guide the patients to express the thoughts more fully. The patients had thoughts about their cognitions, their emotions, their behavior or their physiological or mental experiences. Any of these stimuli engendered initial AT followed by an initial emotional, behavioral, or physiological reaction.

To summarize, the patients was learned to identify their dysfunctional thinking, then to evaluate and modify it. The process started with the recognition of specific AT in specific situations and than evaluate the AT and situation itself.

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Determining the Margin of Error that Introduces Systematic Sampling of Public Opinion Polls (the Case of the Current Electorate of Tirana)

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Abstract

In polls that conducted today in Albanian reality, note that the margin of error is in the level + - 3%, regardless of other elements that affect in the validity of the polls. In the validity of answers, affects negatively also the questions with delicate problems¹. For getting these sincere responses, an important role plays the nature of the questions. If the questionnaire is composed of questions that can be characterized as fragile, then for the question that in itself treat political topics, the interviewer has a tendency to not show sincere to these questions. Questions with delicate topics tend to give respond less valuable². The methodology suggests that, when it is not possible to avoid delicate questions, become our best to preserve the anonymity of the respondent, which does not sure by the systematic sampling, which inevitably makes the respondent identifiable. So in this sample, respondents perceive themselves as identifiable. This causes them to feel threatened, if they give honest answers. Insincerity produces additional error that is intended to determine in the context of this paper. The study is not type explanatory, that uses working hypothesis as an assumed response to a research question, but experimental exploratory type, which seeks to test empirically the basic assumption and simultaneously determine the margins of error that are made in measurements to the public opinion when not respected the anonymity of respondents when we make delicate question. The experiment on which this paper is based, aims to test the basic assumption: The error that inserts when is not ensuring the anonymity of the respondents in a systematic sampling, when are made question that considered as delicate.

Methodology

To implement this empirical study, was needed a survey to evolve *in parallel* at the same time by two groups of interviewers, one family and one on the street. Was conducted a survey with a sample that does not identify respondents, namely, with quote to the last link of sampling. Also was conducted analog survey (with the same questionnaire), but with the sampling that identified respondents, according to a systematic sampling ("from gate to gate") in the last link of sampling.

More specifically, the two surveys, except that did with the same questionnaire in the street and in the family, they were performed *simultaneously (in parallel)* and in the same place and with the same sample size), but one of them assured anonymity of respondents through selection in last link of respondents with quote, by sex and age group with a questionnaire that had no delicate questions, while the other followed systematic method for selecting of families or working environments.

With a high degree of mistrust, nor can be expected that respondents believe to the promises of interviewers that, everything that they say "will remain among them." Therefore, to have data more reliable from the surveys, should not believe the "formula" that promises conservation of confidentiality of the answers given by respondents³. If we use a scheme of probabilistic sampling type (casual or systematic), which seeks to contact persons to be surveyed in a way, they perceive themselves as easily identifiable (by name, location, place of work), then it makes no sense to talk about maintaining of their anonymity. The only thing that we can promise the respondents in this case is to promise the confidentiality of their responses. But such a promise, not results reliable in a society where the confidence level is too high (over 90%).

¹Kocani A., Metodot e kërkimit sociologjik: Tiranë, UFO 2006, fq 79

²Kocani A., Metodot e kërkimit sociologjik: Tiranë, UFO 2006, fq 92

³Feraj H., Kocani A., (2013) *Anonymous or Confidentiality in Opinion Survey?(The Selective Approach for Sampling in Surveys where are Included Delicate Questions)*, Mediterranean Journal of Social Sciences, Vol 4 No 2, May 2013, ISSN 2039-9340

Then, it remains to be devised a sampling that allows to ensure anonymity of respondents. Namely, that allows respondents to perceive that they are not identifiable and, thus, frees them from fear that they could suffer, if will give honest answers to questions that they consider as sensitive. And this can be accomplished if in the design of the sampling, in the last link (which contacts persons to be interviewed) used the quota method (by age group and gender). According to our experience of surveys since 1998, the use of quotas in this last link, provides really noidentifiability of respondents, therefore the sincerity of their answers. In this way, can be taken with measurements the reliable data, which then can be extracted also the relatively reliable conclusions, which constitutes the main goal of each scientific research.

We emphasize once again that such a thing can be achieved in that the interviews make not in families and environments where respondents can be identified as such, but on the road away from their homes or their work, where they are seen as passers. But in this case, in the last link of sampling, we are forced to use a type of sampling **is not probabilistic** type, quota sampling. Such a sampling form contains an unspecified error, on standard, that should be measured with an ad hoc procedure type.¹

RESULTS OF DATA PROCESSING

The error that inserts non consideration anonymity of respondents, when we make delicate question.

Also, to calculate the differences in the value of the answers on the questions that are made in the family (systematic sampling)), was elected as the indicator of aggregate type, the indicator of Subjective Welfare (ISW) provided by R.Inglehart. Through the creation of tables of frequency was conducted the calculation for ISW of answers in family and for the answers on the road. The difference between values of these two ISW would constitute the required difference, that involve the error that inserts quotas (survey on street), the error that inserts non considering the anonymity of respondents and the statistical error that inserts sampling rate representation (survey in family). More specifically we have the following.

A. Survey on the road:

1. *The first question: Considering everything, do you think you are / satisfied with the life you do now?*
2. According to this question we have:
3. Δ (**satisfaction from life**) = [(satisfied + quite satisfied) - (not satisfied + little satisfied)] = [(30.4% - (26.6%)] = + 3.8%.
4. So we have to Δ (**satisfaction from life**) value of + 3.8%.
5. Let us find now than is the value of Δ (happiness). We have:
6. Second question: *In general, you feel yourselves:*
7. According to the second question we have:
8. Δ (Happiness) = [(Very/ happy + quite / happy) - (Not at all / happy + Not / happy)] = [(49.4% - (14%)] = + 35.4%.
9. So we have to Δ (Happiness) value of + 35.4%.
10. We have the value of ISW on the road:
11. ISW (street) = [Δ (life satisfaction) + Δ (Happiness)] / 2 = [+ 3.8% + 35.4%] / 2 = + 39.2% / 2 = + 19.6%
12. So we have to ISW (street) = + 19.6%

B. The survey in the family:

1. The first question: *Satisfaction from life?*

¹ Kocani A., (2011) Përcaktimi i marzhit të gabimit që fut kuota në hallkën e fundit të kampionimit të një anketimi kundrejt kampionimit sistematik, AKTET Revistë shkencore e Institutit Alb-Shkenca, Vëll.IV, Nr.4, ISSN 2073-2244.

According to the first question we have:

Δ (satisfaction from life) = [(Fully / satisfied + Quite satisfied) - (Not at all satisfied + little satisfied) = [(66.6%) - (12.5%)] = + 54.1%.

So we have to Δ Δ (satisfaction from life) value of + 54.1%.

Let us find now the value of Δ (Happiness). We have:

Δ (Happiness) = [(Very happy+ quite happy) - (Not at all happy+ / Not happy) = [(76.0%) - (5.2%)] = + 70.8%.

So we have to Δ (Happiness) value of + 70.8%.

We have to value the ISW in the family:

ISW (family) = [Δ (life satisfaction) + Δ (Happiness)] / 2 =

[+ 54.1% + 70.8%] / 2 = + 124.9% / 2 = + 62.45%

So we have to ISW (family) = + 62.45%

Margin required is:

ISW (family) = + 62.45% - ISW (street) = + 19.6% = + 42.85%

As the margin it will be [- 42.85%, + 42.85%]. From this margin will be "expected" statistical error, that inserts the sample of size (for sampling with size 100 units) is + / - 10.6%. We will have: (- 42.85%) - (- 10.6%) = - 32.25% and (+ 42.85%) - (+ 10.6%) = + 32.25%.

So the margin remains [- 32.25%, + 32.25%].

From this margin will be "expected" the error that inserts quotas, which from the measurements made by the "parallel" survey, it appears that is given from the margin [-7.35%, + 7.35%].

We do "cutting": (- 32.25%) - (-7.35%) = - 24.9% and

(+ 32.25%) - (+ 7.35%) = + 24.9%

So the error that inserts non consideration of anonymity of respondents, when we make delicate questions is:

[- 24.9%, + 24.9%].

CONCLUSIONS

From tables of frequencies, results that the differences between ISW values of responses to answers of analogue questions (on the road and in the family) form a segment, which has as the smallest margin -3.25% and the largest margin + 3.25%. From the smallest limits and the greatest limits, we should subtract the error that associated with systematic sampling depending on its size; Respectively statistical error is +/- 6.10% (for sampling the size 100 units).

Segment [-7.35%, + 7.35%] makes the proposal for the required margin of error that introduced quotas in the last link of sampling.

Also, the error that introduces non consideration of anonymity to respondents when making delicate question is:

[- 24.9%, + 24.9%].

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Psychological Aspects and Adjustment of Pediatric Patients with Chronic Renal Disease

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Abstract

There is an ever increasing number of studies on the experience of pediatric patients suffering with Chronic Kidney Disease (CKD) resulting in the conclusion that chronic kidney disease affects the development of these patients, their behavior, emotions and social relations, causing a series of psychological reactions. The aim of this study was to make a review of the existing literature on psychological experience of patients with chronic kidney disease and their adjustment. The study findings are in the context of previous research and existing theories. Research was made in professional literature related to Chronic Kidney Disease in children and adolescents, selecting works published between years 1981 and 2014, using key terms such as children, adolescent, chronic kidney disease, in different combinations. Children starting from school age and later in their adolescence are in constant change, not only as regards their physical growth but also their emotional and sexual growth and coexistence for a long time with such a problem as kidney disease is very difficult and affects their lives in many ways. Simultaneously, CKD causes grave psychological damages. Survival to the disease is not satisfactory so deepening on disease perception, social and psychological factors affecting patients, are very important elements to improve the quality of life of these patients. Comprehension of their experiences is very important in order to decrease the effect of CKD on their lives and for them to receive the most effective treatment. Nephrologists and psychologist can work together by helping make the connections between psychosocial and biological factors.

Keywords: pediatry, psychological reaction, chronic kidney disease, adjustment

1. Introduction

The aim of this study was to make a review of the existing literature on psychological experience of patients with chronic kidney disease and their adjustment. The study findings are in the context of previous research and existing theories. Research was made in professional literature related to Chronic Kidney Disease in children and

adolescents, selecting works published between years 1981 and 2014, using key terms such as children, adolescent, chronic kidney disease, in different combinations. Medical progress such as dialysis and kidney transplant have obviously increased the chances of survival for children and adolescents with CKD. However, non-function of an organ is corrected only partially, leaving great consequences on general health and quality of life of patients (Roventa et al., 2011).

Remarkable advances in the understanding and treatment of ESRD have been achieved over the last 20 yr, there has been increasing attention given to the individual characteristics of patients with an emphasis placed on understanding the effects, the patients' social situation, perceptions and responses to the illness. Although this area of "psychonephrology" has been a subject of research for many years, recent work in patients (Kimel, 2002; Cukor et al., 2006). A wide range of interventions have been designed and delivered to children with chronic illness and their families and reported in the peer-reviewed literature (Kibby, Tyc, & Mulhern, 1998; Bauman et al., 1997).

In earlier work by Bury, chronic illness was conceptualised as a "biographical disruption" that disrupted the patients' relationships and the practical tasks of living. (Bury, 1982).

By Stein et al. Chronic disease is defined as a state of health (a) lasts for years or longer; (b) requires specialised treatment or technology; (c) causes limitations in functioning, activities or social role of patients compared to physically healthy age mates (Stein, Bauman, Westbrook & Ireys, 1993). In 1981 Drotar stresses that prevalence of disease impact is affected by the type of chronic disease and disease needs (Drotar, 1981).

Charmaz brought focus to patients' perspectives in the day-to-day contexts within which they live, the 'loss of self,' and highlighted the complex interactions between different aspects of the illness experience (Charmaz, 1983). Over the past decades, a tremendous amount has been learned about the physiological and psychological reactions of dialysis patients. Despite this growing body of research, there are many essential elements that are still unknown (Cukor et al., 2007). The role that quotidian dialysis might have upon psychosocial variables has also not been studied in a rigorous manner (Cohen et al., 2007). However many studies are inclined towards clinical studies focusing on psycho-social issues that patients' with chronic kidney disease go through.

2. Emotional state and psychiatric changes

Patients with chronic renal disease must adapt themselves to complications caused by the disease on their health, identity, emotions, family, lifestyle, and their relations with others. Excess fatigue, complex treatments, side effects, limitations in consumption of liquids and/or food cause problems in patients. They need a long time to understand the diagnoses and adapt to it, to integrate medical treatment with their daily routine and to reset a sense of normality in their daily life (Tong et al., 2008). Presence of chronic diseases (CD) during childhood and adolescence considerably increases the risk of emotional disorders and those of behavior (Holden, et al., 1997).

According to a study of Madden et al. (2003) which explored the cognitive and psycho-social results of children receiving dialysis since little age, it resulted that more than half of participants demonstrated behaviour and emotional problems. Different studies showed that correlation analyses identified a number of important factors associated with poor adjustment to dialysis and/or anxiety and depression in children and parents (Fielding & Brownbridge, 1999).

Depression is generally accepted as the most common psychological problem in chronic renal patients. Although depressive symptomatology is commonly encountered in dialysis patients, the syndrome of clinical depression includes sadness, guilt, hopelessness, helplessness and changes in sleep, appetite and libido (Finkenstein, 2000).

Lopes et al. (2002) found a trend toward greater prevalence of depression, in patients treated for ESRD for 1 yr. The study of Hedayati et al. (2005) showed that over the course of 2 yr, a diagnosis of depression was associated with more hospitalizations and increased duration of hospitalization but not with overall mortality when variation in demographic and medical factors was controlled.

According to data from literature, prevalence of psychiatric changes among children adolescents with CKD is different. However, it was higher than those observed in healthy population in different studies (Marciano et al., 2010). A series of hypothesis have been suggested to explain this increase in the spread of mental disorders. In addition to stress related to CKD and its treatment, studies have revealed other factors that contribute on the predisposition towards psychiatric disorders in this group. From them we could mention the lowering in levels of neurotropic factors deriving from the brain (BDNF) and low levels of serotine serum in patients with CKD. They also reveal uremia, which may be accompanied with irritation, trouble, sleeplessness and delayed development of secondary sexual features (Bakr et al., 2007; Fadrowski et al., 2006). Also Gerralda et al. (1988) compared psychiatric elements of children waiting to receive dialyses and were receiving Hemodialyses with a control group. The diseased children reported symptoms related to internalizing symptoms. They reported higher internalizing symptoms for children in the illness groups (McEvoy, 1990).

3. Quality of life

According to the World Health Organization (WHO), QoL is the "individual's perception about their position in life, in cultural context and value system of the place where he lives and in relation to your goals, expectations, standards and concerns". When health-related QoL refers to the measure of the patient's functioning, its physical-psycho-social well-being (The World Health Organization Quality of Life assessment, 1995). QoL of patients with end-stage renal disease is influenced by the disease itself and by the type of replacement therapy (Cernuşcă-Miţariu et al., 2013).

Once patients with ESRD start to receive HD, they must face the chronic stress related to restrictions on their time, the economical and vocational costs related to treatment, functional limitations, dietary constraints, and possible adverse

effects of medications. Numerous studies have demonstrated that these patients have a lower QoL than that of healthy populations (Kao et al., 2009; Wolcott et al., 1988).

The study of Tjaden et al. (2002) described that children undergoing dialysis experience impaired growth, invasive procedures, school and social constraints. They often have poor self-esteem and a pervasive sense of losing their identity, body integrity, control, independence and opportunity. Several studies have suggested that QoL is enhanced dramatically in patients with ESRD treated with quotidian dialysis (Kurella et al., 2005; Heidenheim et al., 2003). The cognitive function of patients with CKD must be worse than that of their healthy age mates. This impairment must be related to their exposure to the disease. Cognitive changes are mainly related to learning and intelligence. (Bale et al., 1980).

Wasserfallen et al. surveyed 455 HD patients and 50 PD patients. Recruitment rates were more than 75%. The 2 groups were similar in age, sex, and duration of treatment for ESRD. QOL was similar in both groups, except for a perception of greater restriction of activities by the PD patients. Pain and discomfort and anxiety and depression had the most impact on QOL scores in HD and PD patients, respectively. (Wasserfallen et al., 2004). Anxiety as part of their emotional state is perceived as one of the most important aspects of quality of life related to health. Because of this anxiety must be identified at an early stage and be treated (Goldstein et al., 2007; Grootenhuys et al., 2006; Fadrowski et al., 2006). Although anxiety which coexists with CKD may have negative effects in functioning and physical health, so far there is no sufficient data on QOL which indicate that psychological treatment of stress and difficulties in patients with CKD improves clinical symptoms and quality of life (Reuben et al., 2012).

4. Adolescents and Chronic Kidney Disease

In patients with CKD, adolescence usually brings about a worsening in clinical control and therapeutic adherence. Moreover, there is an additional stressor, which is the change in the healthcare team that cares for the patient. A worsening in the clinical control has been demonstrated when these patients were referred to healthcare teams that treated adult patients (Reynolds et al., 1993). It was observed that the adolescents with CKD presented a high level of dependence, associated to the overprotection by family members and teachers. When these patients became adults, they reported that their inclusion in the treatment and clinical decisions and adequate explanations were considered very important contributions in their own management of the disease. (Reynolds et al., 1993).

In the study by McDonagh, the CKD itself, plus the side effects of the medications, the school absenteeism and the psychosocial alterations, notably the low self-esteem observed in these patients, resulted in growth and development retardation, pubertal delay and worse cognitive performance. (McDonagh, 2000, Choquet, Du Pasquier, Fediaevsky & Manfredi, 1997). These pubertal patients showed more concern regarding the normal adolescence questions, such as alcoholism, illicit-drug use, sex, weight, contraception and wanted these subjects to be debated during the treatment. (Choquet Met et al., 1997; Reynolds et al., 1993).

5. Intervention

A chronic illness can affect the individual child's psychological adjustment as well as his or her activities and level of functioning in a wide range of important settings, such as health care, school, and with peers. In addition, the impact of a pediatric chronic illness transcends the individual child and includes his or her family members (Drotoar, 2006). The multifaceted impact of pediatric chronic illness has a number of relevant implications for the design and implementation of psychological intervention research. First to be more effective, interventions generally need to be focused on specific target problems that are interfering with child's functioning (health or psychological adaptation) in specific settings (Kazdin, 2000). Target problems should have a clinically significant impact on the current functioning of children or family members in at least one clinically relevant context (Drotoar, 2006). Research on childhood chronic illness has considered a number of potential targets for intervention methods and outcomes (Kibby et al., 1998; Bauman et al., 1997; Thompson & Gustafson, 1996; Eiser, 1990; Garrison & McQuiston, 1989; Hobbs & Perrin, 1985; Pless & Pinkerton, 1975;). Theoretical models and frameworks can facilitate practitioners and researchers decision making concerning designing and delivering psychological interventions with children with chronic illness.

Concern to promote quality of health care in children with (CKD) has developed together with the model of humanization of medicine which cares for patient satisfaction, suggesting special management choices which may have been adapted according to the needs of patients and personal choices (Varni, 2004). Addressing of patient's preferences and needs in order to improve health care is ever more acknowledged as an important component to offer better health care especially to patients with chronic disease (Tong *et al.*, 2008). However, treatment remains very invasive and requires deep changes in behaviour and lifestyle. Based on this fact treatment of chronic kidney disease requires multidisciplinary care: medical, psychological and social treatment. Medical issues are doubled by psychological effects and other personal factors such as difficulties of age, kind of family and educational level. Patient's survival is not sufficient, in that aspect offering of care is important to increase quality of life (Iorga *et al.*, 2014). Interventions on patients are important to increase their abilities to manage the disease, to engage themselves in the community, to participate in creative activities, and to stay attentive towards dialyses and respective treatments (Tjaden *et al.*, 2012).

Several studies have suggested interventions to increase exercise are associated with improved QOL in patients with ESRD. Although this is not unexpected if the criterion is functional scores, some investigations have suggested effects on mood predominate. (Koudi, 2004). Few studies have focused on the treatment of depression and anxiety disorders in ESRD patients. Treatment options including psychotherapy, cognitive behavioral therapy, and pharmacologic agents are similar to those used in the general patient population (Cohen *et al.*, 2007; Mann, 1819–1834, 2005;). Ameliorating the symptoms of depression is important because it may improve other adverse outcomes associated with ESRD, including poor nutritional status and treatment compliance. (Kimmel & Peterson, 2006).

CKD patients and their families need to understand the importance of resilience, and medical personnel need to be educated in this area as well, in order to provide timely correct messaging that will help reduce the stress and frustration associated with chronic disease. An important factor affecting resilience in patients with CKD is the failure to give sufficient attention to health-promoting behaviors such as good nutrition, self-realization, stress reduction, proper sports, and fitting leisure time. Ignorance of such health promoting behaviors can lead to increased morbidity and mortality and even suicidal behavior (Hedayati & Finkelstein, 2009). The treatment options for anxiety disorders are similar. Like antidepressants, adjustment of anxiolytic dose for level of GFR is needed when these agents are prescribed. (Rickels & Moller, 2002). The study of Balen *et al.*, showed that stimulation of these children to carry out activities that are normal for their peers may be useful (Balen *et al.*, 1996).

5.1 Coping with the stressor

Some literature has called engagement coping with the engagement coping with the stressor "primary control engagement coping" stressor and engagement with one's emotions about the problem "secondary control engagement coping" (Connor-Smith *et al.*, 2000). The third dimension represents "disengagement" or efforts to withdraw from the stressor and one's emotions. According to this model, primary control engagement coping includes: problem solving (e.g., "I try to think of different ways to change the problem or fix the situation"), emotional regulation (e.g., "I get help from other people when I'm trying to figure out how to deal with my feelings"), and emotional expression (e.g., "I let someone or something know how I feel"). Secondary control engagement coping includes: positive thinking (e.g., "I tell myself I can get through this or that I'll do better next time"), cognitive restructuring (e.g., "I tell myself that things could be worse"), acceptance ("I just take things as they are, I go with the flow"), and distraction ("I think about happy things to take my mind off the problem or how I'm feeling"). Disengagement coping includes: denial (e.g., "I try to believe it never happened"), avoidance (e.g., "I try not to think about it, to forget all about it"), and wishful thinking (e.g., "I deal with the problem by wishing it would just go away, that everything would work itself out") (Connor-Smith *et al.*, 2000). Initially, cognitive distraction was placed under disengagement coping, but factor analyses revealed that it correlated more strongly with secondary control coping than with disengagement.

The authors noted that because distraction requires engagement with a thought or activity unrelated to the stressor, with the goal of decreasing emotional arousal, it is a form of secondary control engagement coping (Connor-Smith *et al.*, 2000). Using this model, both primary and secondary control engagement coping were related to lower levels of internalizing and externalizing symptoms, and disengagement coping was related to higher levels of internalizing and externalizing symptoms (Connor-Smith *et al.*, 2000). Snethen *et al.*, (2004) investigated the coping strategies used by adolescents with end-stage renal disease. Within this group of adolescents, the most frequently used coping strategy by healthy and ill

children was listening to music, with over half of the participants indicating they used this strategy “most of the time.” Strategies that were “never” used by most of the participants included: taking drugs not prescribed by the doctor and talking to a rabbi/priest/minister.

Adolescents with end-stage renal disease used different coping strategies than healthy adolescents, but they used a similar number of total coping strategies. Compared to healthy adolescents, adolescents with end-stage renal disease more frequently coped by venting their feelings (e.g., letting off steam by complaining to family members) and avoiding problems (e.g., telling yourself the problem isn't important), and less frequently coped by engaging in demanding activities or seeking professional support. It is concerning that adolescents with end-stage renal disease were less likely to seek professional support; perhaps because they were so involved with the medical profession, they perceived seeking professional support as a further sign of weakness or another invasive procedure (Snethen et al., 2004).

Support received by others is also important in addition to self-adaptation of patients with chronic renal disease. Social support and integration are now acknowledged as important factors in adjustment to chronic and acute illness. Social support has been broadly and consistently linked to improved health outcomes in a variety of chronic illnesses in numerous studies independent of geographic settings, SES, and ethnic backgrounds (Christensen et al., 2000; Brissette et al., 2000). A wide range of interventions have been designed and delivered to children with chronic illnesses and their families and reported in the peer-reviewed literature (Kibby, Tyc & Mulhern, 1998; Bauman et al., 1997).

Pediatricians and pediatric nephrologists as well as other health care providers such as nurses and social workers remain the cornerstone for early detection and intervention. They may assume the supervisory role of direct patient care, provide emotional support and perform or supervise follow-up activities (Assadi, 2013).

6. Conclusions

Reconsidered studies revealed that chronic renal disease is a very serious chronic state which has an important impact on the lives of adolescents, causing a series of improper psychological reactions. Understanding of their experiences is very important to reduce the effect of CKD on their life and in order to receive effective treatment. Nephrologists, psychosocial can work together to understand the connections between psychosocial and biological factors. Survival from the disease is not sufficient so deepening on the perception of the disease, social and psychological factors which affect patients are important elements to improve the quality of life of these patients.

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Issues and Challenges in the Process of Assessment

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Abstract

Assessment is a broad concept which means it is part of the whole educational process of teaching and learning. The variety of methods that teachers use to evaluate and measure the student's learning progress and skill acquisition are referred by the term assessment. Assessment shapes how teachers teach and how students learn. The assessment of student's achievements is a pedagogical dialogue between teacher-student for the quality of teaching, learning and knowledge. Assessment especially continuous assessment is a very important tool that teachers should use in the classroom because by using it a wealth of information to guide classroom practice and to manage learning and learners can be provided. Assessment tells us the truth about an education system, then about the qualities of students and their work. It has an important role in education and it is necessary to help students learn, to help students become knowledgeable, to help students gain insight into their learning and understanding, to teach effectively etc. Since making assessment an integral part of daily instruction is a challenge, this paper examines the process of assessing student's knowledge, types of assessment and the assessment of L2 writing. It also focuses on the issues and challenges in the process of assessment.

Keywords: assessment, reliability, validity, L2 assessment.

Introduction

Assessing students' knowledge has a great pedagogical and social importance because through it we conclude how and in what way the purpose and the educational duties are built in a school, at what level the knowledge of students is increased, discover our weaknesses on a professional and on a methodical aspect, meanwhile overcoming our weaknesses at work as well.

Assessment of students' knowledge is one of the most difficult and serious activities for teachers in the teaching process. It is a process in which the teacher is tested for his/her attitude in assessment. During the learning process, assessment is done to give conclusions about the achievements of students, their progress and also to improve the learning experiences and outcomes of students.

The teacher must not use the grade to keep the class under control, on the contrary the grade should be an incentive educational tool and assessment must be objective, reasonable, public and with relevant arguments.

The process of assessing students' knowledge

Assessment is a very delicate and very complicated process during which accurate information must be provided about what we want to assess (Zeneli, 2003).

According to Musai, 2002 assessment has to do with any kind of activity and instrument used to judge students' achievement. It is necessary for different purposes such as: to provide information about students' progress, to provide students with educational information, to motivate students, to mark the progress of students, to ensure the realization of the actual objectives, to assess students' readiness for future learning etc.

There are many techniques, instruments and procedures to carry out the measurement and assessment, among them special place occupy tests. The test consists of a system of tasks, questions, logically related issues, which relate to a particular area and which should be resolved and on the basis of those solutions the level and degree of certain occurrence is assessed (Salihu, Zabeli, Hoti, 2006).

Assessment should be viewed as a process of determining the nature and extent of learning in the development process of the student. According to Zeneli, 2003 assessment will be more effective if we apply these principles:

1. Defining the scope and priorities in the assessment process
2. Choosing appropriate assessment techniques consistent with the characteristics which need to be measured
3. Application of different assessment techniques
4. The weaknesses of assessment techniques
5. Assessment is a mean to an end, but not the end itself.

Two key terms in any assessment discussion are: reliability and validity.

By reliability is meant the stability of test scores which means they should be replicable, for example, from one test occasion to another or from one essay prompt to another. A test can not measure anything well unless it measures consistently. To have confidence in a measuring instrument, we would need to be assured that approximately the same results would be obtained. Nevertheless there are some problems with the expectation of reliability, the same person does not necessarily write equally well on different days or about different subject matter and teachers also are likely to vary from day to day, from subject to subject, they are likely to have preferences for certain kinds of ideas or structures or dislike for some choices of words or arguments.

By validity is meant that the test is based upon a proper analysis of the skill or skills we wish to measure and that the test scores correlate highly with actual ability in the skills area being tested. According to Hamp-Lyons, 1990 in Kroll, 2003 there are four kinds of validity: face validity- means that both the teacher and the student believe that the test measures what it claims to measure; content validity- means that the test measures a specific skill or the content of a particular course of study; criterion validity- means the measurable relationship between a particular test of writing and various other measures; and construct validity- means the arguments for including direct performances in any assessment.

Types of assessment

Teachers at all levels of education except the use of the dominant type of assessment such as summative assessment should also practice diagnostic and formative assessment in assessing student's knowledge and achievements since they enable the creation of various functions to achieve the goals in the process of assessment (Osmani, 2008).Types of assessment are:

Standardized assessment: assesses students at a particular grade level who are required to take the same test;

Alternative assessment – assesses students' understanding of the material;

Diagnostic assessment – assesses what students already know about a topic, it means their current knowledge of a subject;

Formative assessment – assesses student's progress throughout the process of learning, it means while learning is taking place;

Summative assessment – assesses students at the end of the year or semester, it means after the learning has been completed.

However, besides assessment, the teacher should also use other means to motivate students to achieve results such as: encouragement, the success experience, gratitude, promise, praise, reward, gift, racing etc.

Assessment of L2 writing

Assessing the writing skills involves having students write about a topic which provides information on student's progress and weaknesses. Assessment is an integral part of the curriculum and it should reflect the objectives of a course. Many

teachers think that their job is to teach well, that the assessment is not their concern and that it should be done by a special person who is responsible for testing.

However if teachers want to ensure that those they teach will be judged fairly, they must have some involvement with evaluation. When teacher plan writing tests, they should be aware of a variety of situations they are going to face: take part in a school-wide writing assessment, participate in decisions about what writing test to use for a specific purpose and talk to parents about the meaning and implications of tests their children are taking.

Scoring procedures for writing assessments are: Holistic, Analytic, primary trait scoring and multiple trait scoring.

Holistic scoring assesses the overall competence of a piece of writing but it neither diagnoses problems nor prescribes remedies for the writing.

Analytic scoring separates various factors and skills and so can be used by teachers and students to diagnose writing strengths and weaknesses. It assesses content, organization, vocabulary, language use and mechanics (sentence structure, grammar, vocabulary and so forth).

As a teacher I did analytic assessment with students of fourth and fifth grade. For content, the students had a theme they had to write about, like about fathers. Their particular theme was their own choice. We did the exercises in the book to build and activate background knowledge, and to give them ideas. Then we worked on the theme. After that, they wrote their essays. I paid attention to organization of ideas and whether what they wrote was relevant to their theme. My individual assessment of vocabulary, language use, grammar, etc. depended on the student, level, and where we were in the semester. For the first draft, I might just underline what needed to be fixed and use a symbol to indicate what the problem was, like "W" for word choice. When I didn't think they could figure out, I told them on the first draft. I made more corrections on the 2nd drafts, and by the time they wrote the 3rd drafts, the essays were good.

According to Lloyd-Jones, 1977 and Mullen, 1980 in Kroll, 2003 primary trait scoring involves deciding which one aspect of writing is the key to success on this task, developing a highly detailed set of descriptors for performance on that aspect and training teachers in its use.

Multiple trait scoring treats the construct of writing as complex and multifaceted, it allows teachers to identify the qualities of writing that are important in a particular context or task and to evaluate writing according to the salient traits in a specific context.

Personally, as a teacher I give tests over the material we had studied. When I taught in a secondary school, the department gave my students an evaluation form to fill out about my teaching. Then, the principal often came into the room and evaluated me (he had a form that he filled out), and then met with me to discuss what he saw. As a student, of course my teachers gave me tests over the material. I also had to take the comprehensive exam for the bachelor's degree.

There is a case for instance here in my country when students are in the ninth grade(they finish primary school), and in the twelfth or thirteenth grade (they finish high school),the state would give standardized tests to all students, all we teachers have to do is just be in the room and time the tests.

The most popular form of alternative writing assessment is portfolio assessment. According to Bridwell-Bowles, 1990; Lucas, 1992; Smit et al, 1991 in Reid, 1993 portfolio is a collection of texts produced over a defined period of time to the specification of a particular context. It has several advantages: it reinforces commitment to writing processes and multiple drafts; it establishes the course as developmental and sequential; and it establishes a classroom writing environment as the basis for effective writing.

According to Brossell, 1986 in Kroll, 2003 writing assessment should reflect our best knowledge of how writing occurs and how is best taught. That is, it ought to proceed from an understanding of writing as a complex process of discovering and conveying meaning, a process that involves rhetorical, structural and mechanical choices.

Issues and challenges in assessment

Any well organized work, as well as the teaching and other educational activities during the implementation and completion must be verified to assess the level of achievement of the goals set. Therefore, the basic function of assessment is to improve the educational work. By assessing numerous teaching activities at the right time, feedback is provided on the results that the student and the teacher achieve in their work. Unfortunately, in today's Kosovo schools feedback often lacks to be given at the right time on the students' work and the results that they achieve in class. There are cases when a student by the end of class does not know what he has learned or what he has not managed to learn. On the other hand, the teacher does not have a clear picture of knowledge that students achieved in class, and in these situations, the teacher is not able to take appropriate corrective activities, nor can plan teaching in harmony with knowledge and skills that the students possess.

Regarding the new concept of assessment in the twentieth century, we can say that it has had a major impact in the American education system. The concept's characteristic is that the planning and organization of teaching must be initiated by the need of students, this means that instead of imposing from the outside, it should be started from what the students carry in themselves, instead of knowledge that will serve them in the future, the knowledge they will use now is needed, instead of passivity and formalism, activity and creativity should be possible, instead of the teacher to lead and guide, he/she should help and advise (Potkonjak, 1967, cited in Osmani 2010).

According to many sources, it is estimated that Rice is the first in contemporary assessment in the US who also used the knowledge tests. With the use of objective actions and instruments in assessing students' achievements, the use of traditional numerical grading ended. A great importance in the US has also been given to self-assessment. During the assessment we should take into consideration the needs of each individual for self-respect and cognition of their needs and develop positive personal needs and interests (Villutijević, 1992, cited in Osmani 2010).

Assessment policy and practice in schooling is being challenged to review the nature of the knowledge and skills being assessed. Also opening for review is the optimum range of contexts and conditions for collecting assessment information about how students work with and reconstitute knowledge. Based on my observations in class and conversations with teachers and students of the secondary schools in my region (Municipalities of Gjilan, Kamenica and Vitia), it has been identified that the most serious issues in the process of assessment are subjectivity, insufficient validity of assessment and grading, discontinuity of grading and lack of criteria for grading. During the assessment and grading only certain elements of what is defined as the object of assessment and grading are included, while the others are partially included or completely ignored. For example, little attention is paid to how students understand and analyze knowledge, how they explain it, comment it, connect it with other knowledge, think critically about it, exemplify it etc. Accordingly, the reason of ignoring the assessment and grading should be sought in the failure of teachers for not being permanently and completely trained to the demands of curriculum. They lack the knowledge about assessment processes, tools and models and so comes their inability to assess and grade students for something they have not learned.

Conclusion

By the way of conclusion I think that assessment is every teacher's job, they must know enough about assessment practices to be able to look at the assessments being brought into their programs or being taken externally by their students and evaluate them. During students' assessment, different techniques are likely to be used to assess the knowledge, while the assessment through questions and answers impromptu must be avoided because the teacher can be influenced by subjective factors of assessment such as: the current mood of the teacher, the attitude of the teacher towards the assessment, the current health and emotional situation of the student, sympathy and antipathy of the student, and the random factor which is manifested precisely what the teacher assesses according to the system of 3-4 questions. Therefore, the use of modern techniques and instruments to assess the knowledge significantly improves the achievements of our schools. Only when acting like this, traditionalism can be extinguished in the process of assessing students' knowledge. It is considered that the poor success in our schools is because of using traditional methods in assessing students' knowledge, and this practice should be changed. Therefore a firm understanding of how assessment works, what it can do and what it can not do, is an essential tool for today's teachers.

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State of the art of VET systems in Albania and Kosovo - Observations and Comparisons

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Abstract

Like many other countries in the world, South East European and Balkan countries are experiencing a changing economic and social context, tinged by the effects of globalization, that includes rapid technological change, economic interdependence, a move towards free market economies, international migration movements, increasing calls for public accountability, and aspirations to active citizenship. More than ever, VET systems are expected to fulfill a dual role in supporting sustainable development. Their economic role is to support growth and competitiveness by providing relevant and high-quality skills; their social role is to contribute to inclusive societies by educating young people and enabling adults to gain additional skills, and by providing them with the key competences and values needed to ensure their employability and active citizenship. The countries selected to be introduced in this document are Albania and Kosovo. We will have a close look in their socio-economic and political backgrounds by sketching their dynamics, good practices as well weaknesses and challenges, priorities and future aspirations. They have both similarities, common aspect and correlations with each other, as well as specific contexts, individual features and differences. For example Albania is a post-communist country and similarities are to be found in terms of former centralization and planned economies with a former Yugoslav country like Kosovo. The last one is consider post-conflict country and despite that, has also inherited several common features from the previous common system yet particular in its national backgrounds. Albania is a candidate country for EU accession, Kosovo have submitted its official request to become such. The common walk that both countries have done or will still do towards the EU integration and their efforts for enhancing the role and effectiveness of VET remains the main subject unifying them.

1. EU policies and objectives on VET

1.1 VET emerging in the context of European Community

Historian Hermann Heimpel claims that what makes Europe so European is that its history, is the history of nations. However, this perception of nations as the building blocks of European history acknowledges that they not only established themselves during their gradual development processes but also depended on their relationships with one another as productive partners and competitors (Zernack, 1994; p. 17).

The most influential factor governing the genesis of vocational training systems for the working masses is undoubtedly the Industrial Revolution or the general industrialization of the European nations. It not only triggered far-reaching economic and technological change, but also profoundly altered the structure of society, social interaction, lifestyles, political systems, types of settlement and landscapes¹.

Education systems are as varied as the histories of European States. They have inscribed within them the various different paths to modernization taken by the different States. Most significantly, it is the divergences in national labor markets and forms of labor-market regulation that ensure the continuing particularity of education and training systems. Each of the

¹ Cedefop publication: Towards a history of vocational education and training (VET) in Europe in a comparative perspective. Volume I - The rise of national VET systems in a comparative perspective Proceedings of the first international conference October 2002, Florence. p 17.

national systems remains unique. 'But at the same time they show distinct regional affinities, most notably in the German-speaking States, Mediterranean States and Nordic States.

In Western Europe the emergence of EC/EU social policies has had further consequences for VET in Member States, while, at the same time, existing education and training systems have presumably influenced the shaping of EC/EU policies.

First provisions on vocational training in Europe are to be seen in the Treaty establishing the European Coal and Steel Community (ECSC), signed 1951. Later on in 1957 the Treaty of Rome paved the road to greater developments of VET policies in the united Europe. The next section provides a more thorough look on these developments.

1.2 Policy overview of VET in the European Union¹

Treaty of Rome (1957)

This treaty established the European Economic Community (EEC). Although the six Member States acknowledged that a common VET policy would contribute to harmonious development of national economies and the common market, it was only in 1963 that the European Council laid down how it wanted to reach this common policy. They then established the *Advisory Committee for Vocational Education* (ACVT), in which the social partners obtained a special role.

Until the mid-eighties, VET policy was limited to a series of non-binding resolutions. The *European Centre for the Development of Vocational Education* (CEDEFOP), however, was created in 1975 to promote the exchange of information and the mutual comparison of training standards. In addition, a series of promotion programs were launched: COMETT, ERASMUS, PETRA I and II, LINGUA, FORCE, EUROTECNET, and Helios I and II.

Treaty of Maastricht (1993)

In 1993, the now twelve Member States signed the *Treaty of Maastricht*. Concerning the policy the consequences of the Treaty was the application of the principle of subsidiarity to European VET: This principle means that action at EU level will be taken only if it is more effective than taking it at national, regional or local level. Each Member State is still responsible for the organization and the content of its own VET. Hence the European VET policy is of a supportive nature. The 1995 Commission White Paper: 'Teaching and learning – towards the learning society' specifies this. To turn policy into action, funds became available through the Leonardo da Vinci I (1995 – 1999) and II (2000 – 2006) programs for VET.

The Bologna Declaration (1999)

Twenty-nine countries confirmed in Bologna their willingness to strive towards a European space for higher education. The most important undertakings are that every country commits itself to basing its higher education on the bachelor's-master's system, transparency and the start of the introduction of a system of quality assurance.

The Lisbon Strategy (2000)

The next important milestone was reached in Lisbon. European leaders – the EU now had fifteen Member States – expressed their ambition to make Europe the most dynamic and competitive region in the world. To achieve this requires a well-educated and highly versatile labor force. Knowledge is evolving at an increasingly rapid pace, and people must keep up with this evolution throughout their lifetimes. To reach their goals, European leaders decided to apply the open method of coordination. This approach gives more leeway to European leaders to take their own initiatives and to achieve the objectives at an unequal pace.

¹ Section 1.2 compiled based on sources: www.ec.europa.eu; www.cedefop.europa.eu Lipinska, Patrycja, Schmid, Eleonora, Tessaring, Manfred, Zooming in on 2010 – Reassessing vocational education and training, Cedefop.

The open method of coordination consists of four elements:

- to formulate guidelines for medium and long-term objectives;
- to fix qualitative and quantitative indicators and benchmark topics;
- to translate common guidelines into national policy objectives;
- to assess activities periodically as a mutual learning process.

Important results achieved since 2002:

- Europass: a single framework for transparency of qualifications and competences. The *European Qualifications Framework* (EQF) was adopted by the European Parliament and Council on 23 April 2008. The EQF will relate different national qualifications systems to a common European reference framework. The EQF will cover all educational sectors, general and vocational, and all education sectors. Most European countries are developing or revising their qualifications frameworks to be compatible with the EQF.
- In April 2008, a Commission proposal for a Recommendation on a *European Credit System for VET* (ECVET) was adopted. This system will facilitate the recognition of knowledge, skills and competences gained by individuals in different learning environments or through periods of VET abroad.
- In April 2008 a Commission proposal for a Recommendation on a *European Quality Assurance Reference Framework* was adopted. It is designed to support Member States to promote and monitor quality improvement in VET. It provides a common basis for further development of quality principles, reference criteria and indicators.
- Council Resolution on strengthening policies, systems and practices in the field of guidance throughout life, which brings a coherent approach to this topic across education and training sectors at Community and national levels.
- Council Conclusion on the identification and validation of non-formal and informal learning endorse a set of common European principles to help develop confidence and trust in this rapidly emerging sector.

As well as a means to drive the Lisbon agenda forward, VET policies are affected by the socioeconomic challenges Member States encounter in their attempt to increase Europe's competitiveness worldwide. Significant demographic change with serious impact on social cohesion, sectorial changes, fast-evolving technologies, globalized production and distribution processes constitute some of these challenges that call Europe for immediate action.

2. VET systems in Albania and Kosovo

1.1 Albania

Profile

Capital: Tirana
Population: 3.194.417 (2009 – INSTAT Albania)
GDP per Capita PPP: 8.373 (2009 - World Bank - WDI database)
Employment rate 15+, Total %: 46 (2009 – ILO, Kilm database- Trends Estimation Model (TEM))
Youth employment rate 15-24, Total (%): 32.7 (2009 - ILO - Kilm database- TEM)
Compulsory education: 9 years
Gross enrolment ratio in secondary education (%):72.36 (2009 - UNESCO)
Vocational and Technical education in upper secondary (ISCED 3) (%): 16.31 (2009 - UNESCO)
Students/Teachers ratio in secondary (%): 14.66 (2009 - UNESCO)
Enrolment in technical/vocational programmes:
Vocational training as % of upper secondary enrolment: 15%

Socio-economic context

Albania lies in Southeast Europe situated in the western part of Balkan Peninsula bordering Ionian and Adriatic Sea on the south and west, Greece, FYROM, Montenegro and Kosovo.

After experiencing 45 years of isolation, political repression and poor economic development under the communist regime, the country is currently struggling with the long transition process of overcoming the past and building a new and stable democratic system. During the past 19 years of democracy, Albania has experienced large political, institutional and socio-economic changes.

Albania is a demographically young and ethnically homogeneous country. Albania is demographically one of the youngest countries in Europe as a result of its relatively high birth rate. However, Albania's population has been declining steadily since 1990 and stood at 3.19 inhabitants in 2010 (INSTAT). According the same official source life expectancy is 76.6 years and the current average population age is 32.2 years. Unemployment rate is officially estimated 13.52% (2010) although other reliable sources such as ILO-KILM 2008 estimations indicate 22.7% unemployment rate in Albania¹ which is quite above compared to EU average (7%). According to the same source, Albania shows high activity rate (59%) and good women employment rate (34.4%) compared to other countries in the region but this is mainly due to the large agriculture activity in the country (58% of the Albanians employed in the agricultural sector).

The capital Tirana, is the country's largest city, with close to 800.199 inhabitants in 2009 (ibid) more than three times as many as in 1990 (250.000). Compared to other countries in the Western Balkan region, Albania is ethnically relatively homogeneous, with 95% of the population being Albanians. The rest are Greeks, (3%), and Aromanians (Vlachs), Roma, Serbs and Macedonians, who together account for the remaining 2%².

Official estimations of the Albanian Ministry of Labour Social Affairs and Equal Opportunities (MoLSAEO),³ state that since 1990 around 1.1 million Albanians have emigrated out of the country on a either temporary or permanent basis. The reasons for migration often include poverty, the lack of jobs, low income and poor working conditions in Albania, as well as political instability linked to lack of prospect for rapid positive improvements of the living conditions in the country. Emigrants tend to be young, male and better educated (IOM and Government of Albania, 2008). Preferred migration destinations include Greece (50%) and Italy (25%) because of their proximity and traditional cultural links, as well as the USA, UK and other European countries (25%). Besides considerable external migration flows, there have been high levels of internal migration. People migrate from the poor mountainous or rural areas in the northern or northeastern part of Albania to the capital and coastal areas, primarily Tirana and Durrës. Internal migration affects males and females alike (Dragoti, 2008⁴). Brain drain is another concern of Albanian government(s) during the past years. It is estimated that around 20% of Albanians, who have attained tertiary education have left the country.

The Albanian economy is based on free initiative and per capita incomes today are almost twenty times higher, than they were in 1992⁵. Since 1990 Albania has managed to achieve remarkable levels of economic growth. With a GDP per capita of EUR 2.785 (estimate for 2008), Albania acquired lower-middle-income country status. Officially estimated real GDP growth rates averaged 7% a year during the period 1998–2008, the highest in the region. Migrants' remittances are an important contribution to the economy, making up around 9% of GDP (Bank of Albania, 2010) which is well decreased compared to earlier years due to global crisis. Foreign direct investments (FDIs) have been at moderate levels for a long time, reflecting relatively low levels of integration into the global economy. However, the past few years have seen a

¹ ETF- Human Capital and Employability in the 14 countries of the Union for the Mediteraneaen, Informal background paper to the Union for the Mediterranean – Euromed Employment and Labour High level Working Group Meeting, Brussels 26-27 November 2008, P 14

² Albania Review of Human Resources Development, ETF 2010, p 15.

³ National Strategy of Migration 2005-2010, Strategy of Reintegration of Returned Albanian Citizens 2010-2015

⁴ Albania Review of Human Resources Development, ETF 2010, p 15

⁵ Albanian National Strategy for Development and Integration 2007-2013, p 9, March 2008.

considerable change in this respect. In 2007 the level of FDIs was 6.2% of GDP, around 88% higher than in 2005 (Ruli, 2008). This was mainly as a result of government efforts to continuously improve the business climate, the privatization of public enterprises, the extension of public–private partnerships and the implementation of the “Albania 1 Euro” initiative. The interest of foreign investors has increased, primarily in the areas of energy, mining, banking, tourism and infrastructure (Council of Ministers, Republic of Albania, 2008).

Albania is a member of several United Nations and European Organisms¹ and since 2009 member of NATO. Albania’s biggest aspiration for the future is its full integration in the European Union. This is an ongoing process and relationship between Albania and the EU marked by extensive cooperation and support given by the EU in different sectors. Albania is an official candidate for accession to the European Union since June 2014.

VET System

Public expenditure on education fell from 3.7% of GDP in 1996 to 2.5% in 2001 reaching an all-time low percentage (World Bank, 2006b). Since then it has been increasing once more, reaching 3.2% of GDP in 2005 and 3.5% in 2008. While this figure represents a major improvement, it is low compared to those for other fast-growing economies. It is also below the government’s own target of 5% of GDP. Education as a percentage of the state budget declined from 11.4% in 2005 to 10.8% in 2008. Secondary VET receives the smallest share at 5.9%². Secondary education is severely underfunded, and this affects VET in particular, for which the budget made available does not reflect real costs. However, while the share allocated to general education has risen slightly over the past two years, the share for VET has again been reduced. Thus, the total budget allocated to VET in 2010 remained below the target planned in the Strategy for Pre-university Education 2008–13 (MoES, 2008b). Due to the financial and a complexity of reasons, VET clearly lacks attractiveness and appreciation. The rate of enrollment in VT education in the upper secondary according to 2009 UNESCO estimations is 16.31%.

Currently there are 41 VET schools operating in the country instead of 308 in 1990. This is explained by the lack of demand for vocational education after the change of the political system as well because of the large offer as well demand in attending higher education in Universities, particularly easily offered as an opportunity to the students by the newly flourished private universities in Albania during the past 7 years.

The Guiding philosophy of the VET Albanian system is still more driven to general education with no remarkable focus on employability and no systemic orientation to the labor market. The latter issue has however gained more discussions and awareness by local policy makers and actors in the past years, mostly agreeing that the better orientation to the labor market and the cooperation with the private business is of vital importance for the long run of VET in Albania. European standards, guidelines as well models play though a decisive role. The Albanian Qualification Framework in light of the EQF has already become part of the binding VET policies, though a concrete implementation has not taken place yet.

The Inputs influencing the VET are generally also not favorable factors for quality assurance of vocational education in Albania. VET Schools are in general poorly equipped, and teaching is mostly theoretical. Teacher entitled to offer practical training has usually only theoretical background and lack practical experience. Beside the many challenges of the vocational schools (Ministry of Education and Science) there is a sharp division in the institutional and functional basis while offering Vocational Training by the Vocational Training Centers (VTCs) under the responsibility of Ministry of Labor. In practical terms in the case of Albania there is no direct organization, linkage and cooperation among the two VET sub-sectors.

The Learning process is mainly school-based. Private enterprises have usually just a marginal function, in the best cases often only as providers of internships. Even these examples are fragmented and not systematically organized in all 41

¹ World Trade Organisation (WTO); South East Europe Cooperation Process; Organization for Co-operation and Security in Europe (OSCE), Council of Europe (COE).

² Data refer to the 2010 state budget for education according the Albania Review of Human Resources Development, ETF 2010, p 25.

schools. VET system is currently financed by the public funds only with no other parties contributing for or having a playing an important role in the system.

Outputs. Albania has the lowest level of VET participation in the upper-secondary education compared to other countries in the region of 16.31%. This is again an issue addressed and recognized by both local actors and international donors acting in the country.

The Albanian VET system clearly belongs to the category of the bureaucratic school model. As a synthesis of the above mentioned steps one cannot discuss about coherent and effective transfer of learning in the employment and labor market and **outcomes** generated by the system. The concept of Career Guidance is being piloted in selected VET school by contribution of German donor project and introduced in all compulsory education system. It is still young in its offspring and a clear system of career paths doesn't yet exist. Periodical tracer studies are lacking and therefore can't be brought based evidences on the employability of VET graduates. A tangible fact is that the role VET systems should in principle play as engine of greater economic and human resources development has still a long way to go in the case of Albania.

1.2 Kosovo

Profile¹

Capital: Prishtina
Population: 1.8-2.2 Mio (official estimation)
GDP per Capita PPP: 6.600 USD (2010 est.)
Unemployment rate %: 45.4 (2010 Republic of Kosovo)
Employment rate 15+, Total (%): 1805000 (2009 - World Bank - WDI database)
Youth employment rate 15-24, Total (%): 23.2 (2009 - Republic of Kosovo)
Compulsory education: 12 years
Gross enrolment ratio in secondary education (%): not available
Vocational and Technical education in upper secondary (ISCED 3) (%): 56 (2010 Republic of Kosovo)
Students/Teachers ratio in secondary (%): 7.5 (2009 - Republic of Kosovo "Results of the labour force survey 2009")

Socio-economic context

Kosovo is situated in southeast Europe between Albania, FYROM, Serbia and Montenegro. Kosovo after the World War II was one the autonomous provinces of former federal Yugoslavia. After decades of struggling and war conflicts for gaining its independence, Kosovo is officially starting from 17th of February 2008 the newest independent state in Europe and wider.

According to official estimation of the Kosovo government, the total number of **population** is about 2.2 million, among ethnic Albanians comprise 88%, ethnic Serbs 7% and other ethnic groups 5% of the total population.

Kosovo has the youngest population in the region and a population that is growing faster than any other in Europe. Around 32% of Kosovo's population is under the age of 15, with only 6.5% over 65 years of age.

Kosovo has emerged from the **post-conflict and transition** phases, and its first efforts at nation building have focused on establishing its legal, regulatory and institutional frameworks. Its economy has managed only very modest growth; it continues to be uncompetitive (IMF, 2010). The informal ('grey') sector of the economy is a serious problem in Kosovo and represents up to 50% of the economy.

¹ Kosovo country data compiled based on source: (1)Kosovo Education Strategic Plan 2011-2016, Republika e Kosovës, Ministria e Arsimit Shkencës dhe Teknologjisë; (2)Torino Process 2010, Kosovo under UNSCR 1224, ETF.

Kosovo remains one of the **poorest country in Europe** with a GDP per capita of €1,760 (World Bank, 2010). Remittances and pensions from abroad, form a significant source of income for Kosovars in general, and Kosovo Albanians in particular.

Kosovo has one of the highest **unemployment** rates in southeastern Europe. According to Public Employment Service (PES) data, approximately 45.4% of the population is unemployed. The problem of unemployment in Kosovo is characterized by high rates among young people (for the age group 16-24), among women and very high levels of long-term unemployment and higher unemployment in rural than urban areas. Out of the total number of registered unemployed two thirds are considered as un-skilled and out of the remaining one third, half (approx. 60,000 job seekers) are considered semi-skilled or with out-dated skills which means with major skill deficits and skill mismatches.

The socio-economic and demographic background described above indicates several important issues related to human capital in Kosovo which have a big impact on education and employment policies and related expenditure throughout the system. In this context, the education and training system, labor supply and labor demand also require an appreciation of general economic growth patterns, changes in trade and investment, regional markets, the role of the informal economy, and the new nation's initial steps on the road to European Union membership.

VET System

In the last two years the Government of Kosovo, and particularly its Ministry of Education and Science and Technology (MEST), have taken major steps towards developing a unified education and training strategy, covering areas such as initial VET, adult education and non-formal education. A key initiative supporting systemic reform is the introduction of the sector-wide approach in the education sector and the drafting of the Comprehensive Strategy for Education 2011–2016¹.

VET in Republic of Kosovo serves a high proportion (56 %) of the upper secondary student population. This is seen as an opportunity to increase relevance and impact of the sector in the lives of young people. Even though not adequately represented in the public budget, it has received over one third (38%) of the total development partner support in education.

All upper secondary vocational education programs of the MEST are classed at ISCED Level 3. The Ministry, through the division of Vocational Education has under its auspices 57 vocational schools which are spread in 26 main towns of Kosovo, in 6 main regions.

The guiding philosophy of VET system in Kosovo and all the other relevant elements building the system such as **input, learning process** etc. are currently subject of major reforms and transformation. With respect to quality and attractiveness of VET the large school-based system with little interaction with the business world continues to be the norm. The quality and provision of professional skills is low. The attractiveness of the VET system to both individuals and enterprises is currently quite limited, owing to its 'bad' image and very limited resources and capacities.

Current reforms involve improved access for VET, integrating the new modular curricular system for all streams and profiles in schools, providing more coherence between market needs and profiles and streams offered in VET schools, the development of the *National Qualifications Framework (NQF)* in compliance with the European Qualifications Framework as well as accrediting and licensing VET training programmes progressing. Management capacity is being enhanced at all levels of VET with the intention to build a systematic approach to training of VET teachers.

Primary and secondary education in Kosovo is mainly public, though the participation of private education is growing. Public secondary education is financed by public funds transferred to the municipalities. At present the VET sub-sector has no specific budget line in the Ministry of Education budget. Good practices are already done in cooperation with donors for a significant number of students, whom has been given opportunity to carry out the practical part of their schooling in various production companies or services practical training. This co-operation is expected to increase further in the years to come.

¹ Source: *Kosovo Education Strategic Plan 2011-2016*

VET centers of competence are planned to be constructed/transformed as a key initiative to raise the attractiveness and prestige of VET.

As per its **output, transfer and outcomes** for individuals, VET currently does little to upgrade skills, support gainful employment, foster active citizenship and personal development, or promote equal opportunities on the labor market. For employers, critical skills mismatches and shortages hinder Kosovo's economic competitiveness.

Alongside these gaps, the lack of active involvement by social partners in the steering and management of the system remains a major issue for the VET system, even though some employers' organizations and trade unions occasionally take part in policy discussions. The reactivation of the CVET represents good, although insufficient, progress on this front.

Overall reforms are in progress, but Kosovar authorities themselves emphasize that there is still great scope for improvement. They are aware and admit also in the policy documents that the capacities and institutional culture of policy evaluation are not up to the declared strategic goals. Administrative capacity for policy making in the public institutions remains one of the most serious concerns/weaknesses. The policy-making process is distorted even more in an environment, such as Kosovo's, in which there are many international donors and aid agencies, all of whom, though well-intentioned and committed, have their own views on what to reform in the given sector and how to do it.

We should not forget that Kosovo must be seen as a post-conflict transition country with aspirations to European integration. For decades the education and training system has experienced deep crises and post-conflict traumas, where the logic of planning first and then implementing evidence-based policies is displaced by the need to tackle urgent issues, such as getting students into schools, reducing shifts from three to two (and ideally to one) and ensuring that all students have textbooks.

As stated in the Kosovo Education Strategic Plan 2011-2016, consequently the process of policy making cannot be anything else but both rational and non-linear.

3. Observations, comparisons and conclusions

Both reviewed countries are affected by globalization, technological changes and recent economic crisis in particular. While demographic changes and population aging is already a European feature, countries like Kosovo sign the youngest and a fast growing population in Europe (only 6.5% over 65 years). This fact rises at the same time more concerns in terms of employment and risk for higher unemployment rates (especially for youth and women) which is quite high in Kosovo. Migration and brain drain is another phenomena affecting negatively the demography and the human resources in particular Albania.

From both countries it is evident that education particularly VET and better employment, are key determinants of social and economic development and social cohesion. Employability remains the key word for a healthy interaction between education and training systems and labor markets.

Technical vocational education and training (TVET ISCED 3) exists in both countries, the levels of participation vary: Kosovo have a good to high enrolment in TVET, while Albania has the lowest enrolment in the region (16%). The link between TVET and the labor market is also very weak in Albania. In any way Albania seem to have the lack of attractiveness and of good image for VET linked to its prestige and quality. Many VET students especially in Albania continue to higher education after being graduated in a VET school.

Both countries in their national policies, express high ambitions for the role of vocational education and training, in supporting growth and employment. They both have made and are still doing efforts to reform the VET system, to adapt

governance models, modernize qualifications and curricula, create professional institutions to support the change processes and, and have a better and systemic link with the private sector.

However, these reforms have not yet had a large-scale impact on the quality of VET. Both Albania and Kosovo are plagued by limited budgets and weak institutional capacities that leave public education sector unable to guarantee quality and sustainability particularly in VET system, and confront the shared challenges of high youth unemployment, large informal sectors and the global economic crisis.

Career guidance is weak in terms of coverage and systematic approach throughout Albania and Kosovo. In both countries, despite the different starts and stages public opinion is that VET needs to be better aligned with the needs of learners and enterprises.

Continuing vocational training as a core element of adult learning still shows deep gaps and low percentages in particular in the western Balkan non EU countries. In general the main scope of reforms in has been secondary VET, with little consideration being given to post-secondary or higher VET.

Donor organizations have made important contributions to education reform including VET reform in both countries. EU is one of the most active donors in this sector considering the fact that both countries are pre-accession or candidate countries and EU assistance is an additional political incentive for alignment with the principles of EU policies Other together important contributors in the region are the World Bank, and bilateral organization including GIZ, KulturKontakt, Swisscontact, USAID, CIDA etc.

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Jalabi Practice: a Critical Appraisal of a Socio-Religious Phenomenon in Yorubaland, Nigeria

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Abstract

Jalabi is an extant historical phenomenon with strong socio-religious impacts in Yorubaland, south-western part of Nigeria. It is among the preparatory Dawah strategies devised by the Yoruba Ulama following the general mainstream Africa to condition the minds of the indigenous people for the acceptance of Islam. This strategy is reflected in certain socio-religious services rendered to the clients, which include, but not limited to, spiritual consultation and healing, such as petitionary Dua (prayer), divination through sand-cutting, rosary selection, charm-making, and an act of officiating at various religious functions. In view of its historicity, the framework of this research paper revolves around three stages identified to have been aligned with the evolution of Jalabi, viz. Dawah, which marked its initial stage, livelihood into which it had evolved over the course of time, and which, in turn, had predisposed it to the third stage, namely syncretism. Triangulation method will be adopted for qualitative data collection, such as interviews, personal observation, and classified manuscript collections, and will be interpretively and critically analyzed to enhance the veracity of the research findings. The orality of the Yoruba culture has greatly influenced the researcher's decision to seek data beyond the written words in order to give this long-standing phenomenon its due of study and to help understand the many dimensions it has assumed over time, as well as its both positive and adverse effects on the socio-religious life of the Yoruba people of Nigeria.

Keywords: Jalabi, healing, Islam, Dawah, syncretism

Introduction

Jalabi in the Yoruba-Nigerian ¹context designates certain socio-religious services rendered by the Yoruba *ŃUlamÉ*² to their clientele, which include, but not limited to, religio-social consultation, charm-making, spiritual healing and an act of officiating at various religious functions. Mustapha Bello defines it as “a system whereby a scholar prepares charms, which are believed to possess supernatural powers for protection against evil and for bringing good fortunes to traders, enhancement of luck...etc. in return for monetary compensation.”² Mustapha's definition is not thorough and comprehensive, as it tends

¹ Yoruba is one of the major ethnic groups, and second most populous, in Nigeria. The people occupy the south-western part of the country, stretching from the upland area to the hinterland of the Lagoon. They speak Yoruba and constitute over 35 million people in total, the majority of whom is from Nigeria, while others spread across West Africa including Togo, Liberia, and Sierra Leone. For more details on Yoruba, see: Samuel Johnson. (1921). *The History of the Yorubas from the Earliest Times to the Beginning of the British Protectorate*. U.S.A: Cambridge Press., T.G.O. Gbadamosi. (1978). *The Growth of Islam Among The Yoruba 1841-1908*. Lagos: Longman Press., Saburi Oladeni Biobaku. (1973) *Sources of Yoruba History*. Clarendon Press.

² Bello, A. Mustapha. (2011). Between jalb practitioners and traditional healers of South West Nigeria: A synthesis of method and approaches. *Anyigba Journal of Arabic and Islamic Studies*, V (1), p. 66.

to restrict its focus only on one tiny aspect of *Jalabi*, i.e. charm making, and therefore could not rightly put the phenomenon in its proper context.

This paper sets about to inquire into the origin of the phenomenon of *Jalabi*, how it came about and the issues surrounding its inception. The bulk of the discussion therein is tailored towards appraising the phenomenon through its stages of development and certain socio-religious impacts it has got, not only on the Yoruba society but also on their religious belief.

Etymology

Jalabi is a domesticated Arabic word stemming from the triconsonantal Arabic root of *j-l-b*, which has got various meanings and connotations. According to the classic Arabic lexicographers¹, *al-jalb* is synonymous with *al-Jazb*, meaning to draw or attract. It could also mean to drag something from one place to another if one considers its grammatical inflexion and transitivity as in *jalabahu*, *yajlibuhu* or *yajlubuhu jalaban* or *jalban*. Likewise, it is synonymous with *al-Kasb*, meaning to earn a living or to obtain something as in *jalaba li nafsihi*, or to bring about benefit, good luck or fortune as in *jalaba nafan*. These meanings are particularly relevant, as they not only depict the material end of some *Ulama*'s activities, but also the type of spiritual assistance commonly rendered to their clientele to repel evil and bring about fortune. With regard to this meaning, the general statement: *jalb al-mana'ah wa dafu al-madarrah* (bringing about the benefit and warding off the evil) is very well applicable.

Interchangeably, *Ise Alfa* (vocation of the clerics) is common in use among the Yoruba Muslims to designate the practitioner of *Jalabi*. This terminology needs further clarification to avoid any confusion that may arise thereafter. *Ise Alfa* has a generic connotation in its literal form. Anyone who is versed with the traditional Islamic education would normally be referred to as *Alfa*, thus his practice be described as *ise Alfa*. The nature of this *ise Alfa* is noticeably diverse, for there are *Alfa* who have committed themselves to teaching, while others are known as preachers. In most cases, one *Alfa* may combine two or more *ise Alfa*. At this junction, reference should be made to Sheikh Adam al-Ilori, who, in his *Nas'Em al-Qaba' f'É Akhb'Ér al-Isl'Ém wa 'NUlam'É' Bil'Éd Yoruba*, arranged them into four categories;

- a. *Al-Wu'N'ÉD* (the preachers) both settled and itinerants.
- b. *Al-Mu'Nallim'Én* (the teachers), who teach Qur'Én at their homes, shops, and mosques free of charge, as they possess other source of income, such as tailoring, weaving and farming, etc.
- c. *Al-'NUbb'Éd* and *al-Zuhh'Éd* (devout worshippers and ascetics)
- d. The physical and spiritual healers, who are further divided into three sub-categories: conversant with the prophetic medicine, experts in traditional herbs and their use to cure ailments, and the well versed in *Khafi Raml* (sand cutting) and *al-Takahhun* (divination).²

The above classification seems to narrow the scope of the phenomenon to involve only the last sub-category. This, on the one hand, is contrary to the general stand maintained by those interviewed among the *'NUlam'É'*, who proudly consider *Jalabi* as their profession. On the other hand, it does not put the phenomenon into its proper historical context either. Although, the acts of sand-cutting and divination prevail over the practice of *Jalabi* nowadays, it, nevertheless, does not embody what *Jalabi* is all about.

¹ Al-Jawhar'É, Isma'Él bin 'amm'Éd, *al-Q'il'É' T'Éj al-Lughah wa Q'il'Él al-'NArabiyyah*, (D'Ér al-'Nilm li al-Mal'Éy'Én, 1990), Al-Mut-'ariz'É, N'Ésir bin 'NAbdul al-Seyyid, *al-Mughrib f'É Tart'Éb al-Mu'Nrib*, (*alab: Maktabah Us'Émah bin Zaid, 1979), Al-zab'Éd'É, Mu'ammad bin Mu'ammad bin 'NAbdul Raz'Éq, *Taj al-'N'Ór'És min Jaw'Éir al-Qam'És*, (Kuwait: D'Ér al-Hid'Éyah, 2008), Al-Far'Éhid'É, al-Khal'Él bin Al'mad, *Kit'Éb al-'NAin Murattaban 'Nal'É 'ur'Éf al-Mu'Njam*, (D'Ér al-Kutub al-'NIlmiyyah, 2003), Ibn Man'Đh'Ér, Mu'ammad bin Mukrim, *Lis'Én al-'NArab*, (Beirut: D'Ér Q'Édir, Abu al-'xusein Al'mad bin F'Éris, *Maq'Éy'És al-Lughah* (It'il'Éd al-Kutt'Éb al-'NArab, 2002), Al-'U'Éliq'Én'É, Isma'Él bin Abb'Éd bin al-'NAbb'És, *Al-Mu'Él'É f'É al-lughah*, (Beirut: 'N'Ólam al-Kutub, 1994).

² Ilori, Adam Abdullah, *Nas'Em al-Qab'É' f'É Akhb'Ér al-Isl'Ém wa 'NUlam'É Bil'Éd Yoruba*, (Cairo: al-Ma'ib'Nah al-Nam'Édhajjiyyah, 1987) p. 43.

Whereas, in a more technical manner, *ise Alfa* distinguishes the *Alfa*, who practices *Jalabi* from those who do not, as it implies, first and foremost, the type of practices that are typical of the healers. The Yoruba *ŃUlamÉ'* engaged in the practice of *Jalabi* could be divided into the following categories:

- a. Those who are consulted by people for special prayer using, among others, the Quran, *DalÉ'I al-KhayrÉt*,¹ and other supplications carefully documented and transmitted from one generation to other. This category may best be designated as Quran-oriented *ŃUlamÉ'*, as they do not mix this practice with other category of healing, whether traditional or prophetic.
- b. Those who combine the traditional method of healing with the Islamic, and perform different types of divinations, such as *Khat al-Raml* (sand-cutting), Jin companionship, etc.
- c. Those who have received special training in traditional but not Islamic healing method are referred to as *onisegun* (herbalist). There usually is no difference between this category and the traditional herbalists.
- d. The *gbajue* type (fraudsters), who lead their lives on deceptions and lies. This category is replete with youth and emerging *Alfas*, who are desperate to become wealthy overnight and do not have the mastery of the *ise Alfa per se*.

Of these entire categories, only those that fall in the category 'C' may be excluded from the general reference to the *Jalabi* practitioners. Nevertheless, it was later realized that this category is also consulted for Islamic spiritual healing even though some of them may not want *Jalabi* be associated with them.²

All in all, the phenomenon of *Jalabi*, as previously defined, seems to have been widely practiced across Africa under different names, the most common of which is *Mganga* or *Mwalimu*, the terms used to designate a person who practices a healing job in East Africa.³ *Mganga* is a Swahili word derived from the root *ganga*, which means 'to bind up', or mend what is broken. By extension, *ganga* has become a generic term for healing.⁴ While *Mganga* is used for both Muslim and unlettered traditional medicine men, *Mwalimu* is a reserved term for a Muslim, who had studied and learned his skills, and does not treat his client without following procedures described in a written text.⁵

Origin of Jalabi

The origin of *Jalabi* has been associated with the coming of Islam into Yorubaland, but since one cannot say in precision when the infiltration of Islam actually began in this part of the world, we may not equally know with exactitude the beginning of *Jalabi* practice in Yorubaland. Given the fact that *Jalabi*, from a broader perspective, was among the strategies devised

¹ The full title is *DalÉ'I al-KhayrÉt Wa ShawÉriq al-AnwÉr fÉ dhikr al-ØolÉt ala al-Nabi al-MukhtÉr* (rendered in English as the Waymarks of Benefits and the Brilliant Burst of Sunshine in the Remembrance of Blessings on the Chosen Prophet). It is a famous collection of prayers for the Prophet Muhammad, which was written by the Moroccan Sufi and Islamic scholar Muhammad al-Jazuli (died 1465). It is popular in many parts of the Islamic world, most especially West Africa, and is divided into sections for daily recitation. The *Dala'il al-Khayrat* is one of the most popular and universally acclaimed collection of *SalawÉt*. Among some Sunni religious orders, most notably the Shadhili-Jazuli order, its recitation is a daily practice. In others, however, its recitation is a purely voluntary daily practice. The work begins with the ninety nine names of God, and then a collection of over one hundred names of Muhammad.

There are five ways to read *DalÉ'I al-KhayrÉt*: 1- all together in one sitting, 2- in two halves divided over two days, 3- in three third over three days, 4- in four quarters over four days, 5- in eight sections (called *hizb*) over one week. It is traditional to begin the recitation of *DalÉ'I al-KhayrÉt* with the *AsmÉ' al-xusnÉ* and the name of the Prophet (S.A.W). See: al-JazÉlÉ, Muammad b. SulaymÉn, *DalÉ'I al-KhayrÉt Wa ShawÉriq al-AnwÉr fÉ dhikr al-ØolÉt Ala al-Nabi al-MukhtÉr*, edited by Sheikh Abdul Kerim al-Kibrisi. Trans. S. Ahmad Darwish. p. 18. www.naksibendi.org (retrieved 20 January, 2014).

² Interview conducted with Mr. Muhalli Abdul Aziz, a Muslim herbalist in Iyana ilogbo ogun state, Nigeria, on 12 June, 2013.

³ Swantz Lloyd W., *The Medicine Man Among the Zaramo of Dar es Salam* (Sweden: Bohuslaningen, Uddevalla 1990) P. 11-14. Spertling David, *The Frontiers of Prophecy: Healing, the Cosmos, and Islam on the East African Coast in the Nineteenth Century*, In *Revealing Prophets: Prophecy in Eastern African History*, edited by David Anderson and Douglas L. Johnson, (London: James Currey Ltd, 1995) P. 89.

⁴ Ibid.

⁵ Ibid. 91.

by the Yoruba ÑUlamÉ' to win over the animists to Islam, it may well be classified as part of a general mainstream DaÑwah strategy in West Africa.

This strategy began the moment the Muslim clerics emerged from quarantine, as Ryan puts it,¹ in the wake of the growth of Muslim communities in many part of West Africa. Initially, they performed variety of clerical functions for these budding communities to which they later added petitionary prayer, healing, divining, and the manufacture and sale of charms and amulets. It is to be added that the side of their activities that touched on magic and superstition constituted the major appeal of Islam in non-Muslim eyes and through this way they won respect and prestige among them.²

The earliest Jalabi-related practice was referenced by al-Bakri (1094 C.E) in his monumental work on the History of Africa. He mentioned a chiefdom of Malal, beyond the upper Senegal, that was going through an unending period of drought. Despite the efforts exerted by the priests, the situation even took a turn for the worse. Thereupon, the king appealed to his Muslim guest, who promised to help on condition that he accepted Islam. When the king agreed, the Muslim taught him some easy verses in the Quran and instructed him on fundamental religious obligations. On the following Jumuah night, after the king had purified himself, the two set out to a nearby hill. All that night the Muslim prayed and was emulated by the king. The dawn only started to break when Allah brought down abundant rain. The king then ordered the idols be broken, expelled the sorcerers and became Muslim together with his family and the nobility save the common people.³

Jalabi as a Da'wah Strategy

The genesis of the phenomenon of *Jalabi*, as previously mentioned, is ascribed to the effort exerted by the itinerant scholars, who are seen as the possessors of spiritual power to solve many enigmatic problems and to offer special prayers for protection against witchcraft and help cure the people's physical and spiritual maladies. This, perhaps, accounts for the initiative of prince Oluaji, *inter alia*, who is said to have invited some Fulani Muslims to the town during the reign of Oba Alawusa (1739-1774).⁴

A similar but distant incident occurred in other places in Yorubaland, where an Alfa is expected to demonstrate his supernatural ability to make the impossible possible, thereby staking his reputation on his success in performing such miracle. Sheikh Adam al-Ilori reported one such incident in a Yoruba city where the ÑUlamÉ' were forced into a fierce competition with the sorcerers to see whether they would come out of it triumphant and thus establish the genuineness of their mission.⁵

Almost all the Yoruba ÑUlamÉ' are thoroughly acquainted with different ways of preparing medicinal concoction, amulet, charm for whatever purpose. The effectiveness of such activity added to the people's respect and honour for them. This is not surprising given the fact that some of the indigenous Alfa then were either *Babalawo* (traditional herbalist) themselves before they embraced Islam, or had in the line of their ancestors who are renowned for their supernatural power, and its knowledge came to them by way of inheritance. Therefore, the acceptance of Islam, to them, does not mean a complete abandonment of their traditional legacy. In fact, it could be argued that their new religion is believed to have provided them

¹ P.J. Ryan, S.J. *Imale: Yoruba Participation in the Muslim Tradition*, (Harvard: Harvard Theological Review, Harvard Dissertations in Religion, 1978), p. 4.

² El Fasi, p. 72.

³ Al-BakrÉ, AbÉ ÑUbayd ÑAbdullah b. ÑAbdul ÑAzÉz, *al-MasÉlik wa al-MamÉlik* (Tunis: al-DÉr al-ÑArabiyyah li al-KitÉb, 1992)875., Levtzion Nehemia, *Pattern of Islamization in West Africa* in Conversion to Islam, ed. N. Levtzion (New York: Holmes & Meier, 1979)209-210.

⁴ Adebayo, Ibrahim R. (2010). "The Role of the Traditional Rules in the Islamization of Osun State Nigeria". *Journal for Islamic Studies*.Vol. 30.

⁵ al-Ilori, p. 42.

with an additional power and strength.¹ It is even asserted that many of the Yoruba traditionalists, who accepted Islam, did so, not out of absolute conviction but rather for the spiritual power inherent in Islam.²

The Islamic teachings they were introduced to did not stress the Islamic law and theology any better than its spiritual aspects. So little did they have of the knowledge that may enable them to measure all that is un-Islamic, until the advent of Sheikh Alim Junta and the subsequent establishment of the Ilorin emirate, through which many cities in Yorubaland witnessed an unprecedented influx of the ÑUlamÉ'.

It is pertinent to add here that these scholars, with sincere and intense conviction preached Islam with the little knowledge they had and put their lives on the line to defend its cause. It is not recorded that they ever practiced Jalabi for a living or to preserve their interest, as many of them had what they could call career. On the contrary, Jalabi practice to them was more of humanitarian and preventive.

Several examples of the ÑUlamÉ's tendency to promote Islam through their mystic and spiritual power have been collected from different sources, most of which are the first-hand experiences of those interviewed on the subject.

- In Ibadan, it was reported that the animosity between the traditionalists and the ÑUlamÉ' reached its apex and the situation became so tense that the tiny Muslim community in Ibadan then were forbidden to make *adhan*, and anyone who attempted in defiance of the order would pay with his life. The situation was beginning to take a turn for the worse when sheikh Uthman Basunu performed some special prayers then instructed the Muadhin to resume his duty. Upon hearing the sound of Adhan, all the shrines immediately caught fire. This incident helped the Muslims gained more freedom, respect and caused many people to accept Islam.³
- In Lagos, it was narrated that sheikh Abubakr bin Abdullah al-Sunni, a prominent preacher had an encounter with one of the leaders of idol worshippers in 1890 C.E., who threatened to put a hex on him if he does not abstain from insulting their gods. When the man wanted to cast a spell on the sheikh, the sheikh recited some verses of the Quran and blew it on the magician, who, instantaneously fell down in a swoon. Having observed this, the people hastily embraced Islam.

There are countless other isolated cases that could also add to the previously mentioned. They are the efforts made by some individual ÑUlamÉ' who singlehandedly restored the wavering faith of many Muslim families that had almost deflected to Christianity or to the traditional cult in quest for salvation. The sufferings of these families are varied; while some are in dire need of a means of sustenance, some are dying to become parents. Under the guise of total salvation and the gospel of success, many ordinary Yoruba had been lured into Christianity. In a society where the majority of the people are Muslim, it is a shame on the ÑUlamÉ' to see their followers and other fellow Muslims being taken away by their counterparts.

To counter this trend, the ÑUlamÉ' deployed all power at their disposal to see to the problems of the people and go at length to do anything that could possibly help them restore confidence back in the people's mind and convince them of the mighty power of Islam to solve any problem. Consequently, there is a sudden upsurge in the ÑUlamÉ's reliance on the traditional charm and amulet alongside the 'Islamic' healing rituals, divinations and other spiritual manipulations.

The above references illustrates how the early Yoruba ÑUlamÉ' practiced Jalabi as a strategy to propagate Islam among the traditional Yoruba. It could not be considered as something unprecedented, as the practice follows the mainstream African strategy in promoting Islam.

Jalabi Practice for a Living

¹ This is based on the interviews conducted separately with the following ÑUlamÉ': Sheikh Alhaj Zakariya Yusuf, a retired soldier and founder of kulliyat al-ThaqÉfÉt al-Islamiyyah li al-DirÉsÉt al-ÑArabiyyah wa al-InjilÉsiyyah, in an interview conducted on 15 June, 2013, Alhaj Imam Musa Adeyemi, chief Imam of Oke land and the proprietor of Guidance Academy Nursery and Primary school, on 15 June, 2013.

² Ibid.

³ Interview with Alhaji Haruna suara Baosar, Chief imam of Ibadan oyo state on 1st June 2013 at his home residence.

Jalabi has been initially practised by the ÑUlamÉ in Yorubaland for humanitarian purposes without expecting any compensation whether in cash or kind, but later evolved into a means of livelihood when there were no other practical alternatives. Three factors are identified to have contributed to this new dimension, namely educational, economic and social factors.

Educational factor

The introduction of Islam in Yorubaland was an important turning point, as it marked the dawn of a new era when the advancement of unbelief was brought to an abrupt end. This is so because the introduction of Islam to this part of the world was coupled with the emergence and later the spread of scholarship. The warmest reception, commitment and passion accorded to this new religion by the early indigenous Muslims aided the transformation of Yorubaland from where “unbelief predominates”¹ to where considerable number of believers dwelled and thrived. This positive attitude travelled far afield to invite a horde of learned Muslim scholars, such as Sheikh AÍmad Qifu of Katsina origin and Sheikh ÑUthmÉn bin AbÉ Bakr (a.k.a Basunu)² of old Borgu origin,³ and a host of others, to settle in Ibadan⁴ for the purpose of propagating the knowledge of Islam. Many of these scholars had first settled in Ilorin,⁵ the first centre of Islamic learning in Yorubaland, before they finally dispersed across other Yoruba cities in the south-west.

Students from every corner of Yorubaland where Islam had penetrated flocked to Ilorin or otherwise moved to Ibadan, which later became a reputable centre of learning, especially, under Sheikh HarÉn bin Sultan, a disciple of Sheikh Abubakr bin al-QÉsim (alaga).⁶ This is how students gathered around these early scholars, and, after completion of their studies, they themselves became notable scholars in their hometowns where they established a similar system of learning. Hence, a system of *madrasah*, known in Yorubaland as *ile kewu*, eventually emerged.

The early form of *madrasah* was more or less a *katÉtÉb*-like situated in a scholar’s residence (in his parlour, veranda or under the shade of a tree) with a number of pupils ranging from ten to forty or even more sitting in a semi-circle, holding their wooden slate and chanting repeatedly verses of the Quran written on their slates. This rote learning would eventually help the pupils not only to memorize the selected chapters in the Quran but also to acquire rudimentary skill of writing.⁷ The completion of this stage does not signify the end of Islamic learning at *madrasah*, but rather the end of what may be regarded as the primary level of the system, at the end of which a *Walimot* ceremony would come up.

Students at the secondary level of the system receive much broader knowledge; they would start by learning the *TafsÉr* (Quran exegesis) of the memorized chapters. Besides that, they are also introduced to subjects like Hadith, Fiqh (Islamic Jurisprudence), *al-Nalw* and *al-Øarf*, (Arabic syntax and grammatical inflexion), *al-BalÉghah* (rhetoric) etc. At the successful completion of this stage, students would have acquired some proficiency in the Arabic language and are able to read, understand and interpret many of the works of earlier scholars and be ready to be awarded a licence empowering them to practice as teachers and imams.⁸

The system outlined above portrays the *madrasah* in its primordial form, but as time went by many reforms had been introduced into the system that considerably improved it. As a result, there emerged new forms of modern Islamic *madrasah*

¹ This is an often quoted statement of the former Sanhanja scholar, Ahmad Baba al-Timbuktu, on the Yorubaland. Since Ahmad Baba died in the first half of the seventeenth century, we can safely assume that this part of the world was by then known to the Muslims. But, there is nothing that may suggest that the Yorubaland was not known even before that time.

² al-Ilori, Adam Abdullah, *NasÉm al-ØabÉ’ tÉ AkhbÉR al-IslÉm wa ÑUlamÉ BilÉd Yoruba* (Cairo: al-MaibÑah al-NamÉdhajiyah, 1987)138.

³ Borgu is an inland region of western Africa, covering parts of what is now Benin and Nigeria and bounded northeast and east by the Niger River. "Borgu." Encyclopædia Britannica. Encyclopedia Britannica Ultimate Reference Suite. Chicago: Encyclopedia Britannica, 2012.

⁴ Ibadan is the capital city of Oyo State and the third largest metropolitan area, by population, in Nigeria, after Lagos and Kano

⁵ Ilorin is one of the largest cities in Nigeria and is the capital of Kwara State.

⁶ Fafunwa A. Babs, *History of Education in Nigeria* (Ibadan: NPS Educational Publisher Limited, 2002),52.

⁷ The students acquire writing skill by copying whatever their teacher wrote on the board several times on their wooden slate, washed it and start over again. It is so slow and painstaking but very effective, especially for the Quran memorization. Any xÉfíz trained in such manner would hardly have problem recollecting what he had memorized of the Quran.

⁸ Fafunwa, p.55-57.

with a clear goal and unique system of learning. Prominent among which are *Markaziyah*¹ and *MĀhadiyyah*² systems. They all employed the tripartite *Ibtid'iyah-IĀid'iyah-ThĒnawiyah* system but without any established standard curriculum. Certificates are awarded to successful students at the completion of each stage of learning, and the total years of study, with variation, would be eleven to twelve years.

Interestingly, in principle, the proprietors of the reformed *modrasah* are not hostile to western education; rather they encourage their student to pursue it to complement their religious training since the fear they used to have of the possibility of their pupils being evangelized is no longer a reality. Yet, unfortunately, there are many challenges in this new educational policy facing students previously trained at the *madrasah*, the major of which lies with the certificate that would qualify them for the higher learning, since the government does not recognize any certificate awarded by these *madrasahs*.

To respond to this challenge, some proprietors have their *Madrasahs* affiliated to Ahmad Bello University (ABU) in Zaria, and, as a result, modified their curriculum or initiated a new Diploma program along the ABU accredited curriculum. Any graduate of this new program would gain a direct entry into Ahmad Bello University. This step really proves effective, but many proprietors seemed not to be ready to follow suit.

Alternatively, by virtue of a keen interest that many governments of Arabic speaking countries, both in Middle East and North Africa, showed in the affairs of Nigerian Muslims, the graduates of these *Madrasahs* are offered scholarships to further their studies at Saudi Arabian, Egyptian, Sudan and Libyan universities, etc.

Conversely, a particular quarter among the *ŪlamĒ*, known nationwide as *Zumratul Mu'minĒn* (a.k.a *Mokondoro*), have stubbornly refused to budge and resisted any reform of any kind that will change their orientation. They are always scornful of those that have had their systems reformed and labelled it unworthy type of Islamic education. They do not allow their children be sent to any *madrasah* except those established by their graduates. They also forsake western education, except until recently, and adopted a policy of isolation to insulate their children from being proselytized. Consequently, this attitude was to their own disadvantage. Hence, while there are many opportunities for the students graduating from the modern *modrasahs*, graduates of the *mokondoros*' are stuck in dead ends. They could neither make it to a higher institution nor affiliate their schools to either a local or an international institution. Instead their graduates prefer to start up their own *madrasahs* and search for students everywhere in their community.

It is never difficult to fill these newly established *madrasahs* with pupils, as the Muslim parents would readily enrol their kids, especially when they realize that they are always free of charge. These budding *Alfas* are not only expected to teach, but also to play the role of custodian for their pupils. In some cases, the *Alfa* would take the responsibility of feeding and clothing the pupils, who are left with them at the request of their parents. Some parents may not even bother to pay a visit to their children in a year round, leaving their fate at the hand of their teachers. While this addresses the religious needs of the community, it leaves the question on the survival of the *Alfas* unanswered. Whether they impose a meagre fee on the pupils (usually in modern *modrasahs*) or not (as it is the case in *mokondoros*'), whatever they eked out is barely enough to live on.

Thus, since all the effort to improve their living through their establishments had proved futile, these religious teachers are left with no option except to have recourse to *Jalabi*.

Economic factor

The economic factor that contributed to the rise of the Yoruba *ŪlamĒ* in *Jalabi* practice is not unconnected with the embarrassing failure of the Nigerian government in administering fair and even distribution of the nation's wealth among all its people. However, in the context of the present study, it is an offshoot of the educational factor. When the graduates of the *Madrasah* system, are not equipped with any other skills that may serve as an alternative source of income and the certificate awarded to them are not recognized by the government, they would therefore devise a means for their survival.

¹ *Markaziyah* refers to the first modern *Madrasah* system emerged as a result of reformation introduced to the Islamic learning system. It was founded by Sheikh Adam Abdullah al-Ilori in 1952 under the name *Markaz al-TaĀilĒm al-ŪArabi al-IslĒmĒ* (Center for Arabic and Islamic studies) and located at Agege, a suburb and local government area in Ikeja Division of Lagos state, Nigeria.

² This system was introduced through the founding of *al-MaĀnahad al-NajĒrĒ* by sheikh Alhaj Murtadah Abdul Salam in Ibadan in 1957.

Additionally, the time spent at *Ile kewu*, which is quite longer than the one spent by those who attend government schools, could not afford them the opportunity to try out other profitable vocations. Where they are intent to do so, they would definitely forsake being apprenticed to their age group. In order to survive and at the same time discharge their religious duties, they are compelled to take to teaching. Frankly speaking, this type of teaching job does not have any stake for them, as it could only provide them the opportunity to subsist on the donation, either from the community or from the parents of their pupils.

On the other hand, it is considered a taboo from the *Mokondoro* point of view that its graduate be employed under the government or elsewhere. They do not look out for jobs, as they have been considered, upon their graduation, as *ŃUlamÉ* qualified to set up their learning centers, give social and religious consultation, engage in healing practice and preside over any religious gathering. They never take any salary or collect any fees from their students; instead they spend on them having complete reliance on Allah.¹ This principle features in their popular poem which runs thus:

Eba wa beluwa eyin baba

Kewu wa tiake ni wajuu yin

Kama mosi kasi remi gipun lo

Kama fi lawani serusin Ijoba

Translation

Pray for us o' you our teachers

That our study under you

Should make us prosper and elongate our lives and

keep us away from being government servants.

The above poem shows how detestable is the idea of being employed by the government to any member of the *Mokondoros*, to the point that they have to make special supplication in that regard.² In an occasion where one of the members built a house, or bought a car, etc. they demonstrate the sufficiency of their *kewu* (Islamic education), and the fact that it is Allah that provides for them, in the following poem:

Omo ko lagbe fi sose

Omo ko lagbe fi sose

Kewu ti ake losi ogbodota

Omo ko lagbe fi sose

Translation

We do not use the kids for money ritual

On the contrary, it is our *kewu* that defies poverty

It will become apparent that *Jalabi*, to these *Alfa*, should not only be practiced for humanitarian purpose, but also as a means for their survival.

¹ An interview conducted at Ojoo, Ibadan Oyo state with Alhaj Muhamad Olore, the khalifah of the late famous Olore and one of the prominent leaders of *Mokondoro*, who revealed that a *Mokondoro* graduate should not work but cater for social and religious need of his community by teaching the children.

² It was also further justified by a belief that if a scholar receives a salary from the government or elsewhere, it would affect his spiritual power that enables him to have his prayer accepted whenever he did.

Social factor

In Yorubaland the clerical work means more than what has been mentioned so far. The ÑUlamÉ' are believed to possess super natural power and have knowledge by which they can allegedly see into the future. They could cause the rain to fall during a drought, make the rulers win their wars, offer special prayer for protection against witchcraft, etc.¹ On this basis, people from different walks of life and diverse religious backgrounds patronize them for spiritual consultation. They come to them for issues ranging from health to a more complex and rather personal, and are entertained with prayers (wherever it is appropriate), charms, amulet, sand-cutting, and so on. From this perspective, their job looks so similar to that of *bablawo*.

In the practice of *Jalabi*, the ÑUlamÉ' do virtually everything that the *bablawo* does, to such an extent that one may hardly find any difference between the un-Islamic local tradition and Islam. However, to them, this is justified, as they see it as a means to not only gain the confidence and patronage of their clientele, but a way to prove to the Muslims that every problem can be managed within the fold of Islam.

If at all the the ÑUlamÉ' forsake practising *Jalabi*, it would create a vacuum that might be filled with *bablawo* and evangelists of salvation. In Yorubaland today there is hardly a Muslim who has never experienced *Jalabi* in one way or the other, which demonstrates its steady growing influence. It has become a popular industry offering services which people from every walk of life are willing to pay for. This suffices to endear *Jalabi* practice to many ÑUlamÉ', who do not have sufficient and regular income. Regrettably, due to its alluring prospect, many unprofessional and amateur young *Alfas* (and even sometimes non-*Alfa*), having stumbled on some records detailing the use of herbs with verses of the Quran, greedily forced themselves into the system.² While the elderly among the ÑUlamÉ' still live below poverty line, these set of people, with their unorthodox method of operation, lead a luxurious and flamboyant lifestyle.

Jalabi as Syncretism

The term syncretism, or otherwise known as eclecticism, whose equivalence in Arabic is *al-TakhlîĒi*, denotes the merger, combination or the alliance of different, often seemingly opposing, religious or philosophical beliefs, thereby creating a linkage between orientations that are intrinsically disparate.³ Syncretism hinges on the assumption that the people practicing it have inappropriately and chaotically mixed what are essentially alien to each other. While the term is occasionally used to delineate the mixing of sectarian positions, like the fusion of different theology within the same religion, as is the case with Shiite and Sunni theologies, it is more often than not associated with inter-religious encounters, such as Catholicism and Voodoo in New Orleans,⁴ Islam, Christianity, Hinduism, Jainism and Zoroastrianism in the Mughal empire at the time of its emperor, Akbar (1506 C.E).

As far as *Jalabi* is concerned, there is no gainsaying the fact that it has been practiced in different ways employing different approaches, some of which are claimed to be Islamic while others are typical of Yoruba tradition. On this basis, the method employed could be classified into two categories: *Jalabi* with Divine method, *Jalabi* with a mixed method.

Divine Method

Unlike what is accustomed to by the early generation of Islam, Yoruba ÑUlamÉ' applied the Divine method in a wider and diverse manner. Perhaps what gives this diverse application its basis is the flexible and open-ended nature of this category, which is grounded in both the Quran and the Sunnah. In the Quran Allah says:

¹ Balogun S.A. "History of Islam up to 1800" in *Groundwork of Nigerian History*, edited by Edited by Obaro Ikime (Nigeria: Historical Society of Nigeia,2004), 221.

² The researcher has lived in the same community with such people, and was able to observe them during his field research in south-western Nigeria.

³ Stewart Tony K. and Ernst Carl W. "Syncretism" in *South Asian Folklore: An Encyclopedia*, ed. Peter J. Claus and Margaret A. Mills. <http://www.unc.edu/~cernst/pdf/Syncretism.pdf> (accessed 29 March, 2014).

⁴ Maranise Anthony M. J. (2012) "Investigating the syncretism of Catholicism and Voodoo in New Orleans" *Journal of Religion and Society*, Vol. 14. Pg. 1.

Indeed We send down of the Quran that which is healing and mercy for the believers...¹

In his *al-LubĒb fĒ ŅUIĒm al-KitĒb*, al-NuŅmĒnĒ stresses that the Quran in its entirety is a cure for those who believe in it. It cures spiritual diseases (both of bad ideology and morally condemnable acts) and physical diseases if one seeks the blessing of Allah through its recitation.² This interpretation is agreed upon by all Quranic exegetes without any difference of opinion as to whether the *shifĒ'* (cure) mentioned in the above verse is used in its real sense or figuratively.³ In another verse, Allah says:

And if there was any Quran by which the mountains would be removed or the earth would be broken apart or the dead would be made to speak, (it would be this Quran), but to Allah belongs the affair entirely...⁴

The above verse is a conditional sentence (*al-Jumlah al-SharĒiyah*) which consists of two clauses; a conditional clause specifying a hypothesis and a consequence clause indicating what follows from that condition. However, in this verse, a conditional clause is stated while the consequence clause is omitted. According to the Quran exegetes, the omission of the latter occurs for different reasons, but in the current context it emphasizes how mighty is the power inherent in the recitation of the Quran, the extent of which is left to our unending imagination. The presumed consequence clause could therefore be *lakĒna hĒzĒ QurĒn* (it would be this Quran).⁵

The Yoruba ŅUlamĒ' find strength in this verse and the presumed consequence clause to embark on healing practices using verses of Quran in different ways that have never occurred to the early generations of Islam. They believe that if the recitation of the Quran is so powerful that it could be used to remove a mighty mountain or break the earth apart, could not it then be used against black magic or for healing from irremediable diseases?⁶

Moreover, there is a prophetic tradition narrated by Imam Ālmad on the authority of ŅAbdullah bin MasŅĒd that the Prophet said while teaching them *al-Tashahhud*: "... then let everyone chooses the supplication that interests him and supplicates Allah with it". This Sunnah has given a complete freedom and authority to Muslims to choose whichever *DuŅĒ* they like to supplicate Allah with.⁷ While *al-ma'thĒrĒt* (supplications from Quran and sunnah) remains the best option,⁸ it is sunnatic that a Muslim chooses for himself a *DuŅĒ* that is good as long as it does not involve any *shirk*.

On this basis, healing with divine method has been practiced in different ways, some of which are truly divine while others are not but a travesty of divine. Common Jalabi practices with divine method are: the recitation of the whole Quran or certain selected suras or verses, writing of the whole Quran or some selected verses on a slate, mirror, cloth, paper or other clean objects, the recitation and writing of Allah's names (both known and unknown), and those of the Angels, and Jinns, the codification of all the above mentioned in a talismanic way known as *Khatim* (katimi) to complement the above methods in order to give an effective result.

¹ Sura al-Israa, verse 82.

² Al-NuŅmĒnĒ, AbĒ xafĒ SirĒj al-DĒn ŅUmar bin ŅAIĒ, *al-LubĒb fĒ ŅUIĒm al-KitĒb*, vol.12 (Beirut: Dar al-Kutub al-Ilmiyyah, 1998) 369.

³ For more detail see: al-SaŅdĒ, ŅAbdul RaĒmĒn bin NĒĒir, *TaysĒr al-KarĒm al-RaĒmĒn fĒ TafsĒr KaiĒm al-MannĒn* (Mu'ssasatul RisĒlah,2000)465., al-TafsĒr al-WasĒĒl li al-QurĒn al-KarĒm authored by a group of scholars under the auspices of al-Azhar Center for Islamic Research. Vol.5 (Cairo: al-Hayhah al-ŅŅmmah li al-Shu'Ēn al-MaĒĒbi' al-AmĒriyyah,1973) 795., al-ShingĒĒĒ Mulammad al-AmĒn bin Mulammad al-MukhtĒr, *AdwĒ'u al-BayĒn fĒ TafsĒr al-QurĒn bi al-QurĒn*, vol.3 (Beirut: Dar al-Fikr li al-ŪibĒnah wa al-Nashr, 1995), 181.

⁴ Sura al-RaŅd, verse 31.

⁵ Ibn ŅŅshĒr Mulammad al-ŪĒhir bin Mulammad al-ŪĒhir, *al-TaĒrĒr wa al-TanwĒr*, vol.2 (Tunisia: al-DĒr al-TĒnisiyyah li al-Nashr, 1984), 94., al-BiqĒNĒ IbrĒhĒm bin ŅUmar, *Nadhm al-Durar fi TanĒsub al-Ō'ya't wa al-Suwar*, vol. 10 (Cairo: DĒr al-KitĒb al-IslĒmĒ),266., al-BaydĒwĒ NĒĒir al-DĒn ŅAbdullah bin ŅUmar, *AnwĒr al-TanzĒl wa AsrĒr al-Ta'wĒl*, vol.3 (Beirut: DĒr IlyĒ al-TurĒth, 1418), 188.

⁶ Al-Ilori Ōdam ŅAbdullah, *NasĒm al-ŌabĒ fi AkhbĒr al-IslĒm wa ŅUlamĒ' BilĒd Yoruba* (Cairo: MaĒbaŅah al-NamĒdhajiiyyah,1986),41.

⁷ Ālmad bin xambal, *Musnad al-Imam Ālmad bin xambal*, vol. 4 (Cairo: DĒr al-xadĒth, 1995),143., al-BayhaqĒ Ālmad bin xuseyn, *al-DaŅwĒt al-KabĒr*, vol.1 (Kuwait: GarrĒs li al-Nashr wa al-TawzĒŅ,2009),179.

⁸ See for more detail: al-Imam JalĒl al-DĒn al-SuyĒtĒ. (1994) *DĒNĒ al-FalĒĒ fĒ AdhkĒr al-MasĒĒi wa al-ŌabĒ'i*. Cairo: al-DĒr al-MaĒriyyah al-LubnĒniyyah.

Various ways of using the Quran in this category had been found in some personal collections consulted during the fieldwork in Lagos, Oyo, kwara, Osun and Ogun states. Documents in forms of manuscript in Arabic, Ajami and Yoruba formats retrieved from these personal collections are so large in quantity but not organized. Many of them are not dated neither do they bear the names of their authors, perhaps due to the oral method of its transmission from one person to another. Where a name is mentioned,, it would not be that of the author, but rather of the one from whom the *nakali* was obtained. This appears to be just a sign of acknowledgement.

Interestingly, there is sufficient evidence to assume that many of these manuscripts could have been written about a century ago or even earlier. The frequent mentioning of the words sultan, horse and slave in these documents¹ suggests that they had been written as early as the era of Islamic emirates in this part of the world. The nearest one that comes to mind is non-other than the Sokoto and Ilorin emirates, where the title 'sultan' is used solely to address the supreme leaders of these Islamic states. The contexts in which the term sultan appeared typified the time when Sultans became indispensable, at whose mercy were all the subjects. In this kind of situation, what people would ever hope for is how to get closer to the court of the Sultan by all means, a fact which explains the proliferation of magical practices and fetishism. This assumption is supported by the many attempts to win the affection of the Sultan or to gain his favor through different kinds of supplications and talismanic applications recurred in those documents.

It is noteworthy to add here that the recurrent themes of all the manuscripts at hand, having been thoroughly scrutinized, falls mainly into three categories; wealth and prosperity (*jalb al-Rizq*), love (*Jalb al-Malabbah*) and protection (*jalb al-~~x~~ifD*). But this does not mean that the manuscripts deal exclusively with these three themes. Quite on the contrary, there are tens of problems addressed therein ranging from a mild issue of 'memory boosting' to a complex issue of killing one's adversary.

Traditional and Mixed Methods

Regarding the traditional and mixed methods, there are ample evidences to argue that many of them do not fall within the parameter of the SharĒNah. There is nothing wrong in the pure traditional method, as it is equivalent to the natural method practiced and approved by the Prophet. The traditional medicine may also be referred to as folk, complementary or indigenous medicine. All these terms are often used interchangeably, but sometimes due to certain overtone that one may want to highlight one particular term would be preferred.

According to the definition of the World Health Organization, this medicine is " the sum total of the knowledge and skills and practices based on the theories, beliefs and experiences indigenous to different cultures, whether explicable or not, used in the maintenance of health, as well as in the prevention, diagnoses, improvement or treatment of physical and mental illness. ² The above definition highlights the general nature and development over generations of the traditional medicine and its diverse practices across human cultures.

In many places in the developing world, particularly in Africa, an overwhelming majority of the people still relies on traditional medicine for their health needs. The traditional medicine that is peculiar to the Africans involves, but not limited to, charm, amulets, ritualistic incantations or the use of animal (or human) part, minerals and crude plant materials, such as leaves, fruits, roots, seeds, stems, bark or other plant parts, which may be ground up to small particles or powder and subsequently steamed or steeped, or entirely burned to black substances. The common herbal preparation with animal or human organ involves grinding and mixing with other herbs, or roasting or burning to black substance, which may later be mixed with palm oil or the Yoruba traditional corn starch porridge (*ogi/eko*).

The general principle guiding the use of the traditional medicine in Islam is not based on the practice of one particular culture or nation, as wrongly perceived by some Yoruba Muslims, who stubbornly preach against the use of the Yoruba traditional medicine in favour of the Arabs folk's medicine. It is important to point out that the use of herbs to treat any kind of diseases is a common phenomenon among the people of different races, and that both its documentation and usage form central part of their medical scholarship. In the case of the Arabs, for example, Ibn Khaldun, in his famous *Muqaddimah*, observes that the pre-Islamic Arabs used herbs and plants for medical purposes, mainly based on individual

¹ "Seeking fine cloth, horse and money", (no date). (Ar.). Personal collection, no. 102. (Retrieved 12 April, 2014).

² Zang Xiaorui, *General Guidelines for Methodologies on Research and Evaluation of Traditional Medicine* (Geneva: World Health Organization, 2000) 1.

experiences as handed down by the *shaykhs* and old women of the tribe.¹ He also mentioned one famous Arab medical expert, called al-*Ẓirī* ibn Kalada, and his sojourn in Jundishapur near Ahwaz in Iran to seek more knowledge of herbal medicine in the pre-Islamic period.²

Apart from herbs, the traditional medicine also involves the use of charm, talisman, amulets and spells, as the people believe in supernatural forces, such as evil spirit, witchcraft and so on. Thus, they seek traditional medicine to repel evils and shield themselves against any imminent danger of supernatural origin.

Islam deprecates all such rituals of seeking refuge from evil spirit and considers it as a sort of polytheism, which Allah will not pardon until one repudiates all his polytheistic acts and return to the true faith.³

In the Yorubaland today, the majority of the *Ūlamā* believe in these two types of healing methods and practice them on daily basis. They do not seem to see them as contravening with the principle of Islam; instead they adamantly defend them, and would be ready to fight to their last breath with anyone who criticizes them. These idolatry practices, no wonder, have defiled the pristine Islamic teachings and principles, and have created confusion in the mind of the generality of the Yoruba Muslims. People do not seem to know what constitute Islam anymore, because of the accommodating method of the *Ūlamā* to all the un-Islamic practices in the society.

Conclusion

It has been deliberated upon throughout the foregoing pages that *Jalabi* is an extant historical phenomenon with a strong connection to the coming of Islam. It was used as a mechanism to condition the mind of the Yoruba animists to accept Islam and thereafter consolidate their faith after they have embraced Islam. Its origin remains shrouded with mystery, as no specific date could be assigned to its inception. All we may say, based on the available resources, is not more than its companionship with Islam during the latter's infiltration into Yorubaland. Its impacts on the lives of the Yoruba are immeasurable, as the phenomenon has become an important fabric of their society that could neither be abolished nor possibly forsaken. Admittedly, it has been hijacked and utterly abused by certain quarters among the *Ūlamā* out of covetousness and greediness, which has eventually plunged the practice of *Jalabi* into syncretism, an act that is outrightly condemned in Islam as being in direct conflict with its fundamentals. Nevertheless, this does not by any means render its essence un-Islamic. It is therefore a matter of necessity to sift the practice from what has been associated with it based on strict Islamic principles.

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¹ Ibn KhaldĒn, *The Muqaddimah* (trans.) Franz Rosenthal (U.S.: Bolingen series Princeton, 1969), 935.

² *ibid.*

³ al-MilĒ, MubĒrak bin Mulammad, *RisĒlah al-Shirk wa MaĒĒhiruhĒ* (Saudi Arabia: Dar al-RayĒl li al-Nashr wa al-TawzĒŅ, 2001)213-239.

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Public Service Motivation among Indonesian Employees: a Critical Review Toward the Psm Theory

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Abstract

Public Service Motivation (PSM) is still a new concept in public administration theory. As a nascent theory, it needs to be proved with any contexts and cases of many countries around the world, especially developing countries that might have different contexts related to cultures, beliefs, views on the importance of financial rewards, etc. So far, most PSM research focuses more on comparisons between public and private employees in the Western and developed countries. There is almost no study about the PSM in developing countries. In addition, most of PSM theories tended to generalize the assumptions of the PSM among employees and often ignore cultural dimensions in their analysis. There is an impression that PSM theories are cross-culturally viable. This study examined the application of the PSM theories in Indonesia as a developing country, especially in Padang West Sumatera. Rational choice theories and the other PSM theories had been used in analyzing the finding of this study. Using t-test on responses by 417 respondents of public and 201 of private sector employees, this study tested the difference of PSM levels between the two sector employees. The findings of this study indicated that there is a significant difference in the level of PSM between public and private sector employees in Padang West Sumatera. The level of PSM of public employees tends to be lower than that of private sector. The results of this study imply that PSM theory is not cross-culturally viable.

Keywords: Public Service Motivation, civil servants, public and private sectors, developed and developing countries

INTRODUCTION

The study literatures and theories on Public Service Motivation (PSM) have grown tremendously over the last few decades. However there are still many questions remain unanswered in regards to several cases related to the PSM itself, such as the determinants of PSM, the influence of PSM on employee performance, and so on. In addition, the theories related to Public Service Motivation (PSM) is still a nascent theory that need to be proved with any contexts of many countries around the world, especially developing countries that might have different contexts related to cultures, beliefs, etc.

This paper attempts to advance our understanding of public service motivation (PSM) in the Third World Countries, such as Indonesia. The existence of public service motivation among employees is one of the broad issues in Indonesia. Evidence suggests that there were some arguments why Indonesian people were more attracted to be civil servants compared to private employees, such as greater job security, pension, routine income, status and prestige, etc. This paper investigates public service motivation among Indonesian civil servants and private employees using data based on literature review and interview with civil servants and private employees in the area of Padang City, West Sumatera, Indonesia. This paper seeks to describe and analyze the current situation of public service motivation among Indonesian public and private sectors employees. This paper also attempts to compare the PSM among employees in Indonesia and in western countries.

The earliest investigation of PSM was conducted in 1982 by Hal G. Rainey. Rainey tried to measure PSM by asking public and private sector managers about their desire to participate in "meaningful public service". Based on his research, he found that managers in the public sector had significantly higher scores than managers in the private sector. Rainey finally concluded that "public service is an elusive concept much like public interest" (Brewer and Selden, 1998).

The study of PSM has become one of the studies in public administration that are very attractive to researchers in the last few decades. Perry and Porter (1982), for instance, have proposed an agenda of research to correct the understanding of motivation in public sector organization. Unfortunately, it is only a few research has been able to meet the agenda, whereas studies on PSM is very crucial and an important topic that should get more attention from researchers in the public sector. Such is the case with the study of PSM among employees in Indonesia. Studies related to the PSM among employees in

Indonesia have not yet become a serious concern among the researchers, whereas it is very useful for enhancing the productivity of staffs and for recruiting those who are well-suited to be public servants.

Perry and Wise (1990) have defined PSM as 'an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions and organizations'. In their definition, Perry and Wise thus focused on the unique features of government that might drive individuals. Based on rational, norm-based and affective ground, Perry (1996) found four dimensions of PSM: attraction to policy making, commitment to the public interest and civic duty, compassion, and self-sacrifice. In addition, Brewer and Selden (1998) have defined PSM as 'the motivating force that makes individuals deliver significant public service'. While Rainey and Steinbauer (1999) defined PSM as a 'general altruistic motivation to serve the interests of a community of people, a state, a nation or humanity'. On the other side, Crewson (1995b) defined the PSM as an individual service orientation that is useful for society, the orientation of helping others, and the feeling of accomplishment as intrinsic or service orientation.

From these definitions it can be understood that public service motivation is a characteristic or special features and should be manifested among civil servants. But it does not mean that it is only belonging to public servants. In other words, PSM is a concept of service motivation that not only owned by public employees but also by their counterparts in private sectors. Public service motivation is very close relationship to the need for achievement, altruism, and patriotism of benevolence.

Motivation in public sector employment has always been the attention of many researchers because it is very closely linked with the success of public employees or organizations to achieve their objectives. Public sector employees should have motivation solely directed to meet the needs of civil society and not for purely personal needs or the individual interests. Motivation of public servants who prefers the interests of others or the national interest rather than their self-interest is understood as a public service motivation.

According to studies that have been conducted in some developed countries, PSM were found to have significant correlations with the success of employees or organizations to achieve their objectives. Some researchers have put their attention and look at the importance of studies on PSM. However, the studies so far were more conducted in the developed countries, both in Western and other developed countries. Perry and Wise (1990), for instance, found that PSM is influenced by the diverse backgrounds of individuals, among other things, associated with demographic characteristics.

Several studies conducted in some developed countries have also found that there are differences between the PSM among public and private sector employees. Many public administration practitioners and educators, for instance, have long contended that public employees are different from those in other sectors of American society (Perry and Porter, 1982; Wittmer, 1991). In fact, an increasing number of empirical studies suggest that public sector employees differ from their private sector counterparts with respect to work-related values and needs. Wittmer (1991), for example, analyzed differences in the rankings of eight reward categories for employees in public, private, and hybrid organizations. He found that public and private employees differed significantly with respect to preferences for higher pay, helping others, and status. In addition, Crewson (1995a; 1995b), using data from the General Social Surveys, Federal Employee Attitude Surveys, and the Institute of Electronics and Electrical Engineers, concluded that public sector employees place greater value on service than private sector employees. While Choi (2001) who studied PSM in Korea concluded that the behavioral implications of PSM empirically confirmed in the United States also exist in Korea. Choi finally suggests that the theory of PSM may be cross-culturally viable.

Many scholars sought simultaneously to assess the utility of PSM. Crewson (1995a and 1995b), for examples, based on data from the General Social Surveys, Federal Employee Attitude Surveys, and the Institute of Electronics and Electrical Engineers, concluded that public-sector employees place greater value on service than do private-sector employees. It is generally believed that the public employees are motivated by a sense of service not found among private employees (Staats 1988; Perry and Wise 1990; Gabris and Simo 1995). In particular, public employees are more likely to be characterized by an ethic that prioritizes intrinsic rewards over extrinsic rewards (Crewson 1995b). In other words, workers in government organizations are seen as motivated by a concern for the community and a desire to serve the public interest.

In comparison with the findings related to high pay, research on the importance of job security to public employees is less consistent. Keeping in line with public-service motivation as a focus on intrinsic rewards, it is expected that public employees place less emphasis on job security than do private-sector employees. Newstrom, Reif, and Monczka (1976) and Crewson (1995b) concluded that government workers do assign less importance to job security. In contrast, Schuster (1974), Bellante

and Link (1981), Baldwin (1987), and Jurkiewicz, Massey, and Brown (1998) reported that public-sector employees place a higher importance on job security. Furthermore, additional research has reported that employees of the two sectors do not differ on this factor (Rainey, 1982; Wittmer 1991; Gabris and Simo, 1995).

Briefly, research on rewardmotivators provides some support forthe argument that public employees are characterizedby a public-service motive. Government employees generally have been found to rate intrinsic rewards more highly than do private-sector employees. In contrast, private employees focus more on extrinsic rewards in the form of high pay, status and prestige, and promotion. However, Baldwin (1987) and Gabris and Simo (1995) suggested that although differences may exist between public and private employees, these differences are exaggerated in the research literature.

Building on Rainey's work, Perry and Wise (1990) identified three bases of PSM: rational, norm-based, and affective. After establishing their theoretical framework, Perry and Wise (1990) formulated three propositions: 1) The greater an individual's PSM, the more likely it is that the individual will seek membership in a public organization. 2) In public organizations, PSM is positively related to performance. 3) Public organizations that attract members with high levels of PSM are likely to be less dependent on utilitarian incentives to manage individual performance effectively.

In sum, the most frequent studies of PSM in the Western and other developed countries compares the job rewards that public and private sector employees value most highly. Individuals who are characterized by public service motivation place a higher value on intrinsic rewards of work, such as pay, promotion, prestige, job security, etc. Therefore, it is often concluded that public employees value intrinsic job rewards more highly – and extrinsic ones less highly – than their counterparts in private sectors. Consistent with this conclusion, research findings generally indicate that in comparison to private sector counterparts, public employees are not as motivated by higher pay (Jurkiewics, Massey, and Brown 1998) but place a greater emphasis on the importance of meaningful work and service to society (Crewson, 1995b; Frank and Lewis, 2004; Houston, 2000).

Thus in general it can be understood that the study of the PSM in various public sectors in developed countries generally found that public service motivation among employees that exist in the public sector employees is more affected by the desire to serve the community and desire to do something good for society or the nation. Motivations which drive their work are more likely to be intrinsic rather extrinsic. In addition, public service motivation among public employees in various countries, especially in developed countries in the West, according to modern motivational theories, is more affected by the desire for non-financial or intrinsic rewards, such as the desire to serve the public and the nation. With this kind of motivation or desire they will be motivated to acquire job performance and job satisfaction as internal satisfaction.

Furthermore, research on public service motivation in developed countries, especially Western countries, also shows that motivation of each individual to choose a job as public employees is affected by many factors and backgrounds. Motivation of individuals vary from one to another, and the diversity of motivation in their works is assumed as a result of the differences in case of an individual needs, the values they subscribed, the expected benefits, and demographic characteristic differences. These differences are seen as a key in motivating the behavior of individuals.

In general, the construction of public service motivation in each individual can be affected by various factors such as economic, social, educational, ideological, and other demographic factors. Based on his study, Perry (1997) found that public service motivation is influenced by the diverse backgrounds of individuals, particularly demographic correlates or characteristics. It means that demographic aspects will determine individuals to perform a high or low motivation in public service. These demographic aspects include: education, age, income, gender and so on. The four demographic variables were included in the Perry's analysis. Education, age, and income were expected to be positively associated with PSM, but no predictions he made for gender.

In addition, Lewis dan Frank (2002) has reviewed the interests of the American people to the public sector. Based on data from the General Social Survey 1989-1998 they found that both individual demographic characteristics and their importance to the various quality of work have influenced their interest in working in the public sector. According to them, job security is still a powerful attraction to their motivation for working in the public sector, but high financial rewards and the opportunity to become a useful person to society is the main attraction for them to serve in the public sector although not as strong as the attraction to the job security factor. They also found that there are indications that those minority groups, veterans, Democrats, and the elderly in the United States more likely to work in the public sector compared to those of white, non-

veterans, Republicans, and the younger people. In addition, there is a tendency that women and university graduates are more motivated and prefer to work in the public sector than men and those who are less educated.

However, the research finding among civil servants in the developed countries, as stated above, certainly can not be generalized to the case and the PSM among the civil servants in other countries, especially the third world country like Indonesia, where the context of the countries and the characteristics of the employees might be different compared to those in the West (developed countries) in terms of demographic conditions, culture, belief, etc. In addition, Choi (2001), based on his research in Korea, is also realize that the theory of PSM is still a nascent theory and provides ample opportunities for fruitful studies. Therefore, Choi has also suggested another comparative study on PSM conducted in any areas that might have different cultures, political views, and administrative environment, such as in Islamic countries.

Based on the above description, this paper will try to describe and analyze the reflection of public service motivation among Indonesian employees, especially in Padang West Sumatra. This study on PSM among Indonesian employees will be interesting and important to be conducted in Indonesia as a third world country which has largely Moslem population that might have different context from those in developed countries which has largely non-Muslim community. Then the research question of this study can be stated as: Is there a significant difference in the level of PSM between public and private sector employees in Padang West Sumatra? The above studies and discussions also led us to a testable hypotheses that: there is a significant difference in the level of PSM between public and private sector employees in Padang West Sumatera. The PSM level of public employees tends to be lower than that of private sector, on the basis of measurement scales of PSM used by Perry and Wise and some other researchers.

METHOD

This study is based on survey research used quantitative approach. The data upon which this paper is based were collected in a survey among Padang City public and private employees from some institutions and agencies. Data in this study were collected through questionnaires distributed to respondents from several public and private sector employees in Padang City, West Sumatera Indonesia.

In order to limit the analyses, this paper only considers an aggregate instrument of PSM. This instrument involves averaging the score on a set of PSM items, scored from 1 to 5 (1 for 'strongly disagree' to 5 for 'strongly agree') for positive items and from 5 to 1 for the reversed items. The items used in this study referred to Perry's subscales of PSM dimension and measures (Perry, 1996).

The target population for this study focused on all civil servants in local government institutions and private sector employees in Padang City, West Sumatra. Number of civil servants who served in this city, based on data from the Local Human Resource Agency of Padang City in 2014, is around 27,000 employees. While private sector employees cannot be identified, but it is assumed that there are about 4,000 private employees in the city.

The sample for this study were determined through *multistage random sampling*. It consisted of employees both from some public and private sectors in Padang City. From the number of 1,000 questionnaires distributed in this study, it is only 618 respondents (417 of civil servants and 201 of private sector employees) who give feedback. The research instruments included items from other questionnaires that have been used to investigate differences between the public and private sector employees. The instrument was forward and backward translated and pretested with students and faculty staffs in the State University of Padang Indonesia and some private employees.

Data analyzing in this study used quantitative analysis. The data in this study were double entered to check for errors and analysed with *t*-tests as appropriate. *T*-test was used to identify the differences between the PSM level of public and private sector employees. In pilot study, the survey was administered to 60 undergraduate students and employees with at least five years' prior work experience in public and/or private organizations.

RESULT AND DISCUSSION

Most of studies on PSM in developed countries, whether in the West or in developed countries other than the West, as conducted by Kilpatrick, Cummings, Jennings (1964), Schuster (1974), Solomon (1986), Rainey (1982 and 1997), Perry and

Wise (1990), Perry (1996 and 2000), Wittmer (1991), Jurkiewicz, Massey, and Brown (1998), Crewson (1995b), Houston (2000), Choi (2001), Willem et.al (2007), Buelens and Herman (2007), and others, generally found that there was a significant difference in the level of PSM between public sector and private sector employees. These studies generally found that private sector employees place greater value on the extrinsic reward, such as financial rewards or salary, than motivation or desire to serve the community and country. However, there are also some of the other studies, although not many, which found that the employees in the public sector place high importance on extrinsic rewards compared to intrinsic rewards when compared with their counterparts in the private sector, as found by Schuster (1974), Bellante and Link (1981), Baldwin (1987), Jurkiewicz, Massey, and Brown (1998), and Gabris and Simo (1995).

Based on various research findings, the objective of this study is to determine the difference of the PSM level between civil servants and private sector employees in Padang City, West Sumatra. To meet this objective the hypothesis stated that: There is a significant difference between civil servants and private sector employees in Padang West Sumatra. Testing on this hypothesis has been made by using t-tests. The result is as seen in table 1.

Tabel 1.

Significance of PSM differences among Public and Private Sector Employees

PSM	Mean		T-test	Sig.
	Public	Private		
Attraction to Public Policy Making	3.07	3.10	-0.518	0.605
Commitment to Public Interest	3.79	3.75	1.739	0.083
Compassion	3.46	3.55	-2.487	0.013*
Self-Sacrifice	3.35	3.45	-2.750	0.006*
The whole PSM	3.41	3.50	-2.340	0.020*

*Significant at the level of 0.05 ($p < 0.05$)

Based on the table 1, this study found that the level of PSM existed among public sector employees in Padang West Sumatra Indonesia is at a lower level than that of private sector employees, $m=3.44$: 3.50 in the scale of 'strongly disagree' to 'strongly agree'. Similarly, comparison of the PSM level in the four dimensions also showed that the level of PSM among public employees is lower than that of private sector employees, except in the dimension of commitment to public interest, with the comparison of mean scores: $m=3.07$: 3.10 for 'attraction to public policy making', $m=3.79$: 3.73 for 'commitment to public interest', $m=3.46$: 3.55 for 'compassion', and $m=3.35$: 3.45 for 'self-sacrifice' dimensions.

This findings showed that the level of PSM among public sector employees in Padang West Sumatra is at a lower level ($m = 3.44$) compare to the results found by Bradley E. Wright and Sanjay K Pandey (2005) and Leisha DeHart-Davis, Justine Marlowe, Sanjay K. Pandey (2006), Jeannette Taylor (2007) in various government institutions in developed countries, such as in the United States and Australia, where they found that the level of PSM of public sector employees are: $m = 3.62$, 3.58, and 3.50. While some other researchers, such as J.L. Perry (1997), Young Joon Choi (2001), Bradley E Wright & Sanjay K Pandey (2005) in other studies based the data of WOQ, Richard M. Clerkin. et.al (2007), Leonard Bright (2007), and Sangmook Kim (2006), found the lower levels of PSM for the public employees, that is: $m = 3.26$, 3.35, 3.43, 3.35, 3.38, and 3.43.

This study also found that the level of PSM among public and private sector employees in Padang West Sumatra has a reverse comparison compared to the findings of researchers in many developed countries as found by Perry (1997), Choi (2001). Choi found that the comparison is: $m=3.35$ (public) and 2.96 (private) based on the data from 154 civil servants and private sector employees in Korea. Similarly, other researchers, such as Perry and Wise (1990), Rainey (1982 and 1997), Wittmer (1991), Crewson (1995b), Houston (2000), Perry (2000), Willem et.al (2007), and others also found that the PSM of public employees is higher than their counterparts in the private sector.

Tabel 2. T-test results of differences of PSM level among public and private sector employees

Group Statistics

	Sector	N	Mean	Std. Deviation	Std. Error Mean
Attraction to Public Policy Making	Public	417	3.0664	.61994	.03036
	Private	201	3.0977	.74320	.05242
Commitment to Public Interest	Public	417	3.7890	.43120	.02112
	Private	201	3.7264	.41346	.02916
Compassion	Public	417	3.4553	.43410	.02126
	Private	201	3.5469	.41772	.02946
Self-Sacrifice	Public	417	3.3475	.44490	.02179
	Private	201	3.4531	.45184	.03187
Public Service Motivation	Public	417	3.4396	.28578	.01399
	Private	201	3.4964	.27618	.01948

Refer to the *t-test* results as in table 2 it could be seen that the overall public service motivation among civil servants in Padang City West Sumatra was at a lower level compared to private sector employees. This was shown by comparison of mean PSM showing both mean = 3.44 : 3.50. It also means that the level of PSM among private sector employees is at a higher level than that of public employees. However, in the dimension of commitment to public interest it found that civil servants have a higher level than private sector employees (m = 3.79 : 3.73). While at the three other dimensions – the interests of public policy making, compassion, and self-sacrifice – it was found that civil servants have a lower level of PSM compared to private sector employees based on their means 3.07: 3.10 (interest on public policy making), 3.46: 3.55 (compassion), and 3.35 : 3.45 (self-sacrifice).

The *t-test* results also showed that the difference between the overall PSM of civil servants and private sector employees was significant ($p = 0.020$). Similarly differences in the PSM dimensions of 'compassion' and 'self-sacrifice' of civil servants and private sector employees is also significant, respectively, with significance $p = 0.013$ and $p = 0.006$. However, it was found that differences in the PSM dimensions of 'attraction to public policy making' and 'commitment to public interest' are not significant, with the $p = 0.605$ and $p = 0.083$. Based on the mean and the higher standard deviation, the private sector employee respondents overall have higher levels of PSM in providing services to the public rather than civil servants. However, the civil servants (PNS) have a higher commitment to serve the public rather than private sector employees.

Based on Table 1 it is also seen that the difference level of PSM between public and private sector employees are only significant in the dimensions of 'compassion' and 'self sacrifice', and the 'PSM as a whole'. While in dimension of 'attraction to public policy making' and 'commitment to public interest' it is found that the difference PSM level between the employees from both sectors are not significant. This showed that the PSM level of private sector employees in Padang West Sumatra as a whole is better than that of public employees in providing services to the public, except in the dimension related to 'commitment to public interest'.

If associated with the findings that have often found by researchers in many developed countries in the West, it is understandable that these findings differ in many ways compared to the findings on the same case in developed countries, especially in the West. Studies from several developed countries in the West, such as the United States, Britain, Sweden, Australia, and others, including findings about the level of PSM in Korea, as has been conducted by Choi (2001), found that in general the public sector employees PSM has a higher level than their counterparts in the private sector.

Perry(2000), for example, found that the primary motive for a person to work in the public sector is the existence of the various interests that draw their attention to public service. These interests might differ from the interests of their colleagues who work in the private sector. It means that employees in public sector place non-financial (intrinsic) reward higher than financial (extrinsic) reward. This is different with their counterparts in the private sector that place primary importance to the financial reward rather than intrinsic rewards that become characteristic of PSM. This view is consistent with other findings by Perry and Wise (1990) who found that the level of PSM is associated with normative orientations as the desire to serve the public interest, social justice, and it does not require an incentive or reward system to motivate the behavior of the public employees. This means that the employees who serve in the public sector, in general, have higher levels of PSM compared to those who work in the private sector.

In addition, Houston (2000) and Willemet al. (2007) also found that the employees in the public sector put a higher value on intrinsic rewards of work in the form of work performance (achievement), good social relations, and self-esteem of the rewards that are extrinsic, such as financial payments, promotions, career advancement, job security, status and prestige. This means that the employees at the government organizations or positions more motivated by their awareness to the community and a desire to serve the public interest and less concerned with rewards that are extrinsic to purely personal interests.

This argument is also supported by Brewer et al. (2000) who found that PSM can attract individuals to serve in the public sector and help the work behavior that is consistent with the public interest. This means that the public sector is prepared as a means of services for those who have high levels of PSM. Therefore, those who serve in the public sector should consist of those who have a high awareness of the public interest. This finding is also consistent with Rainey (1997) which states that for more than three decades ago several studies showed that the employees in the public sector place a lower value on financial reward and place a higher value on the altruistic or motives with respect to services for the public interest. This means that the level of PSM has become a characteristic that are typical among civil servants. Those who have high levels of PSM should really be more appropriate when they become public sector employees.

Rainey's findings are also supported by Crewson (1995b) who found that the employees in the public sector put a higher value to serve the community than they who serve in the private sector. This shows that the level of PSM among public sector employees is higher than that of their counterparts in private sector. A similar case was also found by Houston (2000) in his study that the employees in the public sector put a higher value on intrinsic rewards of work rather than extrinsic reward. This means that the employees at the government organizations seem to be more motivated by the awareness to the community and a desire to serve the public interest, which is characteristic for a person with high levels of PSM.

However, most of general conclusions which states that the higher level of PSM exists in the public employees rather than the private sector, as often founded by researchers in the West, could not be applied to the employees in Padang City West Sumatra. This also shows that it appears to assume that Choi's finding (2001) based on his study among civil servants in Korea does not generally occur in any area of the country. As stated before, Choi viewed that the theory of PSM might occur in cross-cultural (cross-culturally viable) anywhere. However, this assumption does not occur in the case of PSM among employees in Padang City West Sumatra which proves the contrary.

The case of the difference between the PSM level of public and private sector employees as existed among employees in Padang West Sumatra seems to be more suitable to be explained by the findings by Newstorm, Reif, and Monczka (1976) that concluded that there is no significant difference in the level of PSM between the both in the form of the importance of self-actualization. So it is with the study of Gabris and Simo (1995) who found that public sector employees viewed their counterparts at private sector as employees who have the ability or greater efficiency in providing services to the community. This means that private sector employees have higher levels of PSM compared to public sector employees.

Thus in general, it is understandable that the theories related to the study of the PSM in various public sectors in developed countries, especially in the United States, Australia and other developed countries such as South Korea, could not be generalized, especially for employees in developing or third world countries that have characteristics of a social, cultural, economic, ideological, religious, and other values which might be different from that of in the West. As a result, these differences may lead to the different situation and the level of PSM among employees from one another.

The public sector employees in developed countries tend to have higher levels of PSM than those in private sector. Extrinsic rewards are not too significant to motivate them compared to the intrinsic rewards. Thus, according to Perry and Wise (1990) and Crewson (1995b), those who have motivation or a strong desire for public service will be

more attracted to careers in the public sector that provides the possibility and opportunity to them to meet their wishes or motives. However, these circumstances might not be similar to the situation of public employees in developing or third world countries such as Indonesia.

It seems that the theory of scientific management developed by F.W. Taylor (1912) can explain the situation among the public employees in Padang City West Sumatra. This theory is used to ask about the importance of financial rewards (monetary incentives) to motivate employees. As rational human beings, the public employees in Padang West Sumatra still tend to put finances as an urgent and primary need to motivate them to work. Therefore, because of financial eligibility is limited and less adequate to support their lives so this might affect the level of PSM among the employees.

Human relation theory developed by Elton Mayo (1933) also could explain the situation of employees in this study area. Although the human relation theory are beginning to lead to the importance of intrinsic reward for the employees, but the extrinsic rewards still a matter of concern for them, such as security needs, working conditions of employees, and adequate incentives. Similarly, the hierarchy of need theory developed by Maslow (1987) also could explain the conditions affecting the employees in Indonesia, including in this study area. According to the theory of a needs hierarchy, people will have motivation when they have not reached a certain level of satisfaction in their lives. In addition, according to this theory, humans are creatures who never reach their full satisfaction.

According to Maslow, in the growing community, the motivation is more directed to the fulfillment of physiological needs rather than those of developed community that emphasizes higher needs like social needs, esteem, and self-actualization. This means that in a society that is growing, as in Padang West Sumatra, the need for financial rewards as a key tool in meeting the needs of the ground floor is still a very pressing need to be met, including for employees.

Furthermore, the rational choice theory, which later developed by George C. Homans (1961) and other researchers into social exchange theory can also explain the situation that occurred among employees in this study area in relation to the level of PSM among employees. According to rational choice theory, people are organisms rationally calculating how to act that allows them to maximize profits and minimize losses or cost. An individual will provide products or services and as a reward he also hopes to acquire goods or services he wants. This theory presumes that the experts of social interactions similar to the economic transaction. It means that someone will always look forward to the rewards of a service which he addressed. An action is rational based on the profit and loss calculation. So in social interaction, an individual will consider the greater profit of the issuance costs (*cost benefit ratio*).

Rational choice theory also indicates the existence of attitudes that emphasizes individualism profit and loss and self-interest preference than the interests of others. Therefore, in relation to the life of employees in Padang West Sumatra, it is normal if a person has low levels of PSM and low awareness of the importance of others. Moreover, if we think their living conditions in the economy is still lack the basic needs of people, how might they be thinking of the fate of others while their own destiny is not deterministic. This is a principle to live like that was developed by Weber (1958) through his work '*The Protestant Ethic and the Spirit of Capitalism*', and this principle also encourage the development of capitalism in the West where the gain material or financial rewards seemed to be the main reason of every economic social behavior.

CONCLUSION AND RECOMMENDATION

Issues on Public Service Motivation (PSM) have been debated in various studies in some developed countries over the past few decades. However, those studies have not managed to get a strong theory to explain these PSM cases among the employees. The findings still need new evidences based on studies in various regions of the any countries so that they can find a stronger theory at one time.

Most of PSM studies conducted in developed countries so far, especially in the West, generally found that the level of PSM among public employees is higher than their counterparts in the private sector. In addition, several findings also imply that the level of the PSM and its effect on the work among the employees in developed countries in the West is also assumed to exist among employees in any area of the country. A few scholars argued that the theory of PSM might be *cross-culturally viable*. But, of course, this conclusion is not entirely true and does not occur in the case of PSM among employees in Padang West Sumatra which proves the contrary.

Thus, in general, it can be concluded that the theories related to the study of the PSM in various public sectors in developed countries could not be generalized, especially for the case of developing or third world countries who have social characteristics, cultural, economic, ideological, religious, and other values which might be different from one to another.

Given that this study has several limitations, with respect to the scope of the study area and variables, the results of this study certainly did not have pretensions and is not intended to be generalized to all employees throughout the area in Indonesia. This study suggests several areas where future research might be focused. An obvious priority is that more research need to be conducted to explore and test the other variables. Therefore, it is recommended that other researchers make similar studies in various regions in Indonesia with a broader scope and involve the other variables than those have been tested in this study. It is likewise recommended that a similar study has propagated made in any areas of other third world countries, because so far more research on PSM made in developed countries, which would have different characteristics in many ways compared to those in the third world countries. To produce similar studies in third world countries and to include other variables in the study then it is expected to be more reinforcing the theories concerned with the level of PSM among employees.

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The Copyright in Albania and its Legal Protection under National Law

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Abstract

*It is a fact that the entire history of existence and development of human society has been founded on products of intellectual creativity of the human mind, which have been used to solve different problems of the time. We all have witnessed how the human imagination in the world has made possible the development in the field of science, technology and especially in Arts. Scientific innovations and the artistic activities, such as the music, painting or literature are created by individuals who have the ability to see and to express things in new and innovative ways. Intellectual property is a legal term that refers to the special protection, reserved by the law to the product shaped by human ideas, such as scientific and technological inventions or the artistic works. First of all, the intellectual property is considered a non-material asset that can be sold, bought, exchanged, licensed, etc., as well as any other property. On the other hand, it is considered as a personal exclusive right of the owner. Under intellectual property laws, the owner of intellectual property is granted the right to stop any infringement, unauthorized intervention or activities in relation to his property. One of the most important intellectual property rights is the **copyright**, which is the object of study of this article. The Copyright and the related intellectual rights, specially provided by the domestic normative framework, constitute relatively new legal institutes to Albanian reality. The Copyright in Albania presents special features because on the one hand it's facing a normative regulation which aspires to get closer to international standards, but in practice it's facing a insufficient and ineffective protection by the competent state authorities.*

Keywords: copyright, intellectual property, author' rights, Albania.

INTRODUCTION

DEVELOPMENT OF COPYRIGHT, THE REALITY IN ALBANIA

If we look back to see where we have achieved and what approach we have described in the field of copyright, we will see that creativity in the fields of literature, music, fine arts and others were born much earlier than the right and legislation is created and adopted to adjust its defense. Copyright is a relatively new legal institute compared with known and regulated institutes since Roman law. Copyright is not recognized by the Roman law as a right to issue property profits¹.

Only after the discovery of the press in the Middle Ages, when the intellectual works began to materialize and distribute for the first time, was born the idea of extracting material benefits, because in this period began to become evident even the income that arose in the publishing field, mainly of books and texts. Characteristic of this period was that the income derived from a work was not given to the authors or creators of these works, but publishers, librarians and owners of printing company. In the late eighteenth century, the authors became conscious regarding their property rights as a result of the combination of authorship with commercialization and for the first time copyright was recognized and regulated by law, in particular the right of authors and creators to attract material benefits from their creations. The development of modern

¹A.Mandro, "E drejta romake", Shtëpia botuese Afërdita, Tiranë, 1998, p.139.

legislation on copyright was supported by legal efforts which were conditioned by commercial interests to take control of the publishing industry monopoly and the right manufacturing.

In England in 1710, came into force Statute of Anne¹, which intended to restrict the prior rights of publishers in a number of years. This statute is one of the first full acts that gave the modern appearance to the legislation on copyright in the countries which practice the Common Law, but also in international practice in general. *So copyright as entirely personal non-property and property rights is designed at least in 1710 with judicial practices and laws aimed to create monopoly protection of copyright.* Nowadays, the legal regulation of copyright is not only an aspect of domestic law of each state, but it has taken international dimensions, becoming the object of normative regulation by international agreements between participating States in these treaties. Also in the framework of European Union law, copyright and rights related to it, has become part of its normative regulation, binding it to the Member States' legislation. In this context, Europe Union countries and those that are in the process of being part of the European family have carried as a liability or are in the process of implementation, the adaptation of national legal standards with the European Union in terms of copyright.

Legislation for the protection of copyright is the branch of a wider embodiment laws called Intellectual Property. The term **intellectual property** refers to commonly creations of the human mind. Intellectual property protects the interests of creators by giving them the right of ownership over their creations². In the world, intellectual product as "the object that causes report copyright", is known later, by being compared with the recognition and regulation of other institutions of civil law. Despite the idea for "pecuniary benefit from the works of intellectual creativity" was born in the Middle Ages, only the late 18th century³, for the first time, the copyright of its concrete benefits in terms of wealth, was recognized and remedied especially by law⁴.

The copyright is protected by international law for over 200 years. It provides the economic basis for the creation and distribution of musical, literary and artistic works, movies, computer programs and other forms of creative expression. Copyright protects human artistic integrity and culture. Nowadays, the legal regulation of copyright is not only an aspect of domestic law of each state, but it has taken international dimensions, thus becoming subject to regulation by the normative international agreement between states participating in these treaties⁵.

The Convention for the Protection of Human Rights and Fundamental Freedoms, ratified by the Republic of Albania⁶, Article 1 of the Additional Protocol, provides that *every natural person or legal person is entitled to the peaceful enjoyment of his possessions*. The European Court of Human Rights, in its judicial practice, protects the copyright as a fundamental right, stating that the term "assets" includes intellectual products as literary and artistic works, trademarks, licenses etc⁷. In this context, even the Constitution of the Republic of Albania attaches a special importance to copyright, as it establishes **the freedom of creativity** as one of the constitutional rights and guarantees the protection of **copyright**⁸. This means that every person who is the subject of an establishment in any of the forms considered as *intellectual work*, not only has the right to freely exercise his creative, intellectual or artistic ability, but also to protect this right from any violation by other persons, making it either in the form of a copy, improper use, unauthorized reproduction etc⁹.

¹Arthur. R. Muller, Michael H. Davis, "Intellectual Property", 1991, West Publishing Company, P.O. BOX, 64526, p.280.

²Suela Zenelaj, "E drejta e autorit në Bashkimin Europian". <http://www.academia.edu/4037273/EdrejtaeAutoritnëBE>.

³M.Semini-Tutulani, "E Drejta e Detyrimeve dhe e Kontratave (Pjesa e Posaçme)", Tiranë, 2006, p.192-193.

⁴*Statute of Anne* of 1710 in Great Britain, which used to regulate the property aspect of copyright obtained from booksellers.

⁵Berne Convention "On Protection of Literary and Artistic Works," the TRIPS Agreement "On various performances of intellectual property rights related to trade" (1995), the Rome Convention for the Protection of Performers, Producers of Phonograms and Organizations broadcast (1961), the Universal Convention on Copyright, the Treaty of the World Intellectual Property Organization (WIPO, 1970), etc.

⁶Law No.8137 dated 31.07.1996 "On the ratification of the European Convention for the protection of human rights and fundamental freedoms"; added to the law No.8641, dated 13.07.2000 (additional protocol); added to the law No.9264, dated 29.7.2004 (additional protocol); Changed the law No.9453, dated 15.12.2005 (additional protocol).

⁷See: Human Right Court decision dated October 4, 1990, No.12633 / 87, Smith Kline and French Lab. v. Netherlands; Decision dated 11 January 2007, No.73049 / 01, Anheuser-Busch v. Portugal;

⁸Article 58 of the Constitution of the Republic of Albania: "1. Freedom of artistic creation and scientific research, placing in use, as well as profit from their results are guaranteed for everyone. 2. Copyright is protected by law".

⁹ Prof.Asoc.Dr.Mariana Tutulani, Mariana Dedi, "Pronësia Intelektuale", Tiranë, 2005, p.56.

I. DEVELOPMENT PHASES OF COPYRIGHT IN ALBANIA.

Historical development of the copyrights in Albania was followed in several main stages through which have passed the development of the state and law. These stages are:

1. The first stage - the regulation of copyright by the Civil Code of 1929, which is also one of the most comprehensive legal acts in this field. This Code, which referred to the contemporary western legislations, predicted copyright as one of the objects of the right of ownership. This right is sanctioned as copyright for inventors too over their works and inventions. The object of these rights was called intangible items.
2. The second stage - the regulation of copyright from 1955 to 1981. Article 58 of the General Part of the Civil Code approved by a special law¹ sanctioned the protection of copyright as one of personal non-property rights².
3. The third phase - the regulation of copyright after the collapse of the communist system and the establishment of political pluralism (after the year 1990 onwards)³. The Civil Code of 1981, spread its legal effects until 1992, with the approval of the law No.7564, dated 05.19.1992 "On copyright", constantly changing with other laws and completed with bylaws. During this phase, the Constitution of the Republic of Albania was approved, which establishes the freedom of creativity and ensures its protection⁴ as one of the constitutional rights. The entry into force of the Criminal Code belongs to this period, which in the treatment of Articles 148 and 149, considers criminal offense *publishing the work of others under his own name*, and *non-authorized reproduction of other people's work*⁵. The 1992 law "On copyright" introduced new concepts and wider protection in this as delicate as important area.
4. The fourth stage - a very important moment for normative regulation of copyright marks the adoption of the *lex specialis* - the Law No.9380 dated 28.04.2005 "On copyright and other rights related to it", as amended. With the entry into force of this law and bylaws in its implementation, we may say that Albania has a more complete legal framework and somewhat similar to that of European countries in the field of copyright.

By focusing in several directions, it is noted that the law is more specific and brings the introduction of new elements. Thus, for the first time in law it is applicable the notion of *contract*, meaning "publishing contract" and "contract for musical and theatrical performances". By publishing contract⁶, the author passes to the publishers, towards a fee, the right of production, reproduction and distribution of work. While in the contract for musical and theatrical performances⁷, the holder of copyright or organizer of the show, carries over the right to perform in public the literary, dramatic, dramatic-musical, choreographic or pantomimes work. For the contracts to fulfill their effects, they are required to register with the relevant authorities, which in the new law would be called "Albanian Office of Copyright" (AOC)⁸. Only after registration and certification at this office, the contracts are valid.

Another provision that is the subject of numerous debates following the adoption of the new law, is the forecast to Article 51 paragraph 3 of Law where is sanctioned that: *Any agreement for the transfer of property rights in the exclusive form is filed, registered and certified in the Albanian Office to Copyright*. Similarly, an innovation of the new law is the forecast in

¹Law No.2022, dated 02.04.1955.

²More specifically, this article sanctioned the opportunity of the author to protect personal non-property and property rights if his name or nickname is affected by the copyright in general and others. The author may require the court's recognition of its right, the cessation of violation by other persons, or the restoration of copyright in his favor. If he had caused damage was entitled to seek the cause of the damage. Personal non-property rights were protected after the death of the author or their holders.

³ Prof.Asoc.Dr.Mariana Tutulani, Mariana Dedi, "Pronësia Intelektuale", Tiranë, 2005, p.54

⁴Referring to Article 58 of the Constitution which deals with constitutional recognition of the right to create and to be the author of a work.

⁵Article 148 of the Penal Code provides that "The publication or use of totally or partially with its name of a literary, musical, artistic or scientific work that belongs to another, constitutes a criminal offense and is punishable by fine or imprisonment up to two years ". Article 149 of the Penal Code provides that: "Reproduction in whole or in part of literary, musical, artistic or scientific work that belongs to another, or use them without the author's consent, when their personal and property rights thereof, constitutes punishable by a fine or imprisonment up to two years".

⁶Law "On copyright and related rights", Article 38.

⁷ Ibid, Article 49

⁸ Ibid, Article 117.

Articles 95 and 96 of the concept of *database*, listing the author's exclusive rights in a database. In 1992 the law had no such treatment. For the first time it is treated by the law and broadcasting of satellite programs (satellite broadcasting), thus the authors find for the first time protection for these broadcasts¹.

The new law regulates the right of appeal against the violation of the exercise of the right of public performance of the work². So any person who holds the right to exercise public performance of a work, has the right to ask the prefect of the district to prohibit any public performances, for which there are no documentary evidence proving the registration and certification by the Albanian Office Privacy Rights (Article 119/1). So the right-holder makes first complaint to the prefect that in this case constitutes the first link of appeal. After this, the prefect addresses for competences to the AOC confirming whether or not the claim of the party. After receiving an answer from AOC, the prefect allows or prevents the performance of the work. The decision is final and can be appealed to the judicial authorities.

II. TREATMENT OF THE CONSTITUENTS ELEMENTS OF COPYRIGHT, UNDER ALBANIAN LAW.

II.1. Circle of works entitled to protection as objects of copyright.

Intellectual property is traditionally divided into two main categories: *copyright* and *industrial property*. Industrial property itself is a broad category that includes several other sub-categories which vary from one country to another. In our country the integral sub-categories of the Industrial Property are: *inventions and utility models, trademarks, industrial designs and appellations of origin*.

The object of copyright is *the work*, which by copyright law is defined as: "*Work is any original and intellectual materialized creation, which aims to have effects on human senses by taking a particular physical shape, despite the forms of expression*". By this definition there are a few elements of being a work, as follows:

1. The work should be a creation that is characterized by **originality**, the totality of elements that make it distinct and evidentiary from any other creation or work done up to that point, regardless of whether it is original or derivative.
2. The work is an **intellectual creation**, which means it itself carries a minimum of creative value. This means, that the work is not only related with the entities which represent the intellectuals' category, but can be prepared by anyone with any level of education and schooling.
3. The work should be in **materialized form**, in order to cause effects mainly on visual and auditory senses of the public.
4. The work should be not only in the material form, but also in a **physical form** as well, regardless of the form of expression. A creation that is not embedded in a physical or material handler, regardless of the form, appearance or function, it is not a work and does not enjoy such protection as such³.

All of the above conditions or elements of the work must exist together cumulatively. The absence of even one of them makes the creation not being a work.

Copyright protects literary, artistic, journalistic and other works, which include: a) any original intellectual creation of this nature, regardless of its form of expression; b) any creation developed in the form of a work or a collection⁴.

With **original work** we understand a creation which has not existed before, or even if it has existed before, it is presented in a new form with new elements that make it distinct from the previous establishment. Regarding the original works that are included in the objective of the copyright, the law "On copyright" sanctions the circle of works entitled its protection, presenting a list of products in the field of literature, art or science, creative work of human mind etc⁵.

¹Ibid, Article100: "*The public activity of broadcasting programs in radio or television, by satellite, in the Republic of Albania, based on the provisions of this law and other legal provisions in force*".

²Ibid, Article119.

³ Prof.Asoc.Dr.Mariana Tutulani, "E Drejta e Autorit në Shqipëri", Tiranë, 2009, p.59-60.

⁴ Ibid.

⁵In Article 7 of Law No. 9380, dated 28.04.2005 "On copyright", as works which enjoy the protection of the law are considered: a) Literary and journalistic writings; b) Lectures, speeches and other works expressed orally; c) Religious prayers and sermons, which materialized

Alongside original works, the law provides and protects **derivative works**¹. Derivative work means any intellectual creation, which derives from an original work by fulfilling the condition: without violating it. Such works are those which rely on a previous creation, but bear in itself a creative work, have selective nature and disposition, which makes these works have the same legal status as the original ones and their authors enjoy all rights of the author of an original work². The law makes sure to define the district products or works that are not subject to copyright and do not enjoy the protection of this law³.

As mentioned above, to bear the copyright, whether for an original or derivative work, it is necessary that the production of intellectual work take concrete shape, to materialize in order to be perceived by others without the necessary publication of the work.

II.2. The subject of copyright.

The author is the person who creates the work, explained above and with this quality can be primarily a **natural person**⁴. Since work is the product of intellectual creativity, in the logic of the law, there is no age limit for having this quality, so the author can be any person with legal capacity, regardless of whether or not the capacity to operate. Not only this, but author may also be an adult person who is of age but by court is deprived or has limited capacity to act. In the quality of the author can be **two or more natural persons** (the case of co-authored⁵) especially in manufacturing audio-visual works (songs, movies). In these cases, each of the co-authors will be the author for his creative work. It is an accepted practice that in special cases, in the quality of the author may also be a **legal person** (for audio-visual works, the author is the cinematographic company).

We can say that whenever there is an author, there is an authorship. Authorship is the legal relationship established between the natural person who has made the creative work and materialize it in a form and a work itself which is the result of his creativity. The authorship occurs at the time of creating the work or at the time when finding out who is the author of the work, without the need for any legal action.

By making the connection between **the author** and **the owner** of the work, the law provides that the copyrighter is the first owner of personal property and non-property rights that are related to his work. If we refer to the Law "On copyright" we will see that the right of ownership of a work is entitled to its author or owner to determine the fate of the work, pass the right of ownership of the work to another person, to dispose it, to sell it, import it, to provide rental for it etc.

The law provides that another special subject of copyright is also **the publisher of the work**. The publisher is the person who undertakes the publication of a work, making it available to the public the copies of the work, by the sale contract. The

in a holder that proves the existence of the work; d) Every other oral or written creation; e) Computer programs, entering the row of newer works protected by copyright; f) Scientific creations, written or oral, as scientific lectures, cycles of university lectures, studies, textbooks, scientific projects and documentation; g) Musical compositions, written or oral; h) Dramatic and dramatic-musical creations; i) Choreographic creations; j) Pantomime, dramatic compositions; k) Cinematographic creations; l) Other visual creations and audiovisual; m) Photographic creations; n) The creations of fine arts, which can be: Paintings, Sculptures, Drawings, Sketches, Engravings, Graphic work, Lithography; o) Works of applied art; p) Architectural creations; q) Three-dimensional creations; r) Maps and drawings in the field of topography, geography and science in general.

¹In Article 8 of Law No.9380, dated 28.04.2005 "On copyright and other rights related to it", are listed the derivative works which include: 1) Translations; 2) Resetting or adjustments; 3) Illustrations; 4) Documentary creations; 5) Musical arrangements; 6) Any transformation of a literary, artistic or scientific, that is the product of creative work of the mind; 7) The summaries of works and contributions, which include: adjustments and disposition of creativity and folklore materials; 8) Database is a summary of independent works, information or other materials listed methodically and systematically which individually accessed by electronic or other means.

² Prof.Asoc.Dr.Mariana Tutulani-Semini "E drejta e autorit në Shqipëri", Tiranë, 2009, p.65-74.

³In Article 9 of Law No. 9380, dated 28.04.2005, provided kinds of works that are not subject to copyright, including: a) The ideas, theories, concepts, discoveries and inventions in a creative work, regardless of the way the making, explanation or expression; b) Official texts, legal nature, administrative, legislative, political and other relevant official translations; c) Official symbols of the state, organizations and public authorities, such as: arms, seal, flag, insignia, medallion, distinctive signs, medal; d) Means of payment; e) News and press information; f) Simple data and facts.

⁴Article 5, paragraph 1, Law No.9380, dated 28.04.2005.

⁵Article 6 of Law No.9380, dated 28.04.2005, treats in this way the co-authorship meaning: *A joint work of a creative work of some authors in collaboration; Co-authorship by agreement between the parties or under the provisions of the Civil Code of the Republic of Albania; Copyright in a joint work which belongs to the authors, who agreed between them choose one of them as the main author, etc.*

publisher connection with the author is made through a *contract of publication*, in which the author passes to the publisher, in exchange for a reward, the right of *reproduction* and *distribution* of the work. The publishing contract and the rights that have passed to the publishers are valid and effective only after registration and certification in Albanian Office for Copyright and end after the deadline for which was agreed in the contract or after all the published copies are completely delivered.

III. THE CONTENT OF THE COPYRIGHT AND ITS PROTECTION BY ALBANIAN LEGISLATION

III.1. The contents of the copyright, according to the Albanian legal framework.

The content of copyright includes two very large and important groups' rights, which are: (a) the personal non-property rights, otherwise referred to as moral rights and (b) property rights or otherwise referred to as the economic rights¹. In article 12 to article 18 of the law on copyright there are listed all property rights with its character, where we can mention:

1. **The exclusive right of exploitation** of his work in every **form** and **way**. The exclusive right means of personal right of copyright, excluding any other as its title. Use of the work means joy and its availability as well as the in material and non-material terms.
2. **The right of compensation** for each case and for each type of use of the work, authorized or not by himself.²
3. The right to import the work in order to distribute it to the public.³
4. The right to translate the work.⁴
5. The right to adjust, collate, transform the work.
6. The right of the display or the declaration of the work before the public eye⁵.
7. The right to communicate the work to the public by broadcasting or retransmission.⁶
8. The right to broadcast the work to the public by cable or other means.⁷

The author of a work also enjoys the **personal non-property rights**. These rights are inextricably linked with the author when he was alive, but even after his death⁸. Only a part of their inheritance passes to the heirs of the author. And the right to the name, the appearance in public under a pseudonym, the co-authorship, is personal non-property rights that do not pass by inheritance. Personal non-property rights include:

1. The right to establish his name on the work or on any copy thereof;
2. The right to request that he is recognized as the author of a work;
3. The right to determine under whose name will his work be presented to the public;
4. The right to remain anonymous or to use a pseudonym.
5. The right to decide whether his work will be presented to the public, when will be presented, how will it be done, and the place where his / her work will be presented to the public for the first time;
6. The right to demand respect for the integrity of the work and to oppose any removal or change that affects his name and honor;

¹ Prof.Asoc.Dr.Mariana Tutulani-Semini, "E drejta e Autorit në Shqipëri", Tiranë, 2009, p.122

² Law No.9380, dated 28.04.2005, article 5/a.

³ Ibid, Article 5/b.

⁴ Ibid, Article 5/c.

⁵ Ibid, Article 5/d.

⁶ Ibid, Article 5/dh.

⁷ Ibid, Article 5/e.

⁸ Prof.Asoc.Dr.Mariana Tutulani- Semini, "E drejta e autorit në Shqipëri", Tiranë 2009, p.129

7. The right to decide when the author draws work from publication or amend it, when the toggle part of the whole, when to share the work in parts, even when partially or totally destroys it.

The broadness of understanding and interpretation of non-property rights of the author has been the subject of many judicial practice issues. Thus, the international jurisprudence has widely addressed the issue of moral rights of the author in the civil case, judged by the Supreme Court of India, "A.N.S vs. the Indian Government". In this issue they were identified and found protection moral rights, related to a mural drawn which was then destroyed by the government¹. Even Albanian case law recognizes issues that had on focus the protection and restoration of property and non-property (moral) rights of the author. Mention here is the civil case "J.D vs. the "International Organization for Migration (IOM)", with the object of restoring the copyright and economic damage compensation²; case "Arba Editions" Ltd. vs. "Albtelecom" shareholders with the object of compensation of the property and non-property damage³; case "Afërdita Shijaku" vs. National Cultural Centre for Children Tirana and the Ministry of Economy, Trade and Energy", with the object of cessation of violation of the copyright and material and moral compensation for the use of the property⁴, etc.

III.2 Author and his protection by the Albanian legislation.

According to the Albanian law for copyright does not appear to require anything other than the fact of creating the work, to be called its author and to enjoy the protection of copyright. The first paragraph of Article 1 of the Law provides that "*This law protects works ... regardless of the form of expression ...*". Likewise, the second paragraph of this article reinforces this idea when it states "*The protection does not depend on the form or manner of expression ...*". Under Albanian law, the person who has created a work gains protection by copyright from the moment of its creation. It is not necessary for the work be fixed in a touchable tool, nor is it necessary to have a notice to whom the copyright belongs and when it has started.

It should be noted that in some countries it is not enough just the fact of creating the work to legally protect the author. But, except of creating the work it should be fixed into a touchable expression. This is the case e.g. in the US and in England. In fact, it is thought that the condition of fixing the work in a touchable tool is important because, otherwise how can we prove that the work has existed before, that the author is you, and that it later, for example, is copied? How can you complain to the court when you have no material proof, or a document or record of your work? This will make it difficult to alleged copyright protection, since the only defense would be that with witnesses.

In the US, until 1989 when the US signed the Berne Convention, should be respected even some formalities, such as in the placement of a *notice* that the work is protected by copyright ("Copyright", or the authors right belongs to this or that person). Meanwhile, Albanian law as the law of a Member State of the Berne Convention responds to obligations covered by this convention, by does not require any kind of formality to protect the underlying copyright. So the lack of such notification in work ("copyright" belongs to the author) does not prevent a person from the protection of copyright. Normally, the author of the work and, therefore, the holder of the copyright, is the one whose name, normally, appears in the work as its author.

¹The issue of talented sculptor, Amar Nath Sehgal who couturier a mural. The mural was uncovered partly of the wall and the remains were stored. This was considered a violation of the honor and reputation of the artist. Based on Article 6 of the Berne Convention, Indian law codifies the concept of moral rights to protect copyright, in order to distract from his economic rights, to claim ownership of the work and prevent any deformation or modification to the work which would prejudice his honor and reputation. It is important to note, that if murali was completely destroyed, there would be likely, that Sehgal had received the same compensation, especially because of the large space of time between the removal of the mural and trial.http://www.wipo_magazine/en/2007/article_0001.

² The decision of the College of High Civil Court No.1867, at the hearing on 26.11.2003 and 09.12.2003.

³The decision No.125, dated 07.02.2001 of the Court of Appeals in Tirana and decision No.2312, dated 07.13.1999 of the Tirana District Court accepted lawsuit filed by "Arba Editions" Ltd. against "Albtelecom" shareholder with object of economic and non-economic compensation - the defendant has reproduced telephone cards that he sells them to the public, postcard images produced by the plaintiff, ie those works that according to him, the reproduction is prohibited.

⁴ Decision of Tirana District Court dated 11.11.2011 (civil case No. 894 Act): Afërdita Shijaku against the National Cultural Centre for Children Tirana and the Ministry of Economy, Trade and Energy; The obligation of the respondent Ministry of Economy and Energy and the Children's Cultural Centre to pay the plaintiff the value of ALL 3.39 million for infringement of copyright of the work Skultural Group "Flowers of life".

Copyright, according to the violation made, can be protected in the following ways:

a. Protection in civil terms. For breach of copyright, unless an agreement is reached between the parties, interested persons can ask the court to resolve the dispute in a civil trial. To judge whether there is a violation of copyright the following elements must be proven:

- 1) It must be proved that the work is one of those, which are *protected by copyright*, provided by law;
- 2) It must identify the right that has been violated, which can be considered part of the content of copyright and;
- 3) It must be proved that the plaintiff is the holder of that right. If the plaintiff is the author, then it is simple, because the author is presumed to be the first holder of all economic rights of the author. If the plaintiff is not the author, but the person whose rights are transferred, the court should require the license or the contract of alienation and see if it is exactly the violation of that right, having passed the license, or contract alienation (sale, donation, etc.). To legitimize the establishment of the claim, the plaintiff must be the owner of that right that is allegedly infringed, or the holder of the exclusive license for that right. The holder of a non-exclusive license may come to the court as a third party.
- 4) It must be proved that the use of the right of the defendants is illegal. Illegal use constitutes performing any action, which forms part of the author's economic rights, without first obtaining his consent. However, there are some uses, which, although carried out without the prior consent of the author does not constitute a violation of his rights. These restrictions are called economic rights of the author, for example, when the use of the right is from those uses which are permitted to the public, or when the term of protection of the work has already expired, and the work is in public possession. These types of uses allowed, but not illegal, are well defined in law.

Civil process can also be used to compensate in money the moral damage (non-property) that may have occurred to the author, when his honor and personality has been affected.

b. Protection in administrative terms. The state, through special administrative bodies can be invested mainly for the implementation of the regulatory framework imposed on Copyright, administratively. This intervention is realized through control inspectors of the Tax Police, for the collection of the rewards and establishing sanctions against persons who illegally use copyright.

So far there have been three acts that enable this: The Law No.8826, dated 05.11.2001 "On some amendments to the law No.7564, dated 05.19.1992 "On copyright"; Decision of the Council of Ministers No.309, dated 13.06.2000 "On the tariffs to be paid by the users of artistic property"; and an Instruction of the Ministry of Finance in the implementation of the above law. These acts create a system, under which control inspectors of the Tax Police check on the main artistic property users to see if they have entered into contracts with the author, or the author's society, if he has adhered such. If these users have contracts with copyright societies, then they have to pay those fees provided by the state. Pursuant to the Decision of the Council of Ministers No.309 / 2000, the Tax Police inspectors can impose penalties provided by the law against those entities that use the work of others without regard of the above contracts, or who do not pay bonuses provided from such contracts. Of course, against any penalty decision it is recognized the opportunity appeal in court. Moreover, the legal framework in force¹, provides the buildup of a special inspectorate, which operates in accordance with the law of inspection² and covers specifically the areas of copyright.

For the radios and televisions, in particular, it has become a public regulation of how they respect the copyright in the programs broadcast. Albanian legal framework for radio and television³, requires these entities to submit to the National Council of Radio and Television (NCRT) documentation proving that they have the right to broadcast the programs. This might be a document that proves that the program is produced by them or for which they have the right to broadcast, if the program is produced by third parties. If radio and TV stations broadcast programs that have not produced by them and who do not have contracts sale, donation or exchange, the NCRT with its own initiative, or upon appeal to other operators may

¹Law No.9380, dated.28.4.2005, "On copyright", amended by Law No.78/2013, Article 131.

²Law No.10433, dated 16.06.2011, "On inspection of the Republic of Albania".

³Law No.9124, dated 29.07.2003 "On some amendments to Law No.8410, dated 30.09.1998" "On the Radio and Public Television in the Republic of Albania".

impose fines of 200.000 up to 1 million ALL. It can also shorten the time of the license up to 50%, or may remove the offender's license.

A special role in the protection of copyright in the administrative aspect it is played by Albanian Office for Copyright (AOC), a main institution, with the public legal person status, according to Minister of Tourism, Culture, Youth and Sports, headquartered in Tirana. AOC shall exercise its activity in pursuant to the Constitution, in Albanian legislation on copyright, in other legal provisions and regulations in force, and as well as in other conventions and international agreements, to which Albania is a party. AOC has as object of activity the supervision and monitoring of respect for the rights of authors and other rights related with entities (natural/legal entities, private or public) which are users of literary, artistic or scientific property¹. The law does not stipulate in detail the organization and functioning of this Office, but it predicts that "The status, the scope of activity, the internal organization ... as well as other issues related to the operation of the Office are approved by the Council of Ministers".

Regarding the comprehensive analysis on the current situation of legal order, in relation to copyright, we can say that the problem is evidenced in the effectiveness of normative acts (laws and regulations). Therefore, for the Albanian government come the task of finding legal means to achieve the purpose of the law in the field of legal regulation of copyright and its protection in the most dignified manner. Hence in the government's progress-report for the coming years, the planned activities for the advancement and enforcement of national strategy on Intellectual Property, are focused and organized in accordance with three main components:

- Harmonization of legislation.
- Strengthen of the institutional and administrative capacity
- Raising public awareness.²

c. Protection in penal terms. Copyright is protected through the penal process as well. Penal punishment for violation of the economic and moral rights of the author is provided by the Penal Code. Thus, Article 149 of the Penal Code, in the protection of the personal property of the author provides a *fine or imprisonment up to 2 years, for reproduction of the work that belongs to another or using it without the consent of the author*. Likewise, Article 148 of the Penal Code comes in defense of author's moral right (non-material) to be recognized as the author of his work when *predicts the punishment by fine or imprisonment up to 2 years for publishing or using its name under a work that belongs to another*. Penal sanctions for violations of copyright are provided even by the law of copyright itself³.

CONCLUSION

In the international context, the intellectual property initially was known simply as a moral right and then gained the status of an economic right of the intellectual property owner. In our legal system, the institution of copyright is relatively late and found only when Albania established democratic system after 90s. The 1992 Law "On copyright" introduced new concepts and broader protection in this important area. So, we can conclude that national legislation in this field, seen in historical comparative national plan, has made significant progress.

Currently, the applicable law is that of 2005 "On the right of the author and other rights related to it", as amended, which is considered a good law but not with the proper standard of implementation that deserves a candidate country for the European Union. This law has a clear aim to guarantee the protection of these rights, which include the rights arising from a creative activity, trading, manufacturing or any other activity of assessment, exploitation, use or alienation of literary,

¹<http://zshda.gov.al>

²Information received from the Ministry of Integration, Directorate of Integration and Projects, 2012.

³Law No.9380, dated 28.4.2005, "On copyright", article 125, "Penal Sanction": "*If measures for seizure of vehicles, equipment or production facilities of this issue, it is decided as a result of performing an offense or an penal offense, the decision making body forwards the case to the prosecution authorities for the continuation of penal proceedings, in accordance with the provisions of the Criminal Procedure Code and other applicable provisions*".

artistic, scientific work within the territory of the Republic of Albania. This law for the first time mentions the publication and musical show contracts, as it establishes for the first time the competent state authority - Albanian Office for the Protection of Copyright - despite that this does not regulate in detail the organization and functioning of this entity.

As is evidenced even by other researchers, formal legal standard for copyright in Albania is completed, while the implementation in practice of the law in this field is far from international standards.

Some suggestions for a more dignified defense to copyright would be:

- The increase of the authority and of the capacity of the Albanian Office for the Protection of Copyright, in order to be able to make the final administrative decisions and applicable to offenses in this field. One might suggest the creation of regional centers of the office for effective coverage of the territory.
- The preparation and the implementation of public awareness campaigns on intellectual property issues. Promoting public debate about current issues concerning the protection of intellectual property, especially from the perspective of international law and international business. The involvement of the media in cooperation at this stage appears to be a concrete and useful step to be realized.
- The promotion of the activities of various interest groups (including NGOs, business associations, chambers of commerce, businessmen, scholars, etc.) involved in the protection of intellectual property rights, by means of the discussion, exhibitions, lectures, etc.

Public support is a fundamental element for the success of initiatives to protect copyright. In this context, it is necessary not only that the state should protect intellectual property rights, but also for the general public to understand the consequences of violations of these rights.

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A New Pathway towards Retirement Preparation: Integration of Holistic Life Planning

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Abstract

This is a concept paper to review the needs of holistic life planning as a new pathway towards retirement preparation. It is based on the review of literature on the importance of this knowledge to fulfil individual successful planning and preparation for retirement. It includes the review on a planning process theory by Friedman and Scholnick (1997) which provides the basis for generation of retirement preparation. Meanwhile Hansen's Integrative Life Planning (ILP) theory is embedded within the theoretical framework to help better understanding on the domains of planning and preparation for retirement. The purpose is to develop a theoretical model for measuring employees' retirement preparation in government organizations. The primary problem in retirement preparation is the lack of theory to show the development of retirement preparation process. Although prior research has theories explained on retirement thoughts, behaviors, attitudes or goals undertaken to fulfill the retirement preparation, none of it measures applied in the studies were established to directly test the theories according to the process and development of retirement. According to the process theory, individuals acquire an understanding of the problem, goals will be set in making a decision to start preparing and finally behaviors is considered necessary to fulfil the goals (Noone et al., 2009). This raises intriguing questions: What factors influence retirement preparation? Which stages in retirement planning and preparation require intervention and support? (Noone et al., 2009) Which domain in life is significant to retirement preparation? The theory is discussed throughout the paper in the context of the needs of retirement preparation. This paper would be useful for policy makers, practitioners and employees in considering their own retirement preparation for future well-being.

Keywords: Retirement Preparation, Retirement Planning, Hansen's Integrative Life Planning (ILP), A process theory of planning, Retirement Domains.

1.0 Introduction

To prepare or not to prepare? This seems a straightforward question that anyone who is employed should be able to understand and answer. But what does it actually mean? The message that is given to individuals from the moment the term itself, 'retirement' becomes a decision making. It is no longer reflecting a dichotomous decision: yes or no. Rather, retirement preparation is becoming an increasingly enduring and diverse process. Retirement in the past is different from today and will be different again in the future. This marks the organization today to continue to provide incentives for employees to retire. This paper aims at developing a theoretical model for measuring employees' retirement preparation in government organisations in Malaysia. Although Malaysian government has slowly come to comprehend the rationale for investing in retirement research, more understanding need to be shown in the process towards retirement. After all, the findings are important in raising public awareness of the critical need for retirement planning and help to outline strategies to encourage early preparation for retirement (Noone, Stephens & Alpass, 2010).

From a global perspective, a new historical period has emerged in which retirement have raised social awareness of the status and increased the readiness in community initiatives in various forms. Today, retirement represents a major life change. Therefore, it requires sufficient planning and preparation. With the aging of many populations in the world, soon perhaps the largest proportion of the society classified as retired than ever. This is one of the fundamental driving forces for research in retirement planning as society-wide phenomena (Wang, 2013). Although much of the population is approaching retirement age, little is known about how they are preparing for the future (Noone et al., 2010). Retirement preparation needs to be taken seriously. Employees need to be ready and know what to do when they have retired rather than waiting to the last minute decision. According to the process theory by Friedman and Scholnick (1997), individuals acquire an understanding of the problem, goals will be set in making a decision to start preparing and finally behaviours is

considered necessary to fulfil the goals (Noone et al., 2010). The process will allow the individual in obtaining realistic expectations of their retirement. If the expectations are met, then the individual is likely to be ready for their retirement.

Although retirement is most related to financial preparedness (Noone et al., 2010), it is also important that individuals' journey towards preparing for their retirement includes work (career), health, interpersonal relationship, leisure (Petkoska & Earl, 2009) and spiritual (Noor Azima, Jariah & Rahimah, 2013). Each domain is dependent on others and other parts, and all are connected and must work together to maintain as a whole. By looking at financial alone will not resolve sufficient preparation. Good health beside financial security is also important during retirement years. One can engage in extensive financial preparation, but if one's health fails, those financial preparation likely to have little effect. Research also has shown that leisure such as social network, travelling, hobbies, sports and games are also associated with retirement (Dorfman, 1989). After withdrawing from the labour force, leisure activities will become a central focus of the retirees' life and becoming more important (Hendricks & Cutler, 1990). The differences are the leisure activities of retirees who live in different kind of environment settings and housing arrangements. Attention from spouse, family and friends are also important part of pleasure and will lead to retirement satisfaction. Family plays an important role in people's lives and the most significant role in life. Much of the research in work area focus on 'bridge employment', with its connotation as a transitional period of gradually stepping down from full time work to full time retirement (Feldman, 1994; Shultz, 2003). Regardless of being retired many older employees express a desire to continue working after they have formally retired (Brown, 2003). For some individuals, continued work increases financial stability in old age and it is a way to remain active and productive as well. Spirituality is an aspect of life that has been overlooked in retirement research. In this paper, spiritual concerns with religion or their perspective of live (Noor Azima, Jariah & Rahimah, 2013) towards retirement preparation. Spiritual matter is important to help employees to see its connection with their search for purpose and meaning in life especially towards retirement years.

This paper examines the integration of life planning into retirement process by using the model of general planning process by Friedman & Scholnick (1997) which proposes the foundation for generating the planning and preparation. The development of items scales in every stage of the planning course will be reviewed by applying Noone's (2009) PRePS (process of retirement planning scale). With respect to Muratore and Earl's (2010) definition, retirement preparation in this paper is defined as effort invested by individuals, while still employed, to provide for their well-being in retirement. Apparently, those who are investing effort in retirement preparation are those who are closer to perform actual preparatory steps. On the contrary, those who are not investing any effort in preparatory behaviour would be expected to spend little to no effort investigating that preparation behaviour (Muratore & Earl, 2010).

2.0 Retirement Preparation: Theoretical Background

There are number of theories related to retirement preparedness. Research on retirement over the last two decades has primarily focus on how planning for retirement influences retirement timing, post retirement satisfaction and adjustment. As a result, the theoretical conceptualizations most employed are retirement as decision making and retirement as adjustment (Wang & Shultz, 2010). For example, those who have prepared for retirement and feel ready to make the transition are more likely to exit the workforce at an earlier age (Reitzes, Mutran & Fernandez, 1998; Taylor & Shore, 1995). The related theories are rational choice theory (Gustman & Steinmeir, 1986), image theory (Feldman, 2003), role theory (Ashforth, 2001) and continuity theory (Kim & Feldman, 2000). All these theories are focusing more on determining the decision to retire. Continuity theory argues that peoples' basic nature does not change much from before to after retirement. Merging this concept with image theory, individuals' might foresee that they are more likely to retire if they think they can continue their self-image. Role theory has been used to draw workers' demographic status, work experience, marital life and many more. The theory is also related to decision making of retirement and it is more on how people perceive themselves and their roles in the larger societal context. Retirement preparation both formally and informally might increase subject's confidence in their abilities in making retirement transition later. However, most of the theories focus on retirement thoughts, behaviors, attitudes or goals undertaken to fulfil the planning and preparation for retirement, but it does not guide how cognitions can emerge into goal-setting or preparing behaviours (Noone et al., 2010). In other words, the cognitive and behavioural components of planning have not been integrated in a significant way towards retirement preparation in most of the current research. This has limited the way that planning for retirement can be conceptualized and led to unprepared in retirement (Noone et al., 2010).

Investigating behaviour in retirement preparation is a complicated task. This is because the planning and preparation are mostly accompanied by varying degrees of risk and uncertainty, yet the outcomes are vital in ensuring their positive will-being later in life. Despite the growing numbers of studies in retirement planning, Noone (2009) has mentioned that there has been very little empirical work done on the relationship between retirement preparation and the stages that leads to planning and preparing. The primary problem in preparation is the lack of theory to show the development of retirement preparation process. Without theoretical guidance about how relationship develop and change, individuals will plan and prepare retirement based on intuition, chance, convenience or tradition, which is prone to error (Mathew & Fisher, 2013). In order to address this limitation, a theory of process in planning will be developed in this study to measure different stages in planning for retirement that leads to retirement preparation.

As mentioned earlier in this paper, the initial theory of planning process model consist of four stages (Friedman & Scholnick, 1997, Noone et al, 2009) which the final stage is the preparatory behavior of an individual towards retirement planning. To integrate the knowledge on the four stages with effective retirement preparation, the process will be condensed into three stages to make the process clear and well-defined which is related to Malaysian context. The theory and model will be adapted and used to accommodate to the present paper, where the important essence of it, is looking at the development of the representation of the problem to reduce the uncertainty (Input), planning in order to obtain goals clarity (activities) and lastly base on their decision making, strategies will be implemented and revised (Output). Input, activities and output (Daft, 2001) in the process will reflect as approaches to measure the effectiveness of different stages and not only by final output or how the procedures work. These integrative approaches will be looking at the process as one united system, which encompasses several stages, understand the representation of retirement, transforming them and make it practical for retirement preparation. However, there are some minor problems with this approach such as goal multiplicity and the challenge of how to distinguish operative goals and measures goals clarity.

Apart from the general process of planning theory and retirement planning scale (Noone et al., 2010) as a basis foundation for retirement preparation, there are other theories underlines to support and incorporate to make the foundation clearer and apt to the aspects of preparation process. In order to synchronize stage one, stage two and stage three, a theory by Schank and Abelson (1977) will be incorporated. According to the theory, plans are including a representation of goal and knowledge of the methods that would enable reaching it. From this perspective, planning can connect events and made up of general information about how individuals achieve goals. The content of plans may also vary with age and cultural setting. For example, a 30 years old individual can already recognize and understand the typical definition of retirement. Yet because of the ignorant in the meaning of an action, its necessity, and usual concerns, they might have difficulty generating adequate plans.

Another theory which is included in the model is the theory of planned behaviour (Ajzen, 2002) suggest that more favourable attitude towards specific act (retiring), more favourable subjective norm and greater perceived behavioural control will strengthen the intention to perform the behaviour. This basically states that if there is a more favourable attitude towards as behaviour, it is accepted socially, and the person has more control over the specific behaviour, they are more likely to perform that behaviour (Ajzen, 2002) such as planning for retirement, even if you are no necessarily ready to start preparing for retirement.

3.0 An Opportunistic Model of Retirement Preparation

Friedman and Scholnick's (1997) model of general planning as the foundation of the development of retirement preparation which is built upon four components: construct a representation of the planning situation, make a decision to start preparing, formulate a strategy to achieve the goal and finally implement and revise plans. Previous study by Noone et al., (2010), which has applied the model has examined the process of retirement planning scale (PRePS) can assist policy makers to determine which stages of retirement planning need support and intervention. Extending Noone and colleagues (2010) earlier research, this paper examines how life perspective contributes an important role in the model. The integration of planning process model and life perspective theory in this framework will explain how individual can shape the directions of their own lives towards preparation for retirement. Adapting the model framework by Noone et al., (2010) will hopefully help in giving a 'big picture' relating to societal context to the individual, families, education and work in retirement preparation in Malaysia's context.

The first stage in planning for retirement is to create an abstract picture of the problem where a cognitive understanding of the issue needs to be clarified. Once it has been recognized, goals for the future will be established (Friedman & Scholnick, 1997, Noone et al, 2009). This emphasized a crucial prerequisite for planning, where an individual use previous knowledge and compares to their present and desired expectations to develop an image of retirement (Noone et al, 2009). Retirement planning has also logical relationship to a variety of facets of retirement preparation and given its potential to shape a realistic expectation and readiness regarding retirement. This will facilitate further specific preparatory behaviour.

As for the second stage, once the individual cognitive understanding has been achieved, goals will be established (Friedman & Scholnick, 1997, Noone et al, 2009). Employees need to be clear on their goals as it is significant to proceed with further preparation. During this phase, the ability to foresee and anticipate and to make plans for and organize future possibilities represents one of the most outstanding traits of individuals (Fraisie, 1963; Locke, 1975). According to Seijts (1998), to bring the future into the present, the individual has to have, or develop the capacity to plan his or her activities. Gjsme (1983) suggested that the function of future time perspective is parallel to a searchlight, which helps to illuminate events ahead. According to Gjsme (1983), the stronger the searchlight, the farther individuals' see, the more objects they discover, the brighter and clearer these objects appear, and the nearer and more real individuals perceive them. As a consequence, individuals are better able to structure and plan future actions and to take precautions against future events (Seijts, 1998). Empirical evidence also suggests that future time perspective is a cognitive structure rather than stable disposition (Seijts, 1998).

In the third stage, individual will make decisions to start preparing for the behaviour to fulfil their goals. During this phase, individual will formulate a strategy or plan on how to attain their goals (Friedman & Scholnick, 1997, Noone et al, 2009). In formulating a strategy, individuals need an intention to assess the effectiveness of attitudes towards retirement preparation (Muratore & Earl, 2010). Planning is implemented and should to be improved if needed. Throughout this phase, the planning process might not be immediately clear compared to other tasks due to volatility of human behaviour. According to Noone et al., (2010), an individual might written a list of plans and strategies to organize their working week (formulation of plans) and adapt or amend it if required, but it is unlikely that they would apply the same planned techniques to a long term planning.

To absorb the model of general planning process (Friedman & Scholnick, 1997) and retirement planning (Noone et al, 2009) in retirement preparation, the first stage is still retained where to develop a mental representation of a problem space (retirement representations) and cognitive understanding of the subject are still significant to retirement preparation. The second stage will also unchanged whereby the employees need to be clear on their planning where clear goals is significant to proceed with further preparation. As for the last stage, where decision to start preparing (which is the third stage in Noone's (2009) model of retirement planning) and plans being implemented (which is the last stage in Noone's (2009) model of retirement planning) will be condensed into one stage of preparatory behavior in this paper. This stage will relate to the decision on preparing and at the same time will implement the strategies and revised if necessary. With respect to Noone's (2009) definition of retirement planning measure definition, the initial stage still reflect the cognitive components of retirement planning while the final stage reflect the preparation behavior undertaken to fulfill retirement objectives. Noone's (2009) planning measure is also used in this current research due to its measure of retirement planning that utilizes a theoretical approach to items development. More precisely, this measure can conceptualize retirement preparation as a multi stages process.

The generality of the model enables the theory to be used or employed with other theories and models. In addition, practically the model provides opportunities for not only employees or individuals but human practitioners to apply this model with to explore efficacious techniques and strategies for ensuring the dynamic of individual's preparation towards retirement. The model will be used in this current study as guidelines to complete the retirement preparation process. For example certain age cohorts may be able to complete the first stage of financial retirement preparation process, but they face structural and psychological barrier to complete the final stage of the preparation process. In contrast, completion of the non-financial might not be any barrier in completing the process. It might be that individual has control over these domains.

4.0 Integrating Holistic Life Planning in the Framework

Integrative Life Planning (ILP) theory is introduced by Sunny Hansen in the 1990's (1997), which explained how people can shape the directions of their own lives, help others to become empowered, manage change and contribute to the larger society. Adapting this approach might help in giving a bigger perspective relate to retirement preparation. The original concept of the theory focused on adult career development and represented a holistic approach to life and career planning. According to Hansen (1997), it is based on interaction, relation oriented and aimed at helping to achieve greater meaning, wholeness, satisfaction and a sense of community in lives. Life planning is interconnected with retirement preparation because all domains are related with life of an individual. Ideally, effective retirement preparation needs to start early in life, but research shows that this is also a time when most people have their minds, resources and plans firmly fixed on other things, such as children education, housing and car payments, caring for elderly parents and so forth. Even Reitzes, Mutran and Fernandez (1998) also mentioned that having more children was related to greater delayed in planning and preparing for retirement. Due to that, integration of life planning needs to be embedded within the framework of retirement preparation to bring connection and link on parts of life to represent a person's whole life (Hansen, 2001). Further than that, it is important to understand that ILP is also a concept in process (Hansen, 1997). Through holistic approaches in ILP, an individual can think, perceive and act in new ways (Hansen, 1997) to make retirement preparation meaningful.

In line with Hansen's (1997) approach, the theory uses a quilt as a metaphor. The quilt itself composed many different levels, all telling their own stories that brings together many aspects of people's lives into 'big picture'. Therefore, adapting ILP theory will integrate planning and preparing together with lives like a quilt and weaving it into a meaningful whole element connected with each dimensions and make it significant into the process of retirement preparation. The generality of the theory enables it to be used or with other theories and models. In addition, practically the theory provides opportunities for individuals to apply this approach to explore efficacious techniques and strategies for ensuring the dynamic of planning and preparing of individuals (Hansen, 1997). ILP was introduced to look at a new way on selecting a career, preparing for it, entering it and succeeding in it. But the concept can go far beyond than that (Hansen, 1997), whereby an individual has a new way of looking at retirement, preparing for it, entering it and succeeding in it.

The ILP theory is best understood by highlighting six major critical life tasks (Hansen, 1997). The first task is (a) finding work that needs doing in changing global contexts. Fortunately, for retirement preparation, it will enhance the finding of solutions to many human challenges and work to be done locally and globally for example, persevering the environment, voluntarism and advocating for human rights. Individual will be able to look for their future and find which goal is fit for their future retirement; Second task is (b) weaving lives into a meaningful whole. From time to time, there are other roles and other part of human development that has been ignored; for example the social, physical, spiritual and emotional. According to Hansen (1997), the differentiation of women and men for various life roles can become a barrier to life planning of each and both need to integrate self-sufficiency and connectedness into their lives. This is important for individuals' future well-being. The third task is (c) connecting family and work. With increasing of two earner families, retirement preparation can become an easy task with the role both are playing. Each partner should treat each other with dignity and respect. Understanding of each other's roles and responsibilities will make retirement preparation much easier to be organized. Fourth task is (d) valuing pluralism and inclusivity. According to Hansen (1997), an awareness of all kinds of differences which are: racial, ethnic, class, religion, age, gender, disability, geography and sexual orientation will be essential in the future. Proper programs and training will reduce bias and discrimination to the human relations issues facing planning. The programs and training will help people learn not only to understand but also to accept, value, and celebrate diversity. This is important in retirement preparation; each individual is different in the way they prepared for retirement. Proper training and program will broaden the concept of retirement itself. The fifth task is (e) managing personal transitions and organizational change. Making decisions is an important task if dealing with uncertainty. Retirement preparation is a future process that an individual does not know what it will be. These decisions are sometimes made by people and organizations. People will need to be prepared for the uncertainty, ambiguity and complexity they may need to face in the future (Gelatt, 1989). Organization need to think about employees' transition process towards their retirement. Clearly, organization will be an important field in the future not only during work life but also later life (Hansen, 1997). The last task is (f) exploring spirituality, purpose and meaning. According to Hansen (1997), spirituality becomes more widely associated with life planning. Spirituality defined as the core of a person which is the center from which meaning, self and life understanding are generated, a sense of interrelatedness of all of life (Hansen, 1997). One of the goal is to let an individual explore their purpose and meaning in life. It is related to retirement preparation where individuals need to know more about themselves,

something they need to give back to the society upon retirement by contributing their talents toward community improvement and achieve some connectedness with others.

5.0 Conclusion: Future Direction

The concept of holistic approach and planning has to be woven into organization policy. Unfortunately, it is not there at present and with current focus only in financial planning. Retirement study has identified many theories such as adjustment theory, disengagement theory, activity theory, role theory, continuity theory, image theory and theory of planned behaviour. However, out of many theories, Integrative Life Planning (ILP) theory has an attempt to explain relationship of multiple aspects of life are interrelated and integrated with the mind, body and spirit. Integrative Live Planning (ILP) approach has been conceptualized to assist individuals in attaining wholeness and integration and to be able to functions in all contexts of life and retirement preparation is part of that context. Furthermore, with this theoretical framework, it could help to identify which stages that need attention in retirement preparation. This is useful especially for policy makers and human resource practices to understand more about peoples planning and preparation for retirement.

Most of research regarding retirement is done by the gerontologist (concern on aging workers, retirees and post retirement), economists (financial and saving behavior) and psychologist (FTP, anxiety, depression and adjustment). HRD practices should share the same responsibility for the development and progress of individuals in organization which will not only assist the employees during their 'working period' but to support their decision making in retirement preparation likewise. The current HR systems emphasize and focus on recruiting, selecting and retaining applicants and giving training. This paper is to present challenges that will affect human resource policies and practices especially concerning the developmental stages of future retirement preparation. Requiring a pool of information (Retirement Profile) of employees in an organization regarding retirement matters will help to keep rich data source on current pattern of retirement preparation especially in Malaysia.

Therefore, this framework makes a significant contribution to develop an integrative model that combines an integration life planning and retirement preparation. Important impact emerges in this article which are: to understand how individuals prepare for their future in retirement preparation; to enable social policy makers to determine which stages of planning for retirement require support and intervention; it provides individual to relevant information that will be required for the 'third age' and the retirement program should be designed not only for employees nearing retirement but also for the young middle hood employees who exist in organization. The program itself should involve different age cohorts in the organizations so that they are exposed with the meaning of retirement.

This paper is the first step of an endeavor to embark on a comprehensive study on retirement preparation in Malaysia that involves retirement preparation within six domains and integration of life planning. It is important to see younger workers entering the workforce will become productive and sustain in a competitive global environment which is constantly changing and required rapid adaptability, creativity and innovation not only during the working era likewise in their retirement years. The need to develop readiness and looking forward within employees in retirement preparation is already urgent and will soon become critical due to aging population. It is hoped that the outcomes of study will be beneficial to all parties concerned while at the same time contribute to the knowledge enhancement in academic world. The paper is rather to draw the reader's attention to some of the underlie retirement issue that need to be aware of. Overall, research into retirement preparation is also a rich soil for future research. Attention to the retirement preparation process will help produce better and more confidence that will in turn provide the basis for improved understanding of social and organizational phenomena in retirement.

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The Challenges in Dealing with Organized Crime and its Consequences in Modern Societies in Albania, Kosovo and Macedonia – the Balkan Peninsula

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Abstract

The profound changes within the Albanian society, including Albania, Kosovo and Macedonia, before and after they proclaimed independence (in exception of Albania), with the establishment of the parliamentary system resulted in mass spread social negative consequences such as crime, drugs, prostitution, child beggars on the street etc. As a result of these occurred circumstances emerged a substantial need for changes within the legal system in order to meet and achieve the European standards or behaviors and the need for adoption of many laws imported from abroad, but without actually reading the factual situation of the psycho-economic position of the citizens and the consequences of the peoples' occupations without proper compensation, as a remedy for the victims of war or peace in these countries. The sad truth is that the perpetrators not only weren't sanctioned, but these regions remained an untouched haven for further development of criminal activities, be it from the public state officials through property privatization or in the private field. The organized crime groups, almost in all cases, are perceived by the human mind as "Mafia" and it is a fact that this cannot be denied easily. The widely spread term "Mafia" is mostly known around the world to define criminal organizations. The Balkan Peninsula is highly involved in these illegal groups of organized crime whose practice of criminal activities is largely extended through the Balkan countries such as Kosovo, Albania, Macedonia, Serbia, Bosnia, Croatia, Montenegro, etc. Many factors contributed to these strategic countries to be part of these types of activities. In general, some of the countries have been affected more specifically, but in all of the abovementioned countries organized crime has affected all areas of life, leaving a black mark in the history of these states.

Keywords: Organized crime, mafia, crimes, challenges, criminal activities, smuggling, terrorism.

1. Introduction

The main focus throughout this scientific paper will be put on the challenges of the modern societies in regard to the organized crime of all forms and types. In particular, we will try to address the problems and challenges of this international phenomenon. Viewed as a concept, the organized crime is rather new, but as a criminal practice we can freely describe it as an old form of influencing societies, through which individuals or groups, at times helped by the officials, undertake criminal activities for profiting in a non legal way, or by breaking the law and the regulations. Organized crime as a negative activity spreads out of the state borders regardless if the countries or states are big, small, strong or fake, involving different political systems. This phenomenon is so strong that has infected all the fields in a society, such as state institutions, private sector and more. Several Balkan countries such as Albania, Macedonia and Kosovo are also affected by the organized crime in a political, economical or social aspect.

As a challenging topic it is very important to learn more and become aware about all the forms and activities classified as organized crime, and about the measures that should be undertaken to avoid or stop its influence within the societies. Activities such as human trafficking, smuggling drugs and narcotics, threatening, financial and economic crime, and other forms of crime make the life of the majority of people unbearable. Another aspect that will be touched in this paper is the fight against the organized crime. All efforts taken under this agenda include many agreements between states, regional initiatives, different convents, protocols and resolution by international organizations and institutions and reforms within the

legal system. These make up just a piece of the struggle against the organized crime phenomenon. Among the common politicians and within the conscience of people of various backgrounds (ethnic and religious groups, different status and position into societies) this fight is lost¹.

Deep changes in the Albanian society and other Balkan countries before and after the fall of communism or socialism as a society system brought many challenges for the legal system such as corruption and other negative phenomena or criminal activities which we can define as organized crime. Maybe the early forms don't seem like real organized crime, for example those in western communities, but they had the same tendencies to become a similar social phenomenon – organized crime. The establishment of the democratic parliamentary system and other reforms bring with their self also some negative issues. As a result of the circumstances during this period emerged the need for changes and reforms in many fields of life. These were so strong that forced the states to speed up the process of reforms through social pressure, or pressure from the international community through different organizations or institutions. All these issues needed time to be dealt with in order to avoid the difficulties for implementing them. The process of adoption and approval for quite some time didn't reach the required level. Sometimes these reforms or the implementation or adoption processes were judged from the beginning to failure because of the nature and the characteristics of the Balkan countries and societies. Still, this doesn't mean that just by implementing the reforms one can achieve success in preventing or fighting the organized crime.

2. Substantial knowledge about the organized crime

Crime and criminality are studied through the subject of Criminalistics and other disciplines of Penal Law, Procedural Penal Law, criminology, penology and others. The notion Criminology was for the first time used by the French anthropologist Paul Topinard in his book "Anthropology" in 1879.²

Firstly, crime as a social phenomenon was studied by philosophers who tried to explain it as a part of other problems in the societies. Later, this was done by anthropologist, psychologist, and sociologist, academics of Law and of other sciences who contributed for a better understanding of this phenomenon. Analyzing and comparing all the given knowledge about crime and its forms from a different perspective, we could say that there are a couple of issues and aspects which are similar on one hand and different on the other hand when we use scientific approaches. If we simply analyze a crime – an offense from the different perspectives (Penal or Procedural, Criminalistics or Criminology, Psychology or Sociology) we can define this phenomenon in many ways and in different forms. From this position we can view crime from different sciences as well as from the viewpoint of a personality as a subject with the influences to the definition or notion of the problem.³ Criminology from the wider point of view is the science that covers crime. However, the study about crime was infiltrated into many other sciences and fields of researches and has directly influenced the creation of many other types, forms and parts of social sciences. Criminology studies and analyzes perpetrators of criminal acts, crime prevention, sociology of Law, social processes and the causes of crime. This is the reason why many academics dealing with this problem, prioritize in this way: crime as a single phenomenon, offender, victims, the relation of victims and offenders, criminality as a phenomena where the focus is the reaction of the individuals towards the society vs. crime and criminality. Looking forward, this issue has influenced the societies to make many criminalists deal with different perspectives, methods and actions of this phenomenon.

3. The notion "organized crime" and its impact to the society

As a notion, the organized crime has had huge influence and impact to societies around the world. This perception is especially current now because all the fields in the societies are touched by this phenomenon. So, looking at it from this perspective, the organized crime has its roots from earlier times, but in this form it is very current nowadays as well. In many different parts of the world organized crimes is defined by the academic and legal circles in various ways. Even in

¹ Bashkim Selmani „Organized crime and international terrorism"- pp.27-32. First Private University – FON, Skopje, 2009.

² Bashkim Dr. Selmani „Criminology and Penology" pp.15-19.,FAMA College - Prishtina, 2014.

³ The notion "Criminology" comes from two ancient words: Crimem = Crime (Latin language) and Logos = Science (antic Greek).

the Balkans the term organized crime derives from the new era, mainly it's impact and influence take over after the breakup of Yugoslavia where different groups through different activities, during and after the war, used the moment of high sensitivity through their activities mostly known as "black activities" (anti lawful activities) to gain material benefits through various victimization within the society. Different international organizations that raised the voice and the sensibility to fight or prevent organized crime as a phenomenon which "drains" the societies around the world organized many workshops, seminars and conferences in many countries in order to raise the awareness of people about the "evil" ready to grasp all the states, regardless of their size or power. Activities taken in this direction cover also advising on regular cooperation about the fight against crime, about reforms on the judicial system, Laws etc.

4. Organized crime during different historical timeframes in society

One of the wider definitions about organized crime is that "crime is carried out by more than one person during certain periods and used professional skills and knowledge of the law, businesses and other fields to practice it for using threats, force, bribes, blackmail, extortion or influencing through political or economic means".¹ Often these groups, associations or organizations are presented as legally registered entities by specifying their field of alleged work. However in reality their activity is involved in criminal (out of law) activities and their line of work is used only as a veil before the authorities. Groups that deal with organized crime often do not hide the fact of being defined as criminal and terrorist groups. To further understand the concept of the activities of these groups that exercise an legal allegedly activity, while on the other hand using violence, murder, coercion, corruption, intimidation and terror for the realization of their goals. Such groups and associations justify their activities through their alleged activities of political nature, activities for the rights and freedoms of certain cultural groups, ethnic groups etc. However, the essence of their activity is criminal with the tendency to camouflage or hide the same.²

5. Traditional methods of detection and investigation of the criminal acts as criminal phenomena

During the development of human society means and traditional ways of detecting and investigating of homicides and murders have continuously evolved. The rapid industrial development of countries has brought sophisticated instruments and methods for detection and investigation of this criminal phenomenon that has already been reinforced with collective acts on one side and with terrorist motives of various groups on the other side. In this context the special role, of great and undisputable importance play the forensic sciences as a multidisciplinary science in combination with the other three constituent components as: tactics, techniques and methodic. All three components of forensic sciences helps the sciences of Law to explore, detect, investigate and determine the criminal acts from the simple to the complex forms such as terrorism.³ Murder as a criminal act against the integrity of life of humanity with all its circumstances of behaviors, has historically had its roots in the first forms of societies. Ways of committing crimes - murders were most various and are committed to action or inaction, ending with the death of a person. Worst ways of homicides are described as: cruel and cunning killings with profitable purposes, feud, revenge, low labor, etc. Otherwise, murders are committed with instrument - tools such as rifles, pistols, guns, knives, ropes, metal and wooden rods, axes, chemical poison and psychological intimidation, etc.⁴ With the act of murder we understand "the unlawful act or omission, depriving another person of his life, both intentionally or negligently. The object of the murder, in whatever form presented, may just be the life of another man. Murder in the broad sense of the word means extinction of human life, and from the perspective of criminal law means unlawful termination of human life through different action⁵. The consequence of the offense of murder is the death of any person, while death is the termination of the overall body function, the structure and function of the body and soul. From the legal standpoint, death is cessation of functions of the whole human body. The right of life is guaranteed by major

¹ Bashkim Dr. Selmani, „Organized crime and Terrorism“, Skopje, p.2, 2009.

² Ragip Dr. Halili, "Criminology", pp 142, Prishtina 2011.

³ Crime investigation ruled by methods and techniques for securing, finding and fixing – intervening to the proves and elements of the homicides.

⁴ Crime investigation tactics explore different forms of the ways to the homicide or other crime acts. Also deal with the motives, circumstances, behaviors and other issue to the victims and criminals. Crime investigation methodic deal with the each homicide ore crime acts separately or thought different methods used before (leassons learn).

⁵ Ismet Dr. Salihi: Vepra e cituar, 2009, faq. 104.

international acts such as: "The Convention for the Protection of Human Rights and Fundamental Freedoms of the Council of Europe," "The Universal Declaration of Human Rights of the United Nations", "International Covenant on Civil and Political Rights" etc.. This fundamental right is guaranteed and protected by the actual Constitution and the fundamental laws of all states.¹

6. Criminal activities in different fields of the society

Organized crime since the first forms we know had different influence and indicated different occasion within the societies. The reasons for this phenomenon to occur are of political, social or economic nature, being a threat to the general security, and not only of national or state nature, but also internationally. Types and forms of such activities include drug trafficking and smuggling which is one of the most influential and powerful crime in Europe and around the world. The Balkan route is used as one of the primary routes for exercising this activity from all continents or world regions. States approach to this issue is that they must cooperate together in the spirit of fighting together or preventing the influence of narcotics and drug trafficking and smugglings. They cooperate through sharing information and data about the connections between national and international groups. The same policy is also used for illegal trafficking with the humans or migrants.²

The Albanian organized crime through its groups mostly deals with narcotics and drug trafficking, especially cannabis, with different groups mostly from the Western Europe countries, but also from the USA. They also are engaged in prostitution or trafficking with the humans, but not as much as with narcotics. In the following we will discuss more on these aspects.

7. Challenges of the organized crime and the Balkan societies

The Balkan region is hugely touched by many forms and types of criminal activities that we can characterize as organized crimes. Groups from all around the Balkan are engaged in criminal activities and organized crime from countries such as Albania, Macedonia, Kosovo, Serbia, Montenegro, Bosnia and Herzegovina, and Croatia etc.). They cooperate together, they deal or share common businesses or activities. Many factors had influenced all the states and regions in being touched and victimized by the activities of organized crime. To most of the leadership of these countries the fight against corruption and organized crime becomes not only the election motto, but a state strategy more or less influenced by the condition or reforms in their path to Euro – Atlantic integration. Organized crime for the region was and continues to be one of the biggest issues for states authorities, but also for the international community and international organizations. For many years the Balkan was the arena of conflicts and wars. The problems of the past across states and nations were reflected to many open issues and rise of the antagonisms between them. All those activities directly or indirectly help the rise and expansion of the organized crime within the new independent states. Many local leaders, politicians, criminals used successfully the opportunities during the lack of states, lack of institutions, lack of rule of law and failed states to enhance their criminal activities in individual or organized forms.

8. The fight against organized crime

The end of the cold war resulted in many changes within the societies and the relations between them. The rise of the interstate conflicts, clashes, disputes, fake economies, absence of the security, challenges such as transnational terrorisms, WMD and small arms proliferations, opened the door for many individuals and criminal groups to spread their activities not only within the state borders, but also abroad. These situations were also present in Balkan states. The breakup of former Yugoslavia, conflicts, clashes, tensions such as in Albania in 1997 made all the states from the region to be victims of the activities of organized crimes. This situation was also helped by the economic problems faced by the majority of people in these regions. So this situation on the ground was a heaven, as I stated earlier, for individuals (criminals, authorities, even NGO's and so on), as well as groups with same interests (which became rich for a short period of time) to improve all their relations, knowledge and resources to the main intent – great social, political and economic

¹ Ismet Elezi: *Vepra e ciftuar*, Tiranë, 1995.

²Annual Report about organized crime and organized economic crime in South-East Europe, crime activities – drugs and narcotic traffic, pp.22.

positions in the societies of the Balkan region. Processes of integration and enlargement of the states from Eastern, Central and Southeast Europe into NATO and EU was one of the ways to fight against organized crime. From 2004 ten new European states became members of the Frontex – European Agency for border management. Many existing treaties have been advanced and many new have been approved whose primary responsibility is to find ways for improving measures for the fight against organized crime. Establishment of many initiatives through declarations, resolutions, agreements and other ways opens and helps the domestic, regional and international authorities to achieve success in the path of freeing the societies from the organized crime. Many international organizations and institutions such as UN and European Commission have been involved in preparations of conventions and protocols for confrontation with this phenomenon. All these steps are more or less general, but what needs about to be done about the states in the Balkans is more and beyond cooperation in order to find best tools and ways from success stories of the fight against organized crime.

9. Conclusions

In this scientific topic titled: „challenges and consequences of organized crime in contemporary society" was found that organized crime remains one of the most problematic issues of the modern society and every state of Balkans. Challenges and consequences that have gripped modern society is such as computer crime, financial mismanagement, laundering of money, different trafficking and smuggling have roots in transnational and interstates. In this group of types of organized crime maybe for the moment one of the mostly influenced is a cyber crime, which even international organizations and institutions put in their highly agenda and priorities as a one of the permanent and undiscovered crime. So for many reasons we can share opinion that this kind of organized crime deserves more attention on the context of dealing and fighting that. Almost every day we faced with the issues of stolen data, identities, classified information, and deterioration of company or institutions software's, who's makes a lot of troubles according to the daily works with many consequences for peoples but also for societies and Role of Law.

At the other hand we had concluded that Balkan from the past was one of the strategic point or region not only for the interests of great powers and the states into region but also very important for the individuals with organized crime agenda or criminal groups. So for this perception is not guilty only the process of transformations of the societies (conflicts, war and so) from the past but also the geopolitics and geostrategic position of the Balkan Peninsula as a tie between East – West, North – South and crossroads for civilizations, religions and ideologies.

Organized crime in Balkan and their states becomes from many reasons an as a consequences of developments all around the world. Globalization as a process brings with themselves also many forms that in one way or other they and against law and society order. Many analyst share the opinion that organized crimes and criminals all around the world becomes from the Balkan region. Yes, in one hand they deals with the facts that many data, information's and new in western European countries and USA are covered by the crimes done by Balkan locals. But historically if we have into considerations that Italy remain to be cradle of the organized crimes and western societies the place where mostly of the sophisticated types and forms of organized crimes had established, we can see that Balkan use to be only corridor or waiting room for players but the big bosses are those individuals and groups from the west who are orders. So it's doesn't matter from witch Balkans countries criminals and organized groups becomes they are so homogeny on the way of easy benefits economically, financially, politically and so.

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Life Satisfaction and Intercultural Tolerance Interrelations in Different Cultures

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Abstract

*Summarizing the results of different researches on intercultural interaction, we can state that people feel tension in intercultural contacts when they perceive the situation as threatening their well-being. There are also many empirical evidences that people belonging to different cultures understand well-being in different ways. This understanding depends also on social, economic and other factors. Thereby it is important to study general relationships of subjective well-being and intercultural tolerance and cultural specifics of these relationships. Objectives of the empirical study was to analyze the satisfaction with life as an important factor of cross-cultural interaction; to reveal cultural specifics of modern representations of subjective well-being, and interrelations of the styles of intercultural interaction with subjective well-being in different cultures. **Methods: Scales of: Psychological well-being (Ryff), Life Satisfaction (Neugarten, Havighurst, & Tobin), Subjective Happiness (Lyubomirsky & Lepper), General Communicative Tolerance (Boiko) and Ethnic Identity Types (Soldatova, Ryzhova), Student's T-test, Spearman's rank correlation. Sample: 330 persons (18-55 years old) of 10 different nations and 5 religions. By the time of the survey, all the participants had lived in Russia for some (not less than 3) years, all of them lived in some biggest Russian cities. Results: It was discovered, that people's satisfaction with their lives directly relates to general and intercultural tolerance. People, more satisfied with their lives, are usually better control their negative emotions, adapt to changing situations, forgive others' mistakes. Such people admit their and others' ethnicity and more rarely exhibit extremism in inter-ethnic relations, although they often avoid contact with other ethnic groups. Cross-cultural differences in well-being were revealed among residents of modern Russian big cities. In particular, people belonging to the Jewish religion, were significantly more satisfied with their lives than all the others were. People brought up in the Orthodox culture, were the least satisfied. In many subjective well-being indicators, representatives of the Buddhist and Muslim cultures showed quite good results. Different statistically significant connections between subjective well-being and tolerance were revealed in cultural subgroups. For example, for people belonging to Jewish religion, general tolerance is associated mostly with meaningfulness of life and openness to the world; and ethnic tolerance is associated to environmental mastery and personal growth. For Buddhists meaningfulness of life positively correlates with general and ethnic tolerance, and personal growth correlates only with ethnic tolerance. Muslims showed the similar results, but besides – the correlations of both types of tolerance with purposefulness and overall mood tone. For Orthodox Christians, both types of tolerance is mostly related to positive relations with others and overall level of subjective well-being. Conclusions: the life satisfaction and subjective well-being are important factors of intercultural interactions. There are common and culturally specific mechanisms of these factors interaction. In psychological support of cross-cultural interaction it is important to take into consideration cultural differences in well-being understanding and its relations with general and intercultural tolerance.***

Keywords: Ethnic Identity, Ethnic Tolerance, Life satisfaction, Subjective well-being, Cross-cultural differences, Religion

1. Introduction

Globalization processes of the recent decades have made the problem of cross-cultural tolerance among the most pressing. Tolerance is seen as one of the central mechanisms of cross-cultural adaptation, that aims to ensure the person's optimal entry into new society and the optimal development and functioning of society as a whole (Novikova, Ibadova, 2009). More and more researches on this issue reject the understanding of tolerance as a passive acceptance of new rules and regulations, and increasingly spreading the view that tolerance is an active acceptance of the world diversity, active attitude towards the others based on respect and acceptance (Vinogradov, 2002). With such understanding of tolerance its essence is considered by modern researchers as a value attitude of the person to another person. The following components are allocated: the empathy for others and the recognition of the value of cultural diversity (Asmolov, 2000; Soldatova & Shaygerova, 2008), the readiness for the dialogue with others (Mirimanova, 2004), the attitude toward mutual changes during such a dialogue (Lektorsky, 1997).

I. Novikova and T. Ibadova in their empirical study showed that the tolerance as a complex concept includes various levels and, consequently, the variety of factors, among which social and social-psychological factors have the leading role. The following features characterize the subject of tolerance – the tolerant person: it is friendly and altruistic, not selfish and aggressive, open for various forms of social interaction (Novikova, Ibadova, 2009).

Interethnic tolerance is also considered in the context of John Berry's theory of intercultural strategies. Berry understood the strategy of intercultural interaction as the link between attitudes and actual behavior (Berry, 1997). Numerous empirical studies have shown a relationship between acculturation strategies and styles of ethnic identity (Chebotareva, 2012, 2014 a,b,c; Novikova, 2011; Novikova & Novikov, 2013, Novikova & Novikov, 2015). Berry allocated the types of ethnic identity with different quality and degree of ethnic tolerance on the basis of a wide range of ethnocentrism scale, ranging from identity denial when negativity and intolerance towards one's own ethnic group are fixed, and ending national fanaticism - the apotheosis of intolerance and a higher degree of negativity towards other ethnic groups. He considered integration, wherein minority representatives harmoniously combine positive attitudes toward their own culture and dominant community. The assimilation (abandoning of the traditional cultures to strengthen ties with the dominant culture) and the separation (avoidance of the ties with larger society) are considered less positive strategies. The most destructive strategy, according to Berry, is the marginalization (lack of adherence to any culture). Berry (1997) The extreme forms of ethnocentrism is associated with religious fanaticism and racism and lead to violence and aggression (Saressalo, 1977).

On the basis of Berry's theory G.U. Soldatova and S.V. Ryzhova developed the typology and technique for assessing the ethnic identity types. They allocated the following types: Ethnic nihilism – removing from one's own ethnic groups and looking for social ties not on ethnic criteria; Ethnic indifference - ethnic identity blurring, irrelevance of the ethnicity; Positive ethnic identity - optimal balance of tolerance towards one's own and other ethnic groups; Ethnic egoism - recognition of own nation's right to solve problems for the "foreign" account; Ethnic isolationism - belief in one's nation superiority and xenophobia; Ethnic bigotry (fanaticism) suggesting the willingness to go all lengths for the sake of ethnic interests, denying the other nations rights to use any resources and social privileges, recognition of the priority of ethnic rights over human rights, excuse of any sacrifice in the struggle for own nation well-being (Soldatova. & Shaygerova, 2003).

Often, as a system component, the foundations of tolerance the subjective well-being is pointed out, providing the foundation and premise of tolerant behavior of the person (Bakhareva, 2004).

Subjective well-being (SWB) has become one of the most popular subject of psychological research over the past decades (Diener et al, 1999). Currently, it is common to identify two components of subjective well-being: affective and cognitive. The affective component is considered as a hedonic balance (balance of pleasant and unpleasant affects). The cognitive component is understood as a person's evaluations of his or her life according to some standards. Such standards are primarily linked by researchers with the culture in the broadest sense of the notion.

Many researchers proved that both components of SWB are influenced by personality (Diener et al, 1999) and by culture (Diener & Suh, 1999). The studies of SWB and culture interaction showed that culture influences SWB directly and indirectly. There are a lot of evidences that people in individualistic, rich, and democratic cultures have higher levels of SWB than in collectivistic, poor, and totalitarian cultures (Diener & Suh, 1999; Veenhoven, 1993). Besides, culture moderates the relation between hedonic balance (important aspect of SWB) and life satisfaction. For example, it was demonstrated that the relation between hedonic balance and life satisfaction was significantly stronger in individualistic cultures than in collectivistic cultures (Suh et al., 1998). SWB in individualistic and collectivistic cultures is determined by the fact that individualistic cultures emphasize individuals' needs and freedom of choice, whereas collectivistic cultures emphasize others' needs, duties and reliance on one's fate (Triandis, 1995). Luo Lu proved that culture-specific modes of self-construction lead to the diverse meanings people hold for happiness and well-being in different societies. In particular, the author said that subjective well-being for the Chinese was construed around fulfilling one's obligations and maintaining homeostasis (dialectical balance). In contrast, modern Western individual-oriented view of the self was related to understanding happiness as "a prize to be fought over, and entirely one's responsibility to accomplish this ultimate goal of life" (Lu, 2008, 290).

Therefore, culture serves as a major force determining the way people conceptualize the self, understand happiness, set life-goals and select strategies of the goals achieving. Most studies have focused on the question, how subjective well-being and life satisfaction can be modeled by cultural values (Schwartz & Bilsky, 1990; Schwartz & Bardi, 2001; Schwartz et al, 2001).

Therefore compilation of the data from different empirical studies lets us to reveal not only cultural specifics of the nature of SWB and life values interaction. The main conclusion is that the dimension of collectivism - individualism is an important factor defining life satisfaction level and understanding of well-being in different cultures. But by now not enough studies of different cultures have been accumulated in order to be able to deduce some universal laws. Moreover, most cross-cultural studies were conducted with representatives of different countries or with emigrants and locals. We consider it is important to study how different types of cultures (nationality, religion and region) together influence the person's subjective well-being in the context of intercultural interaction.

In one of our research it was shown that different types of cultures in conjunction influence persons and their social interaction styles. For example, that Muslims from different regions of the world have different styles of interethnic interaction (Chebotareva, 2014a). Therefore it is important to complete numerous cross-ethnic studies with the studies of other types of cross-cultural differences, including cross-religious.

In our previous studies it was discovered that there are significant cross-cultural differences in life values and subjective well-being among residents of one country (Russia), belonging to different cultures. These differences have their sources in religious attitudes and settings. People of different cultures associate their well-being and life satisfaction with different values. Generally, well-being and life satisfaction are directly related to the values, less popular in certain culture (Chebotareva, 2015). The aim of this paper is to discuss the satisfaction with life as an important factor of cross-cultural interaction; to reveal cultural specifics of modern representations of subjective well-being, and interrelations of the styles of intercultural interaction with subjective well-being at people, belonging to different religions, living in one country.

1. Method

1.1. Participants

The empirical study sample consisted of 330 persons (18-55 years old) of 10 different nations (Russian, Ukrainian, Byelorussian, Armenian, Georgian, Azerbaijan, Tatar, Uzbek, Tajik and Jew). Among the participants there were representatives of 5 religions: Orthodox Christians (90 persons), Catholics (44), Muslims (65), Buddhists (71), Jews (60). All the religious groups were aligned by gender and age. The respondents were not very religious, but they were brought up in the spirits of their religions. By the time of the survey all the participants had lived in Russia for some (not less than 3) years.

1.2. Materials

Personal information form consisted of questions about gender, age, profession, country of origin, nationality, religion, period of stay in Russia.

Subjective well-being was estimated by 3 techniques "Scales of psychological well-being" (Ryff, 1989, adapted by Shevelenkova, Fesenko). The inventory consists of 84 statements reflecting the six areas of psychological well-being: autonomy, environmental mastery, personal growth, positive relations with other, purpose in life and self-acceptance. Indicators of different scales are combined into three integral indicator: affect balance, meaningfulness of life, openness to the world.

"Life Satisfaction Index-A" (LSI-A)" (Neugarten, Havighurst, & Tobin, 1961, adapted by Panina) measures the overall psychological state of the person, which is determined by the personal characteristics, the system of one's relations in various life aspects. It consists of 20 questions; the results of the responses are reduced to 5 scales characterizing different aspects of the person's life satisfaction. These include zest (as opposed to apathy), resolution and fortitude, congruence between desired and achieved goals, positive self-concept and mood tone. The persons showing high scores on the questionnaire, usually take pleasure in their daily activities, find their life meaningful, and have feeling of success in achieving major goals, positive self-images and optimism.

"Subjective Happiness Scale" (Lyubomirsky & Lepper, 1999, adapted by Leontiev, 2000) is the express (4-item) scale, designed to assess the current psychological state of the person. It shows a subjective assessment of whether one is a happy or an unhappy person.

The tolerance was diagnosed by two techniques. The technique "Types of ethnic identity" (G.U.Soldatova, S.V.Ryzhova) allows the diagnosis of ethnic identity and its transformation in the context of the ethnic interaction. The questionnaire contains six scales that correspond to the types of ethnic identity, described above. (Soldatova & Shaygerova (Ed.), 2008).

"Diagnostics of the General Communicative Tolerance" (V.V. Bojko). The questionnaire items are grouped into nine scales: Rejection or misunderstanding of other persons' identity; Using oneself as a standard when assessing the behavior and way of thinking of other people; Categoricity or conservatism in the estimates of other people; Inability to hide or smooth over bad feelings when faced with some uncommunicative characteristics of the partners; Desire to change, reeducate the partners; Desire to fit partners for themselves, to make them "convenient"; Inability to forgive the others' mistakes, clumsiness, unintentionally caused trouble; Intolerance to physical or mental discomfort caused by the other people; Inability to adapt to the character, habits and desires of others. (Soldatova & Shaygerova (Ed.), 2008)

We used statistical techniques: descriptive statistics, Mann — Whitney U-test, Spearman's rank correlation coefficient.

1.3. Procedure

The procedure of the research was approved by the Department of Social and Differential Psychology of Peoples' Friendship University of Russia (PFUR). We used snowball sampling method: first members of international research group recruited the subjects from their acquaintances working in different spheres, then these people recruited their acquaintances and so on. The surveys were conducted personally during 2-3 meetings, 30 minutes each. All the participants were informed by the researchers about the aims of the study before the measures were administered. For obtained data analysis we used statistical techniques: Mann — Whitney U-test, Spearman's rank correlation coefficient.

2. Results

2.1. Cross-cultural peculiarities of life satisfaction and subjective well-being.

The assessment of life satisfaction and subjective well-being levels of different religions representatives with all three techniques showed that the overall satisfaction with life in the whole sample is average. Among the indicators of life satisfaction resolution and fortitude and positive self-concept are most expressed, though the average for the sample of these indicators does not exceed the average values of other scales. Among the indicators of subjective well-being scales of affect balance, meaningfulness of life and openness to the world are most expressed.

The comparative analysis says that people, belonging to Judaism, have slightly better results on all the scales of "Life Satisfaction Index" as well as on overall level of life satisfaction. Orthodox Christians showed the lowest result on overall level of life satisfaction and on scale of positive self-concept. Muslims responded the lowest level of zest for life, Catholics - the lowest level on the scale of resolution and fortitude, Buddhists showed lowest results on the scale of congruence between desired and achieved goals.

The data on the Subjective Happiness Scale show the higher level of it at Muslims and the lowest – at Orthodox Christians.

The data of Psychological Well-being Scale show that overall level of SWB again is the highest at Jews, and the lowest at Orthodox Christians. However, in separate scales we can see a bit different results: in most scales of the test, Buddhists responded the highest results, and Catholics – the lowest results. Only on the scale of the balance of affect, Catholics have best results, and Jews – the lowest one.

Pairwise comparison of indicators of life satisfaction and subjective well-being helped us to find main religious differences. So, people belonging to the Jewish religion, are significantly more satisfied with their lives than all the others. People brought up in the Orthodox Christian culture, are the least satisfied with their lives. In many subjective well-being indicators, representatives of the Buddhist and Muslim cultures show quite good results.

Comparative analysis of life satisfaction and subjective well-being among representatives of various religious groups in connection with their life values are represented in our article «Cultural Specifics of Life Values and Subjective Well – Being» (Chebotareva, 2015). It is shown that each religious group has specific structure of subjective well-being indicators and specific correlations of subjective well-being with their life values. However, in general, life satisfaction correlates with

those values, which are less important for certain culture. Perhaps, persons, oriented on traditional and culturally important values are less happy than those, who are oriented for their individual ones.

2.3. Cross-cultural peculiarities of tolerance.

Table 1 presents the data on the ethnic identity styles severity in the studied groups. According to these data, the representatives of all religious groups have most strongly expressed positive ethnic identity, the second most popular style is ethnic indifference. The rest of the ethnic interaction styles in different religious groups are represented in different ways, but less than the first two styles. The positive ethnic identity is most strongly expressed at the representatives of Islam and Buddhism, and the weakest – at the Jews. The highest ethnic nihilism and ethnic indifference found at Catholics, the lowest – at the Jews and Muslims. The indexes of all three hyper-identity styles are most strongly expressed at Catholics and least expressed - at Buddhists.

Statistically significant differences in positive ethnic identity styles between the discussed groups were not identified. According to the degree of ethnic indifference Catholics significantly superior to the Orthodox, Buddhists and Muslims. According to the degree of ethnic nihilism Catholics significantly superior only to Buddhists.

Thus, along with total domination of positive ethnic identity, representatives of various religious groups are significantly different in the degree of severity of other styles of interethnic interaction. In general, Catholics more than others tend to underestimate the importance of ethnic differences, do not take into account the cultural identity in interpersonal interaction. Buddhists less than others tend to ignore their own ethnicity. Almost all indicators of hyper-identity revealed significant differences between the Buddhists and all other groups. Buddhists less than all others inclined to put the interests of their ethnic group above others.

Table 2 presents the data on the communicative tolerance of members of religious groups. In general, they confirm and clarify the results of the comparative analysis of the ethnic identity styles. The overall level of intolerance is highest at Catholics and lowest – at Buddhists. Significant differences in this parameter are revealed between Catholics on the one hand, and Buddhists and Orthodox - on the other. In the separate parameters of communicative intolerance significant differences are found between the Catholics on the one hand, and Buddhists, Muslims and Orthodox on the other hand in the indicators of rejection of others' identity, categoricity or conservatism, inability to hide bad feelings. Moreover, Buddhists much more likely than Catholics to forgive the others their mistakes. But the Orthodox, compared with the Catholics, are more tolerant to psychological and physical discomfort. Buddhists, compared with the Orthodox and Muslims, are much easier to forgive others their mistakes and to adapt themselves to the peculiarities of other people.

There were no statistically significant differences in the communicative tolerance of Muslims with Orthodox and Jews, between Buddhists and Jews. Jews, compared to Catholics, better accept the individuality of others, and in comparison with the Orthodox, less eager to change the others.

Thus, a relatively low tolerance of Catholics is manifested primarily in their lower acceptance of individual characteristics of different people, in greater conservatism and categoricity, in lower ability to keep their negative feelings. The relatively high tolerance of Buddhists is shown in their greater ability to adapt to others and to forgive their mistakes. Judah relatively better take other people's individuality and does not seek to re-educate and change them.

2.4. Life satisfaction and tolerance interaction

We can see in the table 3, that positive ethnic identity correlates directly with the overall level and with the most life satisfaction aspects. This result support widespread idea, that any tension in interaction is connected to person's perception of their well-being, level of their needs satisfaction, threats of their life values.

We can also see that indicators of hyper – identity in interethnic interaction doesn't show significant correlations with life satisfaction. Only hypo-identity indexes correlates inversely with life satisfaction. Overall level of life satisfaction and positive self-concept negatively relate to ethnic nihilism and ethnic indifference. The result is also quite predictable. Positive attitude to oneself interrelates with positive attitudes to the others, including representatives of other cultures. Resolution and fortitude negatively relates only to ethnic nihilism.

According to the table 4, the index of subjective happiness, reflecting emotional aspect of SWB, does not show any significant correlations with the positive ethnic identity. It correlates directly with ethnic isolationism and inversely – with ethnic indifference. Therefore, people, who feel more happy, have a tendency to pay more attention to the ethnic differences and to avoid contacts with other cultures representatives.

As seen in Table 5, subjective well-being indicators show significant correlations with many styles of ethnic identity. The positive ethnic identity is directly related to positive relations with others, positive self-acceptance, with meaningfulness of life and the presence of clearly aware purposes of life.

Among the scales of subjective well-being of the greatest number of relations with the styles of ethnic identity discovered the scales of positive relations with others, self-acceptance, meaningfulness of life and openness to the world. Less associated with the styles of ethnic identity are the purpose in life, environmental mastery and personal growth.

All the revealed correlations reflect a general trend: any distortion of the positive ethnic identity toward either hypo-identity, or hyper-identity is inversely associated with different scales of subjective well-being. Ethnic indifference inversely relates with almost all scales of well-being, except the balance of affect. That is, people who are satisfied with their lives, are less inclined to ignore the ethnic features or to confront other ethnic groups. Rational and value aspects of subjective well-being are more concerned with the styles of interethnic interaction than the emotional aspect.

According to the table 6 data, life satisfaction mostly correlates negatively with such evidences of communicative intolerance as inability to hide bad feelings, inability to forgive the others' mistakes, inability to adapt to the other people. There are also positive correlations between the desire to change the partner of interaction with the scales of resolution and fortitude and positive self-concept. There is no significant correlations between subjective happiness index and communicative tolerance indicators.

As we see in the table 7, almost all the scales of communicative intolerance (except the desire to change the partner) inversely correlate with the overall SWB level. In SWB only the scale of affect balance doesn't have significant correlations with the scales of communicative intolerance. And self-acceptance has only one significant negative correlation with the person's inability to adapt to the others.

Among the SWB scales positive relations with others, environmental mastery, meaningfulness of life and openness to the world are more closely related to the communicative intolerance. Among the scales of communicative intolerance the rejection of the others' personality, inability to hide bad feelings and inability to adapt to others have more ties with SWB.

The comparative analysis of the relations of tolerance and life satisfaction in the studied subgroups revealed correlations, specific for representatives of different religions. There are no significant correlation, which present in all five groups. Only four ties are present in four groups of five. It says about grate religious diversity in this question.

For the Orthodox, the degree of their objectives achievement is directly related to positive ethnic identity. For Buddhists this life satisfaction parameter is directly related to ethno-isolationism, for the Jews - with ethno-nihilism. That is, the Orthodox, who mainly manages to achieve the goals is more likely to accept positively their own and the other's ethnicity. Buddhists in this situation are more likely to avoid intercultural contacts, extolling their own ethnic group, and the Jews more likely ignore the ethnic characteristics of people. The Orthodox ethno-nihilism is directly linked to their zest. That is, if the Jews ignore the ethnic characteristics, when they eager to achieve their goals, the Orthodox do it, when they are full of general vitality, zest for life. Ethno-nihilism at Orthodox and Muslims inversely relates to their resolution and fortitude. Representatives of these groups in the focus on achieving the goals are more likely to ignore ethnic differences. Ethnic indifference of the Orthodox and Buddhists inversely relates to their positive self-esteem. That is, people of these cultures are more positive about themselves are less likely to ignore the ethnic features of their own and of other people.

Catholics having positive self-esteem is more inclined to ethno-egotism. People belonging to the Catholic religion, having high self-esteem, tend to put the interests of their own ethnic group above others. While Orthodox Christians, Buddhists and Muslims with higher self-esteem tend to pay more attention to the ethnic peculiarities of others.

For Muslims and Jews overall positive mood background is directly related to positive ethnic identity. In addition, Muslim's mood is directly related to ethnic indifference and inversely - with their ethno-egotism. At the Jews, although the correlation

has not reached the level of significance, there is an opposite trend - a positive mood inversely associates with ethno-indifference. That is, for these two religious groups positive relationship with other cultures is related to the emotional aspect of well-being. But, for Muslims the positive mood has more to do with ignoring ethnic differences, and for the Jews - with great attention to ethnicity.

The links of communicative tolerance with life satisfaction also show cultural differences. For the Orthodox and Muslims inability to hide negative emotions inversely related to the congruence between desired and achieved goals and general background mood. The Orthodox zest is directly linked to their desire to re-educate their partners in interaction. This is consistent with the above mentioned correlation of zest and the denial of ethnic differences and, apparently, determined by the general tendency to ignore individual characteristics in people with high levels of zest. Buddhists' desire for re-education of the others has more to do with their resolution and fortitude.

The inability to forgive others their mistakes at Orthodox is inversely associated with resolution and fortitude and coherence between the stated objectives and the progress. For Muslims the last indicator of coherence is negatively related to their inability to adapt themselves to others. For the groups of the Jews and Catholics significant connections between communicative tolerance and life satisfaction were not found. For Orthodox and Muslims the scale of subjective happiness is directly related to the desire to limit the cross-cultural contacts.

The relationship between indicators of subjective well-being and styles of ethnic identity revealed three significant correlations similar in four groups of five. Ethno-nihilism is inversely related to a meaningfulness of life in all the groups, except for the Jewish. Ethnic indifference is inversely related to the environmental mastery and openness to the world in all groups, except Catholics. Common to most people, regardless of religion, are the connections of hypo-identity indicators with meaningfulness of life, openness to the world and confidence in their ability to manage it.

A positive identity is directly connected with a positive attitude to other people in groups of Orthodox, Buddhists and Jews. Ethnic indifference is inversely related to autonomy and personal growth at the Orthodox, Buddhists and Muslims. But, in addition, for Orthodox these scales of subjective well-being are directly related to ethno-isolationism. Specific to the Orthodox group is the negative links of many indicators of ethnic identity with a positive attitude to others; a greater amount of negative ties of ethno-nihilism with indicators of subjective well-being.

A distinctive feature of the Buddhist groups are the inverse relations of meaningfulness of life with all the deviations from the positive ethnic identity. The Muslim group deviations from the positive identity inversely associated with the presence of clear goals in life, self-acceptance and personal growth. Specific for Catholics correlations are the direct links of positive identity with affect balance and openness to the world. For the Jews, positive identity is directly linked to autonomy, environmental mastery and presence of clear goals in their lives.

Among the relations of subjective well-being with communicative tolerance the following cultural -specific correlations are identified. In the group of Orthodox there are large number of inverse correlations of positive attitudes towards others and the environmental mastery with intolerance indicators. In this group also the desire to re-educate their partners directly connected with the presence of clear goals in life. A distinctive feature of the Muslims is a great connection of clear life purpose with intolerance. The Jews found more inverse relations of intolerance indicators with personal growth and meaningfulness of life.

Thus, were observed the large variation in the correlations between life satisfaction and tolerance among representatives of different religions who live in one country, in similar socio-economic conditions. Identified cultural-specific correlations in many ways substantively relate to the values and traditions of the religions.

Conclusion

Along with total domination of positive ethnic identity among the representatives of various religious groups living in Russia, there are significant differences in the degree of severity of other styles of interethnic interaction. In general, Catholics more than others tend to underestimate the importance of ethnic differences, do not take into account the cultural identity in interpersonal interaction. Buddhists less than others tend to ignore their own ethnicity. Almost all indicators of hyper-identity revealed significant differences between the Buddhists and all other groups. Buddhists less than all others inclined to put the interests of their ethnic group above others.

There are also significant religious differences in overall level of life satisfaction and in satisfaction with different life aspects. In general, people belonging to the Jewish religion, are significantly more satisfied with their lives than all the others. People brought up in the Orthodox Christian culture, are the least satisfied with their lives. In many subjective well-being indicators, representatives of the Buddhist and Muslim cultures show quite good results. Life satisfaction directly related with those values, which are less important for certain culture.

Positive ethnic identity and ethnic tolerance generally correlates directly with the overall level and with the most life satisfaction aspects. Among the indicators of life satisfaction and SWB more closely relate to the communicative tolerance: positive relations with others, environmental mastery, meaningfulness of life, openness to the world, acceptance of the others' personality, abilities to control feelings and to adapt themselves to others. Any distortion of the positive ethnic identity toward either hypo-identity, or hyper-identity is inversely associated with different scales of subjective well-being. Ethnic indifference inversely relates with almost all scales of well-being, except the balance of affect. That is, people who are satisfied with their lives, are less inclined to ignore the ethnic features or to confront other ethnic groups. Rational and value aspects of subjective well-being are more concerned with the styles of interethnic interaction than the emotional aspect.

The most general religious peculiarities of ethnic tolerance are the following. Relatively low tolerance of Catholics is manifested primarily in their lower acceptance of individual characteristics of different people, in greater conservatism and categoricity, in lower ability to keep their negative feelings. The relatively high tolerance of Buddhists is shown in their greater ability to adapt to others and to forgive their mistakes. Judah relatively better take other people's individuality and does not seek to re-educate and change them.

There are cultural-specifics in correlations between life satisfaction and ethnic tolerance, which substantively relate to the values and traditions of the religions. These specifics should be considered in developing psychological programs of intercultural communication support, intercultural competence development, intercultural conflict mediation and so on. These results also will be useful in developing culturally sensitive methods of psychotherapy.

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Tables

Table 1. Ethnic identity stiles of different religious groups

	Orthodox Christians		Buddhists		Catholics		Muslims		Jews	
	M	St.D.	M	St.D.	M	St.D.	M	St. D.	M	St.D.
Ethnic nihilism	5,91	5,8	5,97	6,1	8,42	5,4	5,00	4,9	4,43	5,8
Ethnic indifference	10,15	4,4	9,24	4,4	13,33	4,2	9,21	4,3	9,93	5,3
Positive identity	14,59	4,9	15,35	4,8	14,83	4,7	15,44	5,7	14,54	5,0
Ethnic egoism	7,28	4,9	4,13	6,0	9,25	5,8	7,53	5,5	6,89	4,7
Ethnic isolationism	7,37	5,7	4,54	6,0	9,17	5,4	6,79	6,0	6,86	5,1
Ethnic bigotry	7,67	4,4	5,29	6,3	9,08	5,1	7,63	5,1	7,43	4,0

Table 2. Communicative tolerance of different religious groups

Indicators of intolerance	Orthodox Christians		Buddhists		Catholics		Muslims		Jews	
	M	St.D.	M	St.D.	M	M	St.D.	M	St.D.	M
Rejection of others' identity	6,32	3,2	5,46	3,5	9,00	3,6	5,75	4,7	5,61	3,4
Using oneself as a standard	6,63	3,7	5,73	4,9	8,17	4,5	6,26	4,8	7,00	3,9
Categoricity or conservatism	7,21	3,8	6,35	4,3	9,50	3,8	6,93	4,3	6,57	4,5
Inability to hide bad feelings	6,23	3,4	5,94	3,7	8,58	3,9	5,49	4,6	6,54	3,2
Desire to change the partners	6,28	3,6	5,76	3,7	7,17	4,1	6,47	5,0	7,90	4,2
Desire to fit for themselves	6,20	3,6	5,43	4,7	6,42	4,7	6,84	4,7	5,57	4,3
Inability to forgive	6,06	3,0	4,76	3,4	7,50	4,1	5,91	4,9	6,50	3,7
Intolerance to discomfort	4,86	3,9	6,38	4,8	7,25	4,1	5,53	4,6	4,82	8,1
Inability to adapt to others	5,31	3,5	3,30	3,9	5,25	4,5	5,60	4,3	4,75	3,1
Total	54,97	23,6	48,92	21,1	69,00	26,5	58,54	34,5	55,25	24,4

Table 3. Correlations of life satisfaction index and ethnic identity styles

Life satisfaction scales	Ethnic nihilism	Ethnic indifference	Positive identity	Ethnic egoism	Ethnic isolationism	Ethnic bigotry
Zest	0,05	0,06	0,07	-0,04	0,02	0,02
Resolution and fortitude	-0,24	-0,11	0,10	-0,01	0,04	0,06
Congruence between desired and achieved goals	-0,05	-0,06	0,15	0,01	0,07	0,00
Positive self-concept	-0,16	-0,24	0,16	-0,04	0,08	0,02
Mood tone	-0,07	0,00	0,13	-0,11	0,03	-0,05
Overall level	-0,12	-0,14	0,16	-0,04	0,08	0,03

Table 4. Correlations of subjective happiness index and ethnic identity styles

	Ethnic nihilism	Ethnic indifference	Positive identity	Ethnic egoism	Ethnic isolationism	Ethnic bigotry
Subjective Happiness	0,02	-0,14	0,08	0,07	0,14	0,00

Table 5. Correlations of subjective well-being and ethnic identity styles

SWB scales	Ethnic nihilism	Ethnic indifference	Positive identity	Ethnic egoism	Ethnic isolationism	Ethnic bigotry
Positive relations with other	-0,26	-0,27	0,23	-0,12	-0,07	-0,15
Autonomy	-0,03	-0,29	-0,02	-0,01	0,06	-0,01
Environmental mastery	-0,11	-0,32	0,08	-0,12	-0,01	-0,10
Personal growth	-0,05	-0,24	0,06	-0,09	0,03	-0,14
Purpose in life	-0,10	-0,21	0,17	-0,11	0,00	-0,06
Self-acceptance	-0,14	-0,17	0,13	-0,12	-0,03	-0,10
Affect balance	-0,10	-0,01	0,07	-0,07	-0,05	-0,10
Meaningfulness of life	-0,23	-0,20	0,20	-0,13	-0,06	-0,20
Openness to the world	-0,16	-0,26	0,06	-0,12	0,00	-0,07
Overall level	-0,17	-0,16	0,07	-0,09	-0,03	-0,08

Table 6. Correlations of life satisfaction and communicative intolerance indexes

	Rejection of others' identity	Using oneself as a standard	or Categoricity conservatism	Inability to hide bad feelings	Desire to change the partners	Desire to fit partners for themselves	Inability to forgive	Intolerance to discomfort	Inability to adapt to others	Total
Zest	-0,01	0,03	0,06	-0,01	0,01	0,03	-0,08	-0,06	-0,10	-0,03
Resolution and fortitude	-0,04	-0,01	-0,02	-0,11	0,12	0,06	-0,11	-0,05	-0,11	0,00
Congruence between desired and achieved goals	-0,01	0,02	0,02	-0,15	0,06	-0,02	-0,16	0,05	-0,19	-0,03
Positive self-concept	-0,09	-0,01	0,01	-0,10	0,13	0,15	-0,09	0,01	-0,08	-0,01
Mood tone	-0,10	-0,04	-0,04	-0,18	0,06	0,01	-0,07	-0,02	-0,14	-0,06
Overall level	-0,06	-0,01	0,01	-0,16	0,10	0,07	-0,15	-0,01	-0,18	-0,04

Table 7. Correlations of subjective well-being and communicative intolerance indexes

	Rejection of others' identity	Using oneself as a standard	or Categoricity conservatism	Inability to hide bad feelings	Desire to change the partners	Desire to fit partners for themselves	Inability to forgive	Intolerance to discomfort	Inability to adapt to others	Total
Positive relations with other	-0,22	-0,11	0,08	-0,14	0,01	-0,16	-0,14	-0,12	-0,22	-0,16

Autonomy	-0,21	-0,06	-0,09	-0,16	-0,07	-0,09	-0,10	-0,09	-0,19	-0,17
Environmental mastery	-0,18	-0,12	-0,13	-0,24	-0,02	-0,07	-0,14	-0,02	-0,17	-0,16
Personal growth	-0,16	-0,05	-0,03	-0,22	0,04	-0,03	-0,13	-0,04	-0,20	-0,11
Purpose in life	-0,16	-0,05	-0,06	-0,15	-0,03	-0,03	-0,10	-0,04	-0,15	-0,10
Self-acceptance	-0,09	0,00	0,00	-0,05	0,09	0,04	-0,07	0,03	-0,15	-0,02
Affect balance	-0,05	-0,05	0,03	-0,04	-0,03	-0,10	0,00	0,01	0,02	-0,01
Meaningfulness of life	-0,20	-0,08	-0,18	-0,18	-0,09	-0,15	-0,19	-0,02	-0,17	-0,16
Openness to the world	-0,20	-0,11	-0,13	-0,12	0,00	-0,06	-0,15	-0,11	-0,19	-0,14
Overall level	-0,24	-0,14	-0,11	-0,27	-0,02	-0,12	-0,20	-0,14	-0,22	-0,24

The Role of Human Resources, Respectively Employment in the Sustainability of the Pension System in Kosovo

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Abstract

The study will focus on the evaluation of social indicators (indicators of population, unemployment rate, employment rate, etc.) and economic development in view of the socio-economic stability of Kosovo. The impact of the financial resources of pension funds in the quality of payment of pension annuities will be presented as key factors in the socio-economic stability of Kosovo. The research question is "How does the human potential, respectively employment or economic development in pension funds, impact on the sustainability of Kosovo's pension system". The theoretical basis of this study will focus on the study of human resources, employment theories and theories of economic development. Methods that help the study of this problem include the extraction of indicators to provide information which serves to measure the factors that indicate the point of crossing the threshold of socio-economic stability. The key finding of the analysis is the impact of human resource potential in the economic development of Kosovo and its impact on the sustainability of the pension system in Kosovo. From the results obtained conclusions will be drawn on the assessment of current economic development, the proper use of human resources, the assets of pension funds and employment requirements. From a critical evaluation connected to this theme, the findings will serve to make the necessary suggestions for changes and improvement of the problem.

Keywords: economic development, population, employment, unemployment, pension contributions, pension funds, pension.

1. General Indicators

Kosovo has an area of 10,908,000 km², and in 2014 the total area of land used for agriculture was 257.639 hectares and thus 53% of Kosovo's land is agricultural land, 41% is forest, 1% is water and 5% is used for other purposes (land to regulate traffic, to regulate urban land and other infrastructure). Based on the potential economic and political circumstances, Kosovo has developed a low economic rate compared with other countries in the region. The economic development in Kosovo in 2013 is characterized by a low level of GDP¹ growth of 3.4%, which reached 5 billion and 326 million Euros, while the average annual income² per capita in Kosovo was 2.935 Euro. Depending on annual income, the total annual consumption was 2 billion 525 million, while per capita consumption in 2013 was 1,402 Euros (116 Euros per month) and annual consumption of households was 7.625 Euro (household consumption per month was 635 Euros). The total number of households in Kosovo was 297,090, while farms that had agricultural activity in 2013- 2014 were 129,220³ with an average household size of 5.85 persons. In Kosovo several economic branches are developed; Agriculture, Industry, Construction, Energy, Telecommunications, Hospitality and Tourism, as well as various branches of economic services. Kosovo Industry had limited opportunities for economic development, because the industry inherited from before 1999 which was privatized have in effect ceased, while the industrial branches that are developed on a small scale are already private; Extractive industries (mining and quarrying), processing industry, electricity production, processing industry of agricultural products (processing of milk, meat, honey, etc.), wood processing industry, metal processing industry, etc., industry for the production of construction materials. The rate of foreign direct investment (FDI) in 2013 was low and amounted of 232 million, while exports of goods was 293.842 million Euro, which was about 11.99% of the value of imports of goods was of 2,449,064,000 Euro.⁴

¹ Based on World Bank data that are updated in September 2014, it appears that Kosovo compared to the countries of the region, Gross Domestic Product per capita is the lowest. Gross domestic product per capita in the region and in Kosovo, Croatia - US \$ 13.529; Montenegro - US \$ 7.125; Serbia - US \$ 5.935; Macedonia - US \$ 4.850; Albania - US \$ 4.652; Kosovo - US \$ 3.815

² John Maynard Keynes "General theory of employment, interest and money" constellation 2006

³ Source: Agriculture statistics 2011

⁴ <http://esk.rks-gov.net/esk/regjistri-statistikor>

The labour force in Kosovo contains the potential for economic development. In 2011 the total resident population of Kosovo was 1 820.631(2013)¹. Kosovo's² population density in 2013 was 166.9 people per 1 / km², while the natural growth of the population in Kosovo in 2013 was 21,406 inhabitants. So Kosovo's population is predominantly young and motivated to work with 70% of the population being under age 35. About 61% of the population live in rural areas, while 39% live in urban areas..

Human resource development impacts on employment and economic development. Of the potential workforce in Kosovo who possesses education and job skills, it turns out that more than a third of young people do not attend schools or universities or are in a position to gain professional experience.

Employment of human resources is intended to connect them to economic factors (capital, land) in order to produce products or services that are used directly by the user or through their performance in the market.

Employment in terms of a socio-political system is conditioned by a number of factors; a) frictional (mobility of the population to seek work, the heterogeneity of jobseekers in addition to supply of works offered, migration job seekers best work, the organization and the scope of the labor market in addition to the allocation of resources for employment, the degree of balance of the labor market due to the impact of informality), b) structural (change of population growth, structural changes of GDP, social policy, changing the level of generation of jobs, the adaptation of education or their training seekers professional- specialization to the labor market, changes in international trade, the index of inflation, government spending, etc.), c) seasonal (development of seasonal activities which adjusts the amount of wages to labor market requirements, migration of workers, etc. .) and d) cyclical (changing the dynamics of economic development, recession cyclical economic conditions)³, etc.

A greater degree of employment in Kosovo includes household or agriculture (about 25% of GDP consists of the revenues from agriculture (2012), but employment in the agricultural sector is largely informal employment.), Then follows the private sector and the public sector (with growth of GDP in Kosovo in 2012, it has increased the employment rate in the public sector, which means that we have a normal behavior of an economy on the scale of growth).

The level of development of Kosovo's economy has influenced the development of competition in the market with the result that the Kosovo economy still has low labor productivity, delays in the modernization of the economy, low employment rate, and a low level of wages compared with economies of the countries in the region.

The main source of income for households⁴ in Kosovo is the income from households with private sector income which is about 67% of revenue, while the rest of the income that employees benefit in the form of wages and salaries is derived from the public sector (being 23% of overall income in 2013)⁵.

2. Labor market

In the Kosovo labor market in 2011 there were 325,261 jobseekers, so it was hard for the labor market to absorb this number of jobseekers, as well as other persons entering the labor market every year. The Kosovo's labor market is characterized as primarily a market with a new labor force, because a third of the population is under 15 and over 50% of the population is over the age of 24. KSA based statistics show that in Kosovo around 25,000 young people enter the labor market for the first time within the category of skilled labor, while those who reach retirement age for a year is approximately

¹ Source: Census 2011

² Dr. Hivzi Islami "Kosovo population" - demographic study

³ https://en.wikipedia.org/wiki/Structural_unemployment

⁴ A household means an individual, family or community other persons (individuals), who live together and are situated wholly or partly in a household and supplied with food stuff and other things necessary for living. Members of the group may pool their incomes to a greater extent or less. Agricultural household is the household, whose members are engaged in agricultural production as their main activity or secondary, which has a single management and joint use of production tools, such as: land, machines and buildings etc. An agricultural households can produce agricultural products for sale, own consumption or to both.

⁵ Source: social statistics 2013

8000 persons. So the number of people who leave the labor market or retire is much smaller than those entering the labor market. Within a year approximately 8 thousand to nine thousand people can be employed in labor market in Kosovo.

The participation rate in the workforce population in 2013 was 483,193 persons or 40.5%, from the potential of working age people working 338,364 people or 70 percent of the unemployed are only 144,829 people, which means that unemployment Kosovo is 30.9% percent

The participation rate in the labor force in 2012 was 36.9%, in 2013 was 40.5% (men in 2012 was 55.4%, in 2013 it was 60.2%; women in 2012 were 17.8%, in 2013 was 21.1%).

2.1. Employment

The employment rate in Kosovo in 2012 was 25.6%, while in 2013 it was 28.4%.

Temporary employees in 2012 were 73.0%, in 2013 was 68.8%.

The self-employed in 2012 were 19.8%, in 2013 was 22.9%.

Employment rates by sex had increased to 6.5 percent from 2001 to 2009¹.

According to data of the Statistical Agency of Kosovo, the working age by 2013 have reached 1.191 630 people (15 to 64).

According to data of the Pension Savings Trust annual report in 2013 there were 277,267 people who were active contributors.

So, that means that the 57% of the active population work and contribute to the Pension Savings Trust of Kosovo, while the falling unemployment is 43%.

If we compare the statistical data Kosovo Pension Savings Trust with data of the Statistics Agency of Kosovo it appears that; $(338364 - 277267 = 61\ 097)$ 61 097 people or 12.20% of the active population are employed, but are not reported to the Tax Administration of Kosovo, or contribute to the Kosovo Pension Savings Trust

This means that 70.0% (338,364) of economically active people are employed, creating an employment to population (employment rate) of 28.4%. Based on the statistical data of the Tax Administration of Kosovo, the tax on salaries paid to 274,450 employed people, compared with data from Pension Savings Trust of Kosovo shows that in 2013 they paid pension contributions to 277,267 pensioners $(277\ 267 - 274450 = 2187)$ from the comparative data shows that 2,817 people or 1% of the active population contribute to the Pension Savings Trust, but no withholding tax is simply unaffordable.

It estimated that the total population in Kosovo in 2013 was 1,811,372 inhabitants (910,524 Men, Women 900 8480). The potential human resources in the labor market has been classified in 2013 as follows:

Working age population 1,191,630 people (593,111 Men, Women 598519,

- In elderly (age 65+) 141,085 (66,878 Men, Women 74207)

- Workforce (active people) (15-64) 483 193 (357 186 Men, Women 126,007).

- Inactive persons (15-64 years old) 708 436 (235 925 Men, Women 472511)

- Employed (15-64) 338 364 (261 244 Men, Women 77,120).

- Unemployed (15-64 years old) 144,829 (95,942 Men, Women 48887)²

- Workforce to teenagers (15-24 years old) 80,398 (55,850 Men, Women 24,548).

- Employed youth (15-24 years old) 35,476 (27,713 Men, Women 7763).

¹ The results of the LFS in 2013

² Source: Results of the labor force survey in 2013 in Kosovo

- Unemployed youth (15-24 years old) 44,922 (28,137 males, Women 16,785)¹.

In analyzing the economic sectors in which employment was made, it turns out that in 2013, half of the people employed were in manufacturing activities about 12.6%, 12.8% in trade, 11.1% in education and in construction 11.4% of persons employed. The lowest rate of employment is 28.4% of Kosovo, in Bosnia and Herzegovina is 31,6%, in the FYR of Macedonia is 44.0%, in Serbia is 46.4%, In Montenegro is 47, 4%, in Albania is 50.5% while in the 28 EU countries was 64,1%.

Table 1: Employment rate from 2000 to 2009 in the Eu countries and some European countries.

Employment rate from 2000 to 2009 States			Years			
	2000	2005	2006	2007	2008	2009
EU-27	62.2	63.5	64.5	65.4	65.9	64.6
Croatia	51.3	55,0	55.6	57.1	57.8	56.6
Iceland	83.3	83.8	84.6	85.1	83.6	78.3
Montenegro	38.5	40.9	41,0	49.2	50.8	48.7
Macedonia	40.3	37.9	39.6	40.7	41.9	43.3
Turkey	48.9	44.4	44.6	44.6	44.9	44.3
Albania	55.1	49.7	46.2	56.4	53.8	53.4
Bosnia and Herzegovina	:	:	35,0	36.8	40.7	40.1
Serbia	59.2	51,0	49.9	51.5	53.7	50.4
Kosova	:	28.5	28.7	26.2	24.1	26.1

* Source: Eurostat, 2010

2.2. Unemployment

The regulation of rights and obligations between employers and workers in the private sector and public in the Republic of Kosovo is regulated by the Labor Law².

The unemployment rate expresses the percentage of unemployed persons in relation to the number of population of working age, which in Kosovo was 30.9% (in 2012), while in 2013 it was 30.0%³, which shows that two-thirds of the population of Kosovo are of working age (15 to 64⁴).

Unemployment among persons aged 15-64 years is 45.3% (39.8% for men and, 57.3% for women).

According to the statistical results the age group 15-24 in 2103 had unemployment rate of 73.1% (male unemployment was 68.8%, and female t was 81.9%). The lowest rate of unemployment is for the 55-64 age brackets where it is 25.7 %.

¹ Between Kosovo Agency of Statistics survey results workforce in 2013 in Kosovo, November 2014

² Labour Law of the Republic of Kosovo adopted on November 2, 2011

³ Unemployed: Persons aged 15-64 who are unemployed, ie. They are not paid employees or self-employed, and are available for work, ie. They were willing to start paying job or self-employment, job seekers, ie. take specific steps in search of paid employment or self-employment.

⁴ The employment to population ratio, also known as the employment rate, the percentage of the working age population of a country that is employed. (Employment to population ratio = // employed population working age population X 100)

So the percentage of the working age population who are not economically active is 63.1%¹, while the rate of inactive persons² was 59.5% or 708,436 persons (male unemployed in 2012 was 28.1%, while in 2013 it was 26.9% and for women in 2012 it was 40.0%, and in 2013 it was 38.8%).

Among persons able to work, in addition the low rate of employment in Kosovo, 16.8% of employed persons in 2013 were in temporary employment (the unemployment rate for men in 2013 was 26.9%, while the unemployment rate among women was 38.8%..

Unemployment in the 25-54 age group in 2013 was 41.8% (male unemployment rate among this age group was 36.1%, for females it was 53.2%).

According to the statistics of ASK in 2013, it is noted that a very high percentage of employment-age population is unemployed, and most are unemployed and inactive who are not looking for work.

Considering that two-thirds of the population is of working age (15-24) means that their unemployment is very high and poses difficulties for employment, because these people do not have adequate education and training according to the labor market requirements.

The unemployment rate is higher among young people, which represents a concern for maintaining social stability, so the total number of unemployed registered at the Public Employment Office in 2011 was 325,261, while this level is increased even further in 2013, which shows that 59.5% of the population of working age are economically inactive (not employed and were not actively looking for work)³.

Since Kosovo is among the countries with the youngest population in Europe, the working age population is likely to increase rapidly over the next decade and provided that employment rates in the coming years are low⁴.

The highest rate of unemployment in 2013 was in the FYR of Macedonia at 31.2%, with 30.9% in Kosovo, Bosnia and Herzegovina 27.5%, Serbia is 23.1%, Montenegro is 19.7%, Albania 17.7%, in the 28 EU countries it is 10.5%⁵.

The unemployment rate in 2015 in Greece and in Spain is about 25%, while in Germany it is only 5%. The higher the unemployment rate, the higher is the rate of poverty⁶.

2.3. Informality in employment

In terms of the labor market in Kosovo, the creation of an employment relationship is done both formally and informally⁷.

The statistical data shows that about 81.2% employees have an individual contract, while the rest are without a contract.

For young people (15 to 24 years), the percentage of those working without a contract was high at about 41.0%.

¹ Considered economically active people who have a job, or seeking a job like that.

² Inactive persons are those who do not want to be employed, or have given up looking for jobs.

³ Source: Labour Force Survey 2013

⁴ Source: The results of the Labour Force Survey in Kosovo 2013

⁵ Comparison of key employment statistics between countries in the region

⁶ Poverty remains widespread Kosovo where around 29 percent of the population living in total poverty and 8 percent of the population lives (World Bank) in extreme poverty. Most of the beneficiaries of social assistance payments in Kosovo and reduce their poverty level, but these payments are insufficient to set up for the welfare of the poor population on the poverty line. Kosovo basic pension is 45 Euros per month is almost equal to the poverty line of 46.50 Euros. Poverty rates are lower economies. Remittances published by the UNDP show that the total amount of remittances in Kosovo revenues decreased by 14 percent between 2010 and 2011, from 442 million Euros to 379.6 million.

⁷ Riinvest "view of business informality in Kosovo"; Business managers and owners believe that on average businesses in their industries report about 65.6 percent of sales, which means that 34.4 percent were avoided them. Results of informality in the labor force vary by sector; agriculture declare the least and 30 percent of the workforce declared. Over 60 percent of Kosovo's population depend on agriculture, while 70 percent of the workforce remains under-stated in that sector. The sector with the highest number of workers filing is the education sector with only 17.5 percent has evasion. Results show that on average 37% of the total workforce employed is not legally declared

About 31.2% of employed persons in permanent work have a contract, while 68.8% have a temporary contract.

So, in terms of labor market development, in which the degree of informality in employment is huge, employed persons are unable to pay pension contributions.

Thus only 2.9% of the employed population reported that they had a second job during the week.

So the informality phenomenon hides the true economic activities by business or institutions which has developed secretly without corresponding economic activities in the relevant documents, to escape from tax payments and other fiscal charges.

So most businesses escape fiscal obligations that are related to employment. Therefore, according to data released by research¹, the total workforce of unregistered in Kosovo among various sectors is as follows: - Agriculture, Forestry and Fisheries 70%; -production / Processing 45.7%, Health and social work 38.7%; - Other services 36.3%; Housing and service activities 35.5%; Wholesale and retail trade, 33.8%; Communications 29.7%; Construction 20.7%; Education 17.5%

2.4. Employment Forecast

Based on employment data from ASK, the average employer in Kosovo employs 27.296 workers within a year, while based on data from KPST the average for the first time employed people is 10.978 .

Table 2: The number of the employed in Kosovo by years 2010-2014

Years	2010	2011	2012	2013
Nr employees under KSA	24.977	25.170	28.469	30.568
Nr. The contributors in the KPST	249,756	255,562	261,892	281,388
New employees, contributions payers KPST	12,280	5,806	6,330	19,496

* Source: ASK " " Design of the Kosovo population 2011-2061

Based on projections for instance the development of population growth by age group, we come to the forecasts the total level of the population for the coming years 2011-2061.

Table 3: Forecast population growth in Kosovo by age group and the years 2011-2061 (medium variant)

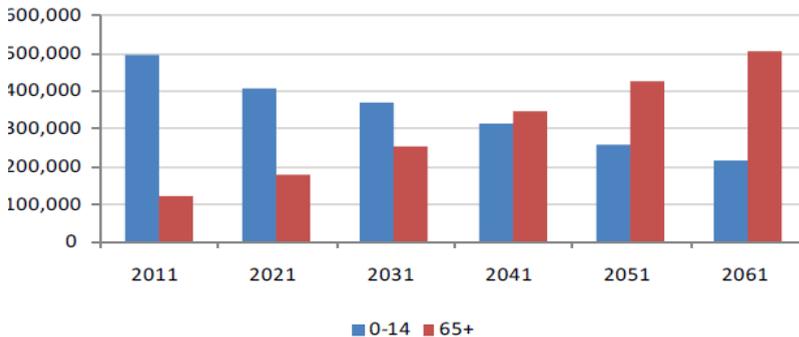
Years	Population by age				Population by age in%			
	Total	0-14	15-64	65-	Total	0-14	15-64	65-
2011	1,780,021	495,101	1,162,044	122,876	100	27,8	65,3	69
2021	1,883,805	406,059	1,301,556	176,190	100	21,6	69,1	94
2031	1,931,957	371,065	1,308,534	252,385	100	19,2	67,7	13,1
2041	1,923,175	313,466	1,262,015	347,693	100	16,3	65,6	18,1
2051	1,859,447	256,760	1,177,814	424,872	100	13,8	63,3	22,8
2061	1,743,470	215,907	1,022,265	505,299	100	12,4	58,6	290

² Source: ASK " " Design of the Kosovo population 2011-2061

¹ Riinvest "To pay or not to pay" | informality from the perspective of businesses in Kosovo | 5

² The estimated population was taken from the publication of KAS " Kosovo Population Projection 2011-2061 "based on the midpoint medium variant

Graph; Population (0-14, 15-64 and 65+ years) for the period 2011-2061 (medium variant)



2.5. Macroeconomic perspective in reducing unemployment

To alleviate unemployment it is necessary to pay attention to the development of an economic policy and a social development policy in order to build a clear perspective for increasing employment amongst the unemployed population and people who live in total or extreme poverty.

Social and economic policies must be active character in order to create real conditions for employment. To implement policies to alleviate unemployment, the following activities should be undertaken: Creating a favorable environment for economic development, macroeconomic policy development and implementation of labor legislation, attracting capital investment, exporting revitalization programs, building educational and professional capacity of the workforce in line with the needs of the market economy, labor market organization, development of monetary and fiscal policies in the interest of the development of local products, the orientation of remittances to promote economic development and employment, etc.

It is estimated that the labor market in Kosovo each year includes over 25,000 people, while the emerging market has over 8000 people.

Unemployment is one of the fundamental problems of Kosovo society, which requires an urgent solution, in order to increase human welfare and the preservation of socio-economic stability, giving priority to long-term unemployment alleviation.

To reduce the rate of unemployment it is necessary to undertake the following: combating the informal economy, improving the legal framework and its implementation, support and stimulation of household, small business support, the support of production capacity, capacity building education-training of the workforce, the orientation of the economy to support sectors which empower the labor market, the opening of new work places by increasing capital investments, develop a full program of temporary employment at home and abroad, support and develop microfinance institutions, labor market organization, the creation of tax incentives and customs, promotion of employment services etc.

3. The average wage and the minimum wage

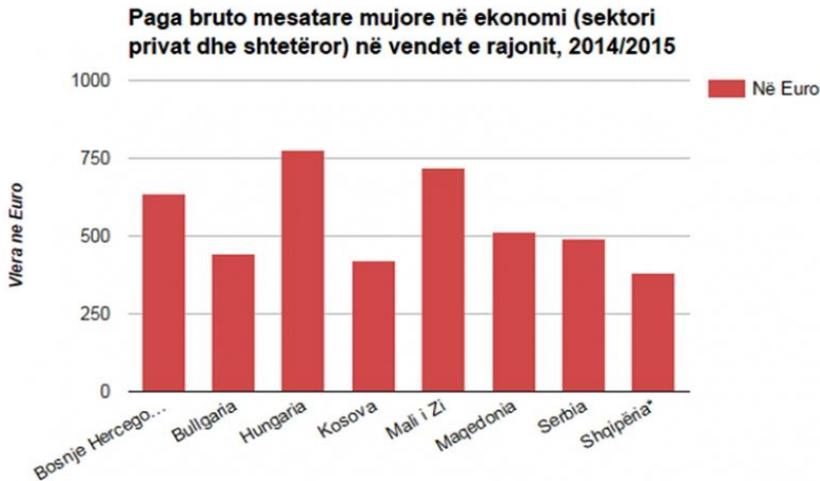
The average net salary of most employees was about 350 Euros per month¹. Kosovo in 2014 applies a special minimum wage², according to the age of employees. Under age 35, the minimum wage is 130 Euros/month, while the 35-65 years age minimum wage is 170 Euros / month, while the other Western Balkan countries minimum wages are as follows; Albania 156 Euros, in Serbia 158, Macedonia 178 EUR Montenegro 193 Euros, Croatia 405 Euros and Greece 684 EUR.

¹ <http://esk.rks-gov.net/esk/registri-statistikor-i-bizneseve>

² The minimum wage is the lowest wage that is required to be implemented by every employer, local or foreign.

The total cost of salaries and benefits and allowances during a year in the public sector is 560 million Euros, according to the Law on Salaries and Benefits in Kosovo

Based on data of the Statistical Agency of Kosovo, the average net salary in Kosovo for the public sector is 441 Euros, while the private sector it is around 230 Euros.



Burimi: INSTAT; Institutet e Statistikave të Vendeve të Rajonit
Komente dhe Analiza: Open Data Albania

In 2015 the minimum monthly salary in Kosovo up to the age of 35 is 130 Euros and over 35 it is 170 Euro.

The minimum wage in Kosovo is the lowest in the region, for persons under the age of 35 years. Kosovo applies a special minimum wage, age of employees of 35 years (the minimum wage is 130 Euros / month), while the 35-65 years age minimum wage is 170 Euros / month.

Table 4: Review of the minimum wage in the countries region

Nr.	Country	Minimal wage
1.	Greece	684 Euro
2.	Croatia	405 Euro
3.	Montenegro	193 Euro
4.	Serbia	188 Euro
5.	Macedonia	178 Euro
6.	Albania	156 Euro
7.	Kosova	130 Euro

* Source: Open Data Albania has researched the level of the minimum wage in the country, the Balkans and Europe

European countries apply a minimum wage higher than in the Balkan region and Kosovo, so in Greece, the minimum wage is 684 Euros, Croatia 405 Euros, Montenegro 192 Euros, 178 Euros Macedonia, Turkey 425 Euros, 156 Euros and in Albania and Kosovo it is 130 Euros¹.

A higher minimum wage applies in Luxembourg, with amounts of 1921 Euros per month. Lower ranks Belgium, Ireland, France, and Great Britain.

Germany applies the minimum wage by sector, and lower fees totaling 7 Euro / hour for 48 hours per week, or 1,344 Euros per month. Among the countries with the lowest minimum wage, which does not exceed 200 Euro per month, are ranked Bulgaria, Serbia, Montenegro, Romania, while Macedonia applies the minimum wage which is placed under the employment sector and is 178 Euros, while Italy, Denmark, Austria, Finland, Sweden, Switzerland and Norway do not apply an official minimum wage².

Unlimited growth of public sector wages exceeds labor productivity, thus increasing their impact on the growth of wages in the private sector, which weakens the possibility for increased productivity and prevents in equal conditions in the labor market, especially when it comes to attract more skilled workers for Kosovo's economic growth which must come from the private sector.

The main challenges for Kosovo are; increasing employment, increasing production capacity, exports and growth of the whole economy. These increases require attention bearing in mind the high cost of labor and the reduction of their skills mismatches. So, to achieve this, it should improve the environment business, offering better conditions in terms of economic infrastructure, in terms of human resources.

4. Contributors and pension contributions

Contributors who have been contributing to KPST since 01/08/2012 number 25,351 employees and 2,828 self-employed. In 75% of cases, contributors for the first time were employed under the age of 35.

The total number of contributors by 2015 was 482,064 contributors for whom, KPST, had opened individual accounts, while the number of active contributors in 2015 is 290,000, or, 23% of the full introduction contributors. Total assets of the Fund under management of pension savings of Kosovo are 1,172 million Euros.

Table 5: Number of active contributors (2004-2013) - 281.388

Years	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Employees	164,839	171,285	177,779	202,067	193,845	207,793	218,893	224,878	235,488	251,392
Self employed	18,675	28,295	27,473	27,215	28,164	29,683	30,863	30,684	26,404	29,996
Total	183,514	199,580	205,252	229,282	222,009	237,476	249,756	255,562	261,892	281,388

* Source: Annual report 2013 of KPST

¹ Express newspaper, Sunday, March 16, 2014

² INSTAT, Statistical institutes of regional countries

The average age of contributors in 2012 was 33 years for employees and 39 years for the self-employed, while 50% were employed were up to age 30 and the self-employed were aged 38 years.

4.1. Average contributions and the minimum wage

Minimum quarterly contributions in 2012 were 39.00 Euros for contributors up to age 35 years, and 51.00 Euros for contributors over this age.

The data shows that the self-employed in 10.4% of cases are paid less than the minimum required by law (€ 130 or € 170, depending on whether they are up to 35 years of age or over 35 years, respectively).

A large number of self-employed (over half) pay only the minimum required by law, and thus risk not saving enough for their retirement.

The employees show that 4.5% of them contribute under the minimum wage, or 3.7% contribute according to their minimum wage, while the remaining 91.8% of them contribute on minimum wage, so that it can be concluded that the current minimum wage levels are low, and we can grow without major implications for employers.

5. Retirement or pensions

Repaid contributions represent contributors who are paid off by the Pension Savings Fund, in case of withdrawal of pension savings (retirement and wrong Refunds transfers, which are considered as contributions that are not under the management of KPST) is the amount of 35.8 million Euros (period 2002-2015), which is drawn from 16.936 individual accounts (the people who are retired or died before the age of retirement).

Data on the number of basic pension scheme persons by age between 2002 and 2014 shows that in 2014 the number of beneficiaries of the pension scheme based on age is 125,883 who benefit from € 75 per month, while the annual amount is of 108,199,460.00 Details the number of beneficiaries of the contributory basic pension scheme between 2008 and 2014 show that in 2014 the number of users was 38,651 who were receiving a monthly amount of $(75 + 65) = 140$ €) and the Annual Budget spent was 61,895,592.00

Findings

1. Policies need to be focused on the use of human potential as a function of employment growth, and to address the issues that are associated with savings of pension contributions, namely pension in order to create socio-economic stability.
2. Economic institutions have raised the level of commitment for the clarification and update of reliable statistical data on employment and participation contributors in the Kosovo pension system and pension beneficiaries.
3. The relevant institutions have declared war on informal working without a contract of employment, giving primacy to income-generating employments and overtime (service contracts), the purpose of payment of mandatory and voluntary contributions,
4. The participation rate in the workforce population in 2013 was 483,193 persons or 40.5%, from the potential of working age people working population of 338,364 or 70 percent of the unemployed are only 144,829 people, which means Unemployment in Kosovo is 30.9%
5. Within a year between eight and nine thousand people can be employed in the labor market in Kosovo.
6. The degree of informality is still high, which is seen from reports certifying that the active population of 61,097 people are employed in the year, but are not reported to the Tax Administration of Kosovo, nor contribute to the Kosovo Pension Savings Trust.
7. The total number of contributors (in the period 2002-2015) by 2015 was 482,064 for whom KPST, had opened individual accounts.
8. The number of active contributors in 2015 is 290,000, or 66, 23% of the total number participants.
9. The total assets under management of the Pension Savings Fund of Kosovo was € 1,172 million.

10. It is estimated that the labor market in Kosovo, for each year include over 25,000 people, while the emerging market has over 8000 people.
11. In 2015, the minimum monthly salary in Kosovo up to the age of 35 is € 130 and over age 35 is € 170.
12. The average net salary of most employees was around € 350 per month
13. The average net salary in Kosovo for the public sector is € 441, while in the private sector it is around € 230
14. The average age of contributors in 2012 was 33 years for employees and 39 years for the self-employed, while 50% of the employed were up to age 30 and the self-employed were up to age 38 years.
15. The minimum quarterly contributions in 2012 were € 39.00 for contributors up to 35 years, and € 51.00 for contributors over this age.
16. The data show that in 10.4% of cases the self employed are paid less than the minimum required by law (€ 130 or € 170, depending on whether they are up to 35 years of age or over 35 years, respectively).
17. A large number of self-employed (over half) pay only the minimum required by law, and thus risk not saving enough for their retirement.
18. Employees shows that 4.5% of them contribute under the minimum wage, or 3.7% contribute according to their minimum wage, while the remaining 91.8% of them contribute at the minimum wage, so that it can be concluded that the current level of the minimum wage is low, and that it can increase without major implications for employers.
19. The statistical data shows that about 81.2% of employees have individual contracts, while the rest are without a contract
20. About 31.2% of employees have a permanent work contract, while 68.8% have temporary contracts.
21. Repayment of contributions from Pension Savings Fund on the occasion of the withdrawal of pension savings (retirement and wrong Refunds transfers, which are considered as contributions that are not under the management of KPST) is in the amount of 35.8 million € (period 2002-2015), which is drawn from 16.936 individual accounts (the people who are retired or died before the age of retirement).
22. In 2014 the number of beneficiaries of the pension scheme based on age is 125,883 which benefit from € 75 per month, while the annual amount of € 108,199,460.00
23. Data on the number of beneficiaries of contributory basic pension scheme (2008-2014) in 2014. The number of users is 38,651, the monthly amount of $(75 + 65) = € 140$, while annual spending budget of € 61,895,592.00

Conclusions

1. Human resources have a potential impact on the economic development and the sustainability of the pension system in Kosovo.
2. Human resource potential is a key component of the pension system and represents stability, because the average age of participants was 39 years old with an average period of 26 years for contributions to save three pieces pension until the age of retirement which is 65 years.
3. Not all contributors in the KPST are active every year.
4. Decrease of seasonal contributors, may be one of the factors reducing the growth rate of contributions collected.
5. The number of contributors from public institutions, individual businesses, society's partnership, Joint Stock Societies, representatives of foreign businesses and other organizations, there is an increase in stress
6. The financial resources of pension funds affect the quality of the payment of pension annuities, pension and appear respectively as key factors in the socio-economic stability.
7. Statistical indicators are encouraging to measure factors that indicate the point of crossing the threshold of socio-economic stability.
8. The labor market is not well organized and the way it is structured is inefficient
9. Employment and unemployment are linked to the level of economic and educational level of the population.
10. The likelihood of employment in the formal economy is below 1% when the jobseeker reaches age 48 years.

Recommendations

1. The rate of unemployment is the key problem that requires intervention in alleviating unemployment by creating new jobs and strengthening economic sectors that will contribute most to reducing unemployment.
2. Through the struggle against the informal economy and economic development, low disproportion between supply and demand for labor and a high absorption into the labor market and an increase in the exit from the labor market.
3. Update the time and the correction of the lists of beneficiaries of basic pension and basic contributors to the pension scheme; reduce the amount of the budget for the payment of pensions.
4. The creation of stable macroeconomic policies that affect the creation of new jobs, through improving fiscal policies in the interest of investors in domestic and foreign markets, in order to increase export and employment growth in the country.
5. The development of legal infrastructure and strengthening labor inspection, which should be in harmony with the country's socio-economic policies.
6. Education and training of the workforce should be based on market demand, or according to the market economy trends.
7. Upgrading and maintenance of labor market indicators, promotion of employment and employment mediation, the publication of statistical data on the labor market of certain periods of time, so that decision-making institutions have fresh data, stable and comprehensive.

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Self-Efficacy Impact on Students Academic Performance

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Abstract

In this paper it is treated the self-efficacy topic. Self-efficacy is important for the people. It is, also, important for the students. Self-efficacy has great impact on students motivation, on their academic performance, on their expectations. The paper aims to measure self-efficacy of students of Psychology branch of the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania, Bachelor degree. The paper aims, also, to analyze opinions of these students about the self-efficacy in general and about their self-efficacy. The research questions are: 1. What is the self-efficacy of students of Psychology branch of the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania, Bachelor degree? 2. What are the opinions of these students about the self- efficacy in general? 3. What are the opinions of these students about their self-efficacy? This study made use of the technique of questionnaire. The measuring instrument is the General Self Efficacy Scale (GSE) (R.Schwarzer, M. Jerusalem (1995)). The GSE is a 10-item scale with a score for each question ranging from 1 to 4. Higher scores indicate stronger student's belief in self-efficacy. It is used, also, the the interview technique in order to understand the opinions of students of Psychology branch of the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania, Bachelor degree, about the self- efficacy in general and about their self-efficacy. The data collected from the questionnaire was analyzed by means of the SPSS program, variant 20. There are given the appropriate conclusions and suggestions about self-efficacy of students of Psychology branch of the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania, Bachelor degree.

Key-words: Self-efficacy, students academic performance, students motivation, students expectations.

Introduction

Self-efficacy beliefs are very important for the people. They have a great impact on people motivation and behavior. Self-efficacy beliefs impact, also, people actions.

Self-efficacy is important because it is the reason behind why we push ourselves to be the best we can be. It motivates us to never give up and to always do our best (Jamel Ricks).

Self-efficacy theory states that the level and strength of self-efficacy will determine 1) whether or not a behavior will be initiated, 2) how much effort will result, and 3) how long the effort will be sustained in the face of obstacles (Cited by Carol Couvillion Landry, 2003).

Self-efficacy is important for the students. Their beliefs about their self-efficacy are very important, because they have impact on their beliefs about their aptitudes and have impact on their motivation to learn.

People high in self-efficacy take better care of themselves. They see tasks as something to be mastered, and they feel more empowered. They're not controlled by circumstances. They see setbacks as challenges to be overcome and can cope with hardship better than those with low self-efficacy (LeVan, 2010).

Theoretical Treatment

According to [Albert Bandura](#), self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation (Cited by Kendra Cherry, 2015).

According to Staples et al. (1998), self-efficacy theory suggests that there are four major sources of information used by individuals when forming self-efficacy judgments. In order of strength:

1. **Performance accomplishments:** personal assessment information that is based on an individual's personal accomplishments. Previous successes raise mastery expectations, while repeated failures lower them.
2. **Vicarious experience:** gained by observing others perform activities successfully.
3. **Social persuasion:** activities where people are led, through suggestion, into believing that they can cope successfully with specific tasks.
4. **Physiological and emotional states.** The individual's physiological or emotional states influence self-efficacy judgments with respect to specific tasks.

Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment (American Psychological Association, 2015).

According to social cognitive theory, self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment (Cited by Frank Pajares, 2009).

Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacious students also recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle. ([Bandura \(more info\)](#)) [[Margolis and McCabe, 2006](#)].

Bandura (1993) postulates that self-efficacy beliefs affect college outcomes by increasing students' motivation and persistence to master challenging academic tasks and by fostering the efficient use of acquired knowledge and skills. Self-efficacy is shown to be associated with choice of task, motivational level, and effort and perseverance with the task (Compeau & Higgins, 1995; Hill, Smith, & Mann, 1987). Low self-efficacy is related to low academic motivation such as not persisting at a task or not working hard (Schunk, 1991). Regarding the number of hours students spent studying, Torres and Solberg (2001) found a positive association between academic self-efficacy and the motivation put forth to study (Cited by Mark Eric Barber, 2009).

Methodology of preparation and development of this paper

A growing body of research reveals that there is a positive, significant relationship between students' self-efficacy beliefs and their academic performance. People with low self-efficacy toward a task are more likely to avoid it, while those with high self-efficacy are not only more likely to attempt the task, but they also will work harder and persist longer in the face of difficulties. Self-efficacy influences: (1) what activities students select, (2) how much effort they put forth, (3) how persistent they are in the face of difficulties, and (4) the difficulty of the goals they set. Students with low self-efficacy do not expect to do well, and they often do not achieve at a level that is commensurate with their abilities. They do not believe they have the skills to do well so they don't try (W.Piper).

A student's self-efficacy may play an important role in his or her academic achievement. Schunk (1991) claims that "there is evidence that self-efficacy predicts ... academic achievement" (p. 207). According to Bandura (1977), self-efficacy affects the amount of effort and persistence that a person devotes to a task (Cited by R.E. Mayer, 2010).

It is important to know students opinions about their self-efficacy, especially it is important to know what are the opinions of the students of Psychology branch about their self-efficacy, because they will be the future psychologists.

Assist. Prof. Bülent GÜNDÜZ, (Mersin University) conducted a study in order to see the relations between burnout and self-efficacy among school counselors. One of the findings of the study was that there is a high and positive relationship between personal accomplishment and self-efficacy (Bülent GÜNDÜZ, 2012).

While psychologists experience the universal stressors shared by the general population, they also experience specific vulnerabilities, which are products of professional psychology. Psychologists have strengths in their knowledge, training, and resources, yet their human

characteristics of life-experiences and emotional injuries play a role in their work. Continuous exposure to the emotional material of others, monitoring of one's own emotional reactions, prudent maintenance of boundaries, limited control over outcomes, and isolated work environments are all factors that present additional stress (APA Board of Professional Affairs Advisory Committee on Colleague Assistance, 2005) (Cited by Krista L. Dettle, 2014).

Aims and objectives of the paper

The main aims and objectives are :

- Measuring self-efficacy of students of Psychology branch of the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania, Bachelor degree.
- Analyzing the opinions of students of Psychology branch of the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania, Bachelor degree, about the self-efficacy in general.
- Analyzing the opinions of students of Psychology branch of the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania, Bachelor degree, about their self-efficacy.

The research questions of the study include:

Research Question 1 : What is the self-efficacy of students of Psychology branch of the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania, Bachelor degree?

Research Question 2 : What are the opinions of students of Psychology branch of the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania, Bachelor degree, about the self- efficacy in general?

Research Question 3 : What are the opinions of students of Psychology branch of the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania, Bachelor degree, about their self-efficacy?

Sampling

In the study participated 146 students of Psychology branch Bachelor degree, of the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania. 9 students (6% of students participating in the study) were male, 135 students (93%) were female, while 2 students (1%) haven't given their gender. 47 students (32,2%) study in the first academic course, 53 students (36,3%) study in the second academic course, 46 students (31,5%) study in the third academic course. In the study participated students of different ages. 17 students (11,7%) were 18 years aged, 37 students (25,3%) were 19 years aged, 50 students (34,2%) were 20 years aged, 30 students (20,5%) were 21 years aged, 7 students (4,8%) were 22 years aged, 2 students (1,4%) were 23 years aged, 1 student (0,7%) was 24 years old, 1 student (0,7%) was 30 years old and 1 student (0,7%) was 35 years old. 103 students (70,5%) live in the country, 42 students (28,8%) live in the city, 1 student (0,7%) has not express where he lives. The

students participating in the study live in Tirana and in different areas of Northern Albania. 72 students (49,3%) live in Shkodra district, 5 students (3,4%) live in Tirana district, 22 students (15%) live in Lezha district, 6 students (4,1%) live in Malesia e Madhe district, 3 students (2,1%) live in Burrel, 1 student (0,7%) live in Puka district, 8 students (5,5%) live in Kukes district, 9 students (6,2%) live in Lac district, 5 students (3,4%) live in Tropoje district, 3 students (2,1%) live in Kruja district, 4 students (2,7%) live in Diber, 5 students (3,4%) live in Ulqin district, 1 student (0,7%) lives in Mamurras, 1 student (0,7%) live in Mirdite district, 1 student (0,7%) has not given where she lives.

Apparatus/Materials

This study makes use of the technique of questionnaire. The measuring instrument is the General Self Efficacy Scale (GSE) (R.Schwarzer, M. Jerusalem (1995)). The GSE is a 10-item scale with a score for each question ranging from 1 to 4 (1= Not at all true 2 =Hardly true 3=Moderately true 4 = Exactly true). The range is from 10 to 40 points. Higher scores indicate stronger student's belief in self-efficacy. It is used, also, the interview technique in order to understand students' opinions about their self-efficacy in general and about their self-efficacy. The content of the interview aims to collect students' opinions about their self-efficacy, about the factors that impact their perception about self-efficacy. The content of the interview aims, also, to collect students' opinions about the factors that impact their belief in self-efficacy. Another aim of the interview is to analyse students' perceptions about the influence of their self-efficacy on their profession as future psychologists.

The questionnaires and the interviews have been filled out by the students themselves. The administration of the questionnaires and the interviews (distribution and collection) was conducted during Mars 2015.

Method of analysis

The data collected from the GSE questionnaire was analyzed by means of the SPSS program, variant 20. It is estimated the reliability of the test. The internal reliability of the Self-Esteem Scale Alpha Cronbach coefficient=0,74. It is carried out the coding of the variables according to the respective rules defined by the authors.

Piloting stage

It is realised the piloting phase. In this phase the internal reliability of the questionnaire Alpha Cronbach coefficient=0,79. In the piloting phase we had the participation of 32 students of Psychology branch, the second course, the Faculty of Educational Sciences, Department of Psychology and Social Work, University "Luigj Gurakuqi", Shkodër, Albania, Bachelor degree. Alpha Cronbach coefficient was recalculated after 10 days with the participation of the same subjects. Alpha Cronbach coefficient was 0,79.

Findings of the study

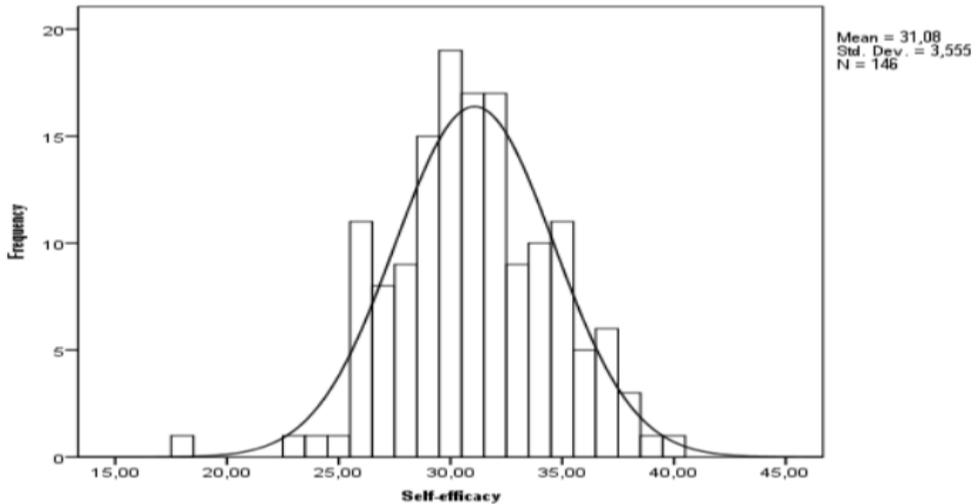
General data concerning students' self-efficacy

Table 1. Data about students' self-efficacy

	N	Mean	Median	Mode	Standard Deviation	Minimum	Maximum
Self- efficacy	146	31,07	31	30	3,55	18	40
Valid	146						

The mean is 31,07, the median is 31 and the mode is 30. The maximum score obtained is 40 (obtained from 1 student or 0,7% of students), the minimum score obtained is 18 (obtained from 1 student or 0,7% of students). However, the corresponding histogram is shown in Graph 1.

Graph 1. Data about students' self-efficacy



The most of the results obtained is ranked in the range of values from 26 to 36 (131 students or 89,6%). A small fraction of the values obtained is ranked in the range of values from 18 to 25 (4 students or 2,8%). In the range of values from 37 to 40 is ranked the other portion of the results (11 students or 7,6%).

The analysis of the influence of students residence on mean Self-Efficacy Scale score

In this study it is used the analysis of variance ANOVA to examine the impact of students residence on mean Self-Efficacy Scale score of students. 103 students (70,5%) live in the country, 42 students (28,8%) live in the city, 1 student (0,7%) has not express where he lives, so, it is impossible to be sure about the fact if there is a significant relationship or not. Sig=0,521 and we can say that the students that live in the city have a higher average of point (31,15), whereas the students that live in the country have a lower average of point (30,73), and this relationship is not statistically significant.

The analysis of the specific academic course on mean Self-Efficacy Scale score

There is not a significant relationship between the specific academic course on mean Self-Efficacy Scale score of students (Sig=0,129). The mean for the students of the first academic course is 31,02, the mean for the students of second academic course is 31,77 and the mean for the students of the third academic course is 30,32. The students of second academic course have a higher average of point (31,77), whereas the students of the third academic course have a lower average of point (30,32), and this relationship is not statistically significant.

The analysis of students'age on Self-Efficacy Scale score

The relationship between students' age and Self-Efficacy Scale score is calculated using Pearson correlation. Pearson Correlation is -0,103. So, there is negative correlation between students' beliefs about their self-efficacy and their age.

There are given the mean, the mode and the standard deviation for each item response.

Items Responses	Mean	Mode	Standard Deviation
1.I can always manage to solve difficult problems if I try hard enough.	3,49	4	0,578
2.If someone opposes me, I can find the means and ways to get what I want.	2,90	3	0,678
3.It is easy for me to stick to my aims and accomplish my goals.	2,86	3	0,667
4.I am confident that I could deal efficiently with unexpected events.	2,88	3	0,620
5.Thanks to my resourcefulness, I know how to handle unforeseen situations.	2,90	3	0,678
6.I can solve most problems if I invest the necessary effort.	3,52	4	0,541
7.I can remain calm when facing difficulties because I can rely on my coping abilities.	3,04	3	0,735
8.When I am confronted with a problem, I can usually find several solutions.	3,19	3	0,591
9.If I am in trouble, I can usually think of a solution.	3,29	3	0,704
10.I can usually handle whatever comes my way.	3,08	3	0,680

As we can see, the lower results are for the items 2, 3, 4 and 5.

The students are based on different sources for giving their perception about their self-efficacy. For example: a)the personal experience, b)the psychological and emotional states, c)the personal beliefs, d)the experience and psychological and emotional states, e)the academic results, f)the experience and personal beliefs, g)the personal accomplishments and experience, h)the personal accomplishments and psychological and emotional states, i)the personal beliefs and psychological and emotional states, j)the personal accomplishments, the experience and the personal beliefs, and k)the personal accomplishments and beliefs.

According to the students, their beliefs about their sel-eficacy has impact on: a) their efforts to succeed, b) their efforts to overcom challenges, c)their motivation, d)their motivation and their efforts to overcom challenges, e)their motivation and their academic results, f)their expectations, g)their academic results, h) their family relationships, i)their relationships with the friends, j) their efforts to succeed and their academic results, k)their efforts to succeed and their relationships with the friends.

The students think that the factors that impact the positive self-efficacy are: the academic achievements, family support and good relationships with the family, family welfare, high self-esteem, the ability to solve problems, the optimism, the motivation, the hard work, the persistence to achieve what they want, their good physiological and emotional state, the thinking positively, their experience, the good relationships with their friends and the supporting by them.

The students think that the factors that impact the negative self-efficacy are: low academic achievements, low self-esteem, negative thought about him/her, family relations, negative evaluation of the people, various failures in life, disappointments in life, the health condition, being pessimistic, poor relationships with the others and their poor supporting, poor management of the time, the inability to cope with the challenges, the family problems,

All the students consider very important the fact that the psychologist must have strong beliefs about his /her self-efficacy. They list these reasons: a)the psychologist will possess better his/her profession, b)he will better assist the client c)he will be more motivation at his/her profession, d)he will have good relationships with the client. The students think that if the psychologist hasn't strong beliefs about his /her self-efficacy, he/she would not be able at his/her profession.

Conclusions

The student's belief in self-efficacy are good. The students that live in the city have a higher average of point, whereas the students that live in the country have a lower average of point, and this relationship is not statistically significant. There is not a significant relationship between the specific academic courses on mean Self-Efficacy Scale score of students. The students of the second academic course have a higher average of point, whereas the students of the third academic course have a lower average of point. There is negative correlation between student's age and their beliefs about their self-efficacy. Student's beliefs about accomplishing their goals and their beliefs about confronting and resolving their problems need improvement.

Student's perceptions about their self-efficacy are good. The students are based on different sources for giving their opinions about their self-efficacy, as: the personal experience, the psychological and emotional states, the personal beliefs, the experience and psychological and emotional states, the academic results, the experience and personal beliefs, the personal accomplishments and experience, the personal accomplishments and psychological and emotional state, the personal accomplishments.

According to the students, the psychologist must have strong beliefs about his /her self-efficacy, because this fact impacts on his/her profession quality, on his/her motivation and on his/her relationships with the client.

Recommendations

It is very important the improvement of beliefs of the students that live in the country. It is, also, very important the improvement of beliefs of the students of the third academic course.

The improvement of students's beliefs on their self-efficacy is very important, because these students in the future will be the psychologists of the North of our country. So, improving students'beliefs on their self-effiacy will result in improving the quality of the work of psychologists and this will result in improving the quality of social services for people living in the North of our country.

One of the findings of the study conducted by Assist. Prof. Bülent GÜNDÜZ, (Mersin University, 2012) was that fact that counselors who get social support have high self-efficacy beliefs (Bülent GÜNDÜZ , 2012).

So, it is very important that our students get the needed support from our academic staff. Our support needs to be focused on students' beliefs about their performance, students' beliefs about their capabilities and students' beliefs about their psychological state. The needed support from our staff will influence student's beliefs about their self-efficacy and this will influence the quality of work of future psychologists.

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Self-Esteem and Loneliness as Predicting Factors of Arab Children Achievement in Kuala Lumpur

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Abstract

Taking into consideration the fact that self-esteem and loneliness have an even more important role to play in students' learning, this study seeks to examine the correlation of these two factors with children academic performance. The study involved 499 (grade 4 to grade 9) Arab children studying at Arab schools in Kuala Lumpur-Malaysia. Data were collected via two questionnaires (one for loneliness and the other for self-esteem). The correlational data analysis yielded a negative correlation between loneliness and academic achievement while there is a positive correlation between self-esteem and achievement. Results also suggested that there is no correlation between students' gender, age, and academic achievement. Furthermore, the results revealed that self-esteem is a good predictor of achievement while loneliness and gender are not good predictors. The findings of the present study are discussed in relation to the relevant literature, taking into consideration the impact of children mental health on their academic achievement. Finally, recommendations for further research are presented.

Keywords: Self-esteem, loneliness, childhood, academic performance, achievement.

Introduction

Academic achievement is an important indicator of whether the education in a country is successful or not. Many variables may have an influence on a student's ability to achieve academically. Those factors include non-cognitive factors (such as, mental health, family circumstances, background, previous academic performances, study skills, and many more) and cognitive factors (such as IQ and standardized test scores, which have traditionally been associated with academic achievement). Many researchers asserted the importance of examining the non-cognitive factors related to academic performance (Coetzee, 2011). As a result, a lot of attention has been given to the children mental health as one of the most influential factors on their academic achievement.

Studies have shown that there is a relationship between social support and both mental and physical health (Tassin, 1999). As children transition from middle level to high school, their self-concept gradually grows. Increasing freedom allows adolescents greater opportunities to participate in activities in which they are competent, and increased perspective taking abilities enable them to garner more support from others by behaving in more socially acceptable ways (Manning, 2007).

Previous research has tied the quality of children's social relationships to their academic achievement, the quality of peer relations has been associated both with students' academic orientations and with their school performance (Flook, Repetti, & Ullman, 2005). Lu & Zhou (2013) find poorer achievement and greater loneliness among migrant children who are isolated in migrant schools. Collectively, research indicates that loneliness is often associated with behavioral and mental health problems (Perlman & Peplau, 1984). The absence of loneliness and social isolation is seen as an important factor for good quality of life (Barrett & Mosca, 2013). Further evidence linking loneliness with social problems, loneliness was associated with poor grades, expulsion from school, running away from home, and engaging in delinquent (Perlman & Peplau, 1984).

Theoretical Background

Loneliness is a complex emotion resulting from deficiencies in fulfilling intimate or social needs (Tassin, 1999). It is an important aspect of psychological distress in childhood and adolescence (Lu & Zhou, 2013). Asher, Hymel, & Renshaw (1984) found that more than 10% of children from third through sixth grade reported feelings of loneliness and social dissatisfaction. Perlman & Peplau (1984) defined loneliness as an unpleasant experience that occurs when a person's network of social relationships is significantly deficient in either quality or quantity. This definition shares three points of agreement with the way most other scholars view loneliness.

1. loneliness results from a deficiency in a person's social relationships.
2. loneliness is a subjective experience; it is not synonymous with objective social isolation. People can be alone with out being lonely, or lonely in a crowd.
3. the experience of loneliness is aversive, unpleasant and distressing.

One of the few theories of loneliness that has been developed to explain loneliness is that of Weiss (Tassin, 1999). Robert S. Weiss (1973) described loneliness as "a chronic distress without redeeming features" (Weiss, 1973, p.15) and he further distinguished between social loneliness (e.g., lack of social integration), and emotional loneliness (e.g., absence of a reliable attachment figure). This theoretical perspective, also called the "social needs" approach. A second conceptual approach to loneliness has focused on social skill deficits and personality traits that impair the formation and maintenance of social relationships (Cacioppo & Hawley, 2015).

Many social scientists have speculated about the various forms that loneliness can take. Three underlying dimensions have been identified in these discussions of the different types of loneliness. These dimensions have to do with the positive or negative nature, the source, and the duration of loneliness (Perlman & Peplau, 1984).

1. Positivity-negativity. We can distinguish between existential loneliness and loneliness anxiety. Existential loneliness is an inevitable part of the human experience, involving periods of self-confrontation and providing an avenue for self-growth. Existential loneliness can lead to positive experiences of "triumphant creation." In contrast, loneliness anxiety is a negative experience that results from a "basic alienation between person and another".
2. Social versus emotional loneliness. Based on the social deficiency perspective, Weiss (1973) distinguished emotional loneliness (the absence of a personal, intimate relationship or attachment) from social loneliness (a lack of social "connectedness" or sense of community). He believes that emotional loneliness is the more acutely painful form of isolation; social loneliness is experienced as a mixture of feeling rejected or unacceptable, together with a sense of boredom.
3. Chronicity. The duration of loneliness over time is an important dimension. Young (1982) distinguished among three types of loneliness. Transient or everyday loneliness includes brief and occasional lonely moods. Situational or transitional loneliness involves people who had satisfying relationships until some specific change occurred, such as divorce, bereavement or moving to a new town. Situational loneliness can be a severely distressing experience. While chronic loneliness occurring when a person has lacked satisfactory social relations for a period of two or more years.

Many factors can contribute to the experience of loneliness. Perlman & Peplau (1984) distinguished between:

1. predisposing factors which make people vulnerable to loneliness. Those factors can include characteristics of the person (e.g., self-esteem, shyness, lack of social skills), characteristics of the situation (e.g., competitive interaction, social isolation), and general cultural values (e.g., individualism).related to the characteristics of the person.

2. Precipitating events that trigger the onset of loneliness. They are factors such as the break- up of a love relationship or moving to a new community which change a person's social life in some significant way.

Since loneliness is the result of dissatisfaction with a perception of social relationships, and it varies with the type of social relationship being considered, it was hypothesized that altering which level of self a person is focusing on would also alter their reports of how they are experiencing loneliness (Tassin, 1999).

James (1896/1958) was one of the first writers to use the term self-esteem, which he described as a self-feeling that "in this world depends entirely on what we back ourselves to be and do"(Pajares & Schunk, 2002). Self-esteem continues to be one of the most commonly researched concepts in social psychology (Tassin, 1999).

Self-concept and self-esteem are among the most widely discussed but misunderstood constructs in education. Early theorists defined and used self-concept in general terms as global perceptions of self- worth, or self-esteem (Pajares & Schunk, 2002). Although the terms self-concept and self-esteem are often used interchangeably, they represent different but related constructs. This self-concept is seen in more general terms (Campbell, 1967), it refers to a student's perceptions of competence or adequacy in academic and nonacademic (e.g., social, behavioral, and athletic) domains and is best represented by a profile of self-perceptions across domains. Self-esteem is a student's overall evaluation of him- or herself, including feelings of general happiness and satisfaction (Manning, 2007)

Theories of self-esteem have been based on one of two fundamentally different assumptions about the essential nature of self-esteem. Traditionally, intrapersonal theorists have conceptualized self-esteem as a person's private self-evaluation. Humanistic approaches that dominated thinking about self-esteem in the middle of the 20th century likewise viewed self-esteem as a personal evaluation of one's goodness or worth (MacDonald, Saltzman, & Leary, 2003).

Issues of self-esteem are likely to arise in middle and late childhood, children become more aware about managing and controlling their emotions to meet social standards. A greater sense of social awareness arises because of the wide increase of significant others, as well as some internalisation of the perceived values and norms of society could lead to those issues. At his stage, statements of self- image will include emotionality, interpersonal references, as well as trait labels (Alpay, 2000) and is so necessary as to be the prime motivator of all behavior (Campbell, 1967).

Promoting high self-esteem is important because it relates to academic and life success (Manning, 2007). Research indicates that persons who maintain positive self-concepts with higher self-esteem tend to report more positive affective states, greater wellness, more life satisfaction and fewer depressive symptoms which in turn affect their performance in school (Yaacob, Juhari, Talib, & Uba, 2009) (Campbell, 1967).

Self-concept is frequently positively correlated with academic performance, but it appears to be a consequence rather than a cause of high achievement. This suggests that increasing students' academic skills is a more effective means to boost their self-concept than vice versa (Manning, 2007).

From middle to late childhood, loneliness appears to be an indicator of internalizing emotional problems and negative self-perceptions such as anxiety, shyness, depression, or low self-esteem (Bonetti, 2009). The available evidence suggests that loneliness is associated with poor mental health, loneliness was associated with indices of poor personality integration (Perlman & Peplau, 1984). Barrett & Mosca (2013) found that social isolation is a significant feature of the lives of return migrants. In a study conducted by Shouqair on a sample of 290 pupils from second grade of middle school in Egypt and Saudi Arabia, the results showed a positive relationship between self-esteem and mutual social relations and a negative relationship between the scores of members of the two samples in appreciation of self-esteem and loneliness (Shouqair, 1993).

Salomon and Strobl examined loneliness, social support, and help-seeking behavior in children, ages 9 to 13. Participating were 330 fourth to sixth graders from middle and low income families from the Montreal, Canada region, who completed two questionnaires measuring feelings of loneliness and social dissatisfaction and help-seeking. Independent variables were sex, school performance, and socioeconomic status (SES). The results indicated that children with lower school performance were significantly more lonely than children with higher school performance, and more particularly expressed feelings of rejection and isolation. Sex and SES had no effect on the loneliness score (Salomon, A.; Strobel, 1996)

Similarly, Noramn (2003) examined the identification and perception of 170 middle school children in the seventh grade in a public school in Tennessee to determine the extent and direction of the relationships among children's loneliness scores, The results indicated that there is no statistically significant relationship between students' loneliness scores and school performance (Norman, 2003).

In Malaysia, Yaacob, Juhari, Talib, & Uba (2009) examined the degree of relationships between loneliness, stress and self-esteem with depression among adolescents. The findings of the study showed that loneliness, stress and self-esteem have moderate significant relationships with depression and stress emerged as the strongest predictor of adolescent depression.

From the educational literature, it is clear the relationship between student achievement, loneliness and self-esteem. There is general agreement amongst researchers that students who are underachieving at school are also likely to have low self-esteem, and that improvements in self-esteem will lead to improvements in achievement (Alpay, 2000). A low self-esteem may be exhibited through several operations by the child such as avoidance, compensation, low motivation, and resistance (Alpay, 2000), this could also leads to loneliness as low self-esteem is a one of the most powerful predictors of loneliness (Mahon, Yarcheski, Yarcheski, Cannella, & Hanks, 2006; Harward, 1989).

Statement of the problem

The deformation of the self-concept can lead to loneliness (Hamza, 2003). Low self-esteem has been shown to relate to concurrent and later feelings of loneliness in adolescence (Vanhalst, Luyckx, Scholte, Engels, & Goossens, 2013). The assumption that children's self-beliefs are inextricably tied to their thinking and functioning seems so sound (Pajares & Schunk, 2002). A path analysis supported the model; a lack of peer acceptance in the classroom in 4th grade predicted lower academic self-concept and more internalizing symptoms the following year, which in turn, predicted lower academic performance in 6th grade (Flook et al., 2005). Vanhalst et al., 2013 investigated the direction of effects between loneliness and self-esteem in two independent longitudinal studies, and the underlying role of social acceptance was investigated. Results indicated that self-esteem and loneliness influenced one another in a reciprocal manner. Furthermore, the dominant path from self-esteem to loneliness was partially mediated by perceived—but not actual—social acceptance (Vanhalst et al., 2013).

Therefore, the major purpose of this study is to test the relationship between Arab children's self-esteem, loneliness and their achievement Arabic schools in Malaysia. It also invisigate if self-esteem and loneliness are predicting factors of arab children achievement.

For more specification, the study aims at answer the following questions:

1. What is the level of self-esteem and loneliness among Arab children's in Arabic schools in Malaysia?
2. How well does the Arab childrens' self-esteem and loneliness predict their achievement?
3. What is the role of some dependent variables (age and gender) on predicting Arab childrens' achievement?

Research Method

Research design

This research is a descriptive in nature; its key purpose is a description of the state of affairs, as it exists at present. Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed (Kothari, 2004). According to this research methodology, the researcher achieved the objectives of the study by using suitable methods for data collection such as, a questionnaire to identify the level of self-esteem and loneliness among Arab children's in Arabic schools in Malaysia.

The Sample

The sample in this study was randomly selected from four Arab schools in Kuala Lumpur city: which resulted in 499 students (age average 12.13 years) in the middle stage. Table (1) illustrates the research sample in terms of gender and age. The students' sample consisted of 499 students in Arab schools in Kuala Lumpur. The male students formed 46.9% of the sample while the female students formed about 53.1%. Concerning the students' age, the majority of the sample (68.7%) aged 11-14 years, 19.2% aged 9-10 years and 12% are 15-17 years old.

Materials

In order to test the children level of loneliness and self-esteem, the researchers adapted two instruments; revised version of the self-report UCLA (University of California, Los Angeles) Loneliness Scale developed by Russell, Peplau, & Cutrona (1980), and Index of Self-esteem (ISE) A 25-item questionnaire developed by Hudson (1982).

The adapted UCLA-R Loneliness Scale comprises 20 items that presented statements about children's feeling of Loneliness. The items are 3 Likert scale (usually, sometimes, never). The scale divided into three sub-scale: social relationship (6 items), rejection (9 items) and loss of mutual intimacy (5 items). Cronbach's alpha, the measure of reliability, was calculated for the scales and subscales; "social relationship" had an alpha of 0.71, "rejection" had an alpha of 0.76, and "loss of mutual intimacy" had alphas of 0.706. The overall scale had an alpha of 0.75. All scales and subscales were greater than 0.7, which is considered "acceptable" for exploratory research.

This study utilized the Index of Self-Esteem (ISE) (Hudson, 1982). This 25-item index is intended to measure the amount, intensity, and/or significance of a problem an individual has with self-esteem. The items are rated on a Likert scale from 1-3 (usually, sometimes, never). 3 items has been deleted according to the results of validity and reliability test. The researchers test the reliability using Cronbach's alpha internal consistency coefficient. The results of Cronbach's Alpha for the 22 items scale indicate that the overall scale had an alpha of 0.85. This means that the instrument has a good reliability and can be used to measure the pre-service teachers' perceptions towards mlearning.

Results

The main aim of this study is to measure the relationship between Arab children's self-esteem, loneliness and their achievement Arabic schools in Malaysia. It also investigate if self-esteem and loneliness are predicting factors of arab children achievement. Therefore, a multiple linear regression analysis was conducted to predict children's achievement in from the predictor variables.

The two questionnaires asked children to report their feeling of loneliness and self-esteem. table (2) includes the means and standard deviations about Arab children's feeling of loneliness and their self-esteem.

The results in table 2 show that Arab children have a moderate level of loneliness with 54.3% ($M = 1.63$, $SD = 0.4$). Regarding the loneliness scale subcategories, the highest percent 59.5% is for "loss of mutual intimacy" ($M = 1.785$, $SD = 0.552$), while the lowest percent 52.2% is for "rejection from the others" ($M = 1.567$, $SD = 0.467$). the "social relationship" get 54.9% ($M = 1.646$, $SD = 0.469$). Such results support the results that the Arab children have a moderate level of loneliness.

On the other hand, the results in table 2 show Arab children have high level of self-esteem with 78.8% ($M = 2.365$, $SD = 0.381$).

Full model entry was employed to regress all predictor variables onto the dependent variable simultaneously. A standard multiple regression analysis was employed to predict achievement. Table 3 displays the correlations between the variables.

Each variable has a significant correlation with each other variable. Achievement was positively correlated with self-esteem, and negatively correlated with loneliness. on the other hand, self-esteem is negatively correlated with loneliness. To get more information about the goodness of fit of a model, the results about R Square is presented in Table 4.

In this case the R^2 of 0.138 indicates that 13.7% of the variation in achievement is explained by the regression variables. The adjusted R^2 value of 0.131 indicates that a little percent of the variability in achievement could be predicted by self-esteem, loneliness, gender and age.

For more information about the model, Table 5 shows the regression ANOVA, which tests for a linear relationship between the variables.

The results in the ANOVA Table ($F(4, 494) = 19.728, p < .001$) indicate that the value of F is significant beyond the 0.01 level. The full model R^2 was significantly greater than zero, $R^2 = 13.8\%$.

On the second step all of the predictors were entered simultaneously, resulting the "Coefficients", that provides the estimates of the regression coefficients (table 6).

Analysis of regression coefficients (Table 6) indicated that Arab children achievement could be predicted by self-esteem ($Beta = 0.285, p < .01$). This result is aligned with the results in table 4 that the variables predicted significantly 13.8% of the variance in achievement. The other three variables; loneliness ($Beta = -0.089, n.s.$), gender ($Beta = 0.039, n.s.$), and age ($Beta = -0.054, n.s.$) were not a significant predictor of achievement for Arab children. The overall model fit was $R^2 = 0.138$. Thus, the higher a children's self-esteem, the greater children's achievement.

DISCUSSION

Children's mental health could be one of the crucial factors for their achievement. As a result, it is important to test the relationship between children achievement and some of the non-academic factors related to children's mental health. The present study employed a multiple regression analysis to determine if the children's level of self-esteem, loneliness, gender and age could be predictors of their achievement. The results indicate that a linear combination of the predictor variables is able to account for a significant amount of variance in a children's achievement.

The findings further indicate that the self-esteem predicts a significant amount of variance in children's achievement. Contrary to this, children's feeling of loneliness, age and gender did not individually predict a significant amount of variance in children's achievement.

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Table 1. The Sample

Age	Gender				Row Totals	
	male		female			
9-10	38	16.2%	58	21.9%	96	19.2%
11-14	154	65.8%	189	71.3%	343	68.7%
15-17	42	17.9%	18	6.8%	60	12.0%
All	234	46.9%	265	53.1%	499	

Table 2. Basic Descriptive Statistics

	Mean	% of Mean	Std. Deviation	level
social	1.646	54.9%	0.469	Moderate
rejection	1.567	52.2%	0.467	Moderate
loss of mutual intimacy	1.785	59.5%	0.552	Moderate
Loneliness	1.630	54.3%	0.400	Moderate
Self-esteem	2.365	78.8%	0.381	high

Table 3. Correlations Between Predictor Variables

	achievement	loneliness	self-esteem
achievement	1	-.290**	.359**
loneliness	-.290**	1	-.681**
self-esteem	.359**	-.681**	1

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

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.371a	.138	.131	13.4089

a. Predictors: (Constant), self-esteem, age , gender , loneliness

Table 5. The regression ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	14188.464	4	3547.116	19.728	.000
Residual	88820.610	494	179.799		
Total	103009.074	498			

Table 6. Regression output (Regression Coefficients)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	60.380	9.072		6.656	.000
gender	1.122	1.254	.039	.894	.372
age	-.446	.351	-.054	-1.271	.204
loneliness	-3.186	2.066	-.089	-1.542	.124
self-esteem	10.759	2.211	.285	4.866	.000

The Administration of Corporate Social Responsibility in the District Regulation in Indonesia

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Abstract

In Indonesia, Corporate Social Responsibility (CSR) is corporate activity that is regulated by the law. By means of the Investment Law No.25 year of 2007 and the Limited Liability Company Act No. 40 year of 2007, it is regulated that every company in Indonesia is obliged to implement CSR. However, these regulations are not set technically; therefore some local governments have made guidelines for the implementation of CSR through the District Regulations. The problems of this study are: (1) how is the CSR regulation model in the District Regulation? (2) What are the company's attitude and the company's request towards the CSR regulation in the District ? This study uses normative law research method that examines the provisions of the law, as well as empirical legal research method that used to observe the behavior and the attitude of the government and corporate actors. This research took place in several provinces in Indonesia. The results of this research are: First, the CSR regulation in regional area is formulated based on local government authorities. The provisions of these district regulations are customized to the interests of each region, although it still normatively refers to the standard legislation. Second: The Company's attitudes prefer the self-regulated regulations arranged by their respective companies. Additionally, the setting of CSR can make the arrangement of CSR activities in accordance with the District Government program; as a result it can speed up the community development.

Key Word: Corporate Social Responsibility, District Regulation, Self Regulation, Community Development

A. Background

In Indonesia, Corporate Social Responsibility (CSR) is a corporate activity that is regulated by law. Through the Investment Law No. 25 of 2007 and the Limited Liability Company Act No. 40 of 2007, every company in Indonesia is obliged to implement CSR. Once enacted, many companies, both of domestic private companies and foreign companies as well as state enterprises have been implementing various programs of CSR.¹ Implementation of CSR programs is practically done in a variety of areas in which the companies are operated

This situation raised some issues, namely: First: some regions attempt to manage the implementation of CSR in their areas. With regional autonomy possessed authority, some local governments made policy management in their respective regions.² But because there are no clear guidelines on laws and government regulations, the respective local governments formulated and shaped their regulations without any standardization. For example, there are some provinces that regulate the management of CSR through regional regulation. While other areas use the Governor Regulation. While there are also areas that are not set a regulation at all, but many companies have implemented CSR programs there. Second: The settlement of the CSR program management raises a variety of practical problems in the field such as the absence of a local institution to supervise the program implementation. The emergence of ambiguities of rights and duties in companies, governments and society program recipients, as well as the un-standardized implementation of CSR evaluation system has led to legal cases that being brought to corruption court.³

¹ Mukti Fajar ND, *Corporates Social Responsibility in Indonesia*, Publisher: Pustaka Pelajar, 2009, p.281-351

² Mukti Fajar ND, *The Problem of Regulation on Corporate Social Responsibility in Local Regulation*, A paper presented in the 30rd Corporate Forum for Community Development (CFCD), Jakarta, PT Indonesia Power, 14 May 2012

³ Mukti Fajar, *The Deviation of CSR Funding*, *Kedaulatan Rakyat Newspaper*, 10 September 2013

Those issues arose because the regulations at the national level are not applicable and lack of guidance.¹ It is causing the rise of multiple interpretations in regulations at the local level as well as in the implementation of CSR practices by companies in the society. Therefore we need a standard model of local government policies regarding the management of CSR programs.

B. Research Question

From the description above, this study will focus on the question of reviewing the implementation of CSR in the regions based on normative and empirical aspects, with formulated problems as follows:

1. How does the concept of CSR and setting in Local Regulation?.
2. What kind of practices and wishes of the companies towards the regulation of CSR in the local region

C. Literature Review

1. Definition and concept of CSR

Explaining CSR definitively is the initial issue that must be addressed because the definitions of CSR are very diverse. The diversity of the model definition of CSR is the logical consequence of the nature of the implementation that based on the principle of volunteerism. There is no standard model that can be considered as the main reference, both at global and local levels. But some of them can be used as an explanation. ,

According to The World Business Council for Sustainable Development (WBCSD) definition of CSR is: *"Corporate Social Responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large."*²

Meanwhile, according to Article 15 paragraph (b) of Law No. 25 Year 2007 regarding Investment stated: *"Every investor is obliged to carry out corporate social responsibility"*. Mentioned in the article description what is meant by corporate social responsibility: *"is the inherent responsibility in any investment companies to sustain the harmony of balanced relationship in accordance with the environment, values, norms, and culture of the local community"*.

Furthermore, in Article 1 paragraph 3 of Law No. 40 Year 2007 on Limited Company states: *"Social and Environmental Responsibility is the commitment of the Company to participate in the sustainable economic development to improve the quality of life and environment which is beneficial for the company, local community and other society"*.

Hartman and Desjardins explained that CSR is also part of the decision making system in the company.³ Regarding that matter, implementation of CSR programs cannot concern only on social interest, without any regard on shareholders' since it will deny the corporate nature of the companies that is morally aimed for profit.⁴ In other words, the rights of shareholders (stockholders) on profits must also be prioritized, in addition to the other social interests (stakeholders).⁵

Based on its motivation, companies aim the CSR program to donate, to promote as well as the company's sustainability strategy.⁶ Practically, the implementation of the CSR programs is quite diverse in reality. For example: (a) Education; (b)

¹ Directorate of Legal Affairs and Human Rights of the Ministry of National Development Planning/National Development Planning Agency. 2005. "Study of Harmonization of Laws and Regulations in Supporting the National Development". Jakarta; Bappenas RI

² Phil Watts and Lord Holme, Meeting Changing Expectations, World Business Council for Sustainable Development – Corporate Social Responsibility, p.3, download form www.wbcsd.org

³ Laura P. Hartman and Joe Desjardins, Business Etiquette: The Decision Making for Self-Integrity and Social Responsibility, Jakarta: Publisher Erlangga, 2008.

⁴ K Berten, Introduction to Business Etiquette, Publisher Kanisius, 2000, p.289-305.

⁵ Benedict Sheehy, Scrooge -The Reluctant Stakeholders: Theoretical Problems In The Shareholder-Stakeholders Debate", *University of Miami Business Law Review* 14 (Fall/Winter, 2005): 197, lihat juga Jill E Fish, "Measuring Efficiency in Corporate Law : the Role of Share Holder Primacy", *Journal of Corporation Law University of Iowa* 31 (2006) : 647-648

⁶ Mukti Fajar, Corporates Social Responsibility in Indonesia, Yogyakarta, Publisher: Pustaka Pelajar, 2009, p.285

Health; (c) Poverty; (d) Employment; (e) Natural disasters; (f) Public facilities and environment; (g) Empowerment of SMEs; (h) Cultural, sport and Religious.

In this study, CSR is formulated in a broader perspective which refers to: (1) the contribution of the company; (2) aimed at improving quality of life and the environment; (3) in the various fields of social activities; (4) employees or external parties; (5) provide the benefit for the companies and society as well as the environment.¹

2. Local Government Authority

The Indonesian government is divided into three levels: central government, provincial government and district government. From the authority aspect, local governments are given the autonomy to manage their own regions. The authority of the government is the main basis for any action and legal acts of every level of government.² By the existence of basic legal authority, therefore any actions and legal acts that carried out can be categorized as a legitimate legal action and vice versa.³

In Act No. 32 Year 2004 on Regional Government, article 19 verse 2 confirms that the administrator of the local government is the Local Government and Parliament. Article 21 of Act No. 32 of 2004 on Regional Government confirmed the existence of eight rights that belongs to the region in organizing autonomous authority, namely:

- a. Organize and manage the affairs of government.
- b. Selecting the local leaders.
- c. Managing the regional human resources.
- d. Manage the region's wealth.
- e. Pooling the taxes and levies.
- f. Get the profit sharing from the management of natural resources and other resources in the area.
- g. Receiving other legitimate resources of funds.
- h. Receiving other rights set out in the legislation.

The handover of the majority of governmental authority (from the central) to the local government has put local governments as the spearhead of national development in order to create prosperity for the people, fair and equitably. Regarding this matter, the regional's role and support in the implementation of legislation is very strategic, particularly in the establishment of the regional regulations (local laws) and other local regulations in accordance with the provisions of the legislation.⁴

Article 18 verse 6 of the 1945 Constitution states that local government has the right to set of the local regulations and other regulations to implement the regional autonomy and duty of assistance. In this regard, the national legal system gives the attributive authority to the region to establish Local Rules and other regulations. The Local Regulations are expected to synergistically support government programs in the region.

According to article 25 Act No. 32 Year 2004, Regional head has the duties and rights as follows:

1. Lead the management of local government based on policies established with Parliament.
2. Submit the draft of regional regulation.
3. Establish the Regional Regulation which has been approved by parliament.

¹ Michele Sutton, "Between A Rock and Judicial Hard Place Legal Liability Under Kasky v Nike", *UMKC Law Review* 72 Summer 2004, ... see also ISO 26000: Guidance on Social Responsibility, Download from www.iso.org

²Hans Kelsen, 2006, *General Theories on Law and State*, translated by Raisul Muttaqien, Bandung, Nusa Media,

³ Afan Gaffar and M Ryass Rasyid, *Local Autonomy in the Unitary State*, Yogyakarta: Pustaka Pelajar, 2002, p.233

⁴ Jimly Asshiddiqie, *Regarding Laws*, Jakarta, Konstitusi Press, 2006, p.269

4. Compile and submit the draft of Regional Regulation on Regional Development and Expenditures Budget to Parliament to be discussed and defined together.
5. Promote the implementation of local obligations.
6. Represent the region in and outside the court, and may appoint legal attorney to represent him in accordance with the legislation.
7. Carry out other duties and responsibilities in accordance with the laws and regulations.

3. Theoretical Approach

There are at least four legal theory related to CSR. (1) reflexive law theory, (2) social responsibility theory, (3) the Hobbesian Leviathan theory, (4) corporate governance theory. But in this study, reflexive law theory will be used as a main analysis tool for the data obtained in this study. This theory has been chosen for at least three reasons, namely:

Firstly, other theories cannot be used for several reasons, such as:

- a. The core of the Social Responsibility Theory, is to give an obligation for the board of directors and corporate management to maintain the harmony between the interests of shareholders and stakeholders.¹ This theory has become too narrow to discuss the formulation of the problem posed in this study, because it only focused on the liability of directors alone.
- b. Hobbesian Leviathan theory calls for strict control of the government, as well as diminish other efforts. Thomas Hobbes in Leviathan teaches that routine control by the government is very effective in law enforcement.² This theory became less appropriate to use, because it puts the government as the most competent in managing the public (corporate). This view would be diminished other alternatives in setting CSR.
- c. Corporate governance theory calls for corporate accountability of corporate directors. Accountability is intended for direct accountability to the shareholders in accordance with the law firm.³ This theory is more likely to observe internal party relations between the management of the corporation and the owner of the company while CSR is also related corporate relationship with external parties.

Secondly, reflexive law theory is used to overcome the deadlock on the formal approach to the obligations of the company in the legal system. Formal legal mentioned is the state intervention in regulating private issues through laws and regulations, such as the Labor Law, Environmental Law, Consumer Protection Act and so forth

It is also explained further that reflexive law theory is the legal theory that explains the limitations of the law (limit of law) in a complex society to drive social change effectively.⁴

Reflexive law theory attempts to suppress the complexity and diversity of the community through the extensive legislation. Reflexive law theory aims to direct the patterns of behavior and encourage the setting itself (self regulation).⁵ This legal theory focuses on social processes "regulated autonomy" that is: let the private actors, such as corporations to freely

¹ Peter Nobel, "Social Responsibility of Corporations, Article on Symposium Corporate Social Responsibility: Paradigm or Paradox", *Cornell Law Review* 84 (July, 1999): 1259. see also Frank René López, "Corporate Social Responsibility in a Global Economy After September 11: Profits, Freedom, And Human Rights", *Mercer Law Review* 55 (Winter 2004): 747. See also Julian Velasco, "The Fundamental Rights Of The Shareholder", *U.C. Davis Law Review* 40 (December 2006): 453

² Westlaw Noted, "Finding Strategic Corporate Citizenship: Harvard Law Review, April 2004, p 1973-1974. See also... Thomas Hobbes (1588-1679), *Moral and Political Philosophy*, in the sub-chapter *The Natural Condition of Mankind: Why Should we Obey the Sovereign?*, electronic book version. Downloaded from <http://www.iep.utm.edu/h/hobmoral.htm>

³ Cynthia A. Williams, "Corporate Social Responsibility In An Era Of Economic Globalization, Symposium: Corporations Theory and Corporate Governance Law", *U.C. Davis Law Review* 35 (February 2002) : 713 .see also Henry Hansmann dan Reinier Kraakman, "The End of History for Corporate Law", *Paper no 280, Business Discussion Paper Series* (Boston : Harvard Law School, 2000), hal. 7-10

⁴ David Hess, "Social Reporting: A Reflexive Law Approach To Corporate Social Responsiveness", *Journal of Corporation Law*, 25 (Fall 1999): 42

⁵ Ibid.hal 43

organize itself. On the other side of the reflexive law intervenes social processes by making reference procedures for corporate behavior.¹

Gunther Teubner said that there has been a law's evolution that produced three types of laws, namely: formal, substantive, and reflexive.² Reflexive Law emerged in response to the crisis of the interventionist state. On one side, reflexive law frees the private sector to determine their own policies, and on the other hand, this law intervenes reflexive social processes by establishing procedures that guide the behavior of the subjects.³

Reflexive law is basically a procedural law, and therefore, can be considered as self-regulation. Reflexive law seeks to influence decision-making processes and communication with the required procedures. However, the final decision remains in the private sectors. The aim is to encourage the processes of independence self-reflexive in corporations about the impact of their actions on society.⁴

To assess CSR, reflexive law theory is the theory of law that seeks to encourage corporations to reassess whatever practices they have done by providing cutting-edge information called social reporting. Social reporting is a form of a brief report on the social impact due to the corporate behavior ethically on the interests of the public or stakeholders.⁵

In many ways, the social report is the same as social performance of the corporation. Although similar to the company openness that is often disputed, but it is a very important part to be delivered.⁶

Peter Pruzan from Copenhagen Business School provides a very useful description of social reports stating the basic characteristics. According to him, a social report provides standard on how well an organization revives the existing values that are made together with the stakeholders, where the organization is committed also to apply for the organization itself. A social report shares a process of dialogue in which the values are integrated into an organization. The social reports also provide an extensive overview of the organization relationship with stakeholders, and thus have the opportunity to thrive and survive in the long term.⁷

The purpose of the regulation that is based on reflexive law theory is not to make the corporation do the defensive compliance, but to encourage the proactive and responsive management to social issues.

Social reports should be an obligation for all companies at a certain proportion. Both, for public and private corporations in order to obtain a significant impact on stakeholders. However, the costs for CSR and create a social report may be too large for small firms.⁸

The legislators need to consider the cost burden on companies that are smaller, as well as they also need to consider the impact of the companies in the community. A social report should be an annual requirement for all companies that meet the standard requirements.⁹

The importance of the corporate to conduct social reporting is related to the implementation of CSR. First, this report will encourage companies to systematically reflect the impact of their actions on the bigger community. Secondly, this requirement is to provide information to the public whether to reward or to punish a company based on the company's social performance.¹⁰

¹ Ibid., hal. 50

² Ibid., hal. 48

³ Ibid., hal 50

⁴ Ibid., hal 51

⁵ Ibid., hal 64

⁶ Ibid.

⁷ Ibid.

⁸ Section 12 (g) dari the Securities Exchange Act of 1934 di Amerika Serikat mempersyaratkan semua korporasi dengan 500 atau lebih *stakeholders* dan lebih dari 5 juta dollar assetnya untuk registrasi ke Securities Exchange Commission dan memenuhi semua persyaratan untuk melakukan keterbukaan (informasi), Ibid., hal 66

⁹ Ibid.,hal 67,

¹⁰ Ibid.,hal 67 - 68

On the other hand through the social reporting procedures, companies also obtain information about the current expectations of the market on responsible corporate behavior.¹

D. Research Method

This research uses the normative legal research method that analyze the perspective of the theory, principles and provisions of the law regarding the regulation of CSR in the region.² Research materials that needed is a wide range of legal documents originating from regulations, books and scientific articles. This is conducted by the library research. Collected secondary data will be analyzed by juridical prescriptive.

Furthermore, this research will also carried out with some kind of empirical legal research, a research that will examine the facts of the implementation of CSR in the region, both explicit and implicit events such as the attitude and the will of the company for the arrangements of CSR area³. This process will be carried out by field research. This research will be conducted in several provinces in Indonesia. In addition to observe directly, the data also obtained through interviews with respondents, ie: the representative of the company and local government officials concerned. Collected primary data will be analyzed with a qualitative approach.⁴

E. Discussion

1. The Concept of CSR And Setting In Local Regulation

CSR obligations in Indonesia in the *Investment Law 2007* and *Limited Liability Company Act of 2007* set only few provisions so that it becomes not applicable. This has encouraged local governments to further regulate CSR obligations in local legislation in detail with the hope that it can be a technical guideline in the implementation of CSR programs in the local area. It empirically obtains a variety of different opinions. The government agrees with the idea to organize CSR in the local legislation. It is because of the fact that the companies operate and give impacts to the local area. So it is logical if the government formulated rules. However, unlike the business community, they argue that it is ready sufficient that CSR is regulated at the central government regulations in general terms. Detailed regulation at the local level will make the implementation of CSR programs be bounded, whereas the problems in each area are different. Another opinion from the company's representative stated that it is acceptable that the government regulate CSR in their own region. Nonetheless it must also be understood that some big companies have national and international scale, in which its CSR policies are determined by the center management. Therefore it becomes harder for companies and governments to do the synchronization.⁵ Meanwhile, in the government side, the issue of whether the provincial government (Regional Level 1) or the district/city governments (Regional Level 2) which will the effectively regulate it, still emerges.

There are two things that become the background of why the local government regulate the CSR in local legislation.⁶ First: Local government normatively has the legal authority to regulate it. Based on Article 25 of the Act No. 23 Year 2014 on Local Government that the head of the local government has the duty and authority to: (1). *Lead the implementation of local government based on policies established with DPRD (Regional House of Representatives)*. (2). *Propose a draft and establish Local Regulations which was already approved along with DPRD (Regional House of Representatives)*. This authority has the objective and the obligation for the duty of local government. In Article 2 of the Local Government Act, several local duties are mentioned related the issues of CSR regulation, which are:

1. To improve the quality of people's life.
2. To improve basic services of education.
3. To provide health care facilities.

¹ Ibid., 68-69

² Peter Mahmud Marzuki, *Legal Research*, Jakarta, Publisher Kencana. 2005

³ Harkristuti Harkrisnowo, 2004, *Handout of Legal Research Method*, Doktorat Program Post Graduate Universitas Indonesia

⁴ Anslem Strauss dan Juliet Corbin, *Basic of Qualitative Research*, Translater Muhammad Shodiq, Yogyakarta, Pustaka Pelajar 2003, ...see also, John W Cresswell, *Research Design, Qualitatif and Quantitative Approaches*, (London: SAGE Publication).hal. 20 -21 see also Norman K Denzin and Yvonna S Lincoln, *Handbook of Qualitative Research*, California, SAGE Publications Inc, 1994

⁵ The result from an interview with Rio and Andaru, the company representatives who become the members of the CSR Forum, on 11 - 12 June 2015

⁶ The result from an interview with Ibu Susie and Ibu Henny, Deputy of Social Service of the Province of Central Java, 11 June 2015

4. To provide viable social facilities and public facilities.
5. To develop social security system.
6. To preserve the environment.
7. To preserve socio cultural values.

Secondly, some regions see that by regulating CSR in the region, the regions may get benefit. The development process of the region can be accelerated by involving the companies synergistically. Some government duties can be shared with business people, especially relating to social and environmental issues.

Some regions have different rules formats. Some are regulated by the Governor Regulation, the Decree of the Governor and some are regulated by Local Regulation. For the Special Region of Yogyakarta, for example, it still temporarily uses the Governor Decree of the Special Region of Yogyakarta No. 397/KEP/2012, but it is only to the extent on the regulation of CSR forum in the region. Whereas in West Java, it uses Governor Regulation of West Java No. 30 Year 2011 which regulates the Facilitation of CSR. Meanwhile, in East Java, it regulates the CSR through Local Regulation No. 4 Year 2011.

These different formats of rules are due to several things. *First*, the source of such regulation is different. Regulation which is based on the Investment Act 2007 and the Limited Liability Company Act 2007 is more appropriate to use the Local Regulation. While the one which is based on Social Welfare Act 2009 is more appropriate to be regulated by Governor Decree because it only regulates the working mechanism of the CSR Forum. In addition there is few area which regulates it based on State Own Corporation Act in the form of Local Regulation because it only regulates Partnership Program and Environment Building of the state-owned company operating in the local region. Partnership Program and Environment Building are another names of CSR.

Second, legal format differences in the regulation of CSR in the local region is also due to the readiness of governments, companies and communities to regulate CSR. In the local region whose legal instrument is not yet ready, it usually uses Governor Decree of the CSR Forum in advance. If later it is ready, then they regulate it further in the Local Regulation.

In the working process of making academic paper and Local Regulations Draft in the Province of Riau, City of Batam,¹ and Province of Central Java,² describes in more detail about the importance of the local region to regulate the implementation of CSR based on the owned authorities. The provisions of Local Regulation Draft of CSR should arrange the important issues which are not regulated in the regulations previously, such as: (1). Rights, Obligations and the CSR Implementer Company; (2). Program, the Execution Location and Targeted Society; (3). Mechanisms and Implementation Procedures, (4). The Location of the Execution; (5). Financing and Procedure of Funding Distribution; (6). CSR Forum; (7). Facilities/Incentives for companies; (8). Evaluation and Reporting; (9). Community Engagement, and; (10). Sanctions.³

Normatively, various conditions can be regulated in local regulation, provided they do not conflict with the above regulations. Either basic norm (*Grundnorm*), the constitution, the central regulations (Act) or other regulations.⁴ If structurally the hierarchy of the laws are maintained, then it is legitimate normatively and has the force of law to be applied.⁵ In addition, local regulation may regulate the operation of the rules above as far as it does not violate the authority of local government.

Some of the issues arranged above have got full support from the government, companies and society. Others experience a long debate, and a small portion is rejected. Issues which have easily got the agreement from all parties are: Right and obligations, incentives, Reporting and CSR Forum. While the issue of: Mechanism of work, location, sanctions and the act of determining programs are not easily agreed upon because of technical problems. For example: the company wants the location of the implementation of CSR programs take priority in the area around the company (ring 1), while the government and the people want the location is based on the government's development programs and the needs of people which may be far away from where the company is located. The mechanism of work also experienced a long debate. The government

¹ Mukti Fajar and Nanik Prasetyoningsih, Academic Paper on Local Regulation Planning on CSR in the Province of Riau and Batam, year 2011

² Mukti Fajar and Erwin Indrayanta, Academic Paper on Local Regulation Planning on CSR in the Province of Central Java, year 2014

³ The Bill of the District Regulation of CSR Province of Central Java, 2014

⁴ Hans Kelsen, Pure Theory of Law, Bandung: Nusamedia; 2006, p. 243-252

⁵ Hans Kelsen, *ibid*, p. 216- 222

wants the implementation of CSR programs in accordance with the government, while the company is often in a situation that must respond to the wishes of the people quickly. Related to sanctions, it is also not easily formulated, but eventually it can be decided that the violation of the local regulation on CSR will be subject to administrative sanctions through licensing mechanisms. The issue of financing was rejected by the company. The government wants to regulate the amount of financing for certain CSR through a percentage of company profits. The numbers which are asked only about 2-3 per cent, but this will obviously make the company indirectly reveal their financial condition. It is a taboo for the company.

Finally, in some Local Regulations which is already legalized continue to provide freedom for the company along with the government and the public to determine the program in accordance with the interests of all parties. This is in accordance with the principle of self-regulation in the reflexive law theory.¹ Similarly, the obligation to report to the public on the CSR activities carried out by each company gets the full support from the business person. Social reporting desired meaning of reflexive law theory can be realized through the mechanism of CSR policies in the local region. The existence of CSR forum as an institution which manages the implementation of CSR in the local region is very important. The institution is not part of the governance structure. However, its membership represents government, companies and public. Of the planning, the determination of the program, budget and cost up planning, to conducting evaluation process will be undertaken by the forum. Here the principle of self-regulation gets its effective place, without having the form of *repressive* policies.

In some local regions, the establishment of the forum is based on the Governor Decree. While in other areas, it has been included in the articles of institution in Local Regulations. Normatively, the existence of CSR Forum is formed by legal sources from the Regulation of the Minister of Social Affairs No. 13 Year 2012. Such Forum has a fairly broad functions, namely: a. to formulate the concept of policy; b. to monitor the implementation of CSR; c. to conduct surveillance; d. to evaluate the implementation ; and e. to give advice and consideration to the implementer of CSR forum.

On the other hand, the forum which is established through that regulation narrows its scope of work. It is because the forum only does the duty for social activity as one part of the duty of Ministry of Social Affairs. The priority of its CSR work program includes: a. income generating for poor families; b. social empowerment for families with socio-psychological problem and socio-economic problems; c. vocational training for drop out teenagers, for women prone to socioeconomic problem, and others; d. assessment and development of a model program of social responsibility on the business world; e. unlivable home renovation; f. social rehabilitation for disabled people (with disabilities); g. social rehabilitation of women with social problem; h. social rehabilitation for juvenile delinquents; i. social protection for neglected children; j. *Home Care* for the elderly; k. empowerment for Remote Indigenous Communities ; l. relief for victims of natural and social disasters; and m. social protection for victims of violence. In fact, CSR can have a very broad program depend on the social problems faced in the region of the operating company both in terms of relief and empowerment. Its scope could be internal party like the employees and the external parties such as consumers, small business partners, surrounding communities, and even the surrounding environment.²

While, some local regions establishes the CSR Forum based on Local Regulation which is normatively has no legal reference. However, it already becomes the customary practices in the field. Many CSR Forums were formed by a group of companies with community involvement. The forums were named Corporate Forum for Community Development (CFCD). The model of this forum becomes a sociological reference in the preparation of the institutional in Local Regulation. With such model, the existence of the forum becomes more flexible and broad in its work space so that the various work programs of CSR can be reached.

Some issues related to institutional of those CSR Forum are on costs and budgets. In the Regulation of the Minister of Social Affairs No. 13 Year 2012 it is mentioned that the source of financing for the forum is the Regional Budget (*APBD*), which is taken from the budget for Social Service. The amount of funding is very minimal, so it is unable to sustain the activities of the CSR Forum. Therefore, in various discussion with members of the forum and the Government in some regions appeared an initiation that the forum can be financed from some part of CSR. This provision refers to the Regulation of the State Minister for State Owned Enterprises No. Per-05/MBU/2007 on the Partnership Program between State Owned Enterprise with the Small Business and Community Development Program. In the regulation, it is mentioned that the

¹ David Hess, *op cit*.

² Mukti Fajar ND, *Corporate Social Responsibility in Indonesia*, Yogyakarta, Pustaka Pelajar: 2009

implementer can obtain a financing from the CSR funds of 5% for the assistance programs and 10% for the community development activities.

2. Practices and Wishes of the Companies towards the Regulation of CSR in the Local Region.

This study conducts observation and interviews with several companies that have implemented CSR in the Province of Special District of Yogyakarta and Central Java.

Judging from the intention and purpose of companies in implementing CSR in Indonesian, they do not even have any motives. Initially they only respond to requests from the local community who have social problems and need help in terms of funding or facilitation. Margaria Group, for example, a company operating in Province of Yogyakarta, already implemented CSR long before the birth of the laws that make CSR as legal obligations.

According to Nina Elsdwastand, General Manager of Margaria Group, she says:¹

"Margaria Group not only always emphasize on providing the best quality at every transaction made, but also continuously keep developing CSR programs so that it can also provide benefits to people in need. Now CSR is a commitment of Margaria Group to provide benefits to the community and the embodiment of social responsibility to the community"

As well as mentioned by Lusiana, General Manager of Natasha Group:²

"We do not have any special expectations and wishes with the implementation of CSR. We have done it before the governments regulates it. The relations with the surrounding community who need help is only a form of spontaneity. So we do not think about the reciprocal benefits. The most important thing is that we can help others".

The companies have been carrying out various CSR activities in each province. If it is seen from their business, CSR work program is more likely to philanthropy (pure assistance) without any element of community development. CSR activities which they have been done were in relation to the aid for education, health facilities, disaster relief, and religious activities. For instance, Natasha Group has regular annual programs such as: 1) Natasha care of cancer patients; 3) natural disasters reliefs for earthquakes, floods and landslides victims. Similarly with Margaria Group, they have a CSR program "*Karena Kita Peduli* (Because We Care)" which is routinely held annually. In the Health Sector: 1) The facilitation of cancer surgery and other diseases for the surrounding communities; 2) The medical help of the employee's family. In the environment field, they carry out Biopori plants program, preserving the environment, and building places of worship. In the educational field, Margaria Group provides many scholarships and provides equipment for schools and books. Regarding the form of that CSR program, company determines based on the internal policy along with the public demand. Self-regulation process is used based on the agreement between companies and community groups.

So far they have said that the program was going well and provided benefits to the community. While from the corporate side, they do not pay much attention in the beneficial feedback from the program. They did it without the specific intent to gain "profits" for the company. Only sometimes they take advantage of the activities by putting the brand name of the product, but it also never taken into account of the marketing impact. The most essential part is these companies implement CSR purely to provide for the good of society.

From the side of the company, social reporting is not yet used to enhance the corporate image. Report of activities is still used for internal purposes only.

Although it has been carrying out CSR before there are rules, of side of the company it has expectations and wishes of the regulation of CSR³. *First*, businesses people generally agree with the willingness of the government to regulate CSR in Local Regulation. It is considered to provide legal certainty and clearer guidelines. In addition, the regulation is expected by businesses people in order to encourage companies that have not implemented to take part. CSR activities which can be carried out together will eliminate the feeling of unfairness. The regulation is also expected to create a synergistic

¹ The result from an interview with Nina Elsdwastand, General Manager of PT Margaria Group in Yogyakarta in May 2014

² The result from an interview with Lusiana, General Manager of PT Natasha Group in Yogyakarta in May 2014

³ The result from an interview with Rio and Andaru, the company representatives who become the members of the CSR Forum, on 11 - 12 June 2015

situation and to get optimum results. Consequently, the social problems in an area can be overcome by governments, companies and communities together. *Secondly*, there are several things that become the concern of the business people with the idea that of CSR regulation, namely regarding the uniformity of the form prescribed by the government. The Government can prioritize a program that should be carried out by company, but often this would be a barrier. It is because CSR program depends on the conditions and factual situation demanded by the public. It can be different with the government's program. Society will only lead to disappointment. Besides other things which is undesirable is the decision of the amount of the fund of CSR. Although the funding is not big in percentage, for the business people this idea would be a burden. They prefer to be left alone by the principles of fairness and decency. Another thing that becomes the problem for the company is about the location determined by the government. If the location is far from the company's operational area, it is not exactly beneficial. It is because the company hopes that by implementing CSR it will get a return in the form of a good attitude of the people around it. This can be overcome with government's reward to make announcements about companies that have implemented CSR, so that the people around the company can judge, although not directly feel the benefits.

F. Conclusions

From the above discussion, it can be summarized as follows:

1. Based on its authority, Local Government is entitled to regulate CSR in the Local Regulation, as a form of giving guidance from the Central Government Regulations. The things that are arranged in the Local Regulations include: (1). Rights, Obligations and the CSR Implementer Company; (2). Program, the Execution Location and Targeted Society; (3). Mechanisms and Implementation Procedures, (4). The Location of the Execution; (5). Financing and Procedure of Funding Distribution; (6). CSR Forum; (7). Facilities/Incentives for companies; (8). Evaluation and Reporting; (9). Community Engagement, and; (10). Sanctions.
2. Many companies that have implemented CSR routinely before the regulations are based on the intention to do good to the society. The idea of CSR regulation in the Local Regulation was welcomed by the business people because it will provide legal certainty and give hope to optimal results. There are some issues that still considered problems such as programs, and location and financing, because it will become an obstacle.

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Media in the Education of Children

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Abstract

Nowadays media has developed broadly and it consists of several television networks, press, radio, etc. On the one side, such media development has positive impact, but on the other side, it has negative impact which affects education and formation of new generations. As a basketballer and trainer of young ages I will focus in the role of media in the education of children from the sports point of view. Technological and economic development after the '90s brought with it a new approach: - unequal broadcasting of television programmes for all the sports disciplines, because in our country, for economic interests, only football is covered and such abuse goes to the point of using the term "sports news" and the only news is about football, or even Albanian sports newspaper in which the only information is about football. Wouldn't it be better to say "Albanian football" instead?! The contrary one finds in the "Albanian sports" which pages cover all sports. Moreover, such phenomenon has negative impact on the education of generations that increasing are dreaming about football, spend money about football, avoid other alternatives thinking that football is the only way to have a luxury living, being rich and famous.

Keywords: Media, TV space, education of children, sports discipline, orientation

Introduction

All over the world, media is used to transmit information to the public and as such its role in educating and orienting people in any area of life becomes increasingly important.

Such reflections mostly complete and enrich one another, rather than exclude one another and the diagnosis will help us judge the role and place of media in the society. How do we use the media? What do we expect from the media, secretly or openly? Such questions help us understand the power of media, its audience and impact on the social life.

The impact and subordination of the society from the media is an issue of concern and it may not be settled as easily as we would have wanted. It is important to know not only how to use the media, but also to know what to expect from the media and how to perceive it. Media power, statute and role depends, in the long run, on the relations such media have and create in a society.

Aim of study/ research

The aim of this study is: to know and understand the role of media in the education of children. Being aware of its strength and power, through this study, we want to help parents, teachers, trainers, heads of the institutions responsible for sports development and children development to be properly informed of the choice of sports discipline they want to be involved. Such choice must not only be based on the information broadcasted from the television which in most of the cases is neither objective nor balanced in forwarding information, as it broadcasts mostly football development, the life of famous footballers and their luxurious lifestyle. This is an issue of concern because children frequently insist to become part of football teams as they see it the only way to become famous and rich.

A wrong choice which does not consider several parameters that the child needs to be involved in a sports discipline ends in failure and psychological consequences on the child including indifference, lack of trust and self-confidence to do something else or signs of inferiority. Through this study we intend to help parents because they are the only responsible for the failure or success of their children.

Research question

What happens to the public when attention is focused only on one sports discipline, football?

What are the consequences of other sports? What are the consequences in education of children?

Is failure to allow other sports to make public their work and success a violation of their rights?

How can the work of media be improved to broadcast controlled and balanced programmes?

All these questions shall be given an answer in this paper.

Scientific methods

In order to get the intended results, we conducted a survey including 700 children, male of the age group 8-9 through a questionnaire which consisted of 12 questions the most important of which were: what is your favourite sports? Are you good at this sport? Where did you learn playing this sport?

In addition to the questionnaire, during the period January-April, the sports programme of national and other television operators have been monitored in order to conclude with the final results of the paper.

Television operators that have been considered for this study:

Albanian television

Klan television

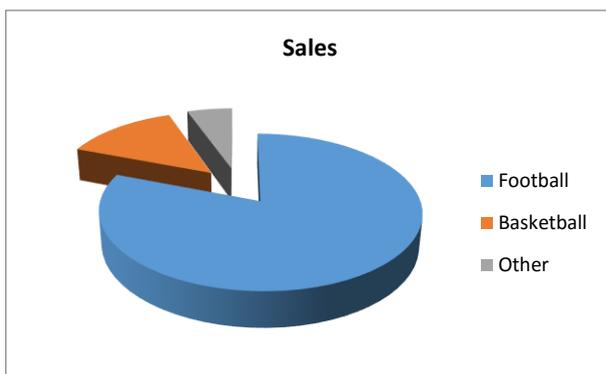
Top Channel television

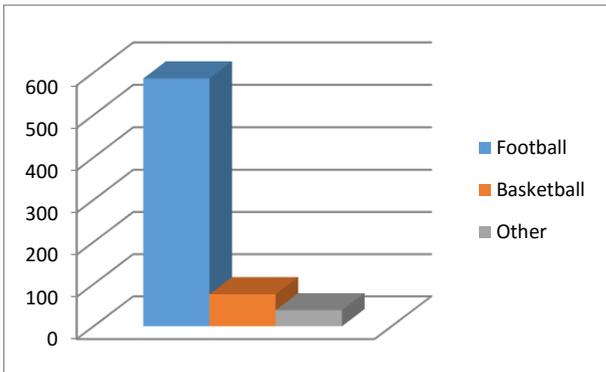
Vizion plus television

Result

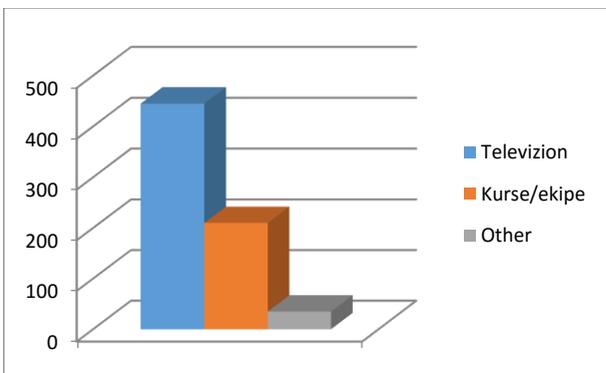
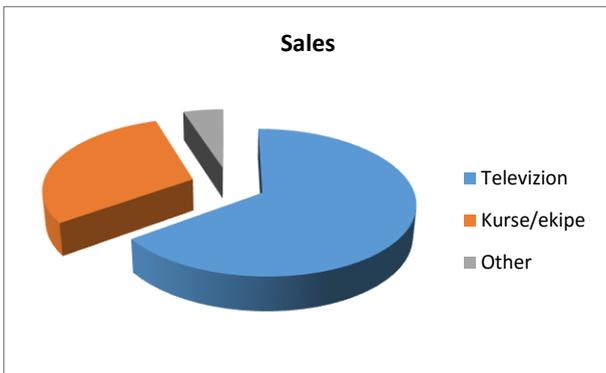
From the survey done ,based on the 12 questions of the questionnaire and on the monitoring of the national televisions we come to those results reflected in details to the table and graphic below.

Question 1	Football	Basketball	Other
what is your favourite sports	566	96	38





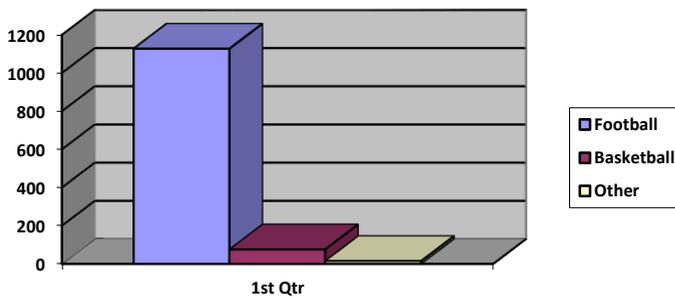
Question 2	Televizion	Kurse/ekipe	Other
Where did you learn playing this sport?	455	210	35



From the answers, it's clearly obvious that the favorite sport is football. The main part of the children asked say they learned it from television, some attend courses and sports teams and another part admit learning it from a member of family or playing with friends. Several months we personally monitored some national televisions as they cover the whole country with signal came to these results.

Televizione	TVSH			Top Channel			Tv Klan			Vizion plus Tv		
	Football	Basketball	Other	Football	Basketball	Other	Football	Basketball	Other	Football	Basketball	Other
Emission sportiv	120min	12min	7min	120min	3min	2min	(30.2) 60min	-	-	90min	-	-
Match	(2.90) 180 min	50 min	-	-	-	-	90min	-	-	(1.90) 90min	-	-
Kronike	30min	2min	3min	7min	-	-	4min	3min	2min	6min	2min	1min
ritrasmetim	120min	-	-	120	-	-	-	-	-	90min	-	-
Total minits	450min	64	10min	247min	3min	2min	154min	3min	2min	276min	2min	1min

sports	Football	Basketball	Other
Totali	1127min	72min	15min



From the result table where are reflected the minutes of transmission during a week its clear that football covers all the sportiv time space and of course the social impact is bigger. This is a really upsetting reality for the sport and its development in our country therefore we have to improve it through discussion and agreements to balance the sports transmission.

Findings

The role of media is to inform the public objectively and consequently the presentation of sports activities must not be discriminatory, biased or supporting certain activities. Instead it must be fair and sensitive to any initiative undertaken for sports development in Albania. It has a key role in the presentation of sports image and as such it must not become a virus for the society, rather than agents of promotion of sports and related values. Having said this, it is important to understand that sports is not football alone, but a wide range of sports discipline which unfortunately are not given enough space in visual and print media as an essential way to reach the public at large. Reporters must be aware that their broadcasts very often distort the balance which must exist in the broadcasts of all sports. Media has a special role in sports development because the impact it has on the society helps the individual to become informed of the potential of sports for a healthy life. Media information and power has strongly entered the world of the children and it has an impact on their education. Such finding which may seem quite common, must be considered very important by the parents, schools, teachers, trainers, and higher instances responsible for the development of sports in our country.

In our society, the role of television acquires a great social weight because tv programmes are considered to broadcast the only truth and the public tends to believe whatever is broadcasted. As such television may powerfully affect the pattern of overall social development. Given this reality we are bound to review everything concerning the impact of television on education and orientation of children to their choice of sports. We are all aware that television may orient the behaviour and conduct of people, positively or negatively and only by looking at the considerable entries of all the age groups to the Albanian football team, one can understand the impact of television as an invasive model in the Albanian society. All over the world, the society is deeply obsessed after football and main players. Television has played a negative role in this

regard. All televisions have bombarded the viewers with news, programmes, football matches to the extent that it is impossible to avoid them. The commercial nature of television affects the production of sports programmes and content of the programme to be adapted to the greatest category of viewers. No one has the right to ask the TV operators for more space to handle and progress and achievement of other sports which are becoming triumphant all over the world. However, as a sports player, trainer, teacher, parent and viewer of such TV programmes, we have the right to request equality within the programmes entitled "sports programme" which actually are more than "Albanian football". Regardless of the nature of the programmes, depending on the production, it is time to understand the education role of television. Television in Albania must change the philosophy of sports broadcasting by keeping a balance for sports in general, because otherwise the Albanian society will deepen the gap between football and other disciplines and this would be a harsh punishment of sports and children as well. All the above-said corresponds to the results issued from the questionnaire addressed to 700 children, male, of the age group 8-9, who mostly emphasised their preference of football and claimed to be good at playing football because they have followed matches from television. This is reflected in the following tables and graphs.

Conclusion

Nowadays the media invasion has a great influence in the mutual relations between the media and the society according to which society defines itself. In order to improve this relationship and exploit its potential, the society, institutions responsible for sports development and the media must discuss on the equal rights of all sports disciplines in television broadcasting. This is a good opportunity for the children to become familiar with sports, the values of each sports discipline, particularities of each sports discipline, and achievements of famous sports players in order to identify themselves with the sport of their informed choice. Such cooperation with the media will create the proper space for other sports because the rush towards football only is creating consequences on other sports including baseball, volleyball, box, weightlifting etc which suffer lack of talents because of the low participation and possibility to choice.

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Education and Social Reproduction in Schools

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Abstract

Education is important for all structures of the society. The structures of the society mainly classes are involved and tried to be educated in places which are separated deliberately for the aims. On the other hand, from society to society the aims and also the expectation can be changed. This article tries to explain and discuss the progressing of education as a perception for individual and society. The references will be found out according to the graduates those are the products of schools in the society and the education as a system for the classes in the structure of the society. As an instrument education needs to be given thought to on and reconsidered for the individual and social perspectives. Education is one of the main factors for the social reproduction in the society. That is a nature of the societies that they want to reproduce themselves as they are. So society cannot be separated from reproduction and education. Hence, in this paper, effort was made to establish the fact that education and social reproduction are the basic tools for cultural and individual function for the society. The paper asserts that education supports and helps social reproduction as one of the factors of socialization. For many years, in this way, education has done its duty in the society as a tool with its all stages formally or informally. The paper posits that social reproduction always goes on with its tools in the society. However it can be underline that education as a tool is changed and perception on education is considered in different ways for cultural and individual functions.

Key words: education, social reproduction, schools, society,

1. Introduction

Education is a global system all over the world. Countries mainly governments and societies try to get more educated people according to their programs and need. The programs consist of the goals and aims. These programs are formally followed and taken place in school environment with classrooms by professional teachers. During the teaching and learning process, it is important that academic skills are tried to be developed, transferring of knowledge is focused and gaining the values is spread among the members of society. Education is a tool for national improvement with transmitting and maintaining culture for development and technological advancement (Ekanem&Ekefre, 2013). These activities and plans generally take places in schools. So schools are the most important centers for educating new members for the societies. Mainly schools are the places for the state to sell on the education program of the government and for the citizens to gain knowledge, abilities, success and their future with academic abilities (Brown, 2010). With this point education has two functions to accomplish from both sides. These are individual and cultural functions (Huitt, 2004). These two functions help and support the states and societies plans and wishes to reach their targets. Also the families have their positions in social structure part and try to get a better life or stable statues for their children with the education system. The nations are changing but every nation reaches a new better point with the development by getting new resources and products (Oshita, 2009). That is the school to get the social reproductions with its all functions through cultural reproduction in the societies (Bourdieu&Passeron 1990; Harker, 1990).

2. Education and Social Reproduction

Education plays visible role with all stages to socialize the nation in all societies. Society has institutions and those make society a dynamic, complex and alive organization. These institutions are family, education, media and peers etc. (Coser, et. al. 1987).). They socialize the members of the society by passing the social and cultural owned which society has. Social reproduction uses the same tools and equipment that society has to perpetuate its dynamic function. That is society wants to keep and continue itself by reproducing as it is. So education is one of the most powerful social institutions to reproduce the nation according to the social system. Education reproduces the new members to statues, roles, jobs, positions and

places. From the sociological view, social reproduction system works from reproducing the labor, relations, products, social functionalism to knowledge (Sezal, 2002; Dönmezer, 1994). However education has a great effect on the society because of controlling the young generation from the beginning of their lives (Wilson&Wyn, 1987). As an institution education decides the future perspective of those young generations with supporting social reproduction. Generally the National Policy on Education has objectives for the nations that enable attitudes from individual to society that include (Ekanem&Ekefre, 2013):

- Faith in the power of human knowledge
- Respect for the worth and dignity of the individual
- Faith in man's ability to make rational decisions
- Moral and spiritual values of interpersonal and human relations.
- Shared responsibility for the common good of society.
- Promotion of emotional, physical and psychological health of all children.

According the aims of education system the young generation morally and culturally rising up under one umbrella of the values and knowledge as a society. It is a functional process with the institutions in the society. It is functional because the process goes nation to nation that's why social reproduction is neither perfect nor complete (Harker, 1990), with its all process it is a journey to the future.

3. Changing Perception on or with Education in Social Reproduction

From the beginning of 20th century education as a formal system has been proceeding with all stages and grades. Education has a dynamic function and alive with its consequences in communities. The time and the members of the nation's change but education as a function of society has still been going on with renewing and social reproduction in all periods of the centuries. As an instrument education shows effectiveness and improvement with its positive and negative perceptions and impacts in the societies. According to social reproduction the process goes on as well. May be from one point, it is not important that education brings positive or negative reproductions in side of the society. Because the main point is social reproduction is going on and it is a need to be existed for a society.

On the other hand perception on education has been changing with the last nearly two decades. There was an understanding that education makes human a person or an individual with his intelligent mind, moralities and behaviors. But today education is mainly not to educate people. It is something to have a diploma or a job. It was an *instrument* to make life better with educated people, but now it is an *aim* to get life or to live in the society. From this view for people, education is not need but an obligatory to live and continue their life in the society. Because of having a diploma means a place or status in the society. Values, moralities and educating are getting less important for people. By thinking to survive in the society people are ready for getting what they are given to educate. So the countries' people can be shaped according to their education system (Haase&Charlton, 2008). As a result of this the citizen wants what tries to be given to him/her, with his/her wishes but considering with anxiety, by knowing if he or she has not an educational certificate means trouble in the future. People are struggling to get higher statues in the society but not mainly to be an educated person.

Another point is on learning. A general description for learning is changing behavior, mind and understanding. But today memorizing is getting more important than learning which means "if you don't learn and use you will forget." Therefore theoretical knowledge is getting more visible but practicing is invisible. Researches show that a person learns more when he/she does something which means applying the knowledge by practicing it. More practicing means more learnings or vice versa.

Next point is about personal development. A person develops year by year psychologically, physiologically and biologically. But in education system the knowledge is important. A person is tested for these knowledge how much he or she knows. The potential, abilities or emotion of a person is not so considerable. It can be said they are important but through knowledge, they try to be understood. The assessment points are generally on competitiveness, efficiency and rationality (Haase&Charlton, 2008). A person cannot be known only with those terms (Illich, 1973). If a person gets more education

on competitiveness, efficiency and rationality or think only about them with giving fewer moralities, he/she can become more dangerous (Brown, 2010).

Also with multiple choice exams a person's knowledge can be learned but psychology cannot be understood -if it is not a psychological test-. For example students attend universities after a multiple choice exam. He/she has a right to study one of the educational departments and will be a teacher. There are not any evidences that he/she is psychologically well. A person may have a psychological problem like stress, neurosis, hypochondriasis, factitious disorder, paranoia, manic-depression, or narcissism etc. But passing the test is enough. If there is... he/she is going to be a teacher in schools and teaching and learning processes will be leaded by him/her. Only having multiple choice exams cannot identify the situation especially for some jobs. Some jobs candidates need to be paid more attention specifically those are relating, dealing or working with people. Especially teachers they are going to build up and raise the nation of the country, mainly teach our children.

The other point is memorizing the knowledge for a test or for an exam hours. But those knowledge cannot be applied or use for the other times. To memorize or to know for that period is enough it doesn't matter it will be applied or used again. For example; a foreign language test in secondary or high schools, everybody knows that they don't use or learn this language but thousands of exams are written. The students know that there is not any learning here, the memorizing is for that test. If they pass they won't speak or use practically in their life. Another example is from the exam which helps students to attend the universities. In high schools especially for social departments' students also learn more mathematics but some departments need may be the basic part of mathematics. In this case the students who are going to attend social department also must learn the subjects but they won't use them after passing the university exam. For other courses and subjects can be find many example like this. The question is "If I don't use it in my life why do I have to memorize it for a period of time?"

Related to this point is potential or abilities of the students can be ignored or killed by the system. For example a student is very well in physics but have some problem with history or vice versa. May be with his/her potential is able to be developed and can be a scholar or inventor. But he/she has to study or separate his/her time another course even can be dislike or hated by him/her with the psychological problems. So the abilities are atrophied by the system in which they are. For those students who have potential and abilities and have bright future can be some flexible norms. Otherwise the system tries to equal everyone irrespective of his/her potential and ability (Illich, 1973).

One more point about getting more knowledge but not using and producing anything is becoming a problem in the society. Because people can be intellectuals or know much knowledge and terms but if these ideas are only for debates, showing the intelligent level to others or talking but not producing anything for the society, after some time the society's members cannot find a technical person to fix home appliances, their cars and their clothes. The society needs both of them intellectuals and producers. If the majority of the people are intellectuals it means more than producers, there will be much talked about but little work to be done (Neil, 1960).

The last point is about the society's development and problems. It is normal that with more educated people life standards and living styles of the societies will be higher. It's normal that the individual's and sociological problems will be seen and consider less and less by the higher educating level of the societies. These educated societies' people can be more creative, have aims for the future and solving the problems in the society can be easier. It is interesting and need to be paid attention that the education level in the societies are getting more and more but the problems are increasing directly proportional. Some sociological problems are; divorcing, children abuse, using drugs, and inequalities in education system and in societies etc. Although the education systems are developing with technological equipment, these problems are getting more and more in modern societies and the societies, individuals must cope with them.

4. Conclusion

According to some sociologists we are not born as humans, society makes us human. So the human will be a person and an individual with his/her specialties among the people. For this aim the education can help person as an instrument to be an individual in that specific society. But the education should be an instrument, a tool as a perception not an aim to reach and finish learning and do everything. Otherwise education system is only developed the heads but not hearts, personalities and moralities.

Those are some criticizing about the education system. There can be found other negatives or many positive parts, too. But the social reproduction goes on inside of the societies and the people try to cope with their problems in daily life. How the perception of the people inside of the society about the things, approaches, life styles and education system, the social reproducing spread over the society as it is. So the society should x-ray and reorganize its education system. The programs will go in schools and the new aims and targets can be applied. Social reproducing in schools can help and change the perception of the people in the society. That is everybody passes on his/her way from the school environment and gets in to the cultural and individual functions.

The education level of the world is getting higher and higher in each year. But respect and tolerance among the people are getting less and less. The question is "What education is for, Is it an aim or a tool for human life?". Nowadays this question needs to be answered.

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Show Me a Perfect Teacher. Triangulation of Methods: Content Analysis of Focus Interviews and Analysis of Visual Materials Prepared by Students of Public Schools

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Abstract

In 1912 Jan Władysław Dawid published his idea of a teacher's personality in Polish pedeutology in a book titled "O duszy nauczycielstwa" ["On the spirit of teaching"]. Therein he proposed that the decisive factor in the work of a teacher is substantial knowledge of psychology and pedagogics. In his idea of the "spirit of teaching" J.W. Dawid presented an image of a perfect teacher-educator, with the fundamental assumption that "in no occupation does the human factor have as high an importance as in teaching". On the 100th anniversary of the dissemination of the conception research on the contemporary interpretation of the "spirit of teaching" and the perfect attitude of a teacher-educator was conducted. The research was carried out in Polish state schools, and the research subjects were students concluding a stage in their education (early school education, primary school, gymnasium, lyceum). The scientific investigation was conducted according to the interpretative paradigm and it was based on two methods: qualitative analysis of focus interviews and analysis of visual materials created by the research subjects. The paper presents conclusions drawn from the triangulation of the methods used in this research.

Keywords: perfect teacher, Jan Władysław Dawid, conception of the "spirit of teaching", teachers' professional calling

Theoretical introduction

Teachers' personalities, educational talents and abilities, the quality of their professional training, as well as their place and roles in the society and their material situation continue to be current topics that are an important area of research conducted in humanities and social sciences. According to Wincenty Okoń: "there is no educational system in the world in which the role of the teacher in the educational process is ignored. Although there are major differences between the systems it is generally agreed that quality education can be the work of a good teacher-educator" (Okoń, 1996, p. 423). On the basis of this it can be stated that teachers' work constitutes a strategic element of a properly functioning educational and schooling system (Sikorski, 2006, pp. 125-126; Strykowski, 2005, p. 15; Banach, 1997, p. 435).

Virtually from the very beginning the term "teacher" was mainly reserved for teachers working for institutions, who "were distinguished by their participation in the processes of the socialisation of young generations, transferring cultural heritage in the general context and the experience of immediate communities in the society, with their material lives and culture" (Kwiatkowska, 2012, pp. 24-25). As Helena Kwiatkowska states: "The term teacher has a long history, but a scholarly reflection on the teaching profession is relatively young, especially because teaching has become a defined human profession. The process took place at the turn of the 17th and the 18th century, and scholarly pedeutological reflection appears in the 1930s" (Kwiatkowska, 2012, p. 18). The defining of a new field in pedagogics, which is the study of teachers, coincided at the turn of the 19th and the 20th century with the increased interest in the social situation of children and their rights and the development of, among others, biology, paediatrics, and experimental research in psychology and sociology.

This has resulted in a substantial change in the perception of the essence of the education process, and, consequently, of the role of educators (Mirski, 1932, p. 854).

The necessity to draw up a model of a “perfect” teacher-educator-pedagogue constituted the subject of the discourse that from the very beginning has been conducted in the publications in this area. The ways of discovering the particular concepts of the ideal of a teacher that are presented by scholars from Poland and abroad are interesting, however, they are quite varied and occasionally contradictory. As W. Okoń points out: “The particular authors beam with optimism in their search for an ideal teacher [...] or they are reluctant, doubtful, or pessimistic. Some would have teachers-strongmen, teachers-artists, and others are happy to accept what is a collection of the proper competences of an average teacher” (Okoń, 1962, p. 8). Thus, a question arises: what are the sources of the idea of a perfect teacher: human nature, humanist values, professional causes, educational aims or social, political, and cultural aims and ideas? The factors listed above are the most common guidelines in the process of the forming of the ideal of a teacher. It ought to be noted, however, that the defined ideal of a teacher “[...] is not only a useful matrix to evaluate particular teachers and to plan education and training of future teachers, but it is also a practical tool in raising teachers’ self-awareness, and helping them to recognise their professional and educational strengths and opportunities” (Wołoszyn, 1997, p. 444). Such knowledge is also indispensable in undertaking efforts in self-education.

A number of theoretical approaches can be assumed when describing teachers. In contemporary pedeutological publications the psychological, technological, humanist, sociological, and critical conceptions have been outlined. The first of them refers to the personal traits of a teacher, taking into account the crucial importance of the category of a teacher’s ideal traits. The knowledge about teachers is drawn from biological and psychological theories, phenomenology, idealist philosophy, as well as ethics and the ideas of new education (Kwiatkowska, 2012, p. 29-33). The representatives of this approach in Poland were, among others, Jan Władysław Dawid (1946), Zygmunt Mysłakowski (Okoń, 1962), Stefan Szuman (1947), Mieczysław Kreutz (1947), Stefan Baley (Okoń, 1962).

In the technological perspective teachers are seen as persons with necessary professional qualifications. This approach arises from positivism. That is why these competences understood as the ability and the readiness of a subject to fulfil goals according to certain standards become the main category in defining the model of a teacher (Kwiatkowska, 2012, pp. 35-36).

The prevalence of the individuality of a teacher results from the humanist orientation in pedagogics and psychology. Consequently, a good teacher is not a collection of perfect personal traits or a skilled worker. A good teacher is perceived as “[...] a kind individual, unique personality who cultivates that which makes it a significant being, it is a person who is original and important to a student” (Kwiatkowska, 2012, p. 36).

In the sociological approach, in turn, teachers are seen within the structure of the social role that they serve, which forms a certain collection of norms and values connected with this profession. It can, therefore, be stated that the main source of satisfaction for teachers is fulfilling the social expectations set by the society in connection with their role (Kwiatkowska, 2012, p. 38).

Critical pedagogics proposes to see teachers as transformative individuals, i.e., active participants of the educational process who work for the sake of democracy. The main goal of their work is to teach critical reading, expressing opinions, and, last but not least, to create an atmosphere in which students feel that they are co-partners (Kwiatkowska, 2012, p. 39). Such a teacher works and thinks outside the box.

Assumptions of the conception of “the spirit of teaching” as proposed by J.W. Dawid

The term “the spirit of teaching” was coined by Jan Władysław Dawid, who introduced the idea of a teacher’s personality to Polish pedeutology. He believed that the main decisive factor in the work of a teacher is substantial knowledge in the fields of psychology and pedagogics. What is more, the author emphasises that without such knowledge it is impossible to consciously manage the educational process¹. At the same time he adds that that one cannot expect that awareness of

¹ Taking into account the prevalent role of pedagogical knowledge in the work of teachers sine 1910 J.W. Dawid devoted a large part of his scientific work to understanding child psychology and describing and explain the fundamental problems of the theory of education.

the laws of psychology and pedagogics will guarantee that teachers will be able to overcome all the difficulties of the educational process. Teachers ought to be prepared to find their own “ways of pedagogical work” (Okoń, 1980, pp. 87-88).

In his idea of “the spirit of teaching” J.W. Dawid draws up an image of an ideal attitude of a teacher-educator. His fundamental assumption is that “[...]in no occupation does the human factor have as high an importance as in teaching” (Dawid, 1946, p. 6). The author emphasises that a teacher’s personality informs their power to educate. One cannot be a bad person and a teacher. Certainly, such a person can “[...] occasionally teach something detached and random, but they will remain a stranger to the student, they will play no role in the student’s life” (Dawid, 1946, p. 6). That is why it is crucial that to have necessary emotional, moral, and professional qualifications.

When reflecting on the image of an ideal teacher the following question needs to be asked: what are the attributes of a teacher who can be a role model for students? J.W. Dawid enumerates, among others: “the love of people’s souls” – understood as a sense spiritual unity with others, sense of responsibility for the results of one’s work, the need of perfection, lack of internal conflicts, unity with one’s nation and society, moral courage (Okoń, 1962, p. 12; Bułat, & Samecki, 1963, p. 188; Dawid, 1946, p. 27).

Further traits, such as the need of responsibility and perfection pertain to the teachers’ competences *per se*. It was the opinion of J.W. Dawid that: “He who wants to enlighten others, to elevate them through his love, must at the same time want to do it as best and as effectively as possible” (Dawid, 1946, p. 12). In this context, it is necessary to perceive teachers from the perspective of means, methods, techniques, as well as the organisation of the education process. What is more, assuming that the main aim of teachers’ work is a deep and lasting influence on students, which is expressed in, among others, shaping the innermost essence of their worldviews and will (Dawid, 1946, p. 10), it is in fact knowledge in psychology of education and experimental pedagogics that provides them with information on the subject of the laws governing a person’s spiritual life (Bułat & Samecki, 1963, p. 188). To conclude, the author of the discussed conception emphasises the what is a supplement of teachers’ knowledge is “gaining an awareness of what not to desire, of what to aim for, and of what is to be the ultimate value that is to be achieved through education” (Dawid 1946, p. 16).

A mature teacher, with a sense of responsibility and duty and a desire of perfection, will also aim for freedom in his actions. As J.W. Dawid proposes “a teacher needs not passively and mechanically carry out the aims and tasks developed and accepted by someone else and scheduled for him for years, weeks, days, and hours” (Dawid, 1946, p.15). What is more, “the teacher, who needs to influence the student as a human being, and who, consequently, can only work according to what his will dictates, [...] must himself develop the curriculum or the curriculum needs to be developed by representatives of the teacher, so that he may be its co-creator” (Dawid, 1946, p. 15). That is how J.W. Dawid clearly proposes that teachers should secure the right to individual independence that can be expressed through the freedom to arrange educational situations.

When perceiving teachers’ work from the perspective of their calling and mission one must not forget the ethical aspect, to which the two further attributes of “the spirit of teaching” belong. They are the innermost integrity and moral courage. J.W. Dawid makes the assumption that everyone ought to create their own canon of moral conduct that one needs to experience and live according to it (Dawid, 1946, p. 17). What is more, he points out that an innermost trueness of feelings, convictions, and conscience is a necessary condition “that allows one to belong to the moral world of aims” (Dawid, 1946, p. 22). As a consequence, it conditions the teachers’ sense of integrity that strengthens and upkeeps their spiritual lives (Dawid, 1946, p. 24).

In relation to courage the author treats it as one of the deepest and most mysterious aspects of humanity. He advises that is ought to be understood as an active force that is always active in a human being. For teachers themselves moral courage is the readiness to overcome the dilemmas encountered in their lives and in their work. In this understanding, it is a “state of an individual who has already with a part of his being [...] stepped outside that which is necessary, that which is a condition, a profit, or a loss, thanks to which he is able to act against the interests and the self-preservation of the ‘here-and-now’” (Dawid, 1946, p. 25). In education, in turn, courage becomes the result of an awakening within the student, deep spiritual life, and supporting the student’s development (Dawid, 1946, p. 26).

He published such works as: *Educators ought to know the laws governing the body and the mind* (1882), *On moral plague* (1886), *A study of objects* (1892), and *Intelligence, will, and ability to work* (1911).

In conclusion, the idea of the “spirit of teaching” proposed by J.W. Dawid emphasises the necessity to see this profession as a calling rather than a set of trained skills. Key importance here is assigned to personality, understood as a set of features defining a perfect teacher. It is there that students need to find a place for themselves. It can, therefore, be stated that a teacher is perceived as a mould, as it were, “in which a student acquires his proper form” (Welewander, 2012, p. 9). According to W. Bulat and T. Sarnecki the position presented by J.W. Dawid is shown as “shifting the focus from the school system to the person that implements it, who through their pedagogical work not only implements the system, but also creates an atmosphere of teaching; it was something new in Polish sciences (Bulat, & Samecki, 1963, p. 189).

Research methodology

To commemorate the 100th anniversary of the death of the accomplished pedagogue and pedagogue Jan Władysław Dawid from the perspective of school practice a research project titled: *Contemporarily on the spirit of teaching – the reception and reinterpretation of the pedagogical conception of Jan Władysław Dawid from the perspective of school practice* was organised. Its main aim was to investigate the opinions of contemporary students – participants of the education process – on teachers, their calling, difficulties that they experience, and, last but not least, the interpretation of the “spirit of teaching” as proposed by J.W. Dawid.

The planned research belonged to the qualitative paradigm and it was implemented in three stages: in the first stage the research participants answered four open-ended questions on their opinions about contemporary teachers and the features that a perfect teacher ought to have, how they imagined the difficulties that contemporary teachers have to face as well as the understanding of the term the “spirit of teaching” (in writing). At the following stage the students worked in groups to make posters presenting their views of teachers. This was aimed to encourage them to discuss their ideas about the subject and negotiate a stance. Next, focus interviews were conducted with group leaders. They would answer again the questions from the initial stage. The received answers were, to a certain extent, the result of negotiation.

The research participants were students of Polish public schools concluding a certain level of education: the 3rd and 6th grade of primary school, 3rd grade of gymnasium, and the 3rd grade of lyceum. In general, there were 99 students. At the first and the second stage of the research all the students in a given class would participate, and at the last one only the group leaders who were selected during the art stage of the project. Consequently, focus interviews were carried out in groups of 6 to 7, and only in the case of the 6th grade of primary school it was group of 10, which resulted from the specificity of this age group: they all wanted to be videotaped.

In the present paper the reflections are focused on the conclusions drawn from the use of the triangulation of research methods: focus interviews and the analysis of the posters presenting a perfect teacher done by students.

The perfect teacher according to the student of the 3rd grade of primary school

According to the youngest of the research participants the perfect teacher should be characterised by kindness, patience, love for teaching, empathy, optimism, creativity, and responsibility. The children would express their opinions typically by a description of the traits that a teacher ought to have: “Somebody is patient and smart, and also nice...”, “Teaches us, is worried about the children...”, “A responsible teacher, dedicated to his work...”, “Perfect teacher and liking to work with children...”, “... surprises us with creativity, that means, eh, shouldn’t expect too much of us...”. Some would also describe the perfect teacher by his abilities of coping with problems: “Every day a teacher has to face the problem of not always a very good mood...”, or “...difficulties, [children] screaming”, and “...children who don’t feel like listening and learning...”. In the opinions of the students it should be easy for a teacher to cope with these problems without raising his voice, by presenting a gentleness of character and treating even the misbehaving children well. The teacher can understand his students and tries to help them in solving difficulties in school and at home.

In the focus interviews the students gave substantially longer answers that were also better developed and appeared to be the result of some reflection. This comes as no surprise as writing the answers in the first part might have still been a problem for some of the students, the questionnaire was discussed while posters were made, and, what is more, in the focus interviews one could see the influence of the group and the inspiration it provided. The children came to the conclusion that J.W. Dawid’s “spirit of teaching” is, in fact, the spirit of a good, a perfect teacher, who “...likes his work, children, and he just likes it all....”, “...dedicated to her work, and children, well... works well and he is fair, and he is so kind...”, “...to

teach children well...". A teacher that has the spirit of teaching "teaches very well, is such a perfect teacher, has all these good traits, has some... has more already... has more good traits than bad ones...". Here we can see a more realistic image of a pedagogue, who is kind and listens to children, "...gives a lot of good marks and knows, for example, that I have always wanted to work in a school...". As in the case of individual answers here too children emphasised the ability to cope with difficulties: "...almost always can find a way out of trouble, it is simply such a perfect teacher..., such a spirit of this perfect teacher...". The children would enumerate a set of traits that constitute the "spirit of teaching": kindness, patience, understanding, empathy, the ability to listen to children carefully, being interested in children, fairness, sense of humour, meticulousness, wisdom, responsibility, creativity, and passion for teaching. One can observe a development of the set as compared with that of the written answers.

When analysing the posters one can arrive at two conclusions. Firstly, the teachers' appearance is very important to children, they should look "nice", be well-dressed. In their works the children devoted a lot of attention to details of teachers' clothes (Fig. 1). The children that used images cut out from magazines chose good-looking, scantily dressed persons (Fig. 2). It should be mentioned here that during the research the children were given a number of magazines from which they could choose various images of men and women. In most cases, the ideal teacher was presented as a woman (a man was presented in only one of the posters), which seems understandable, because at this level in Polish schools most teachers are female.

Secondly, in the posters made by the children the perfect teacher is often presented in certain context: it was an illustration of a relation with children (Fig. 3), or a background related to what the teacher was teaching (Fig. 1, 2 and 3). Therefore, a teacher is not only an individual, but also the relation with students and the curriculum.

When comparing students answers with the posters one can notice certain coherence, with the exception that in their answers the children did not focus on teachers' looks, they did not mention that this aspect was so important to them. However, without a doubt the importance attached to the appearance of teachers is clearly visible in the posters.

The ideal teacher according to students of the 6th grade of primary school

What the students of the 6th grade of primary school said is largely contradictory. On the one hand, similar to what the younger students said, the term "perfect" teacher is interpreted positively, as a synonym of wisdom, kindness, competent teaching, having broad knowledge, responsibility, love for students, dedication, and empathy. Some students also mentioned teachers' calling: "...as if he was made for teaching", "somebody so good at school that he could become a teacher", "he can teach others as if he was a teacher, although he isn't professionally". Even though the term "calling" does not come up, they would relate to competences that make it possible for a person to take up this profession and to the inner decision pertaining to future career.

In the focus interviews one could see a clearly uniform vision of a "perfect teacher". Ultimately, the students have decided to define traits and competences, as well as the calling. Among the mentioned traits there were: being interested in the students, kindness and good mutual relations ("...the teacher really likes the students", "...respects them and... has very good relations with them"), extensive knowledge and the ability to transfer it, resulting from education and interests ("... that a person has big knowledge...", "...and not that he is, for example, an art teacher, but he has no idea about it, he learned it by heart from school textbooks"), dedication to work, self-confidence and the ability to maintain discipline in class ("...is self-confident, knows he teaches well, he wants all the best for us, yells at us when we misbehave..."), but is also kind and understanding ("for example a child is really misbehaving and the teacher wants to write a note to his parents, and the child says: 'no, please... I'll be good, I'll try not to talk and so on', and then the teacher has a good spirit and forgives him and everyone is happy").

6th grade students have also agreed that a perfect teacher has a calling. The children would state that: "...teacher likes his job, is good for the job and can find himself in the job", "...is made for working as a teacher, that's how I see it", or: "...the person who has chosen to teach a subject should be good at it, should want to do it, and if they do it, they do it with great dedication". Therefore, according to the 6th graders the designates of a calling to teach are: having certain competences necessary in the job, finding pleasure in doing the job, and dedication.

As in the previously described group, the 6th graders could draw and/or use the provided magazines containing the images of men and women. The students who decided to use the magazines made posters with a number of persons, mostly female. What is more, the students provided comments in which they presented some postulates pertaining to teachers' behaviour, their appearance, and their traits. The traits, competences, and behaviours were concurrent with those provided in the interviews. In relation to the teacher's appearance in the posters the students made it clear that teachers ought to be good-looking, take care of themselves, be sporty, well-dressed, should take care of personal hygiene, etc. The images provided by the students are aesthetically similar: they are slim persons, fashionably dressed, in some cases also sensual.

In the posters that were drawn all the people smile. This positive emotion was often emphasised with emoticons. One may conclude, therefore, that for students it is a very important attitude and it is an emotion that ought to accompany perfect teachers in their work.

When comparing the answers and the posters of the 6th graders one ought to notice a coherence of the verbal and the visual messages supplemented by the descriptions of the appearance of the ideal teacher.

The perfect teacher according to the students of the 3rd grade of gymnasium

The students of the 3rd grade of gymnasium described the perfect teacher in various ways in their written answers, however, as in the other groups, they would mostly enumerate the traits that he should have. The students stated that the traits are: kindness: "...kind teacher", authority: "...is able to win the respect of students and parents, encourages them to study", passion for teaching: "...a person who loves teaching and loves that which they teach", being able to find a compromise between indulgence and making the students meet expectations: "...isn't too strict, but also doesn't do the so-called free lessons, so that you can learn in his classes, but you're not afraid to come", communicativeness and easiness in contacts with students: "...can talk with students". The students emphasised that these traits ought to be evaluated relatively: "The way I see it is that one teacher can stand out from others in a positive way".

The students of the gymnasium would also underline that the perfect teacher has a professional calling, and occasionally they would limit themselves to discussing the relations between the terms, and some would mention its designates: "...then you feel the need to do it, you have a gift", "you devote yourself to what you do".

In the focus interview the gymnasium students mentioned that the ideal of a teacher is expressed in caring for students: "so that they can get as much as possible from the classes, so that they're the best, so that they're prepared as well as possible for later, for the further stages in their lives simply...". One can see clearly that the care does not only pertain to the knowledge that a student gets at school, but first and foremost to the values that may guide him in his life, to developing a certain moral attitude, ethics, whose importance goes beyond school: they become values for the rest of one's life. In this context, the relations between the students and the teachers are crucial. The teacher "must be a master in what he does" who not only educates his students, but also encourages them to develop "...so that they can do their best, simply do all that they can". That is why gymnasium students do not mention the marks as the most important aspect of learning, they focus on motivation for further development of all students, regardless of how much they know. "...So that the good students can excel at a subject, so that those that want to be the best can be the best, and those who do not... who do not feel very good at a subject do their best, they don't have to get straight A's...". Perfect teacher has a calling as well as a passion and love for his job, for the idea of teaching and for the students.

To sum up, the gymnasium students have agreed that few teachers follow this idea of teaching, unfortunately, while expressing a lot of understanding for the contemporary difficulties that teachers have in keeping their motivation high: "if you looked this way at... at teachers, then such spirit, such passion for teaching and so on... you can see in only a few. I think that's not just because it's their work, that they have to teach, because... because they have to, they're employed, they get money for doing that, it all should arise from this... this aim in itself". According to the gymnasium students the implementation of this postulated "aim in itself", understood as teaching as an idea, is difficult in everyday life and the necessity to bend to the necessity to earn money, the lack of respect and understanding from other participants of the education process: school authorities, other teachers and school staff, students and their parents, and the general public. To conclude, it is the opinion of this age group that it is difficult to find a perfect teacher in the contemporary world.

The gymnasium students also took advantage of the opportunity to both draw a poster and to use the various images of men and women from the magazines that they were provided with. As in the formerly discussed age groups the traits presented in the posters pertained to personality and behaviour. Both in the drawings and in the collages a certain appearance of a perfect teacher is clearly presented. The gender features are well-defined, and the presented people are slim, sporty, well-dressed, and sensual. Both genders were equally represented in the posters made by gymnasium students.

What appears particularly interesting is that in the posters made by gymnasium students the teachers are always shown alone, and never in a relation with students. One need also notice that the students did not try to present emotions in a symbolic manner in the images of the perfect teachers, there are no smiling people, and there are no symbols of such emotions. It creates an impression of a great distance between the teachers and the students.

The perfect teacher according to the students of the 3rd grade of general lyceum

The final age group that participated in the research was the students of a 3rd grade of a general lyceum. Their answers were the richest and contained the deepest reflections, which comes as no surprise as it is the oldest of the groups, so the participants are the most mature. At the same time, one could see a lot of projections arising from the experience of the group – many students mentioned real people as perfect teachers. This did not happen in the other groups.

The students mentioned a number of traits that are contrary to the idea of a perfect teacher, which can also be seen as a projection of their experience: “Instead of being condescending, expect respect (because for young people now it’s not as important as it used to be before) they should be people who try to understand emotions and keep up relations on the same level with you, because that’s what young people expect”, “It is an idea that doesn’t really exist in Poland”. They believe that the motivation to pursue a career in education should be “not only to pass on knowledge, but also life wisdom”, and currently those decisions “are the result of a lack of knowledge and the inability to choose the right job”. The student, severe in their opinions, mention, at the same time, that the perfect teacher should be perceived as a postulate: “This term shows how contemporary teachers should work with their students”.

The lyceum students mentioned the following as the synonyms of the term “perfect teacher”: calling (“...calling to be a teacher, deriving pleasure from having this job”), passion (“...passion for the profession – teaching with a calling, the willingness to pass on knowledge...”), mission (“Someone made to be a teacher, who treats their work as a mission, a calling”), talent (“I see it as a form of a talent: ease and creativity in teaching”), dedication (“It is a teacher’s dedication to his work”), and enthusiasm (“There aren’t many such enthusiasts among teachers who are really fascinated with what they do and at the same time can get young people interested”). Their answers contained also some rather abstract definitions: “The set of traits characterising teachers with a calling who can help students to find some goals in their lives, and to lead them to a proper path in the future”, “It’s the ability to help students develop, creative thinking, understanding, empathy, trust, passion, and the calling to be a teacher”, “The set of traits governing behaviour, competences, attitude towards students”, or: “A metaphysical phenomenon, a spiritual collective that leads to the common traits of True Teachers; the willingness to prepare young people who are lost in an alien world to survive, to live in such a way as to be able to say: ‘I have done all that I wanted to do in my life’”. Therefore, as in the case of gymnasium students, the lyceum 3rd graders emphasised transferring a certain moral attitude, values that are meaningful from the perspective of a person’s entire life, and competences that are not only necessary in the process of education, but also in making decisions.

However, this age was the only one to state that following an ideal “is a duty that is set for themselves by those teachers who think that they have to pass on the knowledge of the ancestors to the young generations, it is a mission of sorts, that a certain person has to fulfil”, “it is duty set before every teacher”. The duty that the lyceum students emphasise should have both an internal character – understood as the necessity to follow the ideal that one sets for oneself, as well as an external one – as the dedication expected of the teachers. It is only when the two perspectives are combined that a “perfect teacher” is created.

The assumption behind the focus interview was to provide the research participants with the opportunity to discuss and negotiate the definition a “perfect teacher”. In the case of the group of lyceum students it took a form of an analysis of the projections of their experiences. The students departed from the attempts to define the term on an abstract level, as had been the case at the stage of written answers, and instead they focused on the teachers from their immediate environment and an evaluation of their work. The result of this were answers of a dual character: what a teacher should be, and what

he ought to avoid. Once again there were the examples of teachers who could be role models and examples of teachers (their names were not mentioned) whose behaviour the students saw as contrary to the ideal: "I think that this is the type of a teacher who tries to understand students and tries to pass on his knowledge, but he doesn't push it. That his is the most important subject and all the world revolves around it. But he understands that people can be interested in different things and... life is not only concentrated on, for example, English, or history...". As previously, the students mentioned such synonyms of the discussed term as calling or passion: "It is simply a teacher who works because he has a calling, and not because he has to... you can see it from the start, even in the first lesson you can see if he is a teacher because... he treats it as his job, or as their entire life...". What one can see here is the way in which a calling to teach is understood: it is a way of life, it is an attitude that is not only expressed in lessons. Its immanent feature is a "teacher's mentality", not a "mask that you put on at work".

The lyceum students would also emphasise that teachers ought to be able to notice potential in students and help them explore it: "...he can use the potential of young people, because young people are... they are very open, so willing, so full of energy and such a teacher can organise stuff, for example discussions about films, theatre classes, things that help us develop something completely new... to expand our horizons... and they open us to various aspects of life, not only school, school, and learning and... all of that". In this answer one can see how students perceive themselves, and how their needs and the expectations that they have are defined. They wish to see teachers as guides who show students various "...opportunities, conditions, that allow us [...] to use our potential to the fullest and it's the most important thing that the teacher can also see... can see himself, that his job is important, because I know many teachers that see their job as..., that they don't earn enough money, that they aren't appreciated by their students, by parents, by the society in general. A teacher is with this spirit of teaching, he should believe in himself, in what he does and he should himself think that it is a type of a mission, so that... so that we can grow up to be this sort of person who can cope in any situation and that can say to themselves: "Oh, I saved somebody's life because in lyceum I had [...] a civil defence course with this and that teacher". As in the previous age group, it is a clear expectation that the idea of teaching goes beyond school walls and it might influence the rest of students' lives.

A lot of text was included in the posters that the students made. The 3rd graders hardly ever employ the opportunity to use the various images of men and women from the provided magazines. These were only used to supplement drawings (Fig. 8). In contrast with the younger groups the appearance of the teachers is not important; instead, they use certain symbols and outlines to present teachers, they do not emphasise the attributes of their gender or their clothes. One may, therefore, conclude that in this age group the appearance of the teacher is of secondary importance to character traits, behaviour, attitude, and the relation with students. The traits of perfect teachers presented in the posters are the same as those in the students' answers, even in connection with the projections that were mentioned during the interviews. Certain oppositions are also presented in the posters, namely between perfect teachers and their opposites (Fig. 9).

Summary

The conducted qualitative analysis of the responses of the research participants and the visual materials created in the course of the research in the form of posters produces an image of a perfect teacher who is characterised by a set of traits and who is to meet a number of expectations regarding his knowledge, skills, and competences. In the reflections of the students teachers' professional calling occupies an important position. Consequently, a set of particular personal traits is created, including, e.g., empathetic, patient, wise, understanding, fair, and skills and competences necessary to fulfil the role of a teacher are mentioned, such as teaching competences, active listening, the ability to cope with difficult situations in education. What is more, students emphasise that a perfect teacher needs to be dedicated to his work and derive pleasure from it. He is then not afraid to make sacrifices and he is dedicated, creative, and student-oriented. In this context it is justified that especially the gymnasium and lyceum students emphasise the importance of good relations between the students and the teacher. That is because these relations are crucial in a successful education process. When students see the teacher as an authority, a master, or a guide they expect him to take care to first and foremost motivate them to develop further, both intellectually and spiritually. That is because they believe that the teacher should not only provide students with knowledge, but also to shape their morality and ethics.

Supplementing the research process with the element connected with graphical representations of teachers makes it possible to enrich its reflections on the appearance of the described persons. Firstly, one can notice a number of projections

connected with gender – in the younger classes the teacher was almost always female, which is most probably connected with the fact that in Poland at this stage of education the teachers are typically women. Secondly, in the primary school and in the gymnasium the students attached great importance to appearance; they have a certain canon of beauty. Teachers are presented as slim, sporty, as people who take care of themselves, who are well-dressed, also both in the drawings and in the posters the attributes of gender are emphasised. It was only in the lyceum that teachers were presented in a stylised manner, and the posters reflected ideas rather than a real life appearance.

The vision of the perfect teacher presented by the research participants undoubtedly meets the conception proposed by J.W. Dawid. All the students presented their understanding of the term in a lively manner, and it was coherent with J.W. Dawid's ideas. It needs to be emphasised that the level of reflection increased with the age of the research participants, which was connected with their higher level of education and experience gained in school and out of school education. On the basis of the analysis of the visual materials it can be concluded that with the increased level of reflection less and less importance is attached to teachers' appearance.

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Fig. 1. The perfect teacher as imagined by the students of the 3rd grade of primary school. The teacher says: "I love children and teaching". Source: a poster made by students of a 3rd grade of primary school during the research



Fig. 2. The perfect teachers as imagined by the students of the 3rd grade of primary school. Source: a poster made by students of a 3rd grade of primary school during the research



Fig. 3. The perfect teacher (on the left) and her student (on the right). Source: a poster made by students of a 3rd grade of primary school during the research



Fig. 4. The perfect teacher as imagined by the students of the 6th grade of primary school. Source: a poster made by students of a 6th grade of primary school during the research



Fig. 5. The perfect teacher as imagined by the students of the 6th grade of primary school. She has been called "Mrs. Elisabeth Teacher", and on the presented book there are some symbols and names of school subjects. Source: a poster made by students of a 6th grade of primary school during the research



Fig. 6. The perfect teacher as imagined by the students of the 3rd grade of gymnasium. The title says: dream teacher, and the traits written in the poster are: thinks outside the box, helpful, funny, calm, nice, intelligent, creative, tolerant, passionate. Source: a poster made by students of a 3rd grade of gymnasium during the research



Fig. 7. The perfect teacher as imagined by the students of the 3rd grade of gymnasium. The traits written in the poster are: nice, knowledge, courage, helpful, readiness,



creative. Source: a poster made by students of a 3rd grade of gymnasium during the research



Fig. 8. Perfect teacher as imagined by the students of the 3rd grade of lyceum. Positive traits (on the right): dialogue, example of professor Nowak, energy, contact with the students, discussions about films, passion, student, dedication, pro-green, tolerance, initiative, role model: negative traits (on the left): lack of empathy, promoting conspiracy theories, using schemes in teaching, no dialogue, "007 zgłoś się" [the title of an old Polish TV series about a police officer], encouraging stereotypes, stereotypical teacher. Source: a poster made by students of a 3rd grade of lyceum

European Identity Issues in the Era of Globalization

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Abstract

Globalization is already an uncontested process nowadays. Its impacts have affected areas such as: economy, politics, geographical territorial boundaries, identity and national interest, style of life, customs and traditions. Thinking about globalization, the European Union is one of the proper indicators of free circulation of goods, people, products and services. In this context, EU member states are not just a unity of states who share benefits such as single market, currency, space, common civilization values and identity but also a division when it comes to questions related to national interest and national state model and role, sovereignty and ideological issues that some member state are such in obsolete manner attached to them. This paper will examine identity issues within the frame of European Union, in particular not implicitly the unifying factors such as art, culture and history but the divergences that stems from the fact of a single policy for a joint European national interest and speaking in one voice. Ultimately, as the globalization process continue to expand how possible will be to still cultivate culture diversity beyond national frames and extend national identities within a European dimension.

Keywords: EU identity issues, globalization, diversity, common/shared values, multiculturalism

Introduction

The European Union is sustained by a wide range of values. There are also different perceptions from the public and different layers of society regarding the values that hold together the countries of EU.

"From the standpoint of the majority of European citizens, the European Union is, above all, either a conglomerate of nations that have come together and created a Single Market and a single currency, or an ensemble of states who share the same technological and economical ambitions, rather than an entity formed on the basis of shared values and of a common European identity."(Patriou-Baltes 2013)

This paper aims to examine first identity issues within the EU context, concentrating on divisive and unifying elements, and also on key factors affecting the EU countries in not having a common European identity, especially nowadays in light of the globalization process. Seeing it from a constructivist approach, systems of beliefs and ideas or shared values within the EU, as foundational features, have influenced the social and political activity and behavior of the EU member states to a certain degree, but these countries seem to have remained in a liberal or neo-liberal context in relation with one another or with other "partners"¹. Some EU countries still set their pre-defined interests such as: national sovereignty, state geopolitical and strategic interests, as priority criteria for cooperation with allies and other partners (deferred also by a sort of natural rational egocentrism). The analysis that follows is focused on how these countries stand together according to some norms or values which set the foundations for further cooperation and help establish joint institutions, while preserving their identities and state strategic interests. In this context, according to a neo-liberal approach "states certainly join in building collaborative structures and maintaining functional international institutions, but their identities and interests are shaped or constructed not in any way through their social interaction"(Reus-Smith ; 235). EU as a great family of nations with the pros and cons, internal divisions and political and economic fractions still continues to work for the proper functioning of this engine, but recently focusing more on internal issues rather than on policies of enlargement. On one side, when examining internal issues one may notice the divisions within the union, which derives from a lack of solidarity and a continuous pursuit of national interest, and as a consequence leads to the lack of a common European identity. In this prism, a common European identity would mean an identity supported by values beyond those of cultural and historical of an individual state plan level. On the other side, when examining policies of enlargement one can notice that most of the focus is put on the political, economic criteria and state-building capacity of the aspiring countries, which on one hand seek

¹ The term "partners", is used in this case as a reference for the countries that aspire to join the EU.

to bring these countries closer toward the EU space by exerting normative power through functional duties, but on the other hand this process is an indicator of the EU's lack of capacity to absorb new countries, due to the economic crises, overload, slow bureaucracy, coordination skills, sluggish management and inability to speak in one voice within the EU. Besides these, the dual approach regarding new countries to join the EU shows skepticism of a certain degree to accept nations with "different"¹ identities within their space. In addition to the challenge of constructing a common European identity, EU is also far from perceptions of a multi-ethnic federal state guaranteed by the constitution, which would have the capacity to harmonize economic and financial policies of member countries (Habermas 2006,78). Coming back again to the constructivist approach one may notice how the globalization process in empirical way, requires the application of new insights and the ability to create an overlap with some pre-existing preferences of individual countries. The old operational way of doing and thinking needs to be displayed in reformulation of new circumstances about a common EU identity and interest and about acceptance of diversity within this context of closer social interaction. This issue requires a common will of all member states to a new reformulation of norms and institutionalized ideas by seeing and envisioning events in the light of globalization, to expand the space for new actors and multicultural elements. This is another major challenge for the EU, which is still far from accepting multi-ethnicity and multiculturalism in principle and practice, to achieve further steps to the constitution and to the United States of Europe.

Identity and values of Europe, unifying or dividing principles?

Nowadays, although there is a great awareness regarding diversity among people of different countries, and also how closer globalization brought us to people or phenomena from all kind of races, cultures or identities, the tendency to pursue national interests is still very strong. This probably happens because nation states have already been created long ago throughout different historical phases, and have independently built their own economy, culture, politics, and also developed their own language that characterizes them. They have even been in competition with other countries concerning a variety of issues and values.

Affirmed nations in international relations that have already created their national brand and image inside and abroad, continue to build and develop their national interest, regardless of the community they are part of, as happens in the case of the European Union. There has been an essence to bind together the EU countries to each other in the framework of the EU, which had to do with a common heritage and a common civilization. In that way these values created the node to connect the countries that belonged to the EU together, at least, until 1973 at Copenhagen Summit. After the Copenhagen Summit, in the other summits and enlargement waves that followed, it fell silent with the European identity issue, switching on political criteria, economic issues and the ability to meet EU obligations. The criteria were set upon the specifics of those countries to which negotiations for EU accessions were opened. Although various criteria were set in the following summits, the essential criteria of civilization and European culture still remain strong indicator for the European future of a country that aspires to join the EU, that means that in principle seen by an essentialist perspective, identity issues (in this case European legacy of values) have brought together a group of states to create the European Union. It is absolutely important to have a national identity and a unified culture within the nation or the state because it is where the success of a country depends, but on the pan-European level and in the era of globalization the excessive pursuit of national identity and national interest and the redundant promotion of some European identity specific values, has led to a slowdown of the process towards a strong and unified Europe. In a word, the vision of Charlemagne for the EU values that hold together a group of EU countries and some old concepts and points of view such as: liberal, neoliberal, nationalist, etc., which have continued until the 20th century, have now become a sort of barrier for a Europe of the 21st century. EU states shrinking in their own national interest have created a gap in decision-making, in division of responsibilities and there is a notable lack of solidarity to overcome common challenges. Unfortunately this crisis from the lack of a unified European identity is accompanied by an ongoing economic crisis which leads to further division between the countries of the Union, giving the impression like the EU is divided into blocks.

¹ European identity is supported by European art, culture, citizenship, common education for all EU members. In fact, the idea of this common identity was first established by Charlemagne's (also known as Charles, the Great) political project known as the "[renovatio imperii](#)", which represented a synthesis of the four perceived European values: the Teutonic ideal of freedom, Roman law, Christian faith and Greek philosophy. (By DR. LOREDANA PATRUTIU BALTES 2013)

These days beside the fact that phenomena of diversity and multiculturalism increase, one must have in consideration that the global environment is always changing in continuity. In this context EU needs to act as global actor, able to take responsibilities but also to deal with a new environment full of uncertainty. Therefore the EU must solve issues on the basis of identity and much further of multiculturalism, such as to unify, to speak in one voice in the global arena, to strengthen within, and to awaken and enable its absorptive capacity for countries wishing to join the EU. Precisely the issues of identity and of belonging are issues that initially created the EU locomotive, but nowadays, the world is making great strides towards unification and globalization, for that purpose different identities and cultures should be accepted to thrive in tolerance and diversity with each-other. This would be the kind of system (albeit the great challenges to overcome) that would lead EU forward, likewise has led the US forward.

The existing challenges affecting the construction of a common European identity, beyond national levels.

Globalization has brought people of different cultures or ethnic groups with different composition into an almost uncontrollable flow. How long we want to answer the question of how we should live with these people, whose identity, religion or ethnic composition is different from us, we actually live with them and life flow of globalization has put us with them in the same path. Phenomena such as migration, free movement of people, aspiration of new member states to become part of the EU, different ethnic groups fighting for their rights in various democratic societies are issues that transcend national boundaries and challenge national identities. In addition to these uncontrollable trends, governments of EU countries and beyond or political leaders must precede and adjust in a constructive way the policy making in favor of these issues, as long as we are living with the current intense and rapid phenomena, which are likely to become increasingly present and inevitable in our life. According to Francis Fukuyama the whole European project was founded on an anti-national identity basis and there was a belief that there would be a new universal European identity (Fukuyama 2012). Going on with his point of view, old identities like for instance: being German, Dutch, and Italian or French never lost popularity or disappeared in a political\institutional level. The influx of immigrants and the growth of immigrant communities that shared different values contributed for these old identities to be more problematic. The author gives great examples on what basis or pillars these identities are created taking in consideration the case of France, Germany, Holland and Britain.

“French national identity is, in one sense, the least problematic because there is a single republican tradition coming out of the Revolution, a tradition that is secular - that treats all citizens equally. In many respects, the French concept is the only viable one for a modern society that grounds citizenship not in ethnicity, race or religion, but in abstract political values to which people of different cultures can adhere. French national identity is very much built around the French language. In many ways, the French are closest to the United States in having a set of political values at the core of their identity.

The German case is very different. German national identity evolved very differently from France. The process of German unification required definition of German-ness in ethnic terms. Ndërk So, legally, their citizenships law was based on the legal principle of jus sanguinis, up until the year 2000. The Germans have changed their practice now, but the cultural meaning of saying "I am German" is very different from the cultural meaning of saying "I am French" (Fukuyama 2012).

He follows on with the case of Dutch and British identity, considering them as problematic, for they own” features and characteristics”¹ Without mentioning further cases by the author, these are concrete examples of how national identities were constructed by countries that are part of the EU. These countries indeed face the main challenges to bring national identities into a sub-national level, to overcome or fundamentally review some already institutionalized norms and one can clearly see how differently these states have created their own relations with multiculturalism and migration policies.

¹ According to Fukuyama in Holland, national identity has always been defined by the pillarization (verzuiling) of Dutch society: its division into Protestant, Catholic and Socialist pillars. These pillars are relevant to communities in Holland. They tolerate people as long as they do things over there, but not in my community. While In Britain, there was a belief that pluralism meant you have to respect the autonomy of individual immigrant communities; the government had no role in actively trying to integrate them into a broader British culture.

However, likewise Delanty tries to demonstrate “that the ideal of European unity has not, in fact, been an alternative to the nation-state, either in theory or in practice. In fact Europe is a function of the nation-state, which has also fostered the nationalism of the region. As a concrete entity Europe is meaningless without the nation-state. (Delanty 19995) These facts are true, as noted in the present reality, but the implementation and the integration of great project such as the EU, requires the construction of a new collective European identity which does not tend to eliminate old identities and multiethnic cultures and religions but on the contrary tends to harmonize and balance them in the spirit of freedom, human rights and tolerance. A Europe that would give to its citizens dignity, equality and integration and a role in this great community of countries would be the new Europe that people aspire. Maybe it is not a fair analogy, but we should take the example of the Roman Empire, when Emperor Caracalla’s edict to give Roman citizenship to all free citizens or inhabitants of the empire at the time was one of his principal achievements, but the Roman Empire at that time was in its final throes. The European Union project is a reality that overlaps the nation-state, importing from the nation state values and features that can enrich this reality. Nation-states of the EU are the cornerstones that contribute to the EU enrichment by sharing their values. In a speech by Klaus Welle, Secretary General of the European Parliament, in Strasbourg, 2013, he spoke in favor of the European identity construction. He mentioned that how long we belong to each other, our commitment in support of the European Identity construction should start and “at the same time, we need to actively engage to support and create that European identity. It is not that the facts are not there, but we also need to start thinking of our own history not just as national history but also as joint European history”.(Welle 2013) Analyzing Welle’s phrase, “we belong to each-other, should not only be relevant for the countries that are within the EU, but we belong to each other how long Europe will continue to expand toward countries and people with different or similar cultures and traditions that aspire to become part of this big EU community. EU is undergoing toward a post national identity and governance era. “A post national identity would therefore involve a commitment to cultural pluralism based on post-national citizenship which would be relevant to Muslims as well as Christians and other world religions’ atheists, east and west Europeans, black and white, women as well as men”. (Delanty 1995)

The imagination of Europe on demand of globalization process

The Globalization process has challenged the role of the national state; although some EU countries still shrink at the state level interest as shown still clear by some political discourses and realities. EU has recently undergone through division or disintegration phases and the rise of extremists and right wing side have increasingly contributed to this. If Europe has meaning, the latter is a political program (Strath, 2000:14), “therefore it brings advantages in to the methodological aspect, to think of Europe not as something given but as a process and not as something that it is but as something that aims to be.” (Sulstarova 2011) The dynamics that occur within the EU today call for a mission or a common political project and abandonment of ideological issues. A joint political initiative would require the extension of these identities from national levels at post-national contributing levels, beyond language, traditions or national cultures. This act requires great political will to construct common ideas and plans beyond already formed or given national realities. A successful EU in a long run, on demand of globalization process, should overcome crises and challenges that basically come from the lack of a common identity, solidarity and reciprocity and should set foundations for multiculturalism and diversity. These are approaches far from the reality that EU is living today, because Europe “that has become predominant today is very much one of exclusion and not inclusion”(Delanty, 1995). These are issues that require openness and capacity to provide solutions to political and social divisions in a way to achieve unity held under ethnic and national diversity.

“Europe needs a sense of meaning and purpose. We Europeans are the heirs of a civilization deeply rooted in religious and civic values. Our civilization today is being enriched by its openness to other cultures. What we need now is a humanistic perspective. Daily and systematically, our economic and social system must recognize the primacy of human dignity. It must ensure that all our citizens have genuine access to liberty, inter-personal communication, culture and spiritual life (Prodi 2000)”.

Conclusions

There are important challenges and cases which indicate significant crises originated from the level of common identity, values, solidarity and culture within the EU. These challenges shows that the EU needs to mature in many directions as well as to awaken its absorptive capability.

1. The Greek crises, such a debated case recently, strongly represents one of the weakest points in the European project. More than an economic crisis, it is a crisis in the EU management showing that the federal-institutional governance would be of imperative importance for the EU.

2. Leaving the Western Balkans on the periphery of its attention because of the internal endless transitions of this region but also because of the EU absorptive capability is another great weak point in the EU project. With the motto "we accept countries with consolidated democracy and economy to join because we don't want problem in the house" EU more than an open project seems to be going inertness.

3. The case of Turkey shows another EU weak point. Turkey continues to be perceived by the EU block as having a rather large population. The prejudices go until the point to perceive Turkey as the first Muslim country to join in the EU and that gives a sense of particularity. Turkey still represents a rather big country for the absorptive capacities of the EU. Although strong member of NATO, Turkey remains outside the EU for many reasons or perceptions from within the EU, which are culture, traditions, history, and religion that look different from "Christian Europe" in principle.

If a Greek exit would have happened wouldn't be clear in to what scenario EU could end up. "A return to a divided Europe of nation-states, the development of a static 'Fortress Europe'¹, or the development of a 'Wider Europe' (the latter less possible in this case) with positive relations with countries to the East, including Russia (Miall 1993; Miall 1994b). The first version would resemble to a Europe of great nation-states founders and other small European states acting as satellites or influence zones of other countries like at the times when Europe operated divided into blocks. Instead the international politic environment would need a Europe of peace, a role model for the aspiring countries and regions and a Europe acting vigorously globally, so a wider Europe in this case. At the moment "the European project is characterized by two opposing trends: one which emphasizes the importance of national identities and the right to difference; and the other that advocates the right for a common identity and to a universal culture." (Patrutiu-Baltes 2013) As soon as it would be decided upon these trends (having in consideration the fact that globalization urges for the second one), it would help EU to be a determinant factor in world politics, it would benefit to the enlargement policies and Russia would have a different approach toward EU. There are scholars who believe that a common European identity would virtually be impossible because of the ideological, linguistic differences and different identities formed in different ways, but EU project has failed until now to construct a common identity on the basis of other values. "The EU policy-makers have never attempted to construct an identity with solidarity, equality and justice being the core values. Nor is there a major external threat that could foster unification of different peoples in the region." (Svitych 2013)² The world politics is following the constructivist trends, so going back to obsolete ideologies will leave on hold an EU process precisely because of these arguments. "European History has been a common history and European identity has been present for a long time already, despite all conflicts and differences. (NIŽNIK 2000) The new context created by Europe's Integration is initiating the process of reconstruction of national identities. (Still there NIŽNIK 2000) The EU policy makers should operate according to this context and the above mentioned

¹ The term is usually used for the protection of regimes in Europe from the asylum seekers and refugees. 'Fortress Europe' thesis (Geddes 2000; Luedtke forthcoming) argues on a theoretical level that Member State cooperation on asylum and refugee matters has fostered restrictiveness through processes of 'venue shopping' (Guiraudon 2000; 2001), 'securitisation' (Huysmans 2000; Kostakopoulou 2000; Bigo 2001) and the legitimisation of 'lowest common denominator standards' (Guiraudon 2001; Lavenex 2001). On an empirical level, aspects of EU asylum and refugee policy have been criticized for undermining the rights of asylum seekers and refugees through the establishment of restrictive EU laws in areas such as 'safe third country' policy, detention and return policy. (according to Eiko Thielemann¹ and Nadine El-Enany²; The Myth of 'Fortress Europe': The (true) impact of European integration on refugee protection;(Paper to be presented at Fourth ECPR Pan-European Conference on EU Politics, 25 to 27 September 2008, University of Latvia, Riga, Latvia

² the Svitych article is a proposed response to Fukuyama's article "the challenges for a European identity". Svitych tries to challenge Fukuyama's standpoint by contrasting EU identity with that of the soviet Union
Svitych A. 2013, Why European Identity Will Never Work: Case Study 'EU Vs. USSR', <http://theglobaljournal.net>

trends. Meantime the European motto "united in diversity" and aspirations to a common European or supranational identity, as well as the expectations for Europe to take an active role globally in the future can be realized taking into account that "collective identities are social constructions"(Sulstarova 2011) The challenges the EU is facing today, at some point will need to respond to this global actuality and therefore the issue of constructing a common identity and accepting multiculturalism will require quick policy adjustments and solutions. At the moment these issues remain still envisioning matters within the EU, until that critical point will come, to turn the EU countries finally toward a supranational attitude or approach.

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The Effect of Formative Assessment on Students' Success

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Abstract

Assessment is an important part of teaching and learning process. Moreover, it is a dynamic process which changes continuously. Formative assessment is a part of the assessment process in general. This paper studies the effect of formative assessment in students' success. This study took place in the primary school Nuri Mazari, Struga, Macedonia. In the study participated 115 students who learn English as a foreign language. They are not the same grade, they are sixth, seventh, eighth and ninth grade students. The participants will be divided into two groups based on their gender. In order to see the effect of formative assessment, students' success before the application of formative assessment will be compared with their success after the application of formative assessment. After the first month, the teacher will take notes about the students' grades, which will be considered as initial data for this study, during the next two months, the teacher will apply the formative assessment. Then, the teacher will give them a final grade based on students' success during the application of formative assessment. The difference in students' grades before and after the study took place makes the effect of formative assessment more obvious. The data gathered in this study will be analyzed with SPSS program.

Keywords: formative assessment, students' success, English language, primary school

Introduction

The educational process is a huge process, which consists of many correlated parts. Teaching and learning process exists based on the harmony of its components. Assessment is one of those components, and it plays a crucial role in teaching and learning process in several ways. It is important for the teachers because it gives them a review of their students' understanding of the material that is taught, parts that are very well understood by the student, or those parts that seem to be more difficult for students and need to be practiced more, and also to give final. Besides this, student assessment is useful for the teachers as a feedback on their teaching, whether they have met their own expectations or not. Assessment is important also for students to see their progress, their strength or weakness in a particular topic, school subject, or learning in general. However, the assessment process is not important only for teachers and students that are directly involved in teaching and learning process every day but it is also important for students' parents. The way the teachers assess their students, by giving them written feedback, grades, or other different ways of assessing them are very useful for the students' parents because each of assessment forms used by the teacher gives the parents a view of their child's progress at school. Students' grades are useful statistical evidence for school authorities, educational inspectors and the government. Students' grades can also be used as a reference for the students' future education, or for their life after school, especially as an opportunity of getting better job positions. Therefore, teachers should be very careful when they assess their students and also when they choose the way they will assess their students because it should be apparent for student level and also for the purpose it is chosen to be used. Otherwise, it would directly reflect negative effect on students' success.

Literature Review

Since the educational process is a dynamic process that is changing continuously, assessment as a part of this process is changing, too. There are a lot of assessment methods that are applied in teaching and learning process. Many researchers are studying the effectiveness of assessment and there are a lot of books and articles written about methods of assessment, types of assessment, or assessment in general. "Assessment is the systematic collection of information about student learning, using the time, knowledge, experience, and resources available, in order to inform decisions that affect student learning" (Walvoord, 2010, p. 2). "The main aim of using assessment should be to support learning" (Black and Wiliam,

cited in: Gardner, 2012, p.11). Therefore the teachers should be very careful when they use assessment. As Garo (2013) claims that the assessment is a difficult part of teaching; moreover, it makes the teachers take a big responsibility when they give grades. The success that the students achieve in school helps them have strong self-esteem, as he says "success can lead to greater confidence in academic and social situations, instead of embarrassment" (Jensen, 2003, p. 3). According to Shermis & Di Vesta (2011) assessment should be viewed as an "intrinsic part" of teaching not as a "separate attachment" from teaching (p. 83). According to Weeden, Winter, & Broadfoot (2002) "Pupils identified three reasons for success in school – effort, ability and opportunity to learn" p. 51. "The term formative assessment does not have a tightly defined and widely accepted meaning" (Black and William 1998, as cited in: Berry, 2008: 49). "Formative assessment is a means of communication between teacher and student, guiding the teacher toward appropriate instructional decisions and providing encouraging feedback to the students" (Benjamin, 2008:9).

Methodology

The methodology that was used in this study was appropriate for the purpose of the study. The study took place during the English classes. In order to see the effect of the application of formative assessment in the students' success, the data were collected twice, first before the application of formative assessment and then after the application of formative assessment.

The aim of the study

The aim of this study is to test whether the formative assessment affects the students' success. Moreover, it aims to show if the formative assessment has a positive or negative effect on students' success. Furthermore, it will show the difference between boys and girls about their success at school.

Research questions

Students' success can be affected by many factors. There are a lot of factors outside the classroom that could affect the students' success; however, there are also a lot of factors in the classroom that could affect students' success, too. The way a teacher assesses their students could have a direct impact on students' success. Assessment in general, as well as, formative assessment in particular, could affect students' success. The research questions that arise here are given below:

Whether the use of formative assessment affect the students' success?

Rather the effect that formative assessment have in students' success is positive or negative?

Is there a significant difference of the students' success before and after the application of the formative assessment?

Is there a statistical difference between the mean of the students' success based on their gender before the application of the formative assessment?

Participants

In this study participated primary school students, who study English as a foreign language. In total, there were 115 students who participated in this study. They were not the same age; sixth, seventh, eighth and ninth grade students were part of this study.

Groups

Since this study aims to test whether there is a difference between boys and girls about their success, students were divided into two groups based on their gender. In total, there were 52 boys and 63 girls.

Results

The program SPSS was used to show the results of the data gathered for this study. The table below shows the results of the students' success before the application of formative assessment

Student' success before the application of formative assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not satisfied	40	34.8	34.8	34.8
	Satisfied	29	25.2	25.2	60.0
	Good	17	14.8	14.8	74.8
	Very good	20	17.4	17.4	92.2
	Excellent	9	7.8	7.8	100.0
	Total	115	100.0	100.0	

Table# 1 descriptive statistics about the frequency of the students' success before the application of formative assessment

The table above show that there were 115 students who participated in this study. The 34.8 % of the participants had the lowest grades. The success of 25.2 % of the participants was *satisfied*, 14.8% of the participants had gotten *good success*, the success of 17.4% was *very good* and the smallest group of participants, only 7.8% of the participants had the highest grades.

Students' Success after the application of the formative assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not satisfied	19	16.5	16.5	16.5
	Satisfied	41	35.7	35.7	52.2
	Good	17	14.8	14.8	67.0
	Very good	17	14.8	14.8	81.7
	Excellent	21	18.3	18.3	100.0
	Total	115	100.0	100.0	

Table# 2 descriptive statistics about the frequency of the students' success after the application of formative assessment

The figure above shows the total number of the participated, 115 students. 16.5 % of them were students who have got the lowest grade. *Satisfied* was the success of the biggest group of the participants. 35.7% of the participants were part of this group. The success 14.8% of the participants was *good*. There were also 14.8 % of the total number whose success was *very good*. 18.3% has got the highest grades.

Participants' gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Girls	63	54.8	54.8	54.8
	Boys	52	45.2	45.2	100.0
	Total	115	100.0	100.0	

Table# 3 descriptive statistics about participants' gender

The table above shows that 63 out of 115 participants, or 54.8% of the total number were girls and 52 or 45.2% of the participants were boys.

Analyzes

The statistical program SPSS was used to analyze the results of the study. This program has different tests that can be used to analyze the results based on the types of the data that are gathered for the study. The tests that were used for this study were Wilcoxon test, Paired sample *t* test and Independent sample *t* test.

The use of Wilcoxon test

Wilcoxon test was used to analyze the results of the mean of the students' success before and after the formative assessment took place and to compare the mean of the students' success in both cases.

<i>Ranks</i>		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
<i>Students' success</i>	<i>Negative Ranks</i>	1 ^a	27.00	27.00
<i>after the application of</i>	<i>Positive Ranks</i>	52 ^b	27.00	1404.00
<i>the formative</i>	<i>Ties</i>	62 ^c		
<i>assessment -</i>	<i>Total</i>	115		
<i>Students' success</i>				
<i>before the application</i>				
<i>of the formative</i>				
<i>assessment</i>				

a. Students' success after the application of the formative assessment < Students' success before the application of the formative assessment

b Students' success after the application of the formative assessment > Students' success before the application of the formative assessment

c. Students' success after the application of the formative assessment = Students' success before the application of the formative assessment

Table # 4 Wilcoxon test – Students' ranks based on their success before and after the usage of formative assessment.

The table above gives the total number of participants who participated in this study, there were 115 participants in total. Just 1 out of 115 participants of the study had negative ranks, it means that just one student had a better grade before the application of formative assessment than after the application of formative assessment. However, 52 out of 115 students had had positive ranks, it means that 52 students had lower grades at the beginning of the study in comparison with their own grades after the application of formative assessment. Furthermore, 62 out of 115 students had the same grades before and after the application of formative assessment.

Test Statistics^a

	<i>Students' success after the application of the formative assessment - Students' success before the application of the formative assessment</i>
<i>Z</i>	-7.005 ^b
<i>Asymp. Sig. (2-tailed)</i>	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table # 5Statistical data based on the Wilcoxon test -Z

The hypothesis that is tested is called the null hypothesis

Ho: there is no difference in the mean of the students' success before and after the application of the formative assessment.

And an alternative hypothesis raise as a result of null hypothesis

Ha: there is a difference in the mean of the students' success before and after the application of the formative assessment.

Form the statistical data given above it is seen that $Z = -7.005$ based on a negative rank, and the p- value, $p = .000$. If $p < .05$ the null hypothesis is rejected. In this case $0 < 0.05$ so the null hypothesis that there is no difference in the mean of the students' success before and after the application of the formative assessment is rejected. The null hypothesis is rejected.

The use of paired sample t test

The paired sample t test was used to test the effect of formative assessment on the students' success, it was done by comparing the means of students' success before and after the study took place.

The research question:

Is there a significant difference of the students' success before and after the application of the formative assessment?

Null Hypothesis:

Ho: the mean of the students' success before the application of the formative assessment = the mean of the students' success after the application of the formative assessment.

So, there is no statistical difference of the students' success before and after the application of the formative assessment.

The alternative hypothesis:

Ha: the mean of the students' success before the application of the formative assessment \neq the mean of the students' success after the application of the formative assessment.

So, there exist statistical differences of the students' success before and after the application of the formative assessment.

The independent variable is the time form the beginning to the end of the study, after the application of the formative assessment.

The dependent variable: students success in both cases, before and after the application of the formative assessment.

<i>Paired Samples Statistics</i>					
		<i>Mean</i>	<i>N</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
<i>Pair 1</i>	<i>Students' success before the application of the formative assessment</i>	2.3826	115	1.32839	.12387
	<i>Students' success after the application of the formative assessment</i>	2.8261	115	1.37178	.12792

Table# 6 the mean of students' success before and after the application of the formative assessment

The table above shows that the mean of the students' success before the application of the formative assessment was 2.38 and the mean of the students' success after the application of the formative assessment was 2.82

<i>Paired Samples Correlations</i>			
	<i>N</i>	<i>Correlation</i>	<i>Sig.</i>

Pair 1	Students' success before the application of the formative assessment & Students' success after the application of the formative assessment	115	.927	.000
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Table# 7 the correlation between students' success before and after the application of the formative assessment

The table above shows that the correlation is positive 0.92, it means that the students who had high grades before the application of formative assessment had also high grades after the application of the formative assessment.

Paired Samples Test

Pair	Students' success before the application of the formative assessment - Students' success after the application of the formative assessment	Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			

1		-.44348	.51625	.04814	-.53884	-.34811	-9.212	114	.000
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Table# 8 the difference of the means, standard deviation and p-value

The table above shows the difference of the means that is -443 and standard deviation 0,51, t=-9,21 with interval of df=114 and the p-value (sig.2 tailed), p=0. If $0 < 0.05$ the null hypothesis is rejected, in this case $p = 0$. So, there is a difference in the students' success before and after the application of the formative assessment.

The use of Independent sample t test

A factor that could affect students' success could be their gender. To see whether there exists a difference on students' success between boy and girls were used the Independent sample t test to analyze the data that was collected for this study.

The research question:

Is there a statistical difference between the mean of the students' success based on their gender before the application of the formative assessment?

The null hypothesis, H_0 : the mean of boys' success before the application of the formative assessment = the mean of girls' success before the application of the formative assessment.

So, there is no difference between the means of the students' success based on their gender.

An alternative hypothesis raise based on the null hypothesis

H_a : the mean of boys' success before the application of the formative assessment \neq the mean of girls' success before the application of the formative assessment.

So, there exists a difference between the means of the students' success based on their gender.

Group Statistics

	Participants' gender	N	Mean	Std. Deviation	Std. Error Mean
Students' success before the application of the formative assessment	Girls	63	2.6667	1.33199	.16781
	Boys	52	2.0385	1.25185	.17360

Table # 9 the mean of students' success before and after the application of formative assessment

The table above shows that the mean of the girls' success was 2.66 and the mean of the boys' success was 2.03, so it was not the same. So, at the beginning, before the application of formative assessment, the mean of girls' success was higher than the mean of boys' success. To see if the difference is statistically significant will be analyzed the results given in the table below.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students' success before the application of the formative assessment	Equal variances assumed	2.009	.159	2.586	113	.011	.62821	.24290	.14698	1.10943
	Equal variances not assumed			2.602	111.069	.011	.62821	.24145	.14976	1.10665

Table# 10 the table of T test data

The table above shows F test 2.009 and the p value for this F test, $p = 0.15$. If $p > 0.05$ equal variances assumed. In this case, since the coefficient of the statistical significance for this test is $0.15 > 0.05$ equal variances assumed and the results of the first row are used. So the t test is 2.58 and the coefficient of the statistical differences for the t test is $p = 0.01$

If the $p < 0.05$ the null is rejected

In this case $0.01 < 0.05$, so the null hypothesis that the mean of boys and girls' success is the same is rejected, so their means are statistically different.

The use of t test after the application of formative assessment

To see if there exists a difference between the mean of boys and girls' success before and after the application of formative assessment the same test was used also to analyze the students' success after the application of the formative assessment.

The research question:

Is there a statistical difference between the mean of the students' success based on their gender after the application of formative assessment?

The null hypothesis, H_0 : the mean of boys' success after the application of the formative assessment = the mean of girls' success after the application of the formative assessment.

So, there is no difference between the means of the students' success based on their gender after the application of the formative assessment.

An alternative hypothesis raise based on the null hypothesis

Ha: the mean of boys' success after the application of the formative assessment \neq the mean of girls' success after the application of the formative assessment.

So, there exists a difference between the means of the students' success based on their gender.

Group Statistics

	Gjinia e pjesëmarrësve	N	Mean	Std. Deviation	Std. Error Mean
Students' success after the application of the formative assessment	vajzë	63	3.1746	1.36239	.17165
	djalë	52	2.4038	1.27202	.17640

Table # 11 the mean of students' success before and after the application of formative assessment

The table above shows that the mean of the girls' success was 3.17 and the mean of the boys' success was 2.40, so it was not the same. So, after the application of formative assessment, the mean of girls' success was higher than the mean of boys' success. To see if the difference is statistically significant will be analyzing the results given in the table below.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students' success after the application of the formative assessment	Equal variances assumed	1.315	.254	3.111	113	.002	.77076	.24776	.27990	1.26161
	Equal variances not assumed			3.132	111.255	.002	.77076	.24613	.28305	1.25846

Table# 12 the table of T test data

The table above shows F test 1.31 and the p value of this F test, $p = 0.25$. If $p > 0.05$ equal variances assumed. In this case, since the coefficient of the statistical significance for this test is $0.25 > 0.05$ equal variances assumed and the results of the first row are used. So the t test is 3.11 and the coefficient of the statistical differences for the t test is $p = 0.02$

If the $p < 0.05$ the null is rejected

In this case $0.02 < 0.05$, so the null hypothesis that the mean of boys and girls' success after the application of formative assessment is the same is rejected, so their means are statistically different.

So in both cases, before and after the application of formative assessment the mean of boys and girls' success was different.

Conclusion

The comparison of students' success before and after the application of formative assessment was used to make it more obvious the effect of formative assessment in students' success. Three types of statistical tests were used to analyze the results of the data that were gathered for this study. Based on the Wilcoxon test formative assessment had a positive effect on students' success because just one of the student had better grades before than after the application of formative

assessment, there were 62 students who had the same grade in both cases, they did not get higher grades but they neither get lower grades. Students who got the highest grade before and after the application of formative assessment were part of this group as well, it means that these students, had no chance to get higher grades after the application of the formative assessment because the grade that they had at the beginning of the study was the highest grade. The application of formative assessment had a positive effect for 52 students, who after the application of formative assessment got higher grades that they had before the application of formative assessment. So, there was a difference the mean of students' success before and after the application of the formative assessment. Based on the Paired sample t test the correlation between the students' success before and after the application of formative assessment was positive, but the mean of the students' success before and after the application of formative assessment was different. Moreover, the p value = 0 rejects the null hypothesis, so there is a difference in the students' success before and after the application of the formative assessment. Based on the application of the independent sample t test the null hypothesis that the mean of boys and girls' success is the same is rejected, so their means are statistically different both before and after the application of formative assessment.

Suggestions and Recommendations

Formative assessment is just one type of assessment there are other types of assessment as well that could affect the students' success. The same methodology can be used to study the effect of other types of assessment or the effect of assessment in general on students' success. The same methodology can also be used also for similar studies in other school subject, English language is just one of the school subject. Studies in other school subjects might give different results.

Limitations

This study took place just in one primary school. If in the study had participated students from other schools, or also other cities!, the results might have been different in comparison with the results of the study. So, a limitation of this study might be the number of the participants

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Entrepreneurial Learning in Higher Education: Perceptions, Realities and Collaborative Work from the Stakeholder Point of View

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Abstract

In recent years, Portuguese universities have diversified their strategies for the promotion of entrepreneurial education among (under/post) graduates, both through formal education and non-formal and informal activities. Indeed, Higher Education Institutions can provide entrepreneurial learning opportunities for students, stimulating new attitudes and behaviours towards entrepreneurship. In terms of non-formal and informal learning, various types of activity are of particular significance, and include entrepreneurship promotion and skills-based training, as well as monitoring of the development of ideas and projects. These activities are undertaken by various higher education stakeholders and key-actors, who contribute to the construction of an entrepreneurial ecosystem, and increase entrepreneurial spirit in (under/post) graduates. The research reported here is based on the main findings gathered from the ongoing project "Entrepreneurial Learning, Cooperation and the Labour Market: Good Practices in Higher Education (POAT-FSE)", focusing particularly on the results of a survey questionnaire completed by a diverse sample of entities linked to Portuguese public Higher Education Institutions (HEIs) and working to promote non-formal and informal entrepreneurial activities, as well as a set of case studies carried out regarding examples of best practice in Portuguese Higher Education. In doing so, this paper aims to highlight the importance of non-formal and informal learning, and to contribute to reflection on the added value of inter-organizational cooperation and collaborative work.

Keywords: Higher Education; Labour Market; Non-formal and Informal Entrepreneurial Learning; Stakeholders; Cooperation and collaborative work.¹

Introduction

This paper aims to explore the importance of non-formal/ informal entrepreneurial learning within an academic context. It also aims to understand the role of academic stakeholders in the process of designing, implementing, monitoring and assessing these entrepreneurship promotion experiences and initiatives, focusing on the collaborative dynamics created between them.

¹ This project was funded by the Operational Programme for Technical Assistance – European Social Found (n° 761402013).

Today, stakeholders agree that the success of entrepreneurial learning depends not only on the learner's skillset, but also the ability to build solid partnership networks in fields such as innovation, technologies and employment. Recent studies on the impact of entrepreneurship training in the academic context underline the positive effects of entrepreneurship education on student and graduate mindsets, on their attitude towards entrepreneurship, their employability and their general role in society and the economy (EC, 2012).

Entrepreneurship is increasingly becoming an alternative means of entering the labour market. This increased significance and visibility is reflected in both European and Portuguese directives, particularly those aimed at Higher Education Institutions (HEIs) (Marques, Moreira, 2013; Amaral, Magalhães, 2002).

With this in mind, several Higher Education Institutions have placed an emphasis on programs, strategies and initiatives which aim to stimulate a creative attitude, as well as developing entrepreneurial skills among their students in order to improve their chances of finding employment. New entrepreneurial learning models and methodologies (as well as more general skills, such as flexibility, creativity and problem solving), have been adopted in order to foster the necessary attitude and behaviour among students. Such models and methodologies also take into account their field of study and training.

Although entrepreneurial learning is a new, underdeveloped trend in some areas, countries such as Belgium, Finland and Sweden have understood its importance, including it either in programs of study, or in teacher training. This enables HEIs to foster the acquisition of entrepreneurial knowledge, skills and attitudes, chiefly by integrating this into existing programs.

However, these attitudes and skills may also be encouraged in different ways, including informal and non-formal strategies to promote entrepreneurial learning. These include internships, international mobility experiences, participation in civic associations and numerous initiatives (such as workshops, idea contests, entrepreneurial prizes, etc.), as well as other cultural, social and scientific events. It is believed that these strategies could play an important role in increasing a student's prospect of making a successful transition to the labour market.

The latest studies in the field of entrepreneurial learning demonstrate that the involvement of several stakeholders has created a positive dynamic within the HEI context (Matlay, 2009). This dynamic means that entrepreneurial learning has been strengthened in terms of innovation, technology transfer and business creation. This direct stimulation was accompanied by the establishment of new academic structures and interfaces in the field of entrepreneurship/employment (for example, entrepreneurship offices, entrepreneurship centres, innovation and knowledge transfer centres, entrepreneurship clubs), which work in close collaboration with several stakeholders (e.g. business, industry associations, local communities, NGOs) to support entrepreneurial learning. This has led to increased provision of extracurricular activities and aid, providing students with knowledge acquired by these key players from practical experience and skills networks.

1. Link EES research project: general lines of investigation, objectives and methodological design

1.1. General lines of investigation and objectives

Although numerous initiatives and entrepreneurship programs exist, to our knowledge, no study carried out in Portugal has placed a focus on the analysis of non-formal and informal learning, in order to understand its potential for entrepreneurial skill development - something which could make a difference to the daily lives of young people, in terms of their access to, and growth within, the job market, or, alternatively enable them to build a career based on self-employment, or found their own company.

The overarching aim of the Link.EES research project is to help give non-formal and informal learning renewed visibility and relevance, based upon paradigm of lifelong entrepreneurial education. It is understood that non-formal and informal learning takes place alongside education and training systems (EC, 2000). In practice, this type of learning is dynamic and, as such, covers a wide range of initiatives to enable personal and professional development. These may encompass various rationales and objectives in terms of student/graduate training, including awareness raising (for example, through participation in internships or other professional experiences, extracurricular activities, youth associations, mobility programs, events organization and volunteering, among others); specific training for self-employment/ starting a business (courses or training modules); and mentoring and monitoring of the execution of projects (for example, incubation, mentoring, technical and expert advice).

The study presented in this paper was the result of extensive mapping of non-formal and informal experiences and entrepreneurial learning initiatives between 2007 and 2013. It is based on a dual approach, looking at: (i) non-formal and informal entrepreneurial learning within existing HEI entrepreneurship programs and their ability to generate the relevant entrepreneurial skills sought by the labour market; (ii) the collaborative dynamics of the various key actors and stakeholders in the three planned phases of the entrepreneurial learning process, and their degree of involvement in entrepreneurship programs from their design and implementation, to the monitoring and evaluation of entrepreneurial experiences, in order to understand the main constraining factors and the inter-organizational capacity for collaboration. Once the mapping phase was complete, an online survey was sent to stakeholders in Portuguese public HEIs, preceded by the selection of twelve case studies to be analysed in-depth through a series of interviews. Finally, using the Delphi technique, we attempted to establish a set of skills considered relevant by the stakeholders for graduates entering the labour market, whether as employees or self-employed/starting their own business.

The principal objective of the study was to underline the importance of non-formal and informal entrepreneurial learning within the higher education context. This general objective was subdivided into a set of more specific objectives such as (i) mapping the non-formal and informal entrepreneurial learning experiences taking place in Portuguese HEIs (2007-2013); (ii) identifying a set of best practices in higher education, i.e. projects/initiatives to promote non-formal and informal learning of entrepreneurship; (iii) compiling a list of entrepreneurial skills from the stakeholder point of view; and (iv) encouraging broader reflection on the added value of the dynamics of cooperation and partnerships between the actors involved.

1.2. Methodological design

The methodological design established in order to fulfil the study objectives was based on triangulation of sources, observational plans and a combination of different investigative techniques over four distinct, but complimentary stages of research.

In an initial exploratory phase, the methodology focused on exhaustive research regarding non-formal and informal entrepreneurial experiences and initiatives taking place within Portuguese higher education institutions, using information available online and on the respective websites of these institutions. This preliminary stage was particularly important in this study, first of all because there was no organized data regarding the main stakeholders involved in the academic context. For example, information regarding the number of institutions, their legal status, mission statement, practical approach with regards non-formal entrepreneurship education, partnerships, etc. was not available. Having completed this initial research, the study currently includes 57 entities, all of which belong to the Portuguese (university and polytechnic) public higher education system. This mapping was also essential at the later stage, when analysing the operational and organizational methods of these stakeholders in the field of entrepreneurial learning.

The rest of the study's methodology is divided into three basic stages, and in this paper only results from the first two steps will be employed. The sequence of the study design is as follows: Stage I - completion of an online survey, enabling the collection of detailed and consistent information about stakeholder contexts; Stage II - conduction of twelve case studies, i.e., selection of entities/experiences considered to be models of the promotion of non-formal and informal entrepreneurial learning and in-depth interviews with their respective key actors; Stage III - compiling of a list of entrepreneurial skills and validation by academic stakeholders.

2. Entrepreneurial Learning: cooperation and the labour market - key findings

2.1 Main results of the quantitative component: the online survey

The study of the quantitative component began with the identification of the heads of existing entrepreneurship programs and support organizations within Portuguese public HEIs (university and polytechnic). At this first stage, 57 agencies were contacted to complete the online survey and a 70.7% participation rate was achieved.

The entrepreneurial ecosystem within Portuguese public higher education was described according to a set of variables: geographical distribution, year of foundation, organizational designation, legal status, existing services, geographic focus

of activity, size of the entities (human resources) and evaluation of the autonomy and degree of commitment in relation to the HEIs.

Using the survey data we were able to identify a higher concentration of key players in the North, Centre and Lisbon regions. This concentration profile is consistent with the highest population density, highest density of businesses and HEIs, and greater economic development on a national scale.

In terms of how the actors view their role within the organizational setup, we found that almost half define themselves as an interface/S&T transfer unit (24.4%) or centre/office for innovation and/or entrepreneurship (24.4%). In contrast, only a minority define themselves as an incubator for companies (2.4%), revealing the low level of attention these entities afford to the third stage of the entrepreneurial learning (mentoring and monitoring).

Regarding legal status, more than half are either a school or department of a HEI (university/polytechnic) (51.2%). This is followed by private, non-profit associations (31.7%). These entities are mostly of micro-size when we consider their human resources: 73.2% of these organizations has less than 10 employees.

With regard to the age of the entities responsible for entrepreneurship programs and support infrastructures within HEIs, it was found that more than half of these entities were established in the 2000s. We are, therefore, looking at relatively young entities, whose first year of activity was between 2001 and 2010. It is worth noting here that just 4.9% of these entities came into existence before the 1980s.

Of the principal services provided by these key players, the most important are as follows: firstly, provision of information on funding, programs and initiatives; secondly, development of entrepreneurship training activities (courses, workshops, e-learning); thirdly, support in submitting formal applications for projects and developing business plans; and, fourthly, conducting awareness raising and information sessions (seminars and conferences).

The data also reveals that in terms of key stakeholders perceptions regarding the functioning and performance of the HEI in which they are employed, most respondents consider their degree of autonomy from the university or polytechnic as being partial (56.1%). Furthermore, 31.7% report that they have little (19.5%) or no (12.2%) autonomy from the HEI to which they are connected, practical and operational terms.

This low level of organizational autonomy goes hand in hand with the high degree of commitment of these entities to designing and carrying out activities in accordance with the mission of the university/polytechnic within which they operate, 70.7% stating that their level of commitment is total.

In this study, we considered it relevant to distinguish the positioning of the entities with regards the three stages of entrepreneurial learning, namely: (i) awareness raising; (ii) training; (iii) mentoring and monitoring (incubators). Information gathered as to how the entities positioned themselves within the three-phase approach to entrepreneurial learning does not follow a clear line. However, there was a greater concentration of positive responses for activities such as (i) organization of information and awareness raising sessions dedicated to the topic of entrepreneurship (92.7%), (ii) organization of entrepreneurship training activities (courses, workshops, e-learning, etc.) (87.8%) and (iii) promotion and/or participation in the organization of idea competitions (85.4%).

That is to say that many of these organizations centre their activity on the awareness raising and training phases, although some activities related to mentoring and monitoring do exist. This finding is hardly surprising, since the activities included in this latter phase are more complex, both in organizational and financial terms, and are often not yet provided by these entities, in part due to their short time in existence.

Three participant profiles were identified in terms of the development of entrepreneurship initiatives: students, graduates and teachers. This finding reveals that there is strong participation from those directly related to the HEIs, with a low number of participants from outside these institutions, particularly those who fall into the category of "professionals".

As for the participant fields of study, there was a clear predominance of participants from engineering, computer science and technology-related areas (30.5%), as well as economics and business studies (19.0%). In other words, we are dealing with study fields which appear to be more aware of the question of entrepreneurship, and which are traditionally seen as the most "entrepreneurial".

We also considered a wide range of organizational factors related to entrepreneurship initiatives, paying particular attention to assessing the adequacy of existing resources for the development of these initiatives, their main funding sources, the degree of participation of the target groups in the various initiatives and, finally, the perception of the entities with regards the impact of the initiatives in place.

In terms of assessing the adequacy of existing resources for the development of current activities, it was concluded that the respondents consider the resources (human, financial, logistics/materials, infrastructure and means of dissemination/disclosure) to be "adequate" or "very adequate". However, this perceived level of adequacy was noted to be lower with regards financial resources and advertising.

Focusing in detail at the area of financial resources, the main sources of funding for the initiatives in question were their own revenues (32.9%), and patronage or sponsorship from private entities (22.0%). Only 7.3% of respondents stated "transfer of funds from the HEI" to within which they operate as their main source of funding. This figure is curious, especially if we consider the low degree of autonomy from HEIs. Such findings reveal that the high degree of commitment indicated may not be strictly a question of finance, maybe instead relating to other issues, including legal ones.

The entities consider the participation rates of the target-groups to be moderate (58.5%). This assessment may indicate that there is a need for investment in this area, in order to bring about an increase in this rate.

The main problems identified by the key players when implementing these initiatives mainly concern issues such as the management of extended teams, coordination of timings and agendas within the partnerships and collaborations with other organizations, lack of motivation for the subject of entrepreneurship among students and faculty, low rates of student participation in extracurricular activities (partly due to their already high workload), difficulties in mobilizing/involving others, difficulties when advertising initiatives, shortage of resources, including human, financial and material, the complexity of the processes for securing funding for these initiatives, as well as the presence of some resistance to the subject of entrepreneurship.

In terms of the way in which entities perceive the impact of the initiatives in place, they note a significant impact on the following factors: (i) stimulation of a creative and entrepreneurial mindset, (ii) development of entrepreneurial skills and (iii) raising of awareness about support and funding available for entrepreneurship. In contrast, they believe that the impact on the following factors is minor: (i) creation of entrepreneurial support networks, (ii) stimulation of R&D activities and (iii) the emergence of social enterprise/3rd sector.

With regards the main partners, we found that the majority of respondents work in dynamic collaboration with similar units within other institutions/HEIs, with business/commercial/industrial associations and public authorities promoting entrepreneurship, as well as with economic agents/entrepreneurs.

The main advantages of these collaborative dynamics, as perceived by the actors, concern access to broader and more diverse information, improved awareness/marketing of the activities offered by the entities, gathering of knowledge regarding new practices and working methods, and optimization of the available resources and facilities.

Although the benefits of establishing collaborative dynamics are recognized, some difficulties and obstacles concerning cooperation activities were noted. Indeed, 48.8% of academic stakeholder respondents reported having faced difficulties when developing cooperation activities. These included problems regarding communication, management of intellectual property and competitiveness, as well as differing levels of motivation and expectations, different working methods, the different financial capacities of the collaborating entities, different organizational models (time management, schedules, scheduling of activities, institutional goals and mission statements, administrative and bureaucratic procedures), legal, and cultural differences in the case of international cooperation.

2.2 Main results of the qualitative component of the study: case studies

In the second stage of the project, twelve case studies were carried out. The initial selection criteria for case studies were: (i) potential for transferability to other people/ contexts, i.e., demonstrating a "multiplier effect" applicable to different social groups and socio-economic environments; (ii) uniqueness of the initiative, examples demonstrating new forms of innovation (social and technological innovation and services); (iii) examples demonstrating good practice in terms of their ability to

rejuvenate more traditional industries, providing added value and/or highlighting new market niches; diversity of “legal/organizational entities” and actor profiles (entrepreneurship club, support office, etc.); (iv) cases in which activities carried out demonstrate the three phases of entrepreneurial learning as established in this study.

In order to prepare a general characterization of case studies, a number of dimensions have been taken into account, including geographical distribution, the main impetus for the creation of these entities/initiatives, the focus of activity, and the operating models of the organizations – as for the quantitative aspects.

In geographical terms, the case studies are again concentrated in the North, Centre and Lisbon regions, confirming the trend revealed in the previous component. As for the motivations for creating such entities/initiatives, respondents suggest that the principal reasons are the need to create an interface between academia, industry and the community; the need to strengthen formal entrepreneurial learning; the need to aid the integration of graduates into the labour market, by developing skills such as creativity, innovation and entrepreneurship. In some cases, there was also an impetus to reinforce the economic and social potential of regions through the knowledge transfer and technology, and by encouraging the student population to remain in the area after completing their degrees. Another factor was the need to encourage more sustained monitoring and support for companies, ideas and projects originating in HEIs; and to provide alternatives to standard employment.

In some cases, participants also mentioned that entities/initiatives came into being as the result of a favourable political climate, in particular incentives provided by the National Institute of Industrial Property (INPI) to create Support Offices for the Promotion of Industrial Property/Technology and Innovation and Knowledge Transfer Offices (GAPI / OTIC).

In terms of the way in which entities categorize the focus of their activity in relation to the different stages of entrepreneurial learning, we once again noted that they found it difficult to align themselves exclusively with a specific phase. Six of the twelve cases studied consider their activity to be focused on all three stages (awareness raising, training, mentoring and monitoring), and three of the twelve cases consider that the focus of their activities is mainly on the awareness raising and training stages.

In terms of the main forms of organizational operation, specifically the employment structure of these organizations/initiatives, a variety of different situations were identified with regards predominant contractual relationship. On the one hand, in some entities, activities are carried out by permanent full-time employees. On the other hand, according to the annual activity plan, some entities have a low number of employees, which varies over time. In some, personnel carry out their work through research grants and training courses. It is also worth highlighting that many of these organizations stated that their human resources have no direct contractual relationship with the entity, but with the HEIs to which they belong. This is the case with many teachers, researchers and technical specialists who also take on tasks related to these organizations in addition to their core activities. Finally, in some cases, it was noted that activities carried out by these entities relied on the voluntary cooperation of students.

In terms of the size of these bodies, we noticed a great deal of variation. In the case studies, we observed the existence of structures with a minimum of two employees and a maximum of over ninety, which ultimately reveals the different capacities for promoting activity to stimulate entrepreneurship within the HEI context.

As regards internal organizational factors inhibiting more efficient operation, the following, referred to by the key actors, stand out as examples: the dependency relationship with the HEIs (funding and recruitment of personnel); the vulnerability to strategic visions and the centrality given to this issue by the governing bodies of the entities; the lack of technical specialists dedicated exclusively to these organizations/initiatives (strong dependency on the voluntary work of teachers); low budgets for the implementation of activities; and few or no existing examples of the informal monitoring of activities.

Regarding collaborative dynamics, the question of formality when establishing partnerships was raised. Based on the twelve interviews conducted with the heads of the entities, we reached the conclusion that these dynamics are the very essence of their activity. This means, by definition, that their mission statement is based on the creation and establishment of collaborative networks and partnerships.

Such collaboration tends to survive on the basis of a small number of formal agreements and partnerships, with more emphasis being placed on the establishment of informal partnerships, thus highlighting the importance given to informal social relations, which are essential in such dynamics. Likewise, it was concluded that the formalization of these

partnerships, either through the establishment of protocols, or through explicit partnership fostering strategy within the organizations, is not a priority for these entities. Furthermore, some difficulties concerning collaborative work were pointed out. These were mainly in relation to the size of networks, i.e., the larger the network of partners involved (within the dynamics of a given initiative, for example), the greater the difficulties associated with the management of time and work schedules, and the management of (differing) expectations and motivations.

Plus, taking into account the intrinsic heterogeneity which has been revealed in terms of organizations, the greater the diversity of partners, the greater the degree of variation there will be between the financial capacities of the entities involved. A final aspect stated as a complicating factor in partnership work relates to competition between peers. In some cases, it was noted that the fact that these entrepreneurship promotion entities have similar aims results in competition, particularly in terms of access to funding and other forms of support services.

In terms of the main partners in collaboration/partnership networks, respondents mainly cited public sector institutions, such as local authorities, the Institute of Employment and Vocational Training (IEFP), the Institute for Support to Small and Medium Enterprises and Innovation (IAPMEI) and the Agency for Innovation (AdI). As for private sector partnerships, the most commonly mentioned were the business community and other private entities aiming to promote entrepreneurship.

With the in-depth component of the study, we aimed to understand the attitudes of the key stakeholders interviewed towards non-formal and informal experience (as opposed to formal). On the whole, it was concluded that the entities studied believe this type of experience to be highly important, arguing that there is a need for investment in the development of this form of learning, in order to address specific weaknesses identified in the training of students and graduates, especially with regards sustained and empirical knowledge of entrepreneurship and entrepreneurial activity in Portugal.

Regarding the role of the HEIs in promoting initiatives/strategies to arouse interest in entrepreneurship among students/graduates, taking place within the academic context, key actors highlight the need to improve communication channels between actors within the university, and between the university and the outside world; greater involvement with companies, notably by incorporating enterprise projects at Secondary School level; the need to promote an entrepreneurial mindset among the faculty; the need to foster greater proximity to the real world, putting students and graduates in contact with entrepreneurs and entrepreneurial networks as well as those who have had less successful experiences, in order to promote better management of frustration and failure; and the introduction of more activities that encourage creativity and idea generation. Finally, they also referred to the importance of "formality", that is, the need to initially encourage HEIs to include courses on entrepreneurship in the curriculum.

Concluding remarks

From the results of this study, we were able to corroborate the importance of involving various academic stakeholders both in the implementation and the promotion of non-formal and informal entrepreneurial learning within the HEI context.

Within what we have identified as the Portuguese entrepreneurial ecosystem in public higher education, these key stakeholders have contributed to the creation of an environment favouring a culture of innovation and entrepreneurship. This is evidenced in the present study by the way they position themselves in relation to the three-phase approach to entrepreneurial learning, namely: (i) in awareness raising; (ii) in specific training; (iii) in mentoring and monitoring of business ideas/self-employment (incubators). From the results produced by our extensive research, it is not possible to speak of an alignment in the positioning of these key actors with regards entrepreneurial learning, given the great number of learning activities put in place between 2007 and 2013. Activities tended mainly to focus on the organization of support sessions; entrepreneurial training sessions (courses, workshops, e-learning, etc.); promotion or participation in the organization of idea contests. Less attention appears to have been given to activities such as mentoring and monitoring of business ideas, which may be explained by the lack of complexity within these entities, both on the organizational and the financial level, (however, such lack of complexity can also be explained by their youth as companies).

Further investigation of a set of 12 examples of "best practices" allowed us to note the increasing transfer of technology and knowledge between universities and R&D centres and the economy and society, as well as increasingly dynamic cooperation between various entities. From the interviews conducted with institutional leaders in the case studies, it was

possible to corroborate the existence of inter-institutional networks, mainly with other public institutions such as local authorities, the Institute of Employment and Vocational Training (IEFP), the Institute for Support to Small and Medium Enterprises and Innovation (IAPMEI) and the Agency for Innovation (AdI). As for the private sector, partnerships with the business community and other private entities to promote entrepreneurship were also mentioned.

We believe that this study has the ability to expand our knowledge of non-formal and informal entrepreneurial learning in higher education, and can contribute to new reflection on the actions and initiatives undertaken so far. What's more, it could provide useful information on the enhancement of links between institutions, and the development of new models of governance based on networks of inter-institutional partnerships. Such an approach would be more compatible with future development of Intelligent Strategies (RIS3), based on enhanced collective knowledge, innovation and global, market-oriented skill transfer.

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The Analysis of the Emotional Maturity of the Adolescent Students in Different Schools of the Republic of Kosova

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Abstract

This paper presents an empirical research into the emotional maturity of the adolescent students in different schools of the Republic of Kosova. For this purpose, the samples of the adolescent students from two regions, who belong to four different schools of the Republic of Kosova, have been taken for this review. The group that was chosen for an analysis was the group of structured students who belonged to the 12th class as follows: 50 female students and 50 male students as well as the group composed of 50 female students and 50 male students who belonged to the 10th class. The Secondary Technical School "28 November" and the Gymnasium „Sami Frashëri" have been selected for an analysis in the city of Prishtina while the Philological Gymnasium „Zenel Hajdini" and the Secondary Technical School „Mehmet Isai" have been selected for an analysis in the city of Gjilan. The reason for such a selection is to compare the empirical results of the emotional maturity in different regions of the country and to analyze the sample of the vocational schools and gymnasiums.

Key words: emotional maturity, adolescence, school

INTRODUCTION

The human's emotional maturity presents the control of human's emotional experiences and reactions as well as human's conscious efforts to obliterate those experiences. The emotional maturity is measured by tests which are used to have knowledge of the individual's emotional maturity. The knowledge of the students' emotional maturity is of great significance for teachers in order to be able to deal with students intelligently. The emotional maturity of the students has been analyzed in two gymnasiums and two secondary vocational schools in two cities of the Republic of Kosova (Prishtina and Gjilan).

The research into emotional maturity has been carried out with the students of the 12th class respectively the sample of 50 male students and 50 female students from the abovementioned schools. The empirical research continued with the same sample of the students who belonged to the 10th class. It was used the standard test for testing emotional maturity to do this research into the emotional maturity. This test contains 25 questions with YES and NO answers. It is gained a different number of points for every answer which are not known during the testing process. The individual's emotional maturity derives from the ratio of total number of gained points and the number of questions. The selection of this sample aims at analyzing the impact of the age and gender on emotional maturity.

Material and methods:

At the Gymnasium „Sami Frashëri" in Prishtina are registered mainly the students who have had a better success at the primary school. The emotional maturity test of the students of this school was taken on 06.05.2015 with the sample of the same age groups that consisted of 50 female students and 50 male students who belonged to the 12th class. From the review and the analysis of the tests came out that: the average emotional maturity of female students is 19.13 while the average emotional maturity of male students is 17.95. The average maturity of the sample of 100 students is 18.54 that corresponds with a normal emotional situation. According to Table no 1, the emotional maturity, for both genders, of these

students was ascertained to be satisfactory. Thus, the emotional maturity of females is about 6.6 % higher than the average emotional maturity of the males of the same age group. It is important to be highlighted the considerable difference between the females and males as regards the emotional maturity.

The emotional maturity of the female students who belonged to the 10th class is 17.954 while the emotional maturity of the male students is 17.92 so there is a slight difference between both genders as regards the emotional maturity. The average maturity of the sample of 100 students is 17.934 that corresponds with a normal emotional situation.

The average maturity of the sample of 200 students to the 10th and 12th class is 18.238.

From the empirical results comes out that the emotional maturity progresses in parallel with the age. It can be noticed a higher increase as regards the emotional maturity of the female students that is 6.6% compared with the emotional maturity of the male students that is 0.16%.

The emotional maturity test at the Philological Gymnasium „**Zenel Hajdini** “ in Gjilan was taken on 28.04.2015 with the sample of the same age groups that consisted of 50 female students and 50 male students who belonged to the 12th class. The analysis of the tests shows as follows: the average emotional maturity of males is 18,387 while the average emotional maturity of females from the same sample was ascertained to be 18.935. The emotional maturity, for both genders, of these students was ascertained to be satisfactory and it is 18.66. Thus, the emotional maturity of females is about 2.98 % higher than the average emotional maturity of males of the same age group.

The same sample for the students who belonged to the 10th class shows that: the emotional maturity of males is 17.958 (Fig.1) while the emotional maturity of females is 19.291(Fig.2). It comes out that the emotional maturity of females is about 7.4 % higher than the emotional maturity of males. The average maturity of the sample of 200 students to the 10th and 12th class is 18.63.

The emotional maturity test at the Secondary Technical School „ **Mehmet Isai** “ in Gjilan was also taken on 28.04.2015 with the sample of the same age groups that consisted of 50 female students and 50 male students who belonged to the 12th class. From the review and the analysis of the tests came out that: the average emotional maturity of male students is 18.15 while the average emotional maturity of female students in the sample of 50 females is 17.94. The average emotional maturity, for both genders, of these students was ascertained to be satisfactory and it is 18.04. Thus, the emotional maturity of males is about 2.92 % higher than the average emotional maturity of 50 females of the same age group.

The same sample for the students who belonged to the 10th class shows that: the emotional maturity of males is 18.09 while the emotional maturity of females is 18.68. It comes out that the emotional maturity of females is about 3.26 % higher than the emotional maturity of the males.

The average maturity of the sample of 200 students to the 10th and 12th class is 18.21.

The emotional maturity test at the Secondary Technical School „ **28 November**” in Prishtina was also taken on 05.05.2015 with the sample of the same age groups that consisted of 50 female students and 50 male students who belonged to the 12th class. From the review and the analysis of the tests came out that: the average emotional maturity of male students is 17.906 while the average emotional maturity of female students in the sample is 18.818. The average emotional maturity, for both genders, of these students was ascertained to be satisfactory and it is 18.362. Thus, the emotional maturity of females is about 5.09 % higher than the average emotional maturity of the males of the same age group.

After the review of the tests, the same sample for the students who belonged to the 10th class shows that: the emotional maturity of males is 17.59 while the emotional maturity of females is 17.95. It comes out that the emotional maturity of females is about 2 % higher than the emotional maturity of males.

The average maturity of the sample of 200 students to the 10th and 12th class is 18.066. An empirical review with the same sample that consisted of 50 female students and 50 males students who belonged to the 10th class was carried out in 2011, too. From these analyses came out that the emotional maturity of females is 17.83 while the emotional maturity of males is 17.6. If we compare the results achieved in 2015 and the results achieved in 2011, it comes out that there is a slight increase or more concretely 0.67% as regards the emotional maturity of females while the percentage has remained the same as regards the emotional maturity of males.

SUMMARY

From the empirical researches with the structured sample of students, after the analysis of the tests for testing the emotional maturity, resulted the average emotional maturity of the adolescent students. The results of the research show that the females are more mature than the males of the same age groups. Also, these results show that the emotional maturity progresses in parallel with the age.

According to the empirical results, the average emotional maturity of the students who belong to the 10th and 12th class the Gymnasium "Zenel Hajdini" in Gjilan is the highest (18.63) while the students of the Gymnasium "Sami Frashëri" in Prishtina have demonstrated the highest emotional maturity (18.237) compared with other students who belong to the 10th and 12th class.

According to the empirical analyses of the emotional maturity of the students who belonged to the 10th class at the school "28 November" in Prishtina, made in 2011 and 2015 with the same sample, it can be noticed a slight increase in the percentage or more precisely 0.67% as regards the emotional maturity of females in 2015, compared with the results achieved in 2011, while no increase can be noticed as regards the emotional maturity of males.

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The Real Power of the Social Media, the Interpretation of the Establishing Communication Ways, as Illustrated by the Turkish Assistance during the Kosovo Crises

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Abstract

As it is always with new inventions in human history the role they play in their early stages is mostly none acknowledged before they make a more widespread impact. The social media is one of them. Due to the new aspects that this relatively new kind of media its role is mostly negligee in favors of the more vastly popular other forms. In the kind of era that we live technology means that the place where we get the information is irrelevant in the grand scheme of the things, however that does not mean that the impact is lesser or higher. To make the example more clear even though a news that the currency is going to raise or lower in the USA- for example its mostly limited to the USA citizens it has a dire impact in the rest of the world, but even though the means for this news is the generic media, the ones to give the means to understand and make amends to prepare for the consequences to the rest of the world. Due to this kind of functionality is always difficult to separate where the generic forms of the media begin and where the social media begin. What is interesting is that this function of social media begins since the first forms of the internet and it's just more pronounced nowadays. As an example of this functionality the more prominent one is the way Turkey interfered in the Kosovo Crises. More than the generic news and political affiliation at the time the most impact in the public opinion did the social media. This paper is a research in this regard. It's not very detailed and it shows a general picture of the situation and only deal with the main aspects of the behavior of the social media, however is a beginning which shows the great impact all forms of communications, especially the social media.

Key Word: Communication, Social Media, Interpretation, Media reality, Real life reality, Turkey, Kosovo.

1. INTRODUCTION

Generally when we speak of social media our first instinct is to think about the facebook, or other WebPages that promote socializing. And in a way this is true. The social media as we perceive it are the WebPages that promote interaction thru the internet, and some of these connections are bound to last a lifetime¹. However the less promote side of the social media is that it can and actually does change the perception of the way we perceive reality.

Thru the social media we don't only find a way to interact with others, which is a necessity for the human being, and also an instinct, but the less studied aspect of the social media is how it is building trends and changing the perception of different things or matters.

Due to the somewhat impersonal type and anonymity that social networks² offer (you can lie about how old you are, where you live or how you look, etc) it make possible for the majority of the people to find a group to belong too and how to interact in a successful way with that group.

¹ Brown, E., & Cloke, J. (2004). Neoliberal reform, governance, and corruption in the South: Assessing the international anti-corruption crusade. *Antipode*, 36(2), 272–294.

² Axford, B., & Huggins, R. (2003). Towards a political sociology of the Internet and local governance. *Telematics and Informatics*, 20, 185–192

Also it make able to meet people thru different countries, no matter the distance, and by doing that providing new point of views or ideas, or a simple new way to look at the world. And by doing that introduce new information to the group you are interacting with and that bring a new perspective on what you thought you knew.

Now this is a very large subject and it is not possible to make a study of it in a few pages, but there is an example that scraps the top of the iceberg and show how a few chatrooms and an exchange of information can change a whole perspective.

The case I am studding is how Turkey influence came into being during the Kosovo Crises. This is a isolated happenstance and there were different factors that contributed to it despise the social media, how the interacting way and the way it came into being is wholly due to the social media.

However this is a area that hasn't been studied enough and it needs more research and dedication, since social media nowadays is becoming a power on its own and up until now it is not controlled but being driven by momentous trends and whims of organized groups.

2. The purpose and objectives of the study.

The object of this study is to demonstrate the role that the primery forms of the social media, such as chatrooms, blogs and communities on the web played during the Kosovo crise, in not only serving as main points of information, especially for the youth of population but also in provideing help and donations to the refugees from Kosovo and how it put in touch generations separated by decades or more¹.

3. Research question, hypothesis and methodology of the study.

This work is a description of the situation that developed in Turchey and Kosovo in 1999-2000, during the Kosovo war and the way most of the donations and information were provided by the social media more then the other legal authorities such as media or the Public media². The different data was collected thru different sources, mainly statistical ones which are detailed in more depth in part fifth.

3.1.Our working hypothesis is: How the social media chnaged the perception of albanians from Kosovo living in Turchey?

3.2. The importance of this research

Even though has been many studies for the role the media played in the war of Kosovo, there is next to none regarding how the social media impact the perception of reality since the early days of its usage. The data obtained from the field and different roare processed under the program SPSS Advanced Statistics

4. Social media in Kosovo and Turkey.

It sound strange to think about it but one of the main factors that being under the Serbian occupation brought for Kosovo, was that emigration had a very big influence in the way the internal economy was equilibrated. Most of the income was coming from the Albanians of Kosovo whom migrated outside the country, since due to the occupation the possibility for Albanians to find a job on their own country was almost impossible.³

So most of them migrated in Europe or Turkey, some for financial reasons and others for more existential reasons; insuring to stay alive.

¹ Brown, E., & Cloke, J. (2004). Neoliberal reform, governance, and corruption in the South: Assessing the international anti-corruption crusade. *Antipode*, 36(2), 272–294.

² Axford, B., & Huggins, R. (2003). Towards a political sociology of the Internet and local governance. *Telematics and Informatics*, 20, 185–192

³ Brown, E., & Cloke, J. (2004). Neoliberal reform, governance, and corruption in the South: Assessing the international anti-corruption crusade. *Antipode*, 36(2), 272–294.

There have been different fluxes before the 60th of Albanians migrating not only to Europe but also to Turkey, but up until the 1990 the contact between them as a community was sparse and missing. In most cases there were instances where families have lost connections with each other, due to this kind of migrating.

The more interesting fact that we need to specify is that Turkey and Albanians share a very close mentality, and the way they perceive life and habits is similar. Even some of the traditions are the same. However despite this, prior to 1990 the communication and information between the locals (Albanians living in Kosovo) and the outsiders (Albanians living in Turkey) was at the best way sparse.

Now this hold true until the 1990; and then with the development of the net and the first forms of the chat room and blogs, this whole picture change, and missing connections came into being once more. New communication ways were established and the lost families in most cases came into contact with each other.

The part that illustrates this best way is the way the connections were reenacted during the Kosovo crises. Most of the families that had been established there for decades and hadn't made contact with the part of the family back in the motherland came into play, precisely during this period¹.

The main way of communication were dedicated chat rooms whom purpose was to gather helps for the refugees and upholding the defensive war that was taking place in the area. Its most interesting to note that in the primary forms of the social media, its impact role is much more pronounced that in the late years².

A guessing thought about this output would be that the more sophisticated the technology become and the more widespread, it make it much more difficult to focus in a topic and to use it to make an impact in a precise way.

Social media and the Crises of Kosovo

The role that the media³ played during the war of Kosovo is a much heated debate then most of the actual issues in the world; however this is not part of this research⁴. The main point of the paper is the role the social media played in providing facts and help in the aiding of the refugees of Kosovo war. The data below was collected using different resources such as statistic publications of Turkey and Kosovo Institute of statistics, and also international publications of statistics such as Gallup and World Bank.

The role of the social media is studied in the aspect of how it made the possible connections and the impact it made in connecting two communities whom even though came from the same country at the beginning were ⁵separated by years of miscommunication and contact, and the role they played in upholding each other.

Even though this communication began since the early 1990 the pick time is in the 1999-2000, especially during the Kosovo Crises. It made possible not only the reconnecting of the two communities, but it also made availed the actual collaboration that exists between the two countries. Most of the investments in Kosovo come from the Turkey, and even most of the trades and business is very much connected with Turkey community.

5. Analyses, Data Interpretation

- According to the information gathered from different statistical data and research it shown that prior to 1990 it was this percentage of communication between Turkey Albanian Community (TAC) and the Albanian Community in Kosovo (KAC), 15% of them kept touch thru traveling every two weeks, while 15% of them had a direct family member in Kosovo whom they would see once a year, as 4% of them kept in touch thru chat rooms, while according to data shows that 66% of the

¹ Axford, B., & Huggins, R. (2003). Towards a political sociology of the Internet and local governance. *Telematics and Informatics*, 20, 185-192

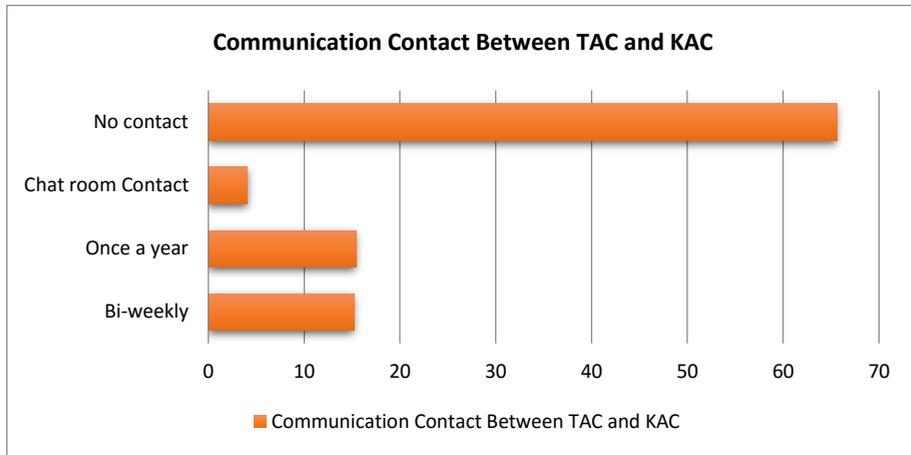
² Brautigam, D. (1992). Governance, economy, and foreign aid. *Studies in Comparative International Development*, 27(3), 3-23.

³ Braman, S. (2006). *Change of state: Information, policy, and power*. Cambridge, MA: Massachusetts Institute of Technology Press.

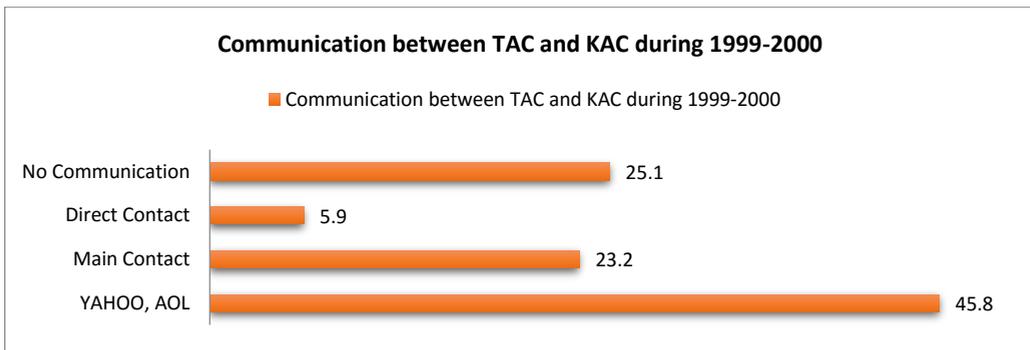
⁴ Bernhard, N. E. (1993). Ready, willing, able: Network television news and the federal government, 1948-1953. In W. S. Solomon & R. W. McChesney (Eds.), *Ruthlesscriticism: Newperspectives in U. S. communication history* (pp. 291-312). Minneapolis: University of Minnesota Press.

⁵ Bertot, J. C. (2003). The multiple dimensions of the digital divide: More than the technology 'haves' and 'have nots'. *Government Information Quarterly*, 20(2), 185-191.

statistic show that there were no communication contact Between TAC and KAC for years. The data that the main parts of the communities had no interaction with each-other¹.



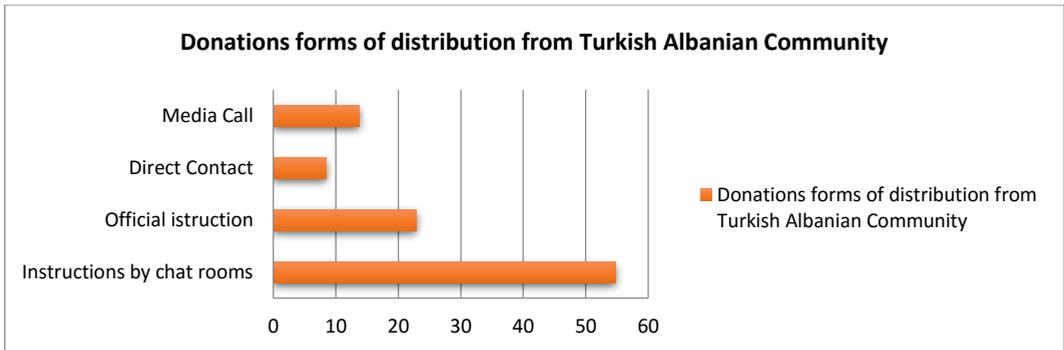
- Now the above situation change completely according to the data collected after the 1999, when the reports for communication from the statistical² sources come as such, 46% of the statistics show that they had gotten in touch thru the chat rooms (mostly yahoo and AOL), 23% of the TAC had gotten in touch thru main contact, while 6% of the data claim that there was direct contact between family members, whom have left Kosovo due to the crises. Only 25% of the TAC and KAC were with no communication as stated by the data. By this data we can deduce that the main point contact was made thru social media, in its primary forms for sure, but still from social media.



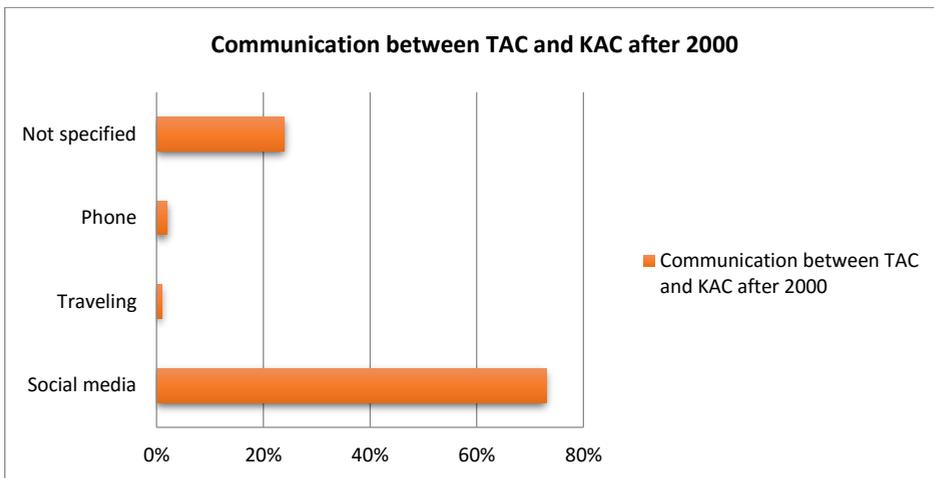
- Another interesting data that the statistics show is the way the communities impacted each other thru the humanitarian aid. The way the information was flowing shows how much impact different communities in the net brought people together. This is faced if we check the way the donations requests were answered from the TAC. 55% of the donations have been made thru direct instructions from the chat rooms and communities, followed by the 23% being made thru official channels, and 8% being made thru direct contact of the donator (they send financial aid to a family member), while 14% has been made thru international media call.

¹ www.turkstat.gov.tr/

² Anechiarico, F., & Jacob, J. (1994). Vision of corruption control and the evolution of American public administration. Public Administration Review, 54(5), 463-473.



- The Next part of the data shows how did the communication ways stayed open after the 2000, between the two communities: 73% of the contact between the TAC and the KAC is being kept by social media (different forms are shown, mostly email), 1% is traveling almost weekly, 2 % of them communicate thru phone or other ways, and 24% of them shows that they have contact once a year. It is right to assume that mostly the social media is used since it is cheaper, and mostly is being used for keeping in touch for business matters between merchants, established or new enterprises.

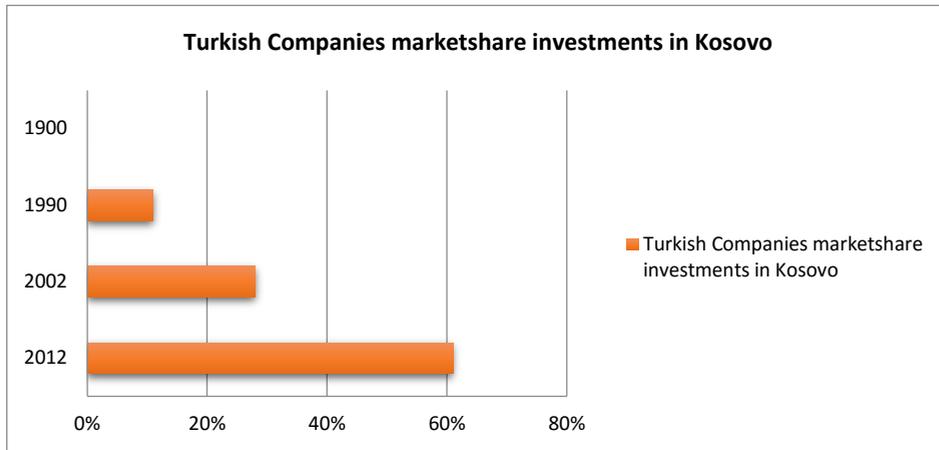


- To back up the above data below is a graph of the information taken from the Institutes of statistics of Kosovo and, the institute of Media and the Gallup institution in highlighting the data how the the investment of Turkey in Kosovo has been proceeding since 1900 to 2012. The actual number of turkish investment in ¹Kosovo for 2012 is 61% of the foreign investment market, in 2002 there were an investment from² Turkish companies up to 28%, while in 1990 the number of investments from Turkey in Kosovo was 11% and the number of investments in 1900 from Turkey in Kosovo is 0%. This show that the established communication roads during

¹ data.worldbank.org

² Bertot, J. C. (2009). Public access technologies in public libraries: Impacts and implications. Information Technology & Libraries, 28(2), 84–95.

the road thru the social media, it went by and got stronger, bringing a new aspect in the equation, that of providing help for the future.



6. Conclusions

As already demonstrated the main sources of information at the time to the crises the Kosovo was going thru were the chat rooms and the communities. Actually there were around 17 thousand chat rooms and communities at the time mainly ad operated by Albanians which were serving as a different source of information regarding the crises¹ and possible ways to help the refugees, and more than half of them were kept in both Albanian and Turkish language. It provided a much more extended network then the actual media coverage, and it was so much more important because people were sharing ideas and information and were trying to come to the aid of those that were in the middle of a conflict.

The whole picture provided below point to the main potential of the social media which is the interconnecting of separated communities. The fastest way to come in contact is thru social media, and it is also a good elective, because it cannot become bothersome (you can log out if you are disturbed, or just block the person). Also it is a fast way to reenact lost connections which in the wholeness of them can make impact in the general picture.

The social media impacted in bringing together the two separated Albanian communities during the

- a.) It provided information and made contact between lost families
- b.) It provided help in a stressful and unmanageable situation
- c.) It opened new avenues for business enterprises.

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Gender and Social Competence of Younger Students

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Abstract

The author found it interesting to check the level of expression of gender differentiated social competence among students of early school age. In this case, four factors constituting social competence were taken into account, namely learning motivation, antisocial behaviour, social inhibition and socialization. The data was provided by the results of the second part of the "Student Behaviour Sheet" drawn up by B. Markowska. The research was part of an experiment conducted among a group of 36 primary school third grade students, of which there were 19 (53%) boys and 17 (47%) girls.

Keywords: gender, social competence, younger student.

Introduction

The etymology of the word „competence” dates back to basic assumptions of psycho- and neo-behaviourism. The notion was used for the first time by R. W. White more relating to an original one, interpreted as the pursue of efficient influence upon the environment (effectance motivation). Thus, this competence was interpreted as every skill of a human being which contributes to an efficient interaction with the environment (White, 1958). The notion was easily absorbed by social psychology, where such concepts as social or interpersonal competence are used (Sęk, 1988). Currently, it appears more frequently among contemporary opinions on education and teaching.

‘Social development, socialising and interpersonal communication competence are related, among others, with the feeling of social competence, or one’s own imaginations of their possibilities and capabilities of certain social behaviours’ (Huget, 2001). Therefore, the more stronger an individual is convinced about their competence, the more successes they experience in their active encounters with the environment, focused on achieving goals (Sęk, 1988); for this reason, it is assumed that people adjusted to function in a society will be characterised by a high level of the feeling of social competence, meanwhile those who are not adjusted will present a low level (Huget, 2001).

Social competence fulfils a plethora of various functions, such as the support for coping with new situations, extending the possibilities of fulfilling social needs, facilitation of providing social support as well as opening broader perspectives of participating in a civil society and revoking the process of self-creation and self-development. Besides, it is worth mentioning the advantages on the communicative level, or better understanding and communicating as well as knowing new people. Social competence also serves group objectives, increasing the effectiveness of cooperation and possibilities of resolving problems, conflicts and social pathology (Borkowski, 2003).

It should be underlined that many children’s behavioural disorders result from deficiencies in terms of social competence. Among the most frequent problems among school children, there are aggression, isolation or seclusion from social contacts and excessive submission. These problem may have a clinical basis, which requires proper diagnostic and therapeutic procedure; however, they may be caused by the lack of competence of dealing with social situations (Hops, 1983). Taking into consideration the aforementioned, there is a need to teach children a set of basic elements of social competence which ensure proper and satisfactory functioning in the encompassing environment.

In the next part of the article, the research results will be provided, constituting part of the pedagogical experiment conducted among younger students. Referring to the data on quantitative stratification of boys (19% – 53%) and girls (17% – 47%) in the examined group of 36 primary school third grade students, it seemed interesting to check whether gender differentiates the level of presented social competence.

Author's Study

Purpose

The author's own study was to discover a possible relationship between the gender and selected elements of social competence. In this case, four elements were taken into consideration: learning motivation, antisocial behaviour, social inhibition and socialization.

Research methods

In order to collect empirical material comprising the statistical analysis basis, the method of estimation was adopted, which involves assessing the examined group from the point of view of defined behavioural features with the use of a several grade scale.

B. Markowska's „Student Behaviour Sheet” used in the second part constitutes a standardised assessment of 50 features of visible child's behaviour. The tool allows an insight, according to the point of view of a teacher, into functioning of the examined children and into the level of presented social competence. The functioning is defined by B. Markowska by an attempt to assess:

- learning motivation, or the level of the features defining the positive and active child's approach towards school requirements,
- level of socialisation, encompassing features defining the positive child approach towards other people, conditioned by the ability of non-conflict contacts and behaviours full of benevolence and tolerance.
- The analysis of the second part of the sheet allows defining types of social and emotional disorders, which in turn proves deficiencies in the presented social competence. Thus, conclusions may be reached on:
 - the level of anti-social behaviour, comprising the features related to lowered child behaviour control and an aggressive attitude towards others,
 - inhibition, that is to say on features proving lowered social activity, panic reactions and a child's withdrawal tendencies.

In addition, the sheet helps to assess the level of sexual interest among the examined children. The factor is expressed in two types of behaviour – when a child likes the company of children of the opposite sex and when they are curious about sex difference issues; however, it will not have serious significance in the context of the described research.

The features are assessed according to a five-grade scale. The numbers on the scale indicate the increase of the feature strength in the order from 1 to 5, whereas the criterion of feature individuality constitutes its frequency. It is worth adding that high results in the scale of learning motivation and socialization are desirable, for they confirm a student's good social and emotional adjustment. Antisocial behaviour and inhibition are not desired, as they indicate deficiencies in terms of social competence.

Presentation of the research results

In order to examine the above-mentioned relation, Student's t-test for independent group was used applying Statistica 6.0., statistical software.

The number of degrees of freedom for the Student's t-test was measured according to the following formula:

$$df = N1 + N2 - 2,$$

where in the analysed case, $df = 34$.

In every case described herein, the significance level of $\alpha = 0.05$ was assumed, then the empirical value of the test was measured and compared with the t-test distribution critical values read out from statistical tables (Fisher, Yates, 1963).

All necessary data to compute Student's t-test value and to verify the hypothesis is presented in Table 1.

Table 1. Gender and social competence of students of younger school age

SOCIAL COMPETENCE	average of girls;	average of boys;	t	df	p	girls' standard deviation;	boys' standard deviation;	No. of girls	No. of boys
Learning motivation	48,70588	43,15789	1,740926	34	0,090740	8,59335	10,31861	17	19
Anti-social behaviour	31,00000	34,31579	-0,951557	34	0,348038	10,59481	10,29591	17	19
Inhibition	30,17647	31,94737	-0,652441	34	0,518504	8,19478	8,07241	17	19
Socialisation	44,82353	41,36842	2,121807	34	0,041222	3,81175	5,65892	17	19

Source: own measurements.

Gender and the level of learning motivation

The first factor under analysis was learning motivation. The results show that primary school girls are much less reprimanded and less often hear negative comments from their teachers than boys do. Such a privileged situation leads to developing excessive self-criticism and non-coping with later school difficulties. Boys, more often admonished for bad ideas or incorrect solutions, lose in this situation only apparently. According to the research, the teacher gives boys more relevant hints which results in a situation that statistically they achieve better results, are more motivated to work and can use such advice in the next phases of learning (Konarzewski, 1992).

On the other hand, Belgian studies show another correlation. Poor results of some boys may be related with their general negative attitude towards learning, especially less positive relations with teachers, lack of well-being in their class and unwillingness to work at school. At lower levels of education, however, boys who are less focused during their lessons, less interested in performing tasks and less motivated to study achieve better results than the expected ones. The analysis suggests that such boys are talented, especially those strongly „demotivated” ones (van de Gaer et al., 2006).

With reference to the aforementioned analysis, it is worth looking whether the examined group of children present differences of the level of learning motivation between girls and boys.

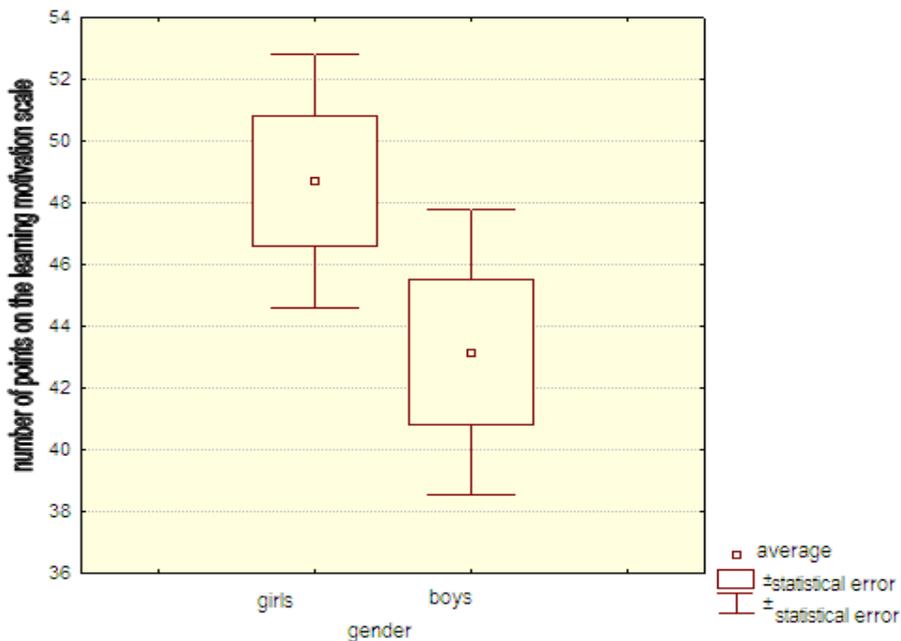
Application of the t-test requires assuming two statistical hypotheses: null hypothesis and alternative hypothesis. For learning motivation, the formulated and tested hypotheses were as follows:

H0: there is no statistical correlation between gender and learning motivation;

H1: there is a statistical correlation between gender and learning motivation.

Table 5 and Figure 1 present the data in question.

Figure 1. Gender and learning motivation of the examined students



Source: own work.

Temp = 1.740 was measured. For the number of degrees of freedom in two independent samples $df = 34$ and the adopted level of significance $\alpha = 0,05$, the theoretical value of the test is $t_{tab} = 2.042$. Since $t_{tab} > temp$, the null hypothesis is to be assumed; which means that no statistical correlation between the gender and the level of learning motivation has been noted. The p-value $p = 0.09$ additionally confirms the assumption of null hypothesis, because $p > \alpha$, so there is no basis to exclude H_0 .

Gender and antisocial behaviour of the examined students

'At the age of 3 – 10, the process of aggression socialization according to sex patterns develops. Girls start presenting verbal and indirect aggression, i.e. they denounce others, they also try to suppress this aggression. Boys, on the other hand, for being socially praised for the ability to defend themselves, get into fights more often" (Danilewska, 2002). For this reason, the next thing to test is the occurrence of a correlation between the gender and the level of antisocial behaviour of the examined third-grade students.

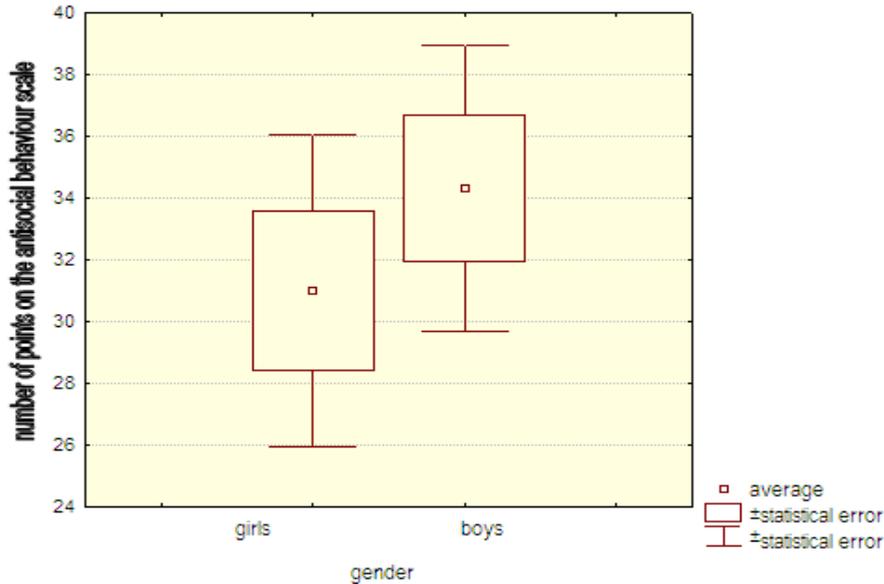
The following statistical hypotheses were formulated:

H_0 : there is no statistical correlation between the gender and the antisocial behaviour level;

H_1 : there is a significant correlation between the gender and the antisocial behaviour level..

All necessary data to compute the t-test value and to verify the hypothesis are in Table 1 and Figure 2 presented below.

Figure 2. Sex and antisocial behaviour of the examined students



Source: author's study

In terms of results of the t-test for the second factor, one will notice that $t_{emp} = -0,951$, meanwhile the theoretical test value with $df = 34$ for $\alpha = 0.05$ is $t_{tab} = 2.042$. Thus, $t_{tab} > t_{emp}$, so the null hypothesis on the lack of a statistically significant correlation between the gender and antisocial behaviour of the examined students is to be assumed. The same conclusions may be drawn on the basis of the p-value $p = 0.34$ which is higher than the assumed level $\alpha = 0,05$ which confirms the null hypothesis.

Gender and inhibition of the examined students

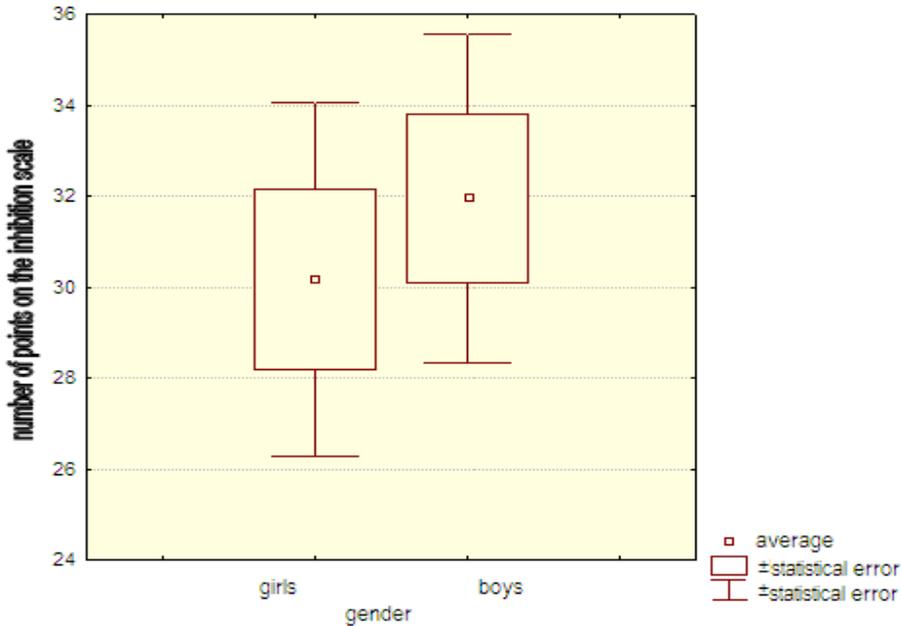
Psychomotor inhibition is one of the five symptoms of social maladjustment. Some of the most common symptoms of inhibition are the following: excessive submission of a child towards others and towards the social environment, passivity in school work, no ambitious aspirations, frequent failures while competing with friends, getting discouraged because of failures, fear from risk-involved situations, shyness, lack of creativity and of initiative, reaction tardiness, low self-esteem and autism. Not all the symptoms, however, have to occur in order to diagnose inhibition of an examined child (Dymek-Balcerek, 1999).

In terms of the research for this article, it seemed interesting to verify the hypotheses on the occurrence of an correlation between the gender and the level of inhibition of the examined students. The hypotheses are as follows:

H0: there is no statistically significant correlation between the gender and the level of inhibition;

H1: there is a statistically significant correlation between the gender and the level of inhibition.

Figure 3. Gender and inhibition among the examined students



Source: own work.

With reference to the t-test results for the scale of inhibition presented in Table 5, one should notice that $t_{emp} = -0.652$, meanwhile the theoretical test value with $df = 34$ for $\alpha = 0,05$ is $t_{tab} = 2.402$. Thus, $t_{tab} > t_{emp}$, so, as in the previous case, one will assume the null hypothesis because of the lack of a statistically significant correlation between the gender and the level of inhibition in the examined third-grade students. The p-value $p = 0.51$ additionally confirms the null hypothesis, as $p > \alpha$, which indicates the lack of basis to exclude H_0 .

Gender and the level of socialization

Socialization of younger students is an important element of their development due to their integrating with the social group – socialization and learning the correct patterns of thinking, acting and experiencing, or shaping a human being in the given social group.

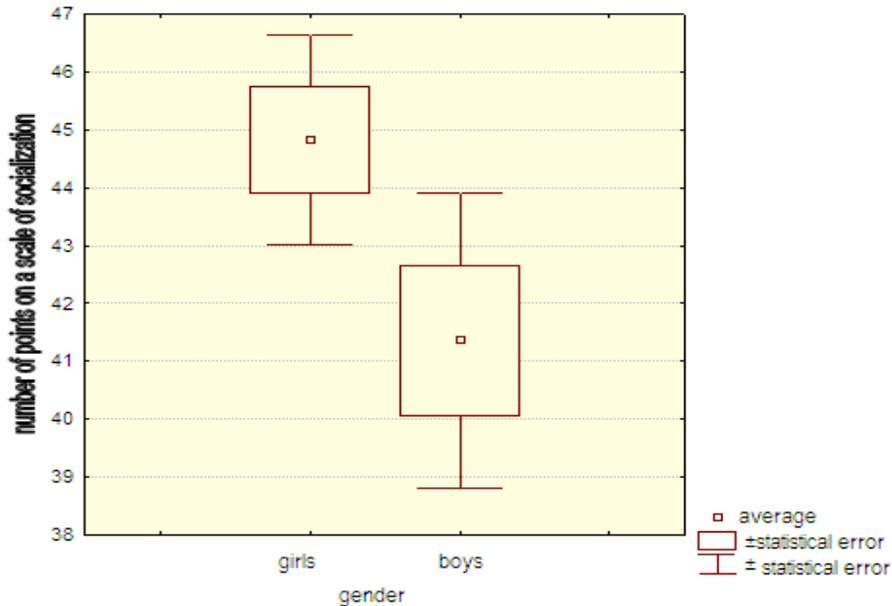
Bringing the research to an end, it is now necessary to examine the correlation between the gender and the level of socialization. For this reason, the following hypotheses were formulated:

H_0 : there is no statistically significant correlation between the gender and the level of socialization;

H_1 : there is a statistically significant correlation between the gender and the level of socialization.

Table 1 and Figure 4 present the data in question.

Figure 4. Gender and the level of socialization of the examined students



Source: Author's study

The final part regards the analysis of the t-test results for the socialization scale. With 34 degrees of freedom and level of significance $\alpha = 0,05$, the critical value to be recovered from statistical tables, is 2.042. Since the test empirical value 2.121 is higher than the critical value from statistical tables: $(t_{tab}) 2.042 < 2.121$ (temp), one will exclude the H_0 hypothesis and acknowledge the alternative hypothesis H_1 . Similar results may be revoked on the basis of the p-value $p = 0.04$ lower than $\alpha = 0.05$, which proves the occurrence of a statistically significant correlation between the gender and the level of socialization.

Conclusions

The aforementioned data, concluded in Table 1 and the above charts show that there is no statistically significant correlation between the child's gender and the presented level of learning motivation, antisocial behaviour or inhibition where in terms of learning motivation one may observe greater tendency of sexual differentiation. Girls have a higher level of learning motivation, such as in terms of socialization, where the correlation is clearly visible and statistically significant. In relation to the above, one may state that there is higher susceptibility among boys towards presenting socially unacceptable behaviours indicating their lower level of social competence, particularly in terms of the scale of socialization. It may be so, because prosocial behaviours are, contrary to aggression, less patterned due to the fact their visually observable effects are less spectacular than the aggressive ones (Kohnstamm, 1989).

Moreover, other research confirms that aggressive and bossy children are often respected widely by their classmates; therefore, their behaviours become strengthened. A child who learned aggression at a very young age will not dispose of this feature even when they become an adult. It is also known that if children are verbally aggressive: they swear and pick

on others, they copy adults. That is why one should not neglect symptoms of aggressive behaviours in their children. A friendly, yet consequently reprimanding position of the parents and teachers against aggression is the most efficient in order not to teach a child socially unacceptable behaviours (Wyckoff, Unell, 2004).

Therefore, it is worth noticing the development of social competence by delivering proper patterns from one's family, peers and other significant people which is part of the process of socialization. Although social development occurs for the entire life, it is the first experience of contacts with others that play a great role in undertaking future social roles and household activities. „Empirical research proves the existence of a correlation between problems in adult life, such as: passive withdrawal from stress situations, dependency from one's family, violent bursts of sudden anger, intellectual dependency from another one, fear from social interactions, and the social functioning of a person of school age” (Van Hasselt, Hersen, Whitehill, Bellack, 1979). In correspondence with the aforementioned, the knowledge of students' social competence should be the key point to start supporting their social development and to conduct further research and finding the correlation not only with the gender, but also with other variables.

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The Civil War in Syria and the International Response

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Abstract

Both parties involved in the civil war in Syria, reached to secure the support of other states and the control over considerable parts of the territory, but none of them could trigger a comprehensive military defeat against the other. The cost of the conflict where government forces as well as armed rebels continue to commit atrocities has been shocking. Security Council with regard to the problem of Syria was divided between a majority who wanted a strong response to implement the Responsibility to Protect and some who did not want. The debate between Western democracies was based on the fact if foreign governments should militarily intervene in Syria, being that they thought military intervention could aggravate the conflict and could increase the sufferings of ordinary Syrians. However individual countries and regional organizations took actions to maintain their responsibility to protect. The use of the veto by the permanent members of the Security Council to prevent the implementation of the "Responsibility to Protect" which aims to end the massive atrocities is inconsistent with the goals of the United Nations and makes the Security Council inappropriate on the situation when his involvement to resolve conflict situations is an urgent need. State sovereignty can no longer constitute an unrestricted license to mass killings and other atrocity crimes.

Key words: massive crimes, responsibility to protect, the right of veto, the principle of nonintervention, Security Council.

Introduction

The civil war in Syria caused immense destruction and disasters. It was characterized by fierce fighting between many parties that sought to militarily defeat each other. It resulted in various alliances amongst parties involved in the conflict with foreign countries and was accompanied by numerous international diplomatic efforts, aimed at ending disasters. The history of the civil war in Syria proves the existence of certain stages of the conflict that are characterized by severe fightings, achievements of the one party and then of the other one and from the interference of various allies.

The conflict in Syria could be considered to have had as its first stage the fierce fightings from March 2011 until the middle of this year. Initially it was about some small student protests in Deraa during February,¹ but soon a mass movement quickly developed across the country. This movement was characterized by widespread demonstrations, inspired by the revolutions of the "Arab Spring", elsewhere in the region. These demonstrations were faced with an asymmetrical violence in the form of deadly government repression. The government relied on its security forces to shoot down protesters and systematically detain political opponents.

Approximately 850 Syrians were killed by mid-May 2011, as the death toll continued to rise. Although the movement started by the most popular of the country Sunni majority, who constitutes at least 65 % of the population, demonstrators came from all of Syria's diverse communities.²

In the second half of 2011 was increased the number of civilians who joined the newly formed Free Syrian Army or who participated in armed self-defense as well as those who defected the state security forces to join the Free Syrian Army. Free Syrian Army, which was officially formed in June 2011, during September fought a major battle with regime forces in Rastan and expelled government troops police that used to control several towns and villages.³ Shocked by the revival of

¹ "Syria: Clashes at mass Damascus protest," *BBC News Online*, 15 April 2011, <http://www.bbc.co.uk/news/world-middle-east-13097926>.

² "Syria's ethnic and religious divisions," <http://www.fragilestates.org/2012/02/20/syrias-ethnic-and-religious-divides/>.

³ Dr Simons Adams, *Failure to Protect: Syria and the UN Security Council*, Global Centre for the Responsibility to Protect, www.globalr2p.org/media/files/syria

the political opposition, which continued to organize large protests and already militarily threatened by the Free Syrian Army, the Syrian government changed its strategy.

In early 2012, Assad's government sought militarily seize opposition centers of resistance. The city of Homs, which was controlled in large part by the opposition was surrounded and attacked. The government hoped that unleashing such forces would terrorize the majority Sunni population that was considered the opposition's core constituency. Although protests against the Syrian regime began to widely spread in March 2011, Assad's forces did not widely utilize helicopters to attack their opponents, until February 2012. The number of air strikes by helicopters began to grow rapidly during June.¹

In contrast with the two other phases of the conflict, after the half of 2012 the use of air power against defenseless civilians dominated the behavior of armed hostile actions. Government helicopters were now routinely used to attack the residential neighborhoods where there were armed insurgents. Using a policy of collective punishment, government helicopters and fixed aircraft bombed civilian places gatherings and areas where civilians were exposed, such as schools, clinics etc.² Meanwhile, the Free Syrian Army and other opposition armed groups, became more sophisticated in their military operations. By mid 2012 many parts of the country in the north and southeast of Syria had fallen into rebel hands. Armed rebels opposed, even government control of suburbs of Damascus and Aleppo, which were the political and economic centers of the Syrian government. As the International Committee of the Red Cross announced in May 2012, the country was involved in a full scale civil war.³

In early 2013, the Syrian conflict entered in another phase. Both opposing parties controlled significant parts of the territory, but neither could impose a comprehensive military defeat upon the other. Opposing parties sought additional external assistance to tip the balance of power on the battlefield.

Since 2013 Syria was no longer in a political conflict with sectarian tones. The weakest Syrian minorities, especially Christians stayed loyal to the regime.⁴ The government organized paramilitary forces by these communities and used them to attack neighboring Sunni communities, which allegedly were disloyal to the regime. The civil war in Syria had divided the country into military unstable areas competing among themselves. Nobody had sovereignty on Syria as a whole. Political and economic fragmentation, as a result of the civil war has plunged millions of people into extreme poverty.⁵

Syria had become a proxy war in which different regional and international players were supporting one or the other side in the conflict. Some Iranian forces and many Lebanese Hezbollah fighters joined the military offensive in Syria, in June 2013.⁶ Meanwhile, Turkey, Qatar and Saudi Arabia and behind them many major Western democracies continued to support the various components of the armed opposition including the Free Syrian Army. Although complete victory remained unachievable during 2013 and 2014 the Syrian government forces continued gradually to retake numerous villages along Lebanese border as well as areas surrounding Aleppo and Damascus, which were previously controlled by the rebels. The civil war in Syria now threatens the peace and stability of the entire Middle East.

Security Council's reaction to Syrian conflict

It is now known the fact that at the United Nations World Summit in 2005, was achieved the adoption of the doctrine of Responsibility to Protect, which gave priority to the Security Council, in situations where a State was unwilling or unable to

¹ Elizabeth O'Bagy, Christopher Harmer, Jonathan Dupree and Liam Durfee, "Syrian Air Force and Air Defense Capabilities," Institute for the Study of War, May 2013, <http://www.understandingwar.org/>

² Human Rights Watch, "Death from the skies: Deliberate and indiscriminate air strikes on civilians." www.hrw.org/reports/2013/04/10/death-skies

³ Neil MacFarquhar, "Syria denies attack on civilians, in crisis seen as civil war," New York Times, 15 July 2012, <http://www.nytimes.com/2012/07/16/world/middleeast/syria-denies-use-of-heavy-weapons-in-deadly-village-fight.html>.

⁴ Dr Simons Adams, Failure to Protect: Syria and the UN Security Council, Global Centre for the Responsibility to Protect, www.global2p.org/media/files/syria

⁵ Jihad Yazigi, "Syria's war economy," Policy Brief, European Council on Foreign Relations, 7 April 2014, 1, http://www.ecfr.eu/publications/summary/syrias_war_economy.

⁶ Will Fulton, Joseph Holliday and Sam Wyer, "Iranian strategy in Syria," Joint Report of AEI's Critical Threats Project and Institute for the Study of War, May 2013, 21-23, <http://www.understandingwar.org/sites/default/files/>

uphold its sovereign responsibilities. On the basis of this document, the governments of the participating countries committed themselves to take collective actions, as and when appropriate, through the Security Council, in accordance with the United Nations Charter, including Chapter VII, on a case by case basis and in cooperation with relevant regional organizations. The Responsibility to Protect was intended mainly as a preventive doctrine.

By the time when Syria crisis emerged in March 2011 and the Syrian conflict has worsened in the summer of 2011, it raised the question of the need to impose an arms embargo and other sanctions on the Syrian government by the United Nations Security Council. The Security Council held a formal position in principle on the conflict, condemning the widespread violations of human rights and the use of force against civilians by the Syrian authorities. The Security Council urged "an immediate end to all forms of violence" and urged all parties to the conflict to refrain from the "reprisals, including attacks against state institutions". The Security Council statement taking into account the commitments of alleged Syrian authorities to reform reaffirmed that the Security Council would respect the sovereignty, independence and territorial integrity of Syria.¹

In the present situation when the barbaric mass atrocities were committed by the Syrian government, amongst the Security Council members began the debate between a majority who wanted a strong response to these crimes through the implementation of the Responsibility to Protect, and a small part who did not want. However in February 2012, when Russia and China used their right of veto on a draft resolution, the 13-to other members of the Security Council were clearly in favor of the international diplomacy and multilateral sanctions in order to stop mass atrocities in Syria. (No 47 of Syria) The most typical statement was that of the Guatemalan foreign minister who insisted that: Non-intervention in the internal affairs of sovereign states and the respect for their territorial integrity are cardinal principles of our foreign policy, but we also acknowledge the obligation of all states to observe certain norms of conduct in relation to their own populations. For this reason, in an era when the situation requires the application of the doctrine of the Responsibility to Protect, we need to support that principle.²

Although the Security Council reached a consensus on the issue of Syria, individual states and regional organizations took actions to enforce their responsibility to protect. The League of Arab States, European Union, Turkey and many other countries publicly condemned the Syrian government's actions and diplomatically isolated Syrian regime. In March 2012, a year after the conflict, at least 49 countries had imposed sanctions, while some other countries had closed their embassies in Damascus.³

Between 2011 and September 2014 the Human Rights Council in Geneva passed thirteen resolutions condemning the mass atrocities in Syria between 2011 and September 2014 and established a Commission of Independent Research to document such violations of human rights. The General Assembly also passed seven resolutions condemning the Syrian atrocities.⁴

Disagreements in the Security Council to act on Syria allowed during the conflict encouraged more extreme forms of lethal violence. In this context, perhaps the most obvious shortcoming diplomatic over a year and a half of the conflict in Syria was the failure to enforce the Responsibility to Protect and to implement the efforts of the former Secretary General Kofi Annan to achieve a ceasefire and to negotiate for ending the conflict. Kofi Annan's plan for Syria in 2011 and 2012 included the implementation of the cease-fire, the withdrawal of government troops and tanks from cities, the release of political detainees, freedom of movement for journalists, freedom of association and the right to demonstrate, provision of humanitarian assistance to besieged civilians and initiation of political negotiation process led by Syrians.

¹ United Nations Security Council, "Statement by the President of the Security Council on the situation in the Middle East," S/PRST/2011/16, 3 August 2011, http://www.un.org/en/ga/search/view_doc.asp?symbol=S/PRST/2011/16.

² Statement by H.E. Harold Caballeros, Minister of Foreign Affairs of Guatemala, at the United Nations Security Council Debate on the Situation in the Middle East on 31 January 2012. www.guatemalaun.org/bin/documents/SCMESiria-Jan31-2012

³ Global Centre for the Responsibility to Protect, "Timeline of International Response to the Situation in Syria" <http://www.global2p.org/publications/135>.

⁴ General Assembly resolutions, <http://www.un.org/documents/resga.htm>.

However in the period leading up to the scheduled ceasefire, the security forces intensified their attacks on areas that were regarded as the main points of opposition.¹

With a rarely display of unanimity on 21 March 2012, the Security Council issued a second presidential statement, through which expressed regrets about the deterioration of the situation and affirmed the support for the Annan Plan. On 21 April 2012 the Security Council established a 90-day Supervision Mission of the United Nations to monitor the ceasefire and the implementation of the Annan Plan.² In late April it became clear that the Annan Plan was at risk because of the numerous violations of ceasefire, by government troops and the armed rebels, together with the lack of will on the part of the Syrian government to seriously implement the other main provisions of the plan.

In particular, the success of Annan Plan depended upon the full and rapid deployment of the Supervision Mission through Syria, which the government barriers and the increasing of violence made impossible. Despite numerous obstacles due to the chaotic and dangerous situation, the Supervision Mission investigated and documented different atrocities committed by all sides in the conflict. They compiled summaries of atrocities and the forces suspected of perpetrating these atrocities.

But at a time when civil war was expanding, when the two opposing sides were engaged to achieve the military victory and the rest of the ceasefire was violated by all sides in Syria, the Supervision Mission was no longer a relevant way to resolve the situation.

Debates of the West and Russia's stance on Syria crimes

Starting since 2011 and during all stages through which the conflict in Syria passed intensifying, both parties as government forces as well as armed rebels have committed massive crimes and have caused a staggering human cost.

Syrian government forces have used aircraft, tanks, heavy artillery and cluster munitions to terrorize and kill anyone presumed to be supporting the regime's opponents, including civilians living in areas controlled by the opposition in Aleppo, Damascus, etc. Other barbaric crimes already documented include the targeting of the wounded fighters and civilians injured by state forces; the routinely use of government snipers to terrorize, kill or maim civilians.³ Snipers's victims are often left to die from bleeding in the street, while civilians who approached to assist them, are also killed. The medical personnel serving in areas controlled by opponents had also been targeted. By government forces and their allied groups is forcibly prevented the arrival of aid and medical equipments necessary for civilians in besieged areas, which constitutes a direct violation of the Geneva Conventions. Regarding the detainees, government forces have used torture and other forms of cruel, inhuman or degrading treatment.⁴

Armed opposition groups have also committed war crimes, including deadly reprisals against minority communities, destruction of religious sites and extrajudicial execution of captured government soldiers. These groups are assisted in their activity by increased foreign funding and increased access to weapons and a large influx of foreign fighters.⁵

Based on these discovered facts, in December 2013, the High Commissioner of the United Nations on Human Rights stated that: "The responsibility for performing these massive barbarous crimes belongs to the highest levels of the Syrian government". This situation of raising massive barbarian crimes, the western governments responded by publicly criticizing

¹ Dr Simons Adams, Failure to Protect: Syria and the UN Security Council, Global Centre for the Responsibility to Protect, p. 18, www.global2p.org/media/files/syria

² United Nations Security Council, "Statement by the President of the Security Council on the situation in the Middle East," S/PRST/2012/6, 21 March 2012, http://www.un.org/en/ga/search/view_doc.asp?symbol=S/PRST/2012/6

³ Human Rights Watch, "Syria: Widespread use of incendiary weapons," 10 November 2013, <http://www.hrw.org/news/2013/11/10/syria-widespread-use-incendiary-weapons>.

⁴ Report of the Independent International Commission of Inquiry on the Syrian Arab Republic, United Nations Human Rights Council, A/HRC/25/65, 12 February 2014, 11-13, www.ohchr.org/EN/HRBodies/HRC/Session25/1/A-HRC-25-65

⁵ Human Rights Watch, "Syria: Armed opposition groups committing abuses," 20 March 2012, <http://www.hrw.org/news/2012/03/20/syria-armed-opposition-groups-committing-abuses>.

the Syrian government, by imposing sanctions against the government and urging President Assad to end the violence. But in fact the Syrian government, showed no sign of change in behavior and Assad did not return.

In Western democracies began a strong debate in 2012 about whether foreign governments should militarily intervene in Syria. Some United States intellectuals, argued for humanitarian corridors and safe havens near Turkey, Lebanese borders, or Jordan to be forcibly created, in order to protect ordinary Syrians.¹ Meanwhile other influential people urged Washington to lead a coordinated airstrikes against Syria's armed forces. In fact nobody wanted to encourage a wider regional conflict in the Middle East. In the discussions that took place in the western world diplomatic circles, prevailed the idea that foreign military intervention would aggravate the conflict and would increase the suffering of ordinary Syrians.

Western governments also debated on whether to further support Syrian rebels or not, in a moment that armed rebels were centered around the opposition Free Syrian Army and the documented list of the war crimes committed by rebel forces had increased from mid-2013. Different governments had different views on the delivery of heavy weapons although publicly calling the overthrow of Assad because they pretended that more arms could increase the level of atrocities and further destabilize the region.²

While killings continued and the flow of refugees across Syria's borders increased, was also increased the exasperation of a growing number of senior officials of the United Nations. Under Secretary General of the United Nations, argued in February 2013 that: "We have a responsibility to protect. We have obligations. Some of these obligations are set out in international humanitarian law. Many international humanitarian laws are often ignored. But even beyond the legal obligations we have a responsibility to each other as human beings."³

The Western world faced during its efforts to end the civil war in Syria with Russian barriers, which not only blocked the Security Council, but encouraged the Syrian government activity and somehow aggravated the civil war. While civil war worsened, Russian shipments of weapons and other supplies, which were sent to Damascus, rose. Rejecting through the use of multiple vetos the resolutions of the Security Council on Syria, Russia continued the support for the Assad government. Russia was in a contradictory position. She publicly supported the Annan Plan for Syria, but did nothing when the Syrian government failed to implement the key provisions of this plan.

Since the beginning of the conflict in Syria, Russian diplomats argued their opposition to the resolutions of the United Nations Security Council, which aimed to end atrocities in Syria, claiming that they were aiming at the protection of a sovereign state. The Russian government claimed that its efforts in the Security Council were aimed at defending the sovereignty of Syria rather than to provide a political cover for a dictatorship that was killing its own people.

The international reaction after the use of chemical weapons against the Syrian population

After all the troubles and disasters that had caused the conflict in Syria, a conflict that continued for more than two years and after a long time of diplomatic efforts by the Western countries and the Security Council of the United Nations to resolve the conflict, the population of the Syrian plain faced another disaster. Syrian government used chemical weapons against its people, although only a few weeks before using those chemical weapons, the Syrian government had denied to possess chemical weapons.⁴ On August 21, 2013 rocket containing Sarin gas were thrown over in two residential areas of Damascus, causing within a few hours the death of approximately 1,400 civilians, including a large number of children.

¹ Anne-Marie Slaughter, "How to halt the butchery in Syria," *New York Times*, 23 February 2012, http://www.nytimes.com/2012/02/24/opinion/how-to-halt-the-butchery-in-syria.html?_r=2&

² Simon Adams, "The world's next genocide," *New York Times*, 15 November 2013, <http://www.nytimes.com/2012/11/16/opinion/the-worlds-next-genocide.html>.

³ Judy Dempsey, "Syria: 'We have a Responsibility to Protect,'" *Strategic Europe*, Carnegie Europe, 18 February 2013, <http://carnegieeurope.eu/strategieurope/?fa=50963>.

⁴ Anne Barnard, "In shift, Syrian official admits government has chemical arms," *New York Times*, 10 September 2013, <http://www.nytimes.com/2013/09/11/world/middleeast/Syria-Chemical-Arms.html>

The Syrian government tried to deny this action and accused armed rebels for chemical attack, but reliable investigations showed that the most likely source of the rocket was a base near the Republican Guard.¹

The extremely serious crime of the use of chemical weapons by the Syrian government caused a strong reaction globally. It is widely known that chemical weapons are considered illegal by the Hague Convention of 1899 because of the nature of these weapons, which do not distinguish, are inhumane and immoral. After the Hague Convention of 1899, another step that the international community undertook to curb the use of these weapons launched from the horror that caused the use of gas during the World War I, was the Geneva Protocol of 1925 which established the international ban on the use such weapons.

After the attacks of 21 August 2013, Iran's foreign minister, condemned the use of chemical weapons and described the chemical weapons as weapons that "constituted a crime against humanity". Iran's new president, Hassan Rouhgan, urged the international community to take all measures to stop the use of chemical weapons anywhere in the world, while former Iranian President Akbar Hashemite Rafsanjani went further, stating that Syrian civilians "became the target of chemical attacks from their own government".² Iran has been one of the first countries that had signed the convention against chemical weapons and therefore the use of chemical weapons by the Syrian government caused a major moral objection to chemical weapons across Iranian society. The use of chemical weapons in the suburbs of Damascus also complicated relations between Iran and Syria.

Despite the fact that the Syrian government officially blamed armed rebels for the attack of August 21, it was clear that the large-scale of use of the chemical weapons was unacceptable for the supporters of Assad in Teheran. Public awareness on the attack with chemical weapons also posed a threat to the Iranian official support for Assad.

A strong reaction came after the use of chemical weapons by the United States and France that immediately after the attack with chemical weapons on August 21 began their air strikes against Syrian military targets which caused an intersection of diplomacy in the United Nations's Security Council. The Council quickly adopted a resolution supporting a US-Russian agreement, under which Syria must give up from the use of its chemical weapons. The Security Council failed to take a unanimous decision over the Syrian conflict. Resolution 2118 of 27 September 2013 was an immediate response to the use of an illegal weapon of mass destruction. The real importance of the resolution on the Chemical Weapons was the temporary space policy that was created for the Security Council in order to allow the Council to find other areas of cooperation to end the civil war in Syria.

On August 20, 2012, two years before going on the attack with chemical weapons, The President Obama of the United States had commented that if the Syrian government will use chemical weapons, it would cross the "red line" and would face retaliation military punishment.³

At the same time, President Putin of Russia considered Russia as an impartial protective force of the international rule, claiming that Russia is not protecting Syrian government, but international law. We believe that to respect the rule of law in today's complex and turbulent world is one of the few ways to maintain international relations, so that they do not slide into chaos. The law is the law and we have to apply it, the pleasing or not. The use of force under current international law, is allowed only for self-defense or according a decision of the Security Council. Any other use of force is unacceptable under the Charter of the United Nations and may constitute an act of aggression.⁴ Still, according to Putin, "to avoid the use of

¹ "Report of the United Nations Mission to Investigate Allegations of the Use of Chemical Weapons in the Syrian Arab Republic on the alleged use of chemical weapons in the Ghouta area of Damascus on 21 August 2013," A/67/997-S/2013/553, 16 September 2013, http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s_2013_553.pdf.

² Reuters, 24 August 2013, available at: <http://www.reuters.com/article/2013/08/24/us-syria-crisis-iran-idUSBRE97N06P20130824>;

³ James Ball, "Obama issues Syria a 'red line' warning on chemical weapons," *The Washington Post*, 20 August 2012, <http://www.washingtonpost.com/world/national-security/obama-issues-syria-redline-warning-on-chemical-weapons/>.

⁴ Vladimir V. Putin, "A plea for caution from Russia.," www.nytimes.com/.../putin-plea-for-caution-from-russia-on-syria.html

force against Syria, would improve the atmosphere in international politics and will open the doors for other cooperation with basic matters".

After the adoption of the resolution on Chemical Weapons, the Security Council had still three very important matters seeking solutions. The first and foremost was the matter of humanitarian access to ordinary Syrians, nearly 5 million (almost a quarter of the population) who were displaced and for 2 million that were made refugees across the borders of Syria at the end of 2013. The United Nations estimated that millions of Syrians were in urgent need of humanitarian assistance as they were under threat of dying from cold, diseases or starvation except other threats caused by the war.

On 2 October 2013 the Security Council adopted a Declaration on the urgent need for humanitarian access, pointing to the "obligation to distinguish between the civilian population and combatants and the prohibition of attacks that do not discriminate". The statement reemphasized that "Syria lacked the responsibility to protect its own people" and urged all parties to facilitate safe and unhindered humanitarian access to the population in need of assistance in all areas under their control and through lines border. Despite this statement, the situation for Syrian civilians didn't improve. Syrian government besiege of the civilians continued, while millions more were displaced and were in a desperate need of humanitarian assistance. On 22 February 2014 after further negotiations the Security Council unanimously adopted Resolution 2139, which urged all parties in Syria to allow the humanitarian access to the civilians displaced or besieged.¹ The resolution required that "all parties should undertake appropriate steps to protect civilians, including members of ethnic and religious communities" and stressed particularly that "the primary responsibility to protect its population belongs to the Syrian authorities".²

Another issue that could have impact on the political solution, making peace talks have any hope for success, was that the main regional powers including Iran, Saudi Arabia, Qatar and Turkey to understand and accept the need for non-military engagement in the Syrian conflict, because a wider sectarian war was in the regional strategic interests of no one. Beside these powers, the Arab League, the United States and Russia had a key role to play as potential guarantors of any settlement through negotiations. It was also important that the Security Council showed its determination to punish each violation of any peace agreement.

Another issue seeking solutions was that of the responsibility for the three years of mass atrocity crimes in Syria. The Security Council's Commission of Inquiry on Human Rights had published numerous reports attending mass atrocities committed by all sides. They published details on how the government forces and their allies had been responsible for large-scale massacres, war crimes and major violations of international humanitarian law. In the absence of accountability for the atrocities can have neither peace nor justice. The impunity gave heart to all parties to become even more resistant toward a negotiated settlement of the Syrian conflict. The Security Council would refer the Syrian situation to the International Criminal Court for further investigations.³

The necessity of restricting the use of veto

Many attempts were made in the Security Council by drafting many draft resolutions that aimed to condemn the mass atrocities that have affected civilians, to respond to threats to international peace and security caused by terrorist acts and to outline the primary responsibility of Member States to protect the civilian populations in their own territories. But these resolutions could not be adopted due to the fact that the five permanent members of the Security Council did not reach an agreement. The same thing happened with the French draft resolution on 22 May 2014 which asked that the situation in Syria to be referred to the International Criminal Court for investigations. This draft resolution was stymied by Russia and China who used their right of veto, although many international non-governmental organizations supported the resolution

¹ United Nations Security Council, "Statement by the President of the Security Council on the situation in the Middle East," S/PRST/2013/15, 2 October 2013, http://www.un.org/en/ga/search/view_doc.asp?symbol=S/PRST/2013/15.

² Valerie Amos: Statement to the press on Security Council briefing on Syria. www.unocha.org/media-resources/usg-statement-speeches

³ United Nations, Annex to the letter dated 2 April 2014 from the Permanent Representative of France to the United Nations addressed to the President of the Security Council, "A report into the credibility of certain evidence with regard to torture and execution of persons incarcerated by the current Syrian regime," S/2014/244, 4 April 2014, http://www.un.org/ga/search/view_doc.asp?symbol=S/2014/244.

and requested for its adoption.¹ This was in fact the fourth draft resolution intended to stop mass atrocities in Syria since the conflict began in 2011, which was hampered by Russia and China.

The failure of all permanent members of the Security Council to agree, amongst whom there was a substantial share of the possibility of using the Responsibility to Protect had hindered the ability of the Security Council to end the civil war in Syria. Russian and Chinese barriers to action in order to limit the Assad government and others who had committed mass atrocities, the lack of an action in a timely manner from the international community, had affected the severity of the conflict in Syria.

During the 68-th session of the General Assembly held in New York on September 24, 2013, 154 of the 193 member states of the United Nations confirmed the terror that had caused the civil war in Syria. Many countries discussed the possibility of reforming the Security Council, and some specifically sought to limit the right to use the veto by permanent members of the Security Council in situations of mass atrocities.²

Regarding the debate the representative of Liechtenstein stressed that he believed in the application of the doctrine of the Responsibility to Protect, to protect populations from mass atrocities and that the use of the veto or the threat to use it is in a way incompatible with the purposes of the Nations Nation. All the five permanent members of the Security Council must be able to give the world one public commitment that they will not use their right of veto to block international action aimed at ending or preventing atrocious crimes. This will be essential to enhance the effectiveness of the Security Council and its credibility.³

More or less the same position also held France when it proposed that the Security Council should develop a code of conduct by which its permanent members collectively agree to restrict the use of the veto in cases of mass atrocity crimes, that the doctrine of the Responsibility to Protect is assumed that should prevent.⁴

Such debates no matter how less important and effective can be to resolve the conflict in Syria as they are somewhat delayed in the concrete case of Syria, after so much suffering caused by the atrocities committed there, however, they have a fundamental importance for the open path to the future implementation of Responsibility to Protect. They are also an excellent base to achieve the realization of the goal of a reform of the United Nations meaningfully. The case of the civil war in Syria and the many problems that the spread of international terrorism have caused, are facing the United Nations with the confrontation with new challenges, challenges of the XXI century, which the United Nations must be able to respond.

Conclusions

The conflict in Syria was marked by several different stages of development of events, based on the circumstances in which fighting took place and the temporary victory of one party or the other.

The opposing sides control significant parts of the territory, but none managed to trigger a comprehensive military defeat of the other, although additional external assistance was demanded to skew the balance of power.

The international community should be guided towards the protection of the vulnerable and must not allow mass atrocities to occur in the XXI century.

¹ Michelle Nichols, "Russia calls U.N. vote on Syria 'publicity stunt,' vows to veto," *Reuters*, 21 May 2014, <http://www.reuters.com/article/2014/05/21/us-syria-crisis-un-icc-i>

² Global Centre for the Responsibility to Protect, "The Responsibility to Protect at the Opening of the 68th Session of the United Nations General Assembly," 4 October 2013, 60-61, <http://www.globalr2p.org/publications/264>.

³ Remarks delivered by Permanent Mission of Liechtenstein to the United Nations, quoted in Global Centre for the Responsibility to Protect, "The Responsibility to Protect at the Opening of the 68th Session of the United Nations General Assembly.", www.globalr2p.org/media/files/2013-ga-quotes-summary

⁴ Laurent Fabius, "A call for self-restraint at the U.N.," *New York Times*, 4 October 2013, http://www.nytimes.com/2013/10/04/opinion/a-call-forself-restraint-at-the-un.html?_

The United Nations must commit specifically to prevent genocide, crimes against humanity, war crimes and ethnic cleansing in order to respond to the challenges that the new reality has brought, through the implementation of the United Nations commitment assumed in 2005 Responsibility to Protect.

In cases where a government is unable to protect the human rights of its own people or it itself is responsible for the violations of these rights, state sovereignty should stay apart and create the possibility for the use of the Responsibility to Protect.

The principle of respect for national sovereignty should not pose an infinitely license for killings and other mass atrocity crimes at the expense of massive vulnerable people.

Permanent members of the Security Council have the responsibility to fulfill the main objectives of the United Nation, therefore, they must be very objective in using their right of veto in extreme cases, when the world is confronting many dangerous crimes.

Despite the difficulties facing the Security Council is obliged to help to end war crimes and crimes against humanity in Syria, solving all issues dealing with humanitarian access, negotiations for a political solution and an end to impunity for mass atrocities committed by all parties to the conflict.

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Challenges of Self-Management Techniques in Providing Better Classroom Settings

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Abstract

One of the key elements in having an effective teaching and learning atmosphere goes through classroom management that has gone through series of innovations, from animal leathers used to store data, cave walls used for talents and other purposes; to the alleged digital age, with digital tablets, touchpads, smart boards, special schools with utmost utilities serving both teachers and students spreading all over the world. Moreover, internet oriented education is widening the concept of school to anywhere, anytime. Nevertheless, different needs brought different approaches and strategies to solve the problems of classroom management. The 21st century self-management techniques require quite complex approaches. In today's world technological devices are part of everyday life as our needs brought us to overcome difficulties as well as making life easier. We started education on clay tablets, and had blackboards, then white boards, and now we are getting back to tablets, but this time multitasking digital ones. Smart boards, labs, and multimedia rooms are now serving educational purposes. Thus, in this article, together with aforementioned innovations, it is aimed to present some better ways that may help overcome today's challenges of classroom management in terms of self-management techniques. The set of 10 principles suggested by Thomas J. Zirpoli is dredged up to shed light on the issue or help instructors to develop their own techniques within the process of classroom management. The vitality of students' study skills and secure attachment are perceived in regard with redemption of overwhelming challenges of self-management techniques.

Keywords: self-management techniques, effective teaching, challenges, classroom management

1. INTRODUCTION

Students facing the teacher in a class, waiting for instructions, and being taught new subjects is quite a burden on teacher's shoulders as each individual requires different approaches to their inner worlds of comprehension. There are no two people in the world that have exactly same values of interest, or sharing same characteristic traits. Thus, motivating different people around the same purposes or set goals is quite a difficult task for instructors, educators, especially the ones that are willing to educate students for a better future in terms of a better university, and a better or satisfying job which requires a long term plan of diligent hard work. The followings are some of the headings that can be applied in order to reach a healthier classroom management suggested by Thomas J. Zirpoli:

"(1) Provide Appropriate Supervision, (2) Provide Appropriate Structure and Routines, (3) Model Appropriate Behavior, (4) Reinforce Appropriate Behavior, (5) Provide Predictable and Consistent Discipline, (6) Avoid Looking for Biological Causes of Behavior, (7) Be A Teacher, Not A Friend, (8) Let Students Know You Like Them & Are Interested In Their Interests, (9) Have Fun! (10) Be Consistent." (Zirpoli, T. J. 2008).

Based on the above mentioned techniques details on management techniques are presented throughout the study with an emphasis on consistency management technique, the tenth approach, as consistency would also cover the other techniques by playing the most crucial role in classroom management.

Sating importance of consistency, one should also mention the key roles of enhancing study skills and providing secure settings for students in order to reach the best fruitful atmosphere of classroom management as to reduce maladaptive behavior on both student and instructor side. One of the key elements in having students obtain correct study skills in this regard is critical thinking, suggested by Aslan, M. (2014) as students from a mediocre high school in Albania mostly responded positively when asked about the importance of hardworking as to preserve self-esteem while being asked questions by the instructors in terms of readiness which would help in a positive way for classroom management (Aslan,

M. 2014). Having individuals equipped with necessary skills to conduct research, enhance and transform information, think critically and reflectively, and make higher order decisions in this competitive world is vital for the survival of the societies as well (Duran, et. al, 2012).

Secure settings, considering reduction of management problems, could buffer interactions between students, peers and instructors; "*The surroundings and facilities of a school shouldn't be separate from the idea of safety as academic achievement is correlated with students' sense of safety in regard with feeling comfortable to receive information, otherwise his or her receptions will be closed to outer inputs*" (Aslan, M. 2014). Findings by other researchers also indicate the correlation between sense of safety and academic achievement (Bryan et. al, 2012).

2. LITERATURE REVIEW

Literature on the issue mostly, suggests that greater measures are needed to be taken by effective classroom managers in order to prevent misbehavior from happening (Emmer, Evertson, & Anderson, 1980) and maintenance of such measures should be emphasized before and during the first days of the school year (Wong & Wong, 2009), and (Broome, 2013). Thus; if a measure is to be taken for classroom management it should be from the beginning and consistent in its application. Consistency plays a key role in self-management techniques as its significance is emphatically accepted by almost all researchers in the field. The principles should be set by the instructors at the very beginning of educational year and they should be well explained to students in order to avoid confusion. The principles should not be complex, rather simple both in language and practice. Garrett (2013) suggests that we set four to six simple rules by helping Students' comprehension which should be one of our top priorities, more importantly rules should be internalized by students as well. If possible, some rules can be defined or even set by students themselves. Wong H., Wong R., Rogers & Brooks (2012) mention about such procedures.

Teacher-student relationship can be enhanced by using two independent characteristics of teacher behavior which are named by Wubbels, Brekelmans, Brok and Tartwijk (2006a) & Wubbles (2011) as "*control and affiliation*". Positive reinforcement both in enhancing expected behavior and in providing secure heavens for students is also majorly handled by majority of the literature on self-management techniques. Positive Behavior Support model suggested by Ihlo & Nantais (2010) as an intervention to promote prevention oriented positive environment indicated by Roskos, et. al (2012) are proposing valuable data on the 4th principle of Zirpoli, T. J. (2008) suggesting to "*Reinforce Appropriate Behavior*".

As stated earlier most of the literature mostly explicitly and sometimes implicitly refer to the significance of consistency in applying previously set principles. Among many, Lewis, Powers, Kelk, & Newcomer, (2002) & Roskos, et. al, (2012) refer to importance of establishing stabilize procedures and routines through small, yet well-defined set of expectations.

Scanted literature on self-management techniques for classroom management is perceived to provide and support data on principles suggested by Zirpoli, T. J. (2008), on the other hand consistency as the last principle is given the key role. Study skills providing critical thinking and secure attachment are other elements having impact on management skills.

The article aims to provide valuable contribution to hitherto mentioned principles by other researchers, however it's different from others by emphasizing the principles through consistency, study skills (especially critical thinking) and secure attachment of students in regard with school, peers and teachers as to help instructors to build their own principles or utilize the principles set by other researchers in the most possible efficient way. However, it's important to mention that the article is mostly based on theoretical framework of Zirpoli, T. J. (2008) as the key model for self-management techniques in overcoming challenges of classroom settings in terms of self-efficacy as an instructor who holds the key role in education and its all components.

3. METHODOLOGY

The study is mostly based on analysis of 10 principles presented by Thomas J. Zirpoli as the primary source from his work called "*Behavior Management: Applications for Teachers*" to determine best possible solutions for instructors as well as to help them find their own way of classroom management technique. Secondary data analysis is also conducted through other articles written on the same issue. A partial data analysis obtained from a questionnaire (Aslan, M. 2014) on school

bonding implemented to a high school in Albania is also reflected in regard with challenges and self-management techniques.

Followings are main suggested principles for self-management techniques in classroom management;

a. Provide Appropriate Supervision

Students being observed throughout the lesson may indicate better performance, however the ones that are supervised even in their daily lives would perform much better performances in terms of being planned as in what to do, when to do, and how to do. Wong H., Wong R., Rogers & Brooks (2012) also mention that students feel more secure when they know what will happen on daily basis as to make sure students have their days planned and sure of being supervised; On the other hand procedures are required to execute such measures; *“There are procedures that help students organize their day”* (Wong, et. al, 2012) suggesting supportive viewpoints on the first principle given by Zirpoli, T. J. (2008).

b. Provide Appropriate Structure and Routines

On daily basis, students need to know the things they have to do in completing their daily learning or knowledge gaining process. Teacher should provide some principles and routines that will help students avoid distraction. For example daily assignment checks should be done via check lists in an orderly fashion which will also help the teacher to have a reliable collected data on student’s improvement. At this point it’s worth to mention Garret’s (2013) suggestions on creating four to six classroom rules as to emphasize simplicity, yet firm patterns; *“• Create four to six classroom rules that clearly specify appropriate behavior • Consider Involving the students in the generation of the rules. • Write the rules using positive language. • Post and refer to classroom rules as necessary. • Develop routines to provide direction about how different classroom tasks are accomplished. • Teach and demonstrate classroom rules and routines as specifically as you do academic content”* (Garrett, 2013). As observed providing such patterns also requires learner-teacher interaction as to have the rules accepted and comprehended by students.

c. Model Appropriate Behavior

Role modeling is also essential in having students reflect the expected behavior as their personality and characters get shaped by what they observe from their parents and teachers. As instructors, we don’t only teach, we also help children find their identities, their true selves both materially and spiritually as stated by Aslan, Mehmet (2014) in his article on spirituality and identity. Children turn into what we put in front of them; if they have good role models in front of them, only then they can manage to build strong characteristic traits. As described by Wubbels, Brekelmans, Brok and Tartwijk (2006a) & Wubbels, (2011) mapping teacher-student relationship can be achieved by two independent characteristics of teacher behavior; *“control and affiliation”*.

d. Reinforce Appropriate Behavior

Reinforcing positive behavior is also an essential element in canalizing students` behavior into the positive learning. Students should see that their positive behavior is valued by the teacher so that he/she can reflect the same behavior when needed; otherwise the behavior would diminish throughout time. This principle gained momentum Ihló & Nantais (2010) as a new direction of Positive Behavior Support model in a multiter system of intervention, thus promoting positive environment through prevention which involves universal support that have been successful in the past (Roskos, et. al, 2012).

e. Provide Predictable and Consistent Discipline

Teachers should provide predictable and consistent discipline. In order to gain trust and fairness among students, the rules and guidelines should be clear and perceivable. Once the rules are explained though rational reasons their consequences should also be given as to avoid misunderstandings on both student and teacher side.

f. Avoid Looking for Biological Causes of Behavior

When encountered with unwanted behavior, biological reasons such as tantrums behind the behavior shouldn’t veil the real reason behind it. A good teacher should be able to see beyond the matters when needed. Sometimes normally well-mannered students may reflect negative behavior which could be given a logical explanation by the student when given the chance of expressing himself/herself.

g. Be A Teacher, Not A Friend

The relation between teacher and students shouldn't trespass the red lines which is quite vital in keeping the balance as it may cause loss of control and make the whole process of hard work going astray. On the other hand, it is important that a teacher keeps a good relation with his/her students.

h. Let Students Know You Like Them & Are Interested In Their Interests

While being able to keep the distance between the teacher and student, teacher should also be able to show his/her interest in students' hobbies or areas of fun. They might be able to make some little jokes to each other, and talk about things out of lesson. On the other hand, students' being in the same class with different backgrounds is itself a mixture as no two students are alike. Each individual has his/her own traits, especially when it comes to teaching where differences are to be lessened or at least blurred in order to put emphasis on unity and reach every person in the class. Thus, differences are to be reflected as variants of values.

i. Have Fun!

While trying on heavy burdens of teaching and learning processes both teachers and students may spare some time for fun, more importantly the lesson shouldn't be given in a very serious, mundane way as it would cause boredom. There can be little breaks of entertainment and lesson process should be provided together with fun, in other words, students should learn through fun activities.

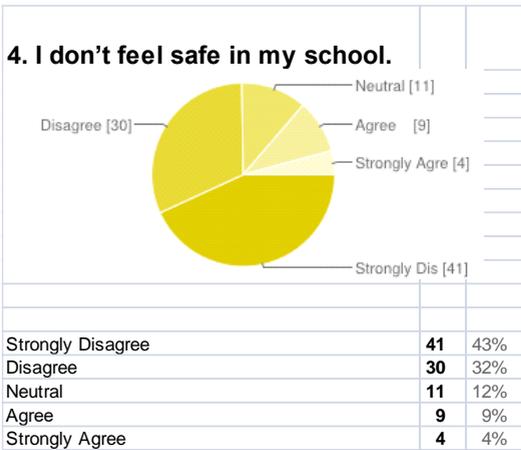
j. Be Consistent

Among above mentioned techniques the most inclusive one that also covers the other techniques in a way is being consistent in whatever discipline, rules, or guidelines are being followed. If students are well aware of the fact that their teachers are following some principles persistently, they will eventually start to indicate positive behavior no matter what obstacles they face during the process of educational activities. Deliberate establishment of the procedures and routines Lewis, Powers, Kelk, & Newcomer, (2002) (like quizzes and exams) within the first few weeks of school would stabilize expectations as well when teachers adhere to a small set of well-defined expectations (e.g., "Be respectful; be responsible; be a problem solver") which would also provide reinforcement protocols when expectations are met as well as rapid application of stated consequences when expectations are not met (Roskos, et. al, 2012).

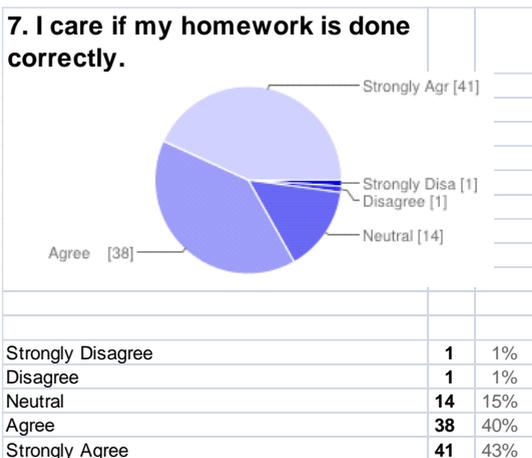
4. SIGNIFICANCE OF STUDY SKILLS AND SECURE ATTACHMENT

Study conducted through a questionnaire by Aslan, Mehmet (2014) indicates that students from different regions of Albania that have to live in an educational institution, not only for school time but also for after school times to perform extracurricular activities as some students in Albania have to live in dormitories, experience different problems and face many factors that shape their identities and help them develop different characteristic traits. The study is vital in understanding the correlation between study skills, secure attachment and self-management techniques within class settings as the factors that increase school attachment, like modern facilities, friendly atmosphere; teacher friendly orientations, family support etc. are investigated. The study is quite vital in its field as educational success is correlated with school bonding, thus students' achievements are also investigated and findings are reflected through case studies as well. This pilot study also provide samples for future studies on students' dormitory lives, their interactions with peers and teachers when provided more data from other schools in Albania as to obtain more generalized and comparable data on the issue.

Following two tables indicate the interrelation between study skills, secure attachment and self-management techniques that are obtained from the survey analysis in an Albanian high school which is important in having an idea on the Albanian students' characteristic traits;



School safety is one of the essential components in relation with students' feelings of bonding with school as in having a secure setting of being sure of any sort of threat that may affect their performances. This vital survey question reflects high scale of safety among students as the question is negatively asked the results indicate negative responses with positive meaning. $43+32=75\%$ of students don't feel insecure at school. 12% being neutral leaves only 13% of positive responses with negative meaning. However, 13% is also worth to mention as even lower scales of insecurity should be considered seriously.



The word 'correctly' plays an essential role in understanding students responses as doing homework is considered to be an essential element in learning, but having it done correctly is more vital in measuring students interest in giving importance to do the homework with its requirements as well as having an idea on students critical thinking in terms of study skills. $43+40\%$ of the students agree that doing the homework correctly is important, on the other hand 17% being out of positive responses raises a warning in reconsidering students' perception.

5. CONCLUSION

The search for unknown throughout history brought us to the interrelation between school, teacher, and students; as it has always been a need for human beings to quench their thirst for learning more and more. However, environmental issues,

different talents, variety of the goals, methodologies used in teaching or learning, and most importantly technology are some of the factors that determine the level of teaching and learning on each individual. Thus providing sustainable, maintainable principles and following them in order to achieve success is quite vital on both teacher and student side.

The study also suggests that there is a correlation between study skills, secure attachment as to obtain efficient self-management techniques. Principles may vary from instructor to instructor, but consistency and simplicity of the principles have great impact in realizing expected behavior by students as to reach satisfactory results in terms of learning and character development.

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The Role of Orientation in Youth Empowerment for National Development

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Abstract

Young and competent people are often recognised as the vibrant conscience of the world being the active drivers of social change, cultural heritage, viable economy and democratic polity for shared prosperity of any progressive nation. Challenges of the ailing Nigerian community which necessitate re-orientation of youths include family instability, moral bankruptcy, increasing population and unemployment, incessant strikes, declining fortunes of education, bad governance, defective service delivery, and unhealthy lifestyles of the citizenry. A strategic plan for creative orientation of youths toward their empowerment should be anchored on functional education and entrepreneurial training, acquisition of core family values, exemplary leadership and mentorship, self-development for self-reliance, exhibition and preservation of cultural heritage, career fairs and seminars, good self-concept, and inculcation of safety and security of life and property. Hence, it is suggested that adequate funding of qualitative education and specialised training, resuscitation of ailing manufacturing industries, provision of functional modern infrastructural facilities in schools and society, display of purposeful democratic leadership, inculcation of core family values and professional standards within the context of our cultural heritage, and exposure to basic principles of healthy living would empower our energetic and talented youths for quality human life. This could strengthen the youths to become excellent professionals that will manage the national economy and polity for shared prosperity of the people in a dynamic world of greater possibilities and achievements.

Keywords: Youths, orientation, family values, education, empowerment, self-reliance, employment, economy, prosperity and quality human life

Introduction

The contemporary Nigeria needs an extensive change in orientation as a means to achieve a comprehensive improvement in capacity building, democratic governance, economic diversity and quality of human life. Otherwise, the growing children and youths may be destined to inherit the profligate values and destructive mindsets of our showy leaders, and bear the brunt of our collective inaction, incompetence and impunity. In Oyekan's (2000) opinion, young people are the vibrant conscience of the dynamic world being the active drivers of social change, cultural heritage, national economy and democratic polity for shared prosperity and harmony in any progressive nation. Hence, youths should be resilient enough to be well educated, empowered and mentored by successful professionals with sufficient erudition, vocational passion and intrinsic determination for exemplary leadership excellence in expeditious service delivery and wealth creation as a gateway to quality human life (Oyekan, 2000; Curtis, 2009; Okwelle & Ayonmike, 2014). A society whose vibrant youths are adequately provided with functional education, healthcare services, entrepreneurship training and gainful employment with mutual love, respect and dignity will grow, develop and prosper in peace and excellence (Oyekan, 2013). Such versatile youths shall become the bedrock of any nation whose progressive development, vitality, destiny and well-being are inherent in their creative talents and visions of sustainable human survival. It is imperative for self-reliance and self-fulfillment to make these indispensable youths imbibe the core values of humanity and best global practices as hallmarks of effective citizenship and responsible leadership from home, school and their living community.

However, leadership failures from revered educative agencies, unified governmental organisations and organised private sector have resulted into the prevailing high rate of illiteracy, unemployment, low industrial productive capacity and depressed economy, closure of some labour-intensive manufacturing industries, incompetent workforce, infrastructural decay, brazen corruption, poverty, insecurity and desperation of the citizenry in all aspects of human life. Grating economic conditions and societal malfeasance have forced the poor and hungry unemployed youths to become prostitutes, killers, kidnappers, thugs and armed robbers (Ojo, 2015). It is an irony of life in a land enriched with abundant human and natural

resources. The purpose of leadership excellence in quality human life is to be useful, happy and responsive individuals with a vibrant passion for worthwhile desires in our living environment (Oyekan, 2013). What this implies is for the school, in collaboration with parents and captains of industries, to inculcate the core values of the community and world of work in our children and youths. Expected change should embrace effective transformation of hearts, minds and attitudes that are deep-rooted in our value system and ethos (The Guardian, 2015a). It is expected to produce capable future leaders who are brilliant, efficient and self-reliant citizens of exemplary distinction and wisdom. They will be blessed with an expansive capacity and tenacity to engage in independent work with minimal supervision, intellectual resourcefulness, optimal productivity and positive mindset for testimonial achievements.

Youths constitute a unique group of energetic young people who are growing from childhood towards adulthood with inquisitive minds, latent talents and purposeful vision of a better rewarding future (Arijesuyo, 2011; Oyekan, 2013). They usually love to engage reflective thinking, seek generative ideas and identity, and explore creativity in doing things differently with liberty to display their vitality and innovative talents for satisfactory resolution of human and environmental problems. Herein our dynamic youths should be assisted with relevant community resources in developing their creative imagination, ideas, talents, and vision as a means to nurture responsible and competent manpower aptly required to drive the ailing national economy. The school should be made an expansive world of creative ideas, exciting fun and endless opportunities for meaningful intellectual engagements, professional insights, career choices and entrepreneurial initiatives in the course of sustainable human capital development. With the requisite education and orientation on empowerment for national development, youths can become inevitable agents of impactful change and hope of reviving Nigerian society from its ailing economy and polity. A well coordinated orientation for sustainable youth empowerment becomes an expedient strategy to develop the creative potentials, entrepreneurial initiatives and professional vision of vibrant youths in rectifying the challenges confronting individuals and their communities.

Orientation is an organised provision of useful training, information and exhortation to sensitise individuals for capacity development and quality human life. It is a proactive act of adapting or directing the person's beliefs, feelings, attitudes, interests, talents or ideas toward a purposeful activity and vision at home, school, workplace and any other human organisation. Otherwise, the present day disorientation among youths can fuel cognitive dissonance, misconceptions, conflicts of interest, defective career choice, job dissatisfaction, leadership failure, industrial disharmony, social vices and insecurity of precious life and property. Promotion of sustainable national development, therefore, requires justifiable orientation as the children and youths choose subjects and vocations, embark on capacity building, and /or adopt viable business ventures for their gainful employment, wealth creation and existential survival. What this really implies is an entrenchment of rational orientation mechanism in all aspects of humanity including effective learning and vocational guidance as well as ethical, sexual, political, and religious orientations. This will concretise an enduring empowerment of youths in professional education, vocational training and profitable enterprises that will enhance creative entrepreneurship and gainful exploitation of our resources for shared prosperity and well-being of the citizenry.

Wikipedia (2015a) defined youth empowerment as an attitudinal, structural and cultural process whereby young people gain the ability, authority and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults. It is an important outcome of making a contribution and promotes a sense of self-worth (Almquist et al, 2015). Progressive nations such as Nigeria, Kenya and United States of America recognise youth empowerment as a gateway to intergenerational equity, civic engagement, democracy building and educational reform for self-reliance in sustainable wealth creation and national development. Thus, empowerment is the process of strengthening the spiritual, political, social and economic power and capability of individuals to improve their efficiency in creating meaningful opportunities for sustainable character development, wealth creation and quality human life. Being a student-centred learning and community-based mentoring programme, youth empowerment imparts on its participants relevant knowledge and skills to build exemplary character, strengthen decision making and reinforce the value of efficient community service. It is a reformative mechanism of encouraging young people to acquire the relevant competence and orientation to do great things which ensure working towards accomplishing their personal, educational, vocational and national goals. With adequate focus on sustainable motivation and persistence to help the young people to succeed and do great exploits, youth empowerment shall become a generative solidarity for shared prosperity, harmony and development of the society.

Hence, the purpose of this paper is to examine the vital role of orientation in effective youth empowerment for national development. Discussion will be centred on the need to redirect the thinking, beliefs, feelings, interests and opinions of

youths on education, self-development and exhortation about the world of education and work for gainful living. Youths surely deserve a vibrant orientation on the prevailing issues and problems confronting our dynamic community. Adequate exposure of youths to the basic moral principles and professional standards, words of exhortation on quality life and safe environment, information on life-supporting educational programmes, training workshops on entrepreneurship initiatives, basic hints on job and wealth creation, and seminars on healthy lifestyles will help in raising well educated, informed and inspired competent citizens. Such a crop of healthy, educated fellows might have expansive capacity and commitment to make rational contributions towards meaningful development of our dream nation.

The Necessity for Youth Orientation and Empowerment

The prevailing social, economic and political crisis in our community is an impactful function of bad leadership, corruption, unemployment, insecurity and poverty at all levels of humanity. Ehusani (2015) noted that what Nigeria lacked are disciplined, purposeful, visionary, courageous and selfless leaders, whose very lives encapsulate the values that are necessary for nation building. African policy makers have recognised the challenges of creating gainful employment opportunities and the related need for economic and labour market transformations (International Labour Organisation, 2014). Emerging conflicts, disputes, contradictions and inadequacies in our homes, schools and governments are creating the critical gaps in skills' acquisition, training needs and ethical orientation for the youths to cope with the vicissitudes of nation building.

The National Policy on Education (Federal Republic of Nigeria, 2013) effectively addressed the persistent gaps in education policy provisions and implementation in Nigeria with diversified curriculum in the post-basic education and career development of learners for self-reliance and gainful employment. Hence, Omotere (2011), Oyekan (2013), Ehusani (2015) and Fowler (2015) reflected on a variety of problems of our ailing Nigerian community and identified some challenges having significant impact on youths, namely:

1. **Family instability** typified by divorce, wife battering, child abuse/labour, prostitution and rape often result from destruction of basic values of the community which promote humility, diligence, integrity, cooperation, trust, peace, unity and harmony with caring love for all;
2. **Indiscipline and immoral behaviours** depicted by corruption, cultism, criminality, militancy, insurgency, examination malpractice, hate campaign, electoral fraud, thuggery, kidnapping, indecent dressing, arson and vandalism;
3. **Diseases** which may severally weaken the intellectual capacity, entrepreneurial capability and physical fitness of human beings who are formidable assets of production and national development e.g. malaria, sickle-cell anaemia, autism, cholera, obesity, diabetes, cancer, HIV/AIDS, hypertension and stroke;
4. **Rising unemployment rate** of the school graduates and artisans with relevant knowledge, useful vocational competence and professional standards in their fields of specialisation;
5. **Infrastructural inertia** as exemplified by irregular supplies of electricity and clean water; bad roads, air/sea ports, and railways; dilapidated school buildings, ill-equipped laboratories and workshops, and poor healthcare facilities;
6. **Rapid population growth** that overstretches and defies all developmental plans, statistics, policies, programmes, projects and facilities in public and private sectors of the economy;
7. **Alcoholism, smoking and drug abuse** which could hinder healthy development, physical fitness, emotional stability, learning proficiency, labour productivity, discipline, harmony and security of life and property;
8. **Incessant strikes** by workers, students, associations and communities which often disrupt the school calendar, achievement motivation, industrial harmony and labour productivity;
9. **Apathy towards education** engulfed with large classes, poor teaching, learning failure, examination malpractices and high unemployment rate of the school graduates; and
10. **Closure of critical manufacturing industries** worsened by inadequate support for Small and Medium-sized Enterprises (SMEs) to flourish with employment opportunities which would enhance gainful living, wealth creation and well-being of the citizenry; and
11. **Mentality and ideology of political leaders** with insatiable appetite for public funds.

Above-mentioned stressful conditions are the excruciating catalysts of attitudinal failure and underdevelopment that can hinder effective growth and useful contributions of youths to meaningful national development. They can severally promote bad attitudes toward quality education, democracy, personal health care, environmental management, productive work, wealth creation and peaceful co-existence of the community. Prevalence of these impediments to viable human capacity building, prosperous national economy and well-being of the citizenry appears to be worsened by leadership failure in a threatening season of brazen impunity and insecurity. The Chancellor, Covenant University, Ota, Nigeria, Dr. David Oyedepo, in Saturday Punch(2015), opined that:

The major reason the economies of many African countries are in comatose is the dearth of innovative, knowledge-based education. Africa was ahead in education in 500 BC. Greek historians went to Egypt for education until something went haywire (p.10).

Given the historical and contemporary realities of youths in the progressive development of nations, it seems unbridled corruption, unemployment, poverty, criminality and indiscipline in all aspects of our national life is at the root of the political, economic and social ills afflicting the Nigerian society. This surely necessitates an inclusive orientation and empowerment of youths as the key to enrich their quality education and entrepreneurial training for sustainable national development.

Practice of politics of bitterness, violence and destruction by our leaders is usually assisted by the use of unemployed and greedy youths. They serve as willing partisan tools of conflicts, disputes and crises in kidnapping, intimidating and beating up critics and opponents, organising demonstrations/riots with hate speeches and curses, and destroying precious lives and property. During elections, some youths aid invidious electoral malpractices through rigging, replacement and snatching of ballot boxes, and inflation of votes. What do youths actually gain from these eternal offences against humanity? Emerging bad leadership may not care for our well-being in terms of good tarred roads, functional ports and railways, well-equipped hospitals/health centres well-stocked laboratories and libraries, regular supplies of electric power and potable water, furnished classrooms and hostels, comfortable recreation centres, and good town planning.

Apathy towards full schooling, further education and professional training with entrepreneurial mindset makes some youths lazy, nonchalant and unproductive without employable skills and industrial experiences. Such passive and incompetent fellows often drop out of schools without any creative knowledge and credible certificates for good income-earning jobs. Thereafter, some indecent youths severally engage in cultism, prostitution, internet fraud, stealing and armed robbery, thuggery, kidnapping for a ransom or become street urchins with explicit aggression and intent for destruction. Excessive smoking of cigarettes, marijuana and tobacco; drinking of strong alcoholic beverages, and taking of hard drugs by some youths may turn them into addicts, thugs and criminals. They can become intolerant of constructive criticism, other religions, lack safety culture in riding motorcycles and cars/trucks, and exhibit brazen disrespect for elders and constituted authorities. Hence, these youths may develop a penchant for extortion of the public, sexual abuse, cultism, armed robbery and insecurity by causing crisis, violence and destruction of life. Vandalisation of infrastructural facilities such as electric wires, oil pipelines, water pipes, vehicles, hostels, houses and furniture items usually disrupt enjoyment of services from these public utilities. Concerted efforts aimed at counselling these indolent young dropouts, smokers, drunkards, and vandals could change their attitude toward greater improvement in their education, work, business ventures and community relations.

However, Omotere (2011) discovered that poor monitoring and supervision of youth programmes, lack of funding, inadequate infrastructural facilities, poor management of youth recreational facilities and vocational centre, and lack of qualified youth personnel, among others, were hindrances responsible for the poor implementation of youth empowerment programmes in Taraba State, Nigeria. The quality, attitude and vision of the school, government, philanthropic organisations, and community leaders will intensify the moral rectitude, decency and pursuit of excellence required by youths to live a purposeful life. Such a strategic orientation and empowerment of youths have the tendency to resolve many inadequacies, conflicts disputes and crises that are decreasing the existential fortunes of education, economy and the community in enhancing the well-being of the people.

Strategy for Orientation and Empowerment of Youths

The Nigerian society is fraught with endemic corruption, poverty, unemployment, impunity and insecurity in the recent times. Perhaps, this saddening situation might have resulted from declining fortunes of education and economy, glaring

inequality in accessing the common wealth and general incompetence of the leadership in ensuring national cohesion, peace, unity and prosperity of the citizenry. Is there any means of addressing the scathing critique and displeasure with the pervasive impunity of the government and its mode of democratic governance? What should be the collective responsibility of the government, private sector of the economy, the living community and the family towards a strategic action plan for youth empowerment? Should schools, at all levels of education, be involved in rectifying the prevailing social vices and inadequacies of the Nigerian society? In reality, youths need qualitative education, specialised training and life-changing experiences from kind-hearted citizens for true transformation and change towards a better future in this land of boundless opportunities. The quest for functional education and empowerment of the younger generation should be anchored on creative entrepreneurship and ethical morality with a gaze on sustainable positive youth development. Emerging self-reliant employment opportunities for production of goods and services could facilitate wealth creation, self-fulfillment and shared prosperity of the people.

Positive youth development (PYD) refers to intentional efforts of other youth, adults, communities, government agencies and schools to provide opportunities for youth to enhance their interests, skills, and abilities (Wikipedia, 2015b). Central to its philosophy, the theory of PYD suggests that "if young people have mutually beneficial relations with the people and institutions of their social world, they will be on the way to a hopeful future marked by positive contributions to self, family, community and civil society (Lerner et al, 2005). The basic tenets of PYD can be organised into to 6Cs, which are: competence, confidence, connection, character, caring and contribution. Thus, PYD focuses on the active promotion of optimal human development for positive outcomes that meet the needs, interests and aspirations of the young people in their family, schools, leisure and among peers.

Human resource is the greatest asset which makes an appreciable improvement in sustainable development of nations across the world. In spite of the harsh environmental variables, the prosperity of a nation is dependent on the quality of its functional infrastructures and healthy productive citizens that can produce durable goods and efficient services. Really, the youths are the hope for sustainable future and development of any prosperous nation. Our youths constitute a greater proportion of the workforce that is endowed with the required talents, energy and creativity to harness the vast resources of the community. This justifies the necessity to empower youths and spur them to contribute towards viable economic growth, democratic governance and social development of their people and society. The reality is that there is no substitute to the power of knowledge and to quality, life-transforming education for balanced development of all nations. From the earlier identified challenges having significant impact on the younger generation, a viable strategy towards effective orientation and innovation in creative empowerment of youths, who owns the future, should adopt integrated actions on:

1. Quality education

- (a) functional education and specialised training spiced with career fairs
- (b) population/family life education (Pop/FLE)
- (c) a mix of entrepreneurial initiatives in subject curricula and co-curricular activities
- (d) self-development for self-reliance and gainful employment

2. Core family values

- (a) acquisition of core family values for vitality in character and moral development
- (b) good parental care with personal, vocational and sexual counselling
- (c) healthy lifestyles for healthy living in a healthier world

3. Purposeful leadership

- (a) exemplary leadership and mentorship with required competence and exhortation
- (b) diversification of the national economy

4. Preservation of human assets

- (a) membership of socio-cultural and cooperative societies for peaceful life
- (b) exhibition and preservation of our collective cultural heritage
- (c) safety and security of life and property.

Experience has shown that effectively empowered, re-oriented and mobilised youths are the critical agents of change and development in the society. Our collective responsibility for meaningful change and realization of our aspirations and

expectations requires an ethical revolution (Adeloye, 2015). Such an ethical re-orientation must both challenge and appeal to our conscience nurtured by truth and fortitude to do the right thing at the right time.

Quality Education

Adequate investment in functional education and specialised training will enable the youths to acquire relevant knowledge, practical skills and good attitudes required for problem solving, wealth creation and development of the community. The tendency is to facilitate human capacity building (manpower supply), effective work performance (productivity), and comprehensive management of resources (total quality assurance) for national development. In reality, young people will learn better and participate more fully when they feel physically and emotionally safe at home, school and in the neighbourhood which encourages honesty, trust, merit, friendship, respect and quality relationships among peers and adults (Almquist et al.2015). Schools would become the generative learning centres which severally nurture and blend sound minds and creative skills with best global practices through comprehensive intellectual development, pedagogical engagement and entrepreneurial refinement of individuals for positive transformation of their growing society. The vitality and potency of specialised learning and training to vibrant human capital development in nation building underlines the critical essence of functional literacy for the evolution of an educated society. Such a veritable knowledge-based community will comprise a crop of competent and well-behaved fellows who are resolutely committed and responsive with practicable solutions to the prevailing challenges of their living environment. Within the developmental context of their cultural heritage, the enduring power of literacy is inherent in its building of capacity and capability of youths to use their acquired creative knowledge, practical skills and value-orientations to enhance quality human life. Hence, the school graduates will have the requisite professional and vocational competence, worthy strength of character and learning, and enthusiastic fortitude to mitigate the social, economic and political crisis in all aspects of national economy and polity.

The Nigeria's philosophy of education is, among others, based on a comprehensive and functional education which offers diversified curriculum to cater for the varying needs of learners and the society (Federal Republic of Nigeria, 2013). At the post-basic education and career development level of secondary schooling, learners are exposed to civic education, science and mathematics, technology, humanities, business studies, vocational and entrepreneurship subjects. The motive is to prepare each student in consonance with his/her potential, interest and capability for tertiary education or for the world of work, wealth creation and entrepreneurship (Federal Republic of Nigeria, 2013). Herein a meaningful orientation of adolescents and youths should comprise vital information and exhortation on relevance of chosen subjects, vocations and job-specific skills for prospective careers, employment opportunities and well-being of learners. The school becomes the enduring instrumentality of nurturing vibrant personality ingrained with professional versatility, entrepreneurial ingenuity and ethical morality towards personal satisfaction and joyful human life.

There is a population crisis which influences the dynamics of education and family life in Nigerian society. A stressed human community is characterised by a spate of stressful conditions typified by family instability, moral decadence and gross indiscipline, poverty, diseases, unemployment, incessant strikes, infrastructural inertia, and learning failure in the wake of rapid population growth and large classes (Oyekan, 2000). In a decent society where leadership role is not defined by money, qualitative education and population would be given utmost attention in its developmental objectives for nation building. The school should provide sufficient infrastructural facilities, funds and professional staff with adequate knowledge of the dynamics of population and family. It is intended to strengthen teachers with capacity and vision to cope with the global challenges of economy, population and family life in a democratic society. This demands a happy family, control of our population, respect of the physical environment, encouragement of environmental friendliness or 'going green' with abiding faith and vigour for human survival and world peace. It is instructive that schools, from primary through secondary and tertiary educational institutions, should make bold attempts to highlight rational aspects of qualitative population and good family life in their instructional practices. The purpose of population/family life education (Pop/FLE) is to sensitise, enlighten and equip the children, youths and adults with relevant knowledge, skills and experiences to make intelligent decisions on good lifestyles, healthy living, and pleasant learning. Adequate caring opportunities at home, school and workplaces shall strengthen the youngsters to imbibe the core human values and participate in preventive health promotion anchored on disease control, stress reduction, drug education, sexual counselling, birth control and quality nutrition in a happy and stable family.

Hence, the youths will have an enabling environment spiced with vital information and inspiring support for well-rounded education that can promote good self-concept, self-reliance and gainful living. Youths need to be exposed periodically to the contemporary challenges of human life, good nutrition, entrepreneurship studies, career education, and successful mentors to ensure quality assurance of their professional vision towards self-fulfillment and peaceful life. Efforts of the government, schools, and parents should also enhance organisation and sponsorship of educational competitions, exhibitions, career fairs, skills acquisition training workshops, and collaborative exchange programmes with industries and innovation enterprise institutions for sharing of knowledge and prosperity. When children and youths are exposed to the biographies and autobiographies of prominent successful leaders and captains of industries across the world, they will be inspired with an intrinsic desire to succeed with rational exploits and greater heights. This would influence the vision, vocational choice, productivity and effective use of talents by intelligent youths with creative minds to generate innovative solutions toward enhancement of sustainable economic development, industrial harmony and world peace.

Core Family Values

Family life provides high levels of love and support, parental advice and counselling, achievement motivation, safety, stability, and social justice for young people within a caring and peaceful neighbourhood (Almquist et al, 2015). Nowadays, increasing instability of the family results from erosion of the core values of humanity as parents and elders are failing in their responsibilities to raise well-behaved intelligent children and youths. These important core values include:

- Humility, decency, honesty, hard work, self-esteem
- Excellence, love, cleanliness, teamwork, patience
- Creativity, discipline, kindness, commitment, consistency
- Trust, friendship, respect, transparency, accountability
- Tolerance, integrity, confidence, justice, meritocracy

When youths acquire and exhibit these values as moral principles and operational standards, they will develop good character, exhibit excellent performance and receive abundant blessings in their life activities. Such ethical re-orientation must challenge and appeal to our conscience in chosen vocations of youths and adults. Fowler (2015) espoused some character-forming values and behaviours, which are the bedrock of nation building, that can be learnt and embraced through agriculture to include hard work, discipline, good judgment, investment of time and resources, responsibility, commitment, tenacity and work-based rewards. Once assimilated, these life skills which are lacking in our youths are readily transferable and adaptable to other spheres of human endeavour. In reality, meaningful learning and good character with due integrity, perseverance and self-esteem will make our youths to shun social vices such as selfishness, pride, anger, envy, lust, corruption, forgery, laziness and examination malpractice as well as rape, kidnapping, thuggery, arson, assassination, stealing, Internet fraud, vandalism and hatred of self-help projects in their community. This expectedly could bring back discipline, diligence, self-respect, accountability, equity, patriotism, productivity and security to homes, schools, workplaces, fields, political parties and civil service.

Parents should take care of their children with adequate provision of basic necessities of life and necessities of education. Children and ladies should be prevented from being deceived of exotic gifts, juicy jobs and becoming entrapped as pawns in the custody of depraved human traffickers and kidnapping syndicates, who ferry them to foreign lands for commercial sexual and labour exploitation amidst excruciating adversity. In the face of high rate of unemployment in the country, the government needs to provide more job opportunities for school graduates in order to reduce crimes and poverty which has changed the lifestyles of Nigerians in terms of basic necessities of life (Adeleye, 2015). Schools should create sexual awareness and sexual abuse policy to protect pupils and staff. Early sex and marriage which are facilitated by ignorance, illiteracy, poverty and religion should be carefully discouraged among the youths. This will save teenagers and youths from painful unwanted pregnancies and abortions; dropping out of schools and training workshops; sexually transmitted infections (e.g. HIV/AIDS, gonorrhoea, and cervical cancer); and untimely deaths. Help links include good parental care, democratic parenting and sexual counselling in a supportive family to prevent early initiation into sex and marriage.

Children, youths and adults must be exposed to decent accommodation, quality nutrition and parental guidance to make them become healthy, productive and responsible professionals in future. Adoption of good lifestyles, quality nutrition, regular exercises and routine medical check-up will provide the essentials for healthy growth of the body. Effective functioning of the brain, hands, legs and the body system require the basic nutrients from regular consumption of balanced diet spiced with green leafy vegetables, fresh fruits and water. However, consumption of sugary and fatty food substances

should be minimised to prevent some deadly diseases such as obesity, diabetes, hypertension, kidney failure, stroke or any cardiovascular illness. If the body is to function well, it is also advisable for developing youths to avoid smoking, drinking of alcoholic beverages, taking of hard drugs, and participating in all forms of indiscipline and criminal activities. These unwholesome lifestyles may hinder effective development of the body, precipitate emotional stress and further retard efficient functioning of the brain. Hence, children, youths and adults are implored to eat balanced diet, embrace healthy habits and do regular exercises to keep them mentally alert, physically fit, emotionally stable and responsively accessible to meaningful learning, lucrative performing arts, and sporting activities such as athletics, football and tennis. This could make the youths to acquire well-rounded education ingrained with entrepreneurial orientation towards money-spinning vocational and technical subjects such as agriculture, basic electronics, bead making, clothing and textile, commerce, masonry, music, photography and wood work. Emerging trained and skilled manpower would be healthy, intelligent, emotionally stable and self-reliant professionals with creative minds to devise new survival strategies and innovative solutions to cope with the vicissitudes of life.

High unemployment rate is greatest globally among the active young generation of the Nigerian population. The youths, who constitute close to 70% of the 170 million Nigerians, are disadvantaged in getting jobs because most of the school subject curricula lack learning contents on critical knowledge, career skills and industrial experiences that can facilitate their vocational development and employment opportunities. It is, therefore, imperative for youths to engage themselves in relevant creative ideas, survival skills and right attitudes with positive entrepreneurial mindset. Regular attendance of viable skills training programmes on Small and Medium-sized Enterprises (SMEs), after the school hours and during holidays, will put them at an employment and additional income advantage among their peers. Youths should always embrace hard work and willingness to learn, read and accept novel ideas with commitment towards professional competence and excellence in workplaces and business ventures. This can make them to become self-reliant employees and/or employers of labour with self-fulfillment.

Purposeful Leadership

Nigerians want enduring changes in the management and boost of the economy. It is expedient for the government to fight corruption; provide job opportunities; end the gross indiscipline in the civil service; repair decrepit Kaduna, Port-harcourt and Warri refineries; and ensure steady power supply (Ehusani, 2015). The prevalence of infrastructural inertia hinders effective functioning of public utilities, (cottage) industries and companies, employment opportunities, industrial harmony and well-being of the people. Such politicians precipitating these hardships seem to have chronic mentality and anti-people ideology with insatiable appetite for public funds. They need to be refined with relevant reformative information and experiences from effective study of civic education, voter education and effective citizenship on democratic principles of electoral process and sterling qualities of prominent successful leaders across the world. Self-control and sacrifice for the common good are aspects of integrity which is central to good leadership governance (The Guardian, 2015). A purposeful leader exhibits exemplary performance, mentorship and willingness to learn new ideas with requisite cordiality and diplomacy. Such a creative leader is driven by competence, dedication and passion for quality management of resources and improvement of infrastructural facilities. This provides enabling environment that will enhance total capacity utilization of industries, job creation and security of the citizens. When parents, elders and leaders display moral integrity and provide adequate welfare for the children and youths, these youngsters would be empowered to live a productive and decent life in a safe environment. The re-oriented youths could be strengthened to challenge and halt inequality, marginalisation and oppression which severally breed poverty, unemployment and social vices in the society.

Inability of the leadership to grow inclusive economy and development of the nation seems to be linked with the sustenance of a monolithic oil-reliant economy. Above 70% of the national income accrues from the exploitation and sales of petroleum products, often hamstrung by the global market. However, the Federal government could source substantial revenues also from exploitation and utilisation of abundant resources ingrained in agriculture, solid minerals, hospitality and tourism, construction sector, sports development, revitalisation of comatosed industries and supportive growth of SMEs. What is really expected to sustain the national development is an organised diversification of the economy in the wake of dwindling oil revenues and pursuit of job-led growth. Supply of trained manpower to manage the emerging growth and development of the economy demands diversified curricula at the senior secondary and tertiary levels of schooling. Learners would have to be exposed to a combination of civic education, effective citizenship, business studies, science and mathematics, vocational, technology and entrepreneurship subjects. Incorporation of co-curricular activities in sports, youth clubs,

societies, exhibitions, and competitions on a variety of issues and challenges could prospect creative development and empowerment of youths in a knowledge-based economy. The objective is to produce responsible, enterprising and self-reliant manpower who can apply their expertise to raise their productivity, generate income and solve emerging problems in their society.

Preservation of Human Assets

Workers need multiple sources of continuous income streams and capital through some empowerment and investment platforms to attain financial freedom. When working in the nearest future, youths should endeavour to join progressive and achievement-oriented associations which share their career objectives, welfare needs and joy of quality life. Membership of a registered Cooperative Multipurpose Society (CMS) will encourage the youths to imbibe savings culture, and secure low interest loans for their business ventures, academic programmes and life supporting projects. The Project Fix Nigeria Consulting Limited opined that cooperative societies can maximise the critical mass, provide cheap capital and economy of scale, galvanise business growth and employment, and promote self-reliance and well-being of the people (The Punch, 2015a). What should be done to tackle unemployment and boost productivity across the country is to leverage on the abundant resources and opportunities in agriculture, cooperatives, cottage industries, information and communication technologies (ICT), and entrepreneurship development of youths in productive skill acquisition. Building a network of entrepreneurial leaders necessary to drive the growth of SMEs, therefore, could facilitate consistent production of quality goods and services thereby promoting sustainable industrialisation and inclusive economic development in Nigeria.

Our youths should be implored to adopt, refine and preserve the cultural heritage of their living environment. It is necessary for parents, schools and community resource persons to encourage regular use of mother tongue, attendance of traditional activities, watching of culture-based films/plays, excursion to historical museums and gardens, impartation of basic tenets of the society, and learning of the rational ways of life of their people. Acceptance and use of locally-produced goods and services by children, youths and adults should be encouraged by all as a collective responsibility for promoting local industrial production towards national development. This could support and prompt the continual survival of endangered manufacturing industries towards sustainable profitability, and provision of jobs to qualified school graduates and artisans.

Viable preservation of quality human assets is dependent on the consistent security of life and property. Security could be defined as an enduring freedom from potential danger or threat to the well-being, harmony and safety of the citizenry and their resources. It is the statutory ability of the family and nation to feed, protect, shelter and develop the creative talents of children and youths for shared prosperity and social harmony of their living community in a happy expectancy. However, Nigeria is confronted with daunting security challenges which include armed robbery, ethnic crisis, assassination, militancy, kidnapping and terrorism (Umaru et al, 2015). The onus is on youths to imbibe and exhibit safety culture at home, offices, classrooms, laboratories, studios, workshops, industries, farms, fields, recreation centres and in their journeys. This prevents avoidable accidents, damages injuries, deaths and expenditures which might have been saved and used on improving their comprehensive education, technical and vocational training, medical care, security surveillance, and infrastructural facilities for the continuity of quality human life. What is expected of the youths is a continuous commitment to meaningful learning, orientation and empowerment that will strengthen their path of knowledge, innovation and responsibility for self-development and self-fulfillment. These rational leaders with purposeful vision could renew the society with the mantra of reformation, re-orientation and rehabilitation in their policy framework for sustainable development, industrial peace and social harmony.

A strategic plan for creative orientation of youths toward their empowerment should be anchored on functional education and entrepreneurial training, acquisition of core family values, exemplary leadership and mentorship, self-development and self-reliance, exhibition and preservation of cultural heritage, career fairs and seminars, good self-concept, and inculcation of safety and security of life and property. The Chartered Institute of Taxation of Nigeria advocated for universal access to education and health services, financial services, new technologies, affordable mortgage facilities, bank loans and equal distribution of resources to support economic development (The Punch, 2015b). Youths are advised to avail themselves of the limitless opportunities and accruable benefits in some national and international orientation and empowerment schemes which include:

1. National Directorate of Employment (NDE), which helps in orientation and empowerment of youths and adults in a variety of skills acquisition training programmes;
2. Graduate Internship Scheme (GIS), a product of the Subsidy Reinvestment and Empowerment Programme (SURE-P) that provides orientation and training for interns on mechanism of job hunt, running small businesses and career fairs aimed at empowering young graduates and taking them off the streets;
3. United States Agency for International Development (USAID);
4. FirstBank Sustainability Centre, which focuses on empowerment;
5. Tony Elumelu Foundation Entrepreneurship Programme, a \$100 million entrepreneurial training scheme for producing 10,000 creative African entrepreneurs to manage the continental economy.
6. Youth Empowerment Programme (YEP) in Kenya. It is a youth-focused initiative dedicated to fighting illiteracy, poverty, unemployment, crime, drug and substance abuse among other social evils by providing academic, talent and sports training coupled with internships and jobs to the less fortunate across the country. Youths are empowered through (i) Scholarships and Training, and (ii) YEP Club which bridges the gap between class work and practical world. Website: www.youth-employment-program.org
7. Youth Empowerment Nigeria (YEN), Lagos is involved in skill acquisition programme that includes training in bead making, event decoration, cake baking and decoration, makeup and Gele tying, and website design. It has a start-up SME Loan Scheme between N50,000-300,000.00k.
8. Website: www.youthempowermentnigeria.org
9. Rise Networks, Ikeja, Nigeria. A leading social enterprise with a deliberate interest in technology and youth education in Africa. Tel: +234 909 807 0080, +234 706 054 5017
10. Website: [www.ngex.com/bd/search?q=Youth EmpowermentProgram&place=Nigeria](http://www.ngex.com/bd/search?q=Youth+EmpowermentProgram&place=Nigeria)
11. New Era Foundation, Ibeju-Lekki, Lagos, Nigeria. It implements programmes and activities focused on youth development and women empowerment. Tel. +2348060666696
12. Women Entrepreneurs Association of Nigeria, Surulere, Lagos.
13. NGO offering empowerment business training and management programme for women and youths. Tel: +234 803 331 0751, +234 802 315 3359
14. Youth Empowerment for Innovation in Nigeria. It provides platforms that foster and promote youth empowerment. Youths are the sustainable future.

Website: www.ebusinessnigeria.com/business/youth-empowerment

Barring any interfering drawbacks, these basic components of youth orientation and empowerment could promote development of competencies and information for effective citizenship, labour productivity and wealth creation in gainful living. Ethical approach will strengthen and reflect firmness, coherency, thoroughness, and sincerity in constructive analysis of issues and creative resolution of problems associated with man and his living environment. The youths will be able to feel secure about the future for gainful employment and quality human life.

Prospects of Well-Oriented and Empowered Youths

Youths are the most valuable and precious resources whose creative talents and innate abilities would enhance their entrepreneurial capacity to nurture SMEs as the engine growth of the economy. While noting that the modern day economy is driven largely by craft exemplified in SMEs, Honeywell Flour Mills Plc believed that unemployment would reduce considerably if youths shunned the quest for non-existent white-collar jobs and rediscovered themselves through entrepreneurial training in life-sustaining vocations (The Punch, 2015c). This why an exposure to Technical Vocational Education and Training (TVET) will empower the youths and adults with learning experiences which are relevant to the vibrant world of work thereby enhancing sustainable human resource development, industrial productivity and quality of life for all (Okwelle and Ayonmike, 2014). As vibrant workers or employers of labour someday, youths are crucial to balanced development and sustainable wealth creation of nations. Herein it is instructive that youth empowerment in the changing digital and technology landscape of the 21st Century must be committed to driving inclusive economic growth and industrial development for shared prosperity and harmony of the society. This would facilitate strategic planning, collaborative engagement and effective deployment of technological tools for development of creative talents, skills and visions of youths towards human capacity building and self-reliant employment.

A well-oriented and empowered youth would have been well educated, informed and equipped with necessary vocational competence, industrial experiences and professional standards from senior secondary schools, tertiary educational institutions and innovation enterprise institutions. Such an enterprising and self-reliant manpower can apply their expertise to raise their productivity, solve human and environmental problems, and generate income to enhance their well-being. Hence, the prospects of well-oriented and empowered youths for national development include their resilient abilities to:

1. discover their creative talents, survival skills and vision of quality life with self-esteem;
2. acquire the necessary expertise, experience and confidence for productive investments;
3. develop a sense of responsibility and autonomy as rational vanguards for continuous functioning and maintenance of critical infrastructures;
4. display good lifestyles, healthy living and emotional stability in powering total quality management of national economy and polity;
5. acquire an entrepreneurial mindset for positive thinking, problem solving, wealth creation and happy living;
6. minimise the scourging menace of social vices of corruption, poverty and insecurity;
7. secure the proficiency, information and fortitude for effective leadership and good governance and sustainable development;
8. combine vocational and entrepreneurship subjects with the school curriculum;
9. enhance development of vibrant personality ingrained with intellectual sagacity, professional versatility, entrepreneurial ingenuity and moral integrity towards enduring work productivity, personal satisfaction and joyful human life;
10. promote gainful self-reliant employment that will boost national productivity, inclusive economic development, public well-being and social harmony; and
11. imbibe the vibrant power of investment and culture of savings from inclusive financial literacy initiatives of being diligent, prudent and conscientious leaders with entrepreneurship acumen and excellence in their chosen careers.

From the above, well educated and trained youths exposed to effective orientation in their educational and innovation enterprise institutions would have acquired the necessary capacity and capability to perform and excel with outstanding achievements. They might have been empowered with relevant knowledge, specialised industrial skills, moral rectitude and appropriate certification in their chosen trades or careers. Such youths could become vibrant workforce with inherent discipline and professionalism as critical agents of change to mobilise resources in overcoming learning difficulties, barriers to business management and obstacles to national development for shared prosperity and social harmony. Effective orientation and empowerment may become a brilliant strategy to integrate academic and vocational ideas in learning activities, provide real-world life experiences and unleash the creative energies within the Nigerian people.

Effective orientation towards youth empowerment could minimize the scourging menace of employment by increasing the employability and self-reliant job opportunities which might halt the growing army of unemployed school graduates, street-roaming youths (street urchins) and retrenched adult workers. The Trade Union Congress (Nigeria) asserted that unemployment rate is a very important indicator of a country's economic strength and growth (The Punch, 2015d). Against this background, competent and responsive school graduates with entrepreneurial mindset should work to acquire the required expertise, experience and (financial) resources to venture successfully into productive investments related to their inherent talents, enterprising abilities and intrinsic aspirations for quality human life. The tendency is to promote sustainable human capital development largely needed to produce essential goods and render functional services toward our collective prosperity and well-being. In reality, this enhanced labour productivity will upscale inclusive economic growth as the main impetus to increase Gross Domestic Products (GDP) of national economy.

Fruitful engagement of youths with functional education and viable vocations is envisaged to develop a sense of responsibility and autonomy with exhibition of sterling tradition of qualitative character and learning in their living community. Schools, parents, public and private sectors, and significant others would have inculcated the core values for scholastic achievements, excellent performance, healthy living and existential survival in a changing world. Perhaps this eclectic orientation in all variants of humanity may empower, strengthen and renew the youths to help in eradicating the scourge of corruption which heightens excruciating lifestyles, poverty and criminality among the citizenry. This onerous task could eradicate the rural-urban drift of youths in search of greener pastures for non-existent jobs in cities. Such a disposition is more likely to leverage their intellectual capacity and entrepreneurial capability to enhance sustainable maintenance and

functionality of infrastructural facilities in their locality. The community-oriented youths could become veritable vanguards for the safety, longevity and cost-effectiveness of critical infrastructures for national development, namely the oil and gas pipelines; industrial machinery and tools; electric power lines; classrooms, hostels and laboratories; medical facilities and drugs; office equipment and furniture; vehicles and roads.

Meaningful orientation and empowerment of youths shall bless and inspire them with robust health, enriched operational consistency and fecundity of their innovative ideas. Effective utilisation of acquired professional knowledge, enterprising skills and industrial experiences in their chosen careers is more likely to promote good lifestyles, healthy living and emotional stability. Such a healthy professional strength of character and contentment will improve consistent work performance with requisite humility, integrity, harmony, peace of mind, dedication and vision to increase the fortunes of their learning centres, workplaces and living communities. When the rational risks of investing on their entrepreneurial intentions to solve human problems are fructified with appreciable wealth, courageous educated youths will become the critical change agents and visionary professionals to power total quality management of national economy and polity. Hence, re-oriented competent youths would serve as formidable catalysts for strategic thinking, planning, and execution of viable people-oriented policies, programmes and projects. These conscious leadership efforts could help to renovate dilapidated schools and hospitals, reconstruct failed roads and ports, resuscitate epileptic supplies of electricity and water, reform archaic judiciary and electoral systems, modernise security tools, and revive comatosed industries as platforms to create jobs and enhance the living standards of the people. From these landmark achievements, healthy youths will be regarded as nation builders as they contribute immensely towards eradication of unemployment, poverty, corruption, insecurity, infrastructural inertia and apathy towards standard education for all.

Effective orientation and empowerment of youths can strengthen them with audacious power of positive thinking, intellectual engagement, value addition and entrepreneurial mindset for creativity to explore new ideas, produce unique goods and render beneficial services that will make life much interesting, worthwhile and fulfilling to mankind. Such well oriented and empowered youths would not constitute human impediments to our collective change for sustainable national development. As Sote (2015) envisaged, the youngsters might not grow to become:

The crafty civil servants (who) may compromise the programmes of the government; the oil subsidy and import cartel (that) will resist a change in policy to run the local refineries efficiently; the military contractors that supply hardware, kits and foodstuffs for the prosecution of Boko Haram insurgency ... (p.64)

Youth empowerment is our solidarity for the creative minds to develop innovative solutions that promote our collective prosperity and well-being in a safe and secure environment. The severity of the prevailing social, economic and political challenges underscore the quest for empowerment as a strategic means for youth development. In other words, empowering youths is developing what is best in youths: their vision, creative power, and drive to make the world an inclusive, sustainable place for themselves and future generations (Curtis, 2009). Consistent motivation, cordiality, patience and personal example depicted by acts of exemplary leadership would assist youths to gain useful knowledge, life skills, job training, ethical values and the confidence necessary to help them become enterprising, secure employment and create bright, rewarding futures for themselves. Such an orientation in youth empowerment should expose them to academic and vocational subjects, industrial experiences and professional trainings that will blend vibrant minds with creative skills required to solve varying problems confronting their communities.

Conclusion and Recommendations

The critical role of an inclusive orientation in youth empowerment in subject curricula and co-curricular activities could engage them on strategic acquisition of great ideas, survival skills and right attitudes with positive mindset for healthy living and national development. Such a cream of proficient youths who are empowered and destined to excel, prosper and radiate stellar experiences of common humanity in a digital world. They would constitute the engine of growth that propels a strident mechanism of finding a lasting solution to the challenges of quality education, infrastructural management and sustainable development. In the same vein, these refined youths with requisite competence and orientation would imbibe the power of investment and culture of savings that could help to ensure total quality management of resources for our collective prosperity. These rational leaders with purposeful vision could renew the society with the mantra of reformation, re-orientation and rehabilitation in their policy framework for sustainable development, industrial peace and social harmony.

The tendency is for the productive youths with vibrant personality to display effective leadership which will promote good governance and functioning infrastructures with critical opportunities for continuous development of cottage industries, economic growth, industrial peace and poverty reduction among the citizenry. A viable school-industry partnership should be a vital component of subject curricula that could address critical issues associated with human capacity development, industrialisation and shared prosperity of the citizenry in nation building.

Youths hold the key to greater growth and development of our community. They should be focused, diligent and committed with enduring patience, passion for discipline and integrity in good character. Our youths with good character, honour and vision of good life can serve the community at all levels of appointive and elective positions. It implies that parents always should spend valuable time with their children by having useful discussions with them, allowing them to express their own views, and counselling on ways of preventing early initiation into sex and marriage. The rising cases of vulnerability of females to domestic abuse, trafficking and sexual violence demands regular exhortative enlightenment on sound educational, behavioural, social and vocational values for effective citizenship. Hence, parents should send and retain their children in standard schools with all the necessities of education to reduce the gradually increasing rates of out-of-school-age children, illiteracy, immorality, poverty and insecurity of life and property. Installation and use of information and communication technological (ICT) resources in schools and vocational enterprise institutions will empower teachers to boost instructional efficiency and cost-effectiveness, increase value addition to the national and global economy, and improve the well-being of the people.

Globally, politics is the rational appropriation of power and resources to govern and enhance the welfare, security and development of the community. Youths should not see their involvement in politics as a vocation, partisan tools of hate campaigns or as a replacement of their education and professional training for transient interests. They need to be well educated and trained with an entrepreneurial mindset for gainful employment, self-reliance and self-fulfillment. The culture of effective learning for gainful employment, wealth creation and useful life has to replace the present culture of nonchalance, mediocrity and materialism among the youths. Schools should intellectually engage the children and youths in educational competitions, skills acquisition training workshops, career fairs, seminars and learned conferences to promote the profundity and practicality of their potential talents, creative ideas and industrial skills as basis to earn gainful living with contentment. When in schools and workplaces, youths should be empowered with essential professional insights and strategic thinking ability to generate creative ideas and concepts that will facilitate quality learning and vocational counselling, imbibe a culture of business integrity, improve work performance, and enhance excellence in a digital world of limitless possibilities and achievements. Emerging sound professionals as diligent leaders and captains of industry will be inspired to promote our collective prosperity, industrial harmony, unity and moral integrity for national development. The functionality and relevancy of orientation in youth empowerment stipulate the need to diversify the school curriculum and national economy towards meaningful resolution of varying challenges confronting viable human development and environment.

The prevailing social, economic, and political crisis in Nigeria is a function of seamless leadership failure severally precipitated by illiteracy, corruption, poverty, unemployment, infrastructural inertial and insecurity of life and property. Across the nation, it is time to diversify and invest in quality education, developmental economy and democratic system of governance. Hence, the government is urged to prioritise and fund quality education and sound healthcare for all, train and renew human capital, fight the pervasive corruption to end the gross indiscipline in the public and private sectors, eradicate insurgency and insecurity, wholly repair the decrepit petrochemical refineries, revive moribund industries and comatosed business ventures, and ensure a steady power supply for domestic chores and industrial productions. Given their historical and contemporary realities, it is envisioned that the functionality and success of these efforts could produce proficient youths and adults with an enduring entrepreneurial clout to generate innovative solutions aimed at smashing all barriers against functional education, balanced personality, ethical practices, job creation, excellent performances, purposeful governance and infrastructural efficiency. Emerging conducive environment for sustainable human capital development and productive workforce shall facilitate total quality management of resources for self-reliance and fulfillment of developmental objectives within the framework of the overall philosophy of building a great prosperous nation. These well-oriented and empowered youths would use their creative competence, industrial experiences and transformative capacity to improve labour productivity, provide job opportunities and enhance social harmony for quality human life.

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Sustainability of “Vetëvendosje” Movement in the Political Sphere

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Abstract

This paper aims to analyze how “Vetëvendosja” movement has preserved its legitimacy since its creation and its actions, firstly as a movement and now as a political representative within the political system. Based on the analytical model of Constructivist Theory, Social Movement Framing Theory, data gathering and elaboration from interviews done to Albin Kurti as the first leader of this movement, The Ahtisaari’s plan, the political program and different public discourses, this paper will create a clearer research picture on this topic. This movement, born to contradict categorically and systematically the Ahtisaari’s Plan that stressed out the judicial, military and political sovereignty under the international protectorate, developed more and gain strength thanks to the thesis of national union. It organized a number of protests that caused the murder of a number of supporters and the imprisonment of the leader from the international forces. These new conditions led to the creation and put into action a number of strategies and techniques that brought the institutionalization of the movement within the political system as a political and parliamentary representative. In contrast with other movements who lost their legitimacy in the moment they entered the political system, this paper analyses how the “Vetëvendosja” movement managed to preserve its legitimacy, in both positions, in and out the political system.

Keywords: Contradicting the Ahtisaari’s Plan, National Union, (political –parliamentary) Institutionalization, Legitimacy

1. Introduction

Different schools of social and political thought that have dealt with the causes and organization of social movements, agree that the activities of these structures are characterized by four main developmental stages that happen through the sudden appearance, accession or unification of different groups among them, bureaucratization and formalization (in the organizational meaning within the movement) and its suppression and achieving or not their aims in the fourth stage in which it function as a movement (Christiansen, 2011), skipping the fact that a social movement can achieve its goals even if it functions as a political party. Based in similar studies that are based on the analysis of pure empirical data, this article, based on the Constructivist Theory of Action, aims to claim that inside and outside the institutions, even in the case of “Vetëvendosja” exists a legitimate relationship within this movement in the past when it functioned as a social movement and now that it functions as a political party. Given that every social movement is created and develops its activity opposing the pressure that state or other institution exercise in relation with the lack of knowledge or non- acceptance and different social or cultural, physiological, gender, racial and political behaviors of these groups, Vetëvendosja, after the end of war and non-recognition of the Republic of Kosovo from Russia that gave a veto in the Council of UN, was born as a result of the opposition against the International Plan offered by Ahtisari, which was perceived and considered from some groups as an International Protectorate that affected that political, judicial and military sovereignty of the Republic of Kosovo.

Since its creation in 2004, this movement was characterized by a continuous number of demonstrations that stressed out their opposition not only against the exercise of international power through the Ahtisari Plan, but they also accused the national political actors that agreed with this agreement. This was a focal point that gave life to the articulation of the national unity within the movement as a tactic to attract and engage a large number of people in their actions. The organization of protests and demonstration for several years in continuance peaked with the murder of two of its activists in 10th February 2007 and the imprisonment of the ex-leader of Vetëvendosja, Albin Kurti. These new conditions led to the creation and use of new tactics and strategies, without changing the goals of the movement and getting closer to the institutionalization of movement as a political party and a legislative representative of its supporters since the general elections of 2010. In difference with other social movements that have erased their intentions and lost their legitimacy after they became a

political party, this article takes in consideration the case of Vetëvendosja, that now it functions as a party, will prove that it has preserved the goals of its creation and the legitimacy of its cause.

2. The creation and development of the movement thanks to its opposition to The Ahtisari's Plan and supporting national unification

In difference with the ideological and rational structure of political parties, social movements are characterized as "efforts by a large number of people to solve collectively a problem that they feel they have in common" (Toch, 1965, pp. 5). Defining such formula means not only the perseverance and the amelioration of active relationships that are based on different sociological, physiological (race, color, sex) and aesthetic (common language, faith, national consciousness, etc.), but also the contradiction of those governmental policies that discriminate or choose not to respect these features. Based on these premises that manage to show the meaning and explain the inner nature of social movements, it means that in one side we have to deal with social movements that are oriented towards "contentious politics that are based on underlying social networks and resonant collective action frames and which develop the capacity to maintain sustained challenges against powerful opponents" (Tarrow, 1998, pp. 2). On the other side, the approach of social movements shows "collective challenges, based on common purposes and social solidarities, in sustained interaction with elites, opponents, and the authorities" Tarrow, 1998 a, pp. 4).

The above description gives us a chance to deal with the creation and the development of the social movement through its opposing continuity. To make clear all these opposing meanings of the social movements, this article tries to analyze the case of Vetëvendosja movement, as a movement that took place in Kosovo. Finding itself in a non-favorable position in terms of the continuity of the political, economic, cultural and social relationships and due to the war with Serbia and its consequences, Kosovo was obliged to accept and submit itself to the protectorate of international states and authorities. In the second article of the 9th appendix of the Ahtisari's Plan (UN representative elected to create a legal package on the ways how the state of Kosovo should function and that would serve as a basis for the creation of the Constitution) that has to do with the exercise of power of the International Civil Representative, is said: "as for the general surveillance of the application of this solution, ICR has the supreme power in Kosovo in interpreting different civil aspects of this solution" (the Ahtisari's Plan, 2007, Appendix IX, pp. 58)

The incapacity, maybe the incapacity of the political elites in Kosovo to create an independent state, - thanks to some conjectures inside and outside the country, made possible that in "12 June 2005" (The history of Vetëvendosja movement), to create the movement that in its foundation defended not only the independence as a cause and its legitimated sovereignty, but it proclaimed as the unification with Albanian, despite the general dispositions of the Ahtisari's Plan, that turned out to be also a Constitution for Kosovo. In the article 1.7 and 1.8 is stated that: "Kosovo will have its special national symbols, the flag included, its emblem and anthem, as a reflection of its multi-ethnic character. Kosovo will not request any unification with any other state or accept to be part of any state (the Ahtisari's Plan, 2007 a, General Dispositions, pp.3)

Unfolding such a thesis was a big problem not only for the international representatives but also for the national political actors "that in meetings they have had with the prime minister Berisha in 1991-1993, insisted more on the idea of a state than to the idea of national unification" (Kurti, 2010, December 2). In this sense, it could be said that Vetëvendosja started its activity through a complete opposing policy, articulated as a counter action against international policies and their national supporters, because for this movement "the Kosovar identity is geographical, far away from a national identity; it is stronger the Drenica identity than the Kosovar identity and above all these stands the national one" (Kurti, 2010 a, December 2). Embracing such an initiative that lies on the protection and empowerment of a national consciousness and memory, requires the formation of strong symbolic signifiers to stress out that "collective action frames deny the immutability of some undesirable situation and the possibility of changing it through some form of collective action. They define people as potential agents of their own history" (Gamson & Meyer, 1996, pp. 285). On the other side, is necessary to find and use means that make possible the further progress of this issue, because even though exist such a generalizing discursive code, according to Meyer and Rochon (1997), the social movements are compound by coalitions of actors that act simultaneously through elements created by common goals and also by the encounter of predefined claims and tactics. Based on this the independence and Kosovo sovereignty is described by four elements and according to Vetëvendosja these four elements are: "the recognition from the UN, the creation of military army under the rule of the Ministry of Defence of Kosovo, leaded by Albanian Kosovars, territorial integrity and the creation of the Foreign Ministry with complete decision making power" (Kurti, 2008, January 3).

According to Vetëvendosja and its claims, the international factors, through a plan written by Ahtisari, decided to create a state of Kosovo, led by and under the custody of international actors, leaving apart the above four points, because in the article 1.3 and 1.4 of the Appendix 11, that defines the competencies of an international army and in the article 13.1 and 13.2 of Appendix 3 on decentralization is stated:

The international military representative (IMR) will survey and monitor the Kosovo Security Forces and will have executive authority on it, till the moment when IMR in collaboration with ICR will notice that this force is self-sufficient and capable of fulfilling its duties in accordance with international standards. IMR in collaboration with ICR has the executive power on Kosovo Defence Body (KDB) and will decide for the time when it will cease to exist as is foreseen in the article 6 of Appendix 8 of this solution. (the Ahtisari's Plan, 2007 b, Appendix XI, pp. 64-65)

In the actual territory of Mitrovica will be created two new districts, the North Mitrovica and the South Mitrovica, boundaries defined in the Appendix 3. It will be created a common board of North and South Mitrovica that will develop a functional collaboration within their competencies and according to the agreements between them. (the Ahtisari's Plan, 2007 c, Appendix III, pp. 35)

For Vetëvendosje, more or less, this meant:

Adapting such a plan gives the right to Serbs to create 11 ministries with Serb majority in the north of Kosovo, giving the chance to create official parallel structures with Serbia and the unification of this mini districts will lead to the create of Serbian enclaves in the north and as a consequence to the creation of a kind of federation among them, reflecting also the vertical connection with Serbia. (Kurti, 2008 a, January 3)

Given that the movement conducted its activity in the edges and outskirts of institutional boundaries that were controlled by the international actors, the application of this plan, according to Vetëvendosja, could lead not only to complete loss of sovereignty of the state but also to the absence of a real participation in the life of the public sphere, knowing that "only 37% of the population took part in the elections of 2007 and where Hashim Thaci was elected primeminister with only 104.000 votes" (Kurti, 2010 b, December 2). This fact could lead to the claim that political discussions include not only the confrontation of political parties on influences on public sphere, but also it could define the special conditions for intentional interventions by the government, problematic or responsible, the use of legitimated means of power and the dictation of final objectives against any non-institutional intervention (Stone, 1997 a). It looks like that these two conditions motivated Vetëvendosja to ignore any conversation or any decision that encouraged this political direction, because big political issues (national and public policies) as says Burstain (1991) are controlled by political monopolies that are made of a large network of groups and individuals that operate in and out the government and that are connected by mutual acquaintances that have to do with a special group of policies.

In a certain way, this means that the attempts for reforms, articulated outside these central institutions (Vetëvendosja for example) could be easily ignored and also the appearance of a conflict between these actors that will lead to a cramp that produces side changes in the field of public policies (Baumgartner and Jones, 1993). As consequence, the activity of this movement found itself locked by international pressures and inner political influences, things that would lead to continuous strong reactions against these decisions or to the respect and acceptance of these initiatives that would practically mean the failure of the movement. Between these two alternatives, Vetëvendosja chose the first. Even though in the beginning taking such a risky and opposing action against UNMIK and Kosovar political actors, had to be focused in the context and different events within and outside the country, because in a large part the process of opposing movements is characterized by the creation of networks and coalition among groups and individuals that do not act in complete synchrony with one another and for this reason it is important to take into consideration the circumstances in which is made possible for these actors to collaborate (McAdam, 1982).

Adapting this tactic, that emphasises the relationship between central politics, public policies and opposing politics (Tilly, 1978) was not possible in that moment and as a result led to the murder of two activists of the movement by the international forces, during the protest of 10th February 2007 and the imprisonment of the leader and many other activists, as sign that political reforms could happen as a result of change in the political power balance within a triple monopoly.

The right to demonstrate, freedom of speech and of movement are given to us by the Universal Human Rights Declaration, in the article 20 and in the International Pact of Political and Civil Rights, article 21. The violation of these rights in favour

of political interests is unacceptable. In the demonstration of 10th February these rights were denied collectively while in my case individually are denied human universal rights (Kurti, The judicial process against AlbinKurti, 2007-2008)

These were the words of AlbinKurti in one of the hearing processes after his arrest. Despite that fact it is unmoral and not human to kill unarmed people in the middle of the street, what counts for central monopolies of power has to do with issue that as long as these movements reflect and are created not only thanks to the acknowledgement and emphasis of certain problematic, but also thanks to people who oppose such problems (Schneider and Ingram, 1997 b). This means that these activities have to be isolated together with their activists, either through arrests or physical extermination, either by the "trade of lost lives". In a letter for the lawyer of one of the victims, the special representative of General UN Secretary says:

In your letter of 27th August 2009 to the special representatives of General UN secretary, who has sent it to the Board, you declare that you continue to follow your appeal in the Consulting Panel on Human Rights for a full criminal investigation. We inform you that the condition for compensation payment, in accordance with the standard procedures of UN, you will be required to sign an obliging document that frees UNMIK and UN of every other obligation that comes from the death of ArbenXheladinii. (Hearing process in the Consulting panel of Human rights)

This for the fact that "repressive may be defined as legitimate by the state" (Miller, 1999, pp.305), because such a counter response creates political, social and psychological obstacles against actual or future engagement of such movements. Although it can be considered as unimaginable taking such an action by the international forces, for Vetëvendosja this made obvious the necessity to adapt and improve the interactive actions among inner actors (within the political system of the movements) and outer political actors, with the aim of a broader expansion of the movement in the social- political and cultural sphere and the deepening of the influence that the movement has to have in the coordination of relations between several actors.

2.1 Changing the movement into a political party and the "election- movement" functions.

The confrontation of the movement with the direct counter response by the military forces of UNMIK in 10th February, in which were killed two activists in the middle of the street and several other activists, the leader included, were arrested, had a direct influence in the function and its progress and increased the discontent against these forces. This means that the principal goal of the military forces of UNMIK could have been either the paralysis and the disband of the entire movement, or the comparative testing of resources and operational skills of international forces against such movement, giving indirectly a precaution in terms of changed objectives and operational tactics of it. There is no other way to explain the fact that "during 10 months of imprisonment, Albini was interrogated just once for 30 minutes and it was clear that for UNMIK, in Albini's case, the biggest priority was isolation and not justice" (The judicial process against Albin Kurti 2007-2008 a). However, a little later after his release from jail, the international factor, decided that Kosovo, based on the Ahtisari's plan, will be an independent state, despite the veto of Russia in the UN. This did not only neglect the main issue in which the movement based its activity, but it also created new contextual conditions and premises. The definition of such agenda by the side of the internationals and the other arrest of the leader and some other directors by the government of Kosovo in 12 June 2010, "after the press conference during which Vetëvendosje made public the decision to participate in the election as a movement" (Vetëvendosje leaflet, nr. 202, 2010, June 13), - motivated this movement to take further steps to make this decision concrete:

We have decided to participate in the elections after the democratic debate that we have developed within the movement during these five months. This does not mean that we will transform into a political party. No way. We will remain a political movement, preserving the same objectives and the participation in these elections is just a method more towards our goals. (Vetëvendosje Leaflet, nr. 204, 2010 a, June 25)

This means that in difference from political parties, the large trajectory of the movement allows its inclusion within the central or local institution and also its position outside the state institutions (Meyer, 1990). More or less, such a situation is related with the neutralization of the non-systematic political battles by framing them within a constitutional legal framework, where such a shift of the tactical course is perceived as necessary not only for the development of the movement in all fields by facilitating the weight of the direct pressure that was exercised previously from the international and inner political actors, but also as a need to add more possibilities that fit with its goals and objectives. All this is taken in consideration due to the fact that a social movement is much bigger than a special event and its appearance holds a challenge expanded in time

because the movement, in a certain way, operates through a dynamic interaction in relation to the central politics (Meyer, 1990 a).

But the question is: is it possible to have any direct relations between the content and objectives that Vetëvendosja had before, with the content and goals of a movement now represented politically?

That idea is that it could be seen as an attempt to develop an inner tactical movement, that could lead to the gradual avoidance of the principal goals on which was founded Vetëvendosja. The chance for such a tendency stimulates the opposition of the main actors and supporters that share a firm belief in the goals and causes of the movement and in the same time it can influence on other supporters to weaken their belief and actions in relation to the cause of it. Presuming this fact highlights the configuration of the movement during different stages that held within its organization not only the functionality of achieving the objectives since its foundation but also the attempt to reinforce the movement. In the opening of the electoral campaign and during the development of the election process in December 2010 was said:

We cannot be united if Mitrovica is not united. We want a new state for the Albanian nation and not a new nation for the state of Kosovo. Citizens of Kosovo, the election process faced problems in several voting centers; some are solved and are taken concrete measures after the reactions of Vetëvendosje! We are monitoring the process in details in each center and in each voting place, reporting even the minor infringements and preventing the major ones. (Movement 2010- fourth part 2010 b, December 29)

Based on these two basic categories, at the end of elections 2010, resulted that the movement had won 12 places in the Parliament of the Republic of Kosovo. These results made everybody think about two principal parameters that have to do with the authorities and the supporters. One of them serves as an objective to preserve and increase the influence, if we have in mind the moment when a director of the movement says that "the declarations of Jabllanovic, who calls the mothers of the missing and the protesters in Gjakova- savages-were typical of a colonizer who tries to justify the invasion and all crimes that Serbia as committed in Kosovo (Rusta, 2015, January 16, the Action in front of the Ministry of Communities). The other parameters serves as a premise for add acting resources, when is declared that "the state has to spend of poor and tax the rich. But in Kosovo happens the contrary; the system exploits twice the poor; individually with high rates of interests and collectively with non-progressive taxes" (Kurti, 2014, December 30, The Burden of the poor man).

Given that these two definitions exercise pressure on different social groups, on those who support and those who don't support this policies (Knowing that the prime minister of Kosovo did not have any public reaction against the Serbian minister and his declaration), then is necessary to facilitate the weight of these pressures by sustaining the movement and the political completion in a written program that not only creates a connection of responsibility and seriousness, but it also legitimates the beginning of trust for the leaders of the movement, more when these programs reveal what is already said but in a larger and more inclusive context such as:

Vetëvendosje Movement! Is engaged to change parts of the Constitution that limit the sovereignty of Kosovo, including here the removal of the Ahtisari's Plan that divides the territory, institutions and culture based on ethnicity, while perpetuates the international sovereignty on Kosovo. (the Short Political Program, State-building, pp.7)

This makes the movement representatives to rely on the idea that if groups collaborate on goals and tactics, they can maximize their influence on policy-makers (Zald & McCarthy, 1987) and by this they mean the growth of supporters through the affirmation of national symbols and also the increase of pressure on political parties that are part of the government. Along with these uttered and active flows, is needed also the perseverance of stability within the members and supporters of the movement, saying that "the ratification of the agreement Thaci- Dacic is a major damage. So, the damage that this agreement is causing to Kosovo will hold the seal of the Parliament of Kosovo. This way, Thacishares his responsibility with other lawmakers of LDK and AAK, degrading the Parliament in a parliament of the government without a republic" (Kurti, 2013, June 18, Publicly against ratification).

This means that they can change themselves from their groups, because each of these groups tries to create and improve the personal space for further support (Zald & McCarthy, 1987 a). However, the recognition and bringing on focus different daily problems by the part of the leaders of Vetëvendosje- problems that deal with the public interest- gives the chance to different social groups to direct their daily demands towards governing institutions that have not achieve to meet the expectation of citizens, stressing out that: "the office of Energy Regulator has decided to increase the price of all tariffs of

electrical energy with 5.8%. This increase comes immediately after the price growth with 4.57%, a decision taken this July. So two times in a row the price of the electrical energy was increased in Kosovo" (The privatization of KEDS- a higher price for less energy, 2014 a, 03 September).

From the other side, highlighting the failure to meet the daily demands of the citizens by the government, not only undresses the movement by any personal and formal identification in relation to its supporters and voters of different parties, those in power included, but creates a chance for a larger support and possibilities to solve these problems where "those who have incomes till 170 euro will not be taxed; those from 17- up to 500 euro will be taxed with 5%; wages from 500 euro – to 850 euro will be taxed 10%; wages from 850 euro to 1700 will be taxed 20% and those who earn more than 1700, the tax will be 30%. For illustration, in Germany, those who have more than 250.000 incomes per year, pay 45% taxes" (Kurti, 2014 b, April, 09, Progressive taxation diminish inequality).

The political framework of the movement in a broader public sense, when it is emphasized that "we are against the privatization of public fabrics and strategic properties of Kosovo that have an enormous potential of incomes and compound the economic basis of the country" (The Short Political Program: the Privatization), confirms in one side the discourses when it was not part of the political system, because in this point of view the "the Public" could be considered as an entrance room to the National Unification. On the other side, the interaction of specific daily life with all its public inclusion helps the movement not only to grow its human resources, but to improve also their institutional support and pursue their goals for a long time (Piven and Cloward, 1977). This is important because different social groups need a solid structure for the future engagements (Minkoff, 1995), if we take in consideration that groups have more possibilities to change in the moment when the public interest is corrupted, resulting in the chase of different elements for the important matters (Meyer and Douglas, 1993 a).

Meanwhile, what is important for the movement is related also with the preparations that it has done for the perseverance and melioration of relationships with international actors that have recognized Kosovo's independence and that emphasize the problems that they have noticed in different economic, energetic and educative sectors, problems with which the movement agrees on as well and is trying to solve and improve the state of these sectors. The talks and meetings with the diplomatic representatives of Germany, The Netherlands and Austria resulted in common declaration of Vetëvendosje and the representatives in several points such as:

Ambassador Viets showed interest on plans and activities of Vetëvendosje! in the upcoming months and explained that she shared the same concern regarding the sector of energy in Kosovo, because the German investors think that this is one of the main concerns they have on Kosovo. (Meeting with the German Ambassador, 2015 a, April 01)

Ambassador Bosch agreed that one of the main issues for Kosovo is employment, saying that the state should pay more attention in stimulating the consumption of home-brew products. (Ambassador of the Netherlands in a meeting with Vetëvendosje, 2015 b March 31)

Ambassador Brieger congratulated for the new assembly, after the election within the movement and highlighted the need for a higher attention on problems related with education and healthcare in Kosovo, saying that a new economic approach would improve the situation in these two areas. (Vetëvendosje in a meeting with the ambassador of Austria, 2015 c, March 31)

Vetëvendosja has achieved to grow the political cooperation with other inner political actors of opposition, coordinating their agendas in common protests:

The repeal of the ZRrEE decision of 29th August 2014 and the dismissal of its board. Trepca should be declared a public enterprise with a special status; firing Hajredin Kuqi, Enver Hasani and all the managerial team of RTK. (From the meeting of opposition leaders, 2015 d, April 08)

This means that the institutionalization, in content and procedures, describes the ways in which change can be achieved, within losing the cause in which is founded the movement, because when the attention of the public is more attracted towards an issue and when resources used for it, Benford (1993 b), says that the groups that collaborate between them, even those who did not have any principal interest, have chances to develop it.

Conclusions/ Suggestions

Usually, both in physical sciences and in humanities, conducting a stable theoretical and methodological study, means to open new paths of research and practice, creating new possibilities that will serve as a basis or new meanings, approaches to solve the numerous problems that society faces and to help configuring a more broaden and sustainable mentality in the continuity of the Humanity and Citizenship in general. In this sense, this article tried to offer a clear and understandable overview of the society and how important is for the presence and the social political activities of social movements and political parties. Punting these two entities in a race leads to competition and a better selection of alternatives that offer more in terms of welfare.

If we manage to acquire the sense of responsibility and responsiveness of social movements and political parties based on the concerns of their voters and supporters, we will pay more attention to their socio-political programs and the political debate will not be diminished in simple opposing ideas between competitors but it will aim to define clearly their ideologies, make their actions concrete and articulate their political discourse.

The match between the program and action to make it concrete, being conscious that no all the requests and problems of the citizens will be fully resolved due to a number of subjective, objective or circumstantial reasons, will make possible to draw a positive correlation between the movement and the party in one side and to the voters and supporters in the other. What is important is that at the end the voters and supporters should be generally pleased and that their request are taken in consideration so that they may feel actors and influential factors in the social- political changes.

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Neurotechnology for Special Needs Children

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Abstract

This paper highlights the use of neurotechnology to improve the brain dysregulation of special needs children giving an example of a case study on autistic children. Neurofeedback Training (NFT) was preceded by objective assessment of brain activity using Quantitative electroencephalogram (qEEG) to identify the abnormalities of the childrens' brain waves. Neurofeedback training were conducted based on relevant EEG findings in relation to the children's medical history and symptoms. Analysis indicate excessive presence of delta wave at the Frontal lobes and posterior regions. NFT were conducted within three months for more than 25 sessions for each protocol starting with Beta training followed by Delta and Alpha protocols. The observations and assessment showed improvement in terms of social interaction and communication and increased Alpha-beta activity in some parts of the brain suggesting improvement in brain regulation.

Keywords: Neurotechnology, Special needs education, Autism

1. Introduction

Over the years, various neurotechnologies has been developed to explore more about the mysteries of human brain. It has led to the development and creation of neurofeedback (NFT), quantitative electroencephalogram (Qeeg), magnetic resonance imaging (MRI), functional magnetic resonance imaging (fMRI) and etc. However public awareness about the existence of this technology, particularly among Malaysians is still at low levels compared with other developing country. In developed country, neurotechnology are widely used in helping children with various neurological disorders such as Autism Spectrum Disorder (ASD), Autism Deficit Hyperactivity Disorder (ADHD), epilepsy, learning disability and etc. In neurofeedback training, participants learn how to alter their own brainwave pattern, producing more normal output. The technique has been successfully used to help people suffering from migraines, sleep problem, anxiety, depression, traumatic brain injury, epilepsy, autism and ADHD. Earlier research revealed that neurofeedback prove to be effective treatment in individual with attention deficits and hyperactivity and those with neurological disorders compared to medication. Neurofeedback has shown to enhance neuro regulation and metabolic function. Children with autism and Autistic Spectrum Disorder who completed neurofeedback training attained a 26% average reduction in the total ATEC rated autism symptoms in contrast to 3% for the control group. Parents reported improvement in socialization, vocalization, anxiety, schoolwork, tantrums, and sleep while the control group had minimal changes in these domains (Jarusiewicz, 2002). Neurofeedback has no adverse side effects while psychopharmacological interventions, as well as certain vitamin/mineral supplementation and secretin are associated with side effects. In addition, the therapeutic treatment outcomes of neurofeedback training are maintained over time and do not reverse after treatment is withdrawn (Linden, Habib, & Radojevic, 1995) as in drug therapy, diet therapy, and supplementation with vitamins, minerals, and enzymes. Besides, research findings indicated that effects from the medication show temporary response for the autistic children and those having ADD/ADHD. The results are more consistent and permanent than the other traditional therapies.

2. The Case of Autism Spectrum Disorders

2.1. Neurofeedback Training and quantitative Electroencephalogram (qEEG)

Neurofeedback is a non-invasive approach shown to enhance neuroregulation and metabolic function in Autism Spectrum Disorder (ASD) and it is designed to train individuals to enhance poorly regulated brainwave patterns and subsequently implicates on behavioral change through the process of operant conditioning (Coben et. al, 2008). Neurofeedback Training

(NFT) was originally pioneered for neurological conditions such as epilepsy and stroke, is now used to treat ADHD, autism, dyspraxia, learning difficulties and health problems. According to Thompson & Thompson (2009), NFT training is targeted to reduce autistic symptoms such as mirroring emotions, poor attention to the outside world, poor self regulation skills, and anxiety.

In NFT, the activity of brain can be observed by researcher while the ASD children doing the game task to trigger the brainwave. According to Coben et. al (2009), information on brainwave activity were fed to a computer that converts this information into game-like displays that can be auditory, visual, or both. According to Fernandez et. al (2007), the EEG signal was obtained from a lead situated at the site with the most abnormal theta/alpha ratio, referred to linked earlobes. Individuals learn to inhibit brainwave frequencies that are excessively generated (produce negative symptoms); and augment or enhance specific frequencies that are deficient (produce positive results).

Quantitative EEG (qEEG) is the analysis of the digitized EEG sometimes is also called "Brain Mapping". It is an extension of the analysis of the visual EEG interpretation to assist our understanding of the EEG and brain function.

2.2. Identification of Brain waves and Neurofeedback Training

2.2.1 Participants

The ASD group composed of 10 participants diagnosed with ASD, ranging in age from 5-18 years were recruited from Kuching Autism Association Sarawak. The normal group consisted of 6 male participants and 4 female aged 7-21 years were volunteers. Inform consent were obtained from the parents and normal young adults above 18 years of age. The normal individual had no history of neurological disorders or mental illness as assessed through the personal interview, self-report and mental fitness screening profile.

2.2.3 Procedures

The procedure begins when the EEG data were recorded by means of the Mitsar amplifier from 19 electrodes (Fp1, Fp2, F7, F3, Fz, F4, F8, T3, C3, Cz, C4, T4, T5, P3, Pz, P4, T6, O1, O2 sites in the International 10-20 system) with 250 Hz sampling rate in 0.3 – 70 Hz frequency range in the resting eyes opened (EO) conditions. During the recording, participants sat comfortably on a reclining leather sofa. The duration of the recording session was approximately from 10-30 minutes.

The EEG is then stored on a computer. The subsequent steps are to visually inspect the data and remove the artifacts (movement, interference, noise, etc) and compute the fast fourier transform (FFT) providing spectral analysis output to examine for peculiar patterns. The output is then displayed as topographical "map" to identify for differences in cerebral functioning using estimates of absolute and total power.

The spectral analysis for the four EEG bands were imported into Microsoft excels for computation of z scores for each of the measurements used in QEEG such as absolute power (μV^2), frequency (Hz) and symmetry. The z scores were computed from the mean of absolute power (μV^2), and to be compared across the different normally distributed sets of data from the international 10/20 system (Fp1, Fp2, Fp3, Fz, Fp4, F7, F8, C3, Cz, C4, P3, P4, T3, T4, T5, T6, O1, O2). The z score is the difference between the mean score of a population and the patient's individual score divided by the standard deviation of the population. The Z value indicates how "deviant" an individual's score is from the mean. In the case of qEEG data, the Z-score indicates whether there is deficient or excessive activity in a given frequency for a given electrode (or group of electrodes). The z score graphs were plotted to indicate a collective impression of the location, degree of deviation and difference of individual's qEEG abnormalities from the normal.

2.2.4 Results and discussion

Findings revealed the presence of excessive slow wave activity (delta and theta) at the prefrontal lobe and Frontal lobe or roughly regions Fp1, Fp2, F7 and F8, and O2 or right posterior regions. The z score graphs for the four EEG bands were plotted to allow visual inspection of QEEG patterns in individuals and children with ASD and compared with normal individuals. (Look at Figure 1(a), (2a), (3a) and (4a) and Figure 1(b), (2b), (3b) and (4b) below)

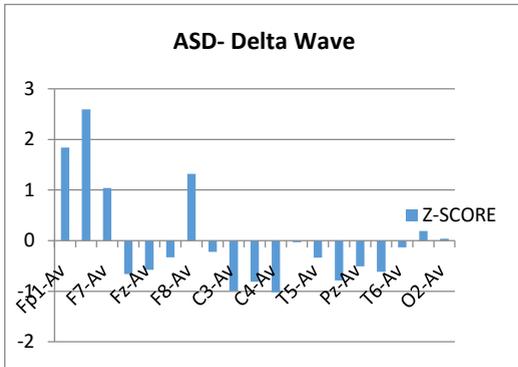


Figure 1 (a)

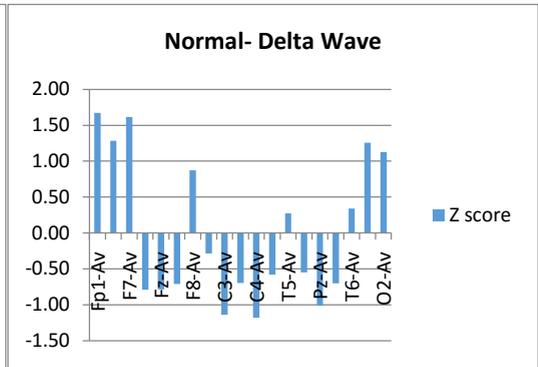


Figure 1 (b)

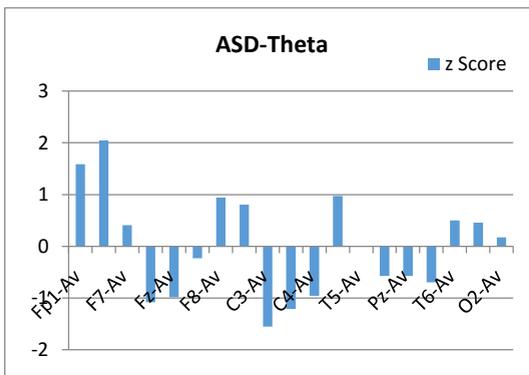


Figure 2 (a)

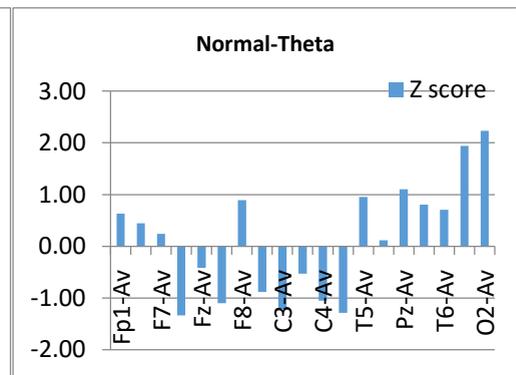


Figure 2 (b)

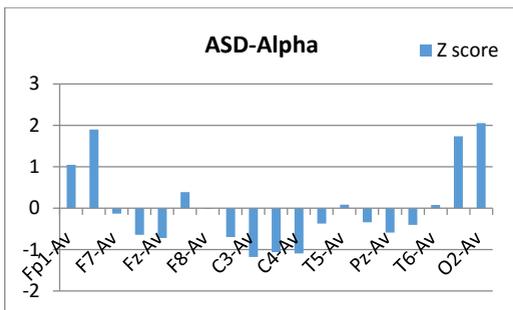


Figure 3(a)

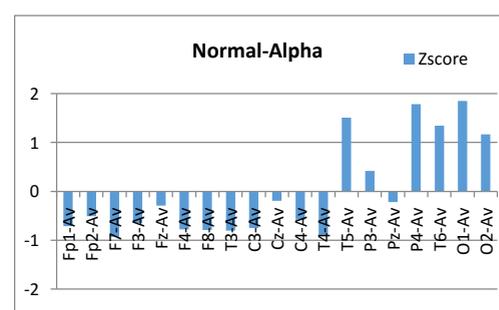


Figure 3 (b)

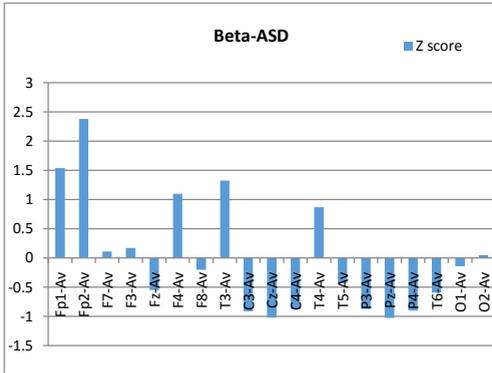


Figure 4 (a)

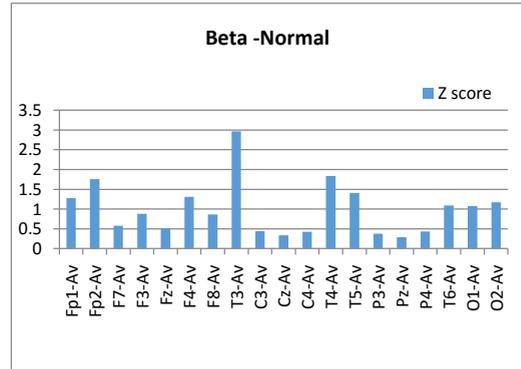


Figure 4 (b)

Figure 1(a), (2a), (3a) and (4a) showed the z scores of ASD children brain waves pattern from each of the points in the international 10/20 system in comparison with the brain waves from Figure 1(b), (2b), (3b) and (4b) from the normal group. Several electrodes are grouped together to designate a region of interest. The regions include electrodes such as ; Left Lateral – F7, T3, T5, Right Lateral – F8, T4, T6, Left Medial – FP1, F3, C3, P3, O1, Right Medial – FP2, F4, C4, P4, O2, Left Anterior (Frontal) – FP1, F7, F3, Right Anterior(Frontal) – FP2, F8, F4 ;Left Central – T3, C3; Right Central – T4, C4 , Left Posterior – T5, P3, O1, Right Posterior – T6, P4, O2, Mid (Midline) – FZ, CZ, PZ.

Below is an example of results from the NFT training from a participant. The participant went through 59 sessions with seven NFT training protocols started with T3-T5 followed by Beta F3-F7, for Alpha CZ-FZ and Alpha P3-P4. ,

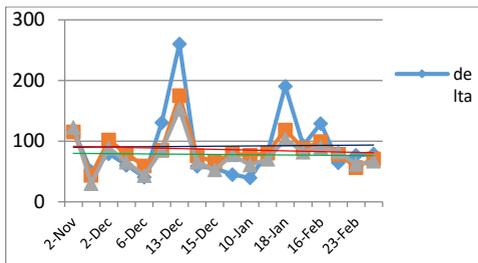


Figure 5 (a) Beta T3-T5 training

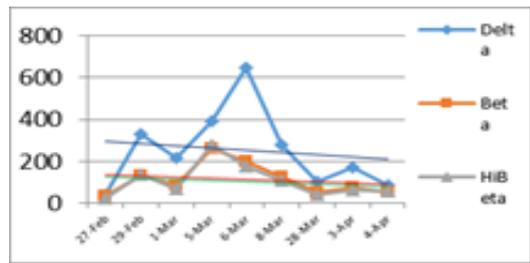


Figure 5 (b) Beta F3-F7 training

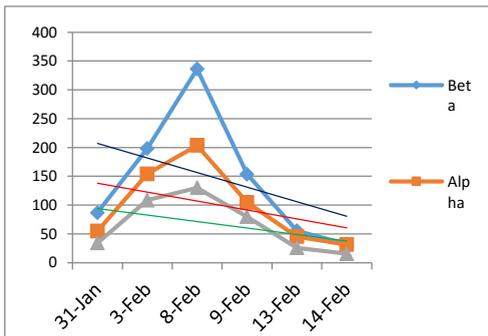


Figure 6(a) Alpha CZ-FZ training

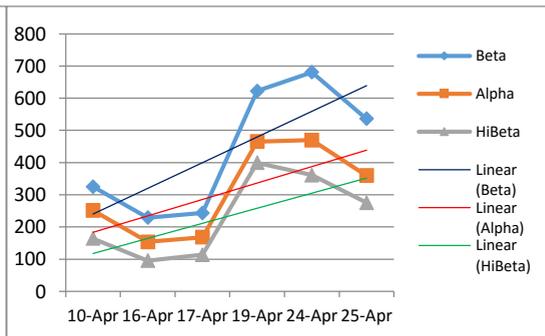


Figure 6 (b) Alpha P3-P4 training

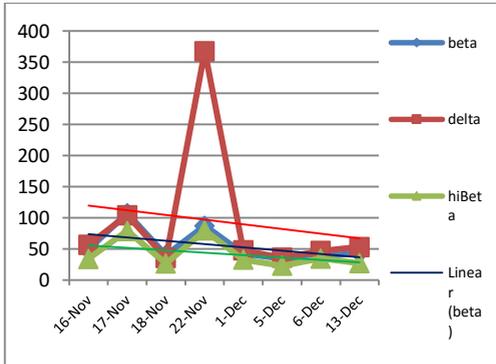


Figure 7(a) Average graph for Delta P3-P4 training

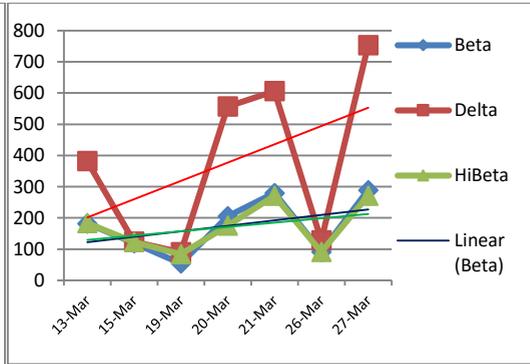


Figure (b) Average graph for Delta T3-T4 training

The first training protocol used was Beta Training using bipolar montage followed by Delta and Alpha training. The protocols were analyzed with the hope that the participant will be able to inhibit both Delta and Hi Beta waves. The participant improved in terms of social interactions and significant improvement in his ability to construct simple sentences. The training helps to improve his mood swings and social behaviors which correlates with the increased in Beta at the posterior region and theta activity at central and parietal area.

Maps of EEG power spectra for bandranges:

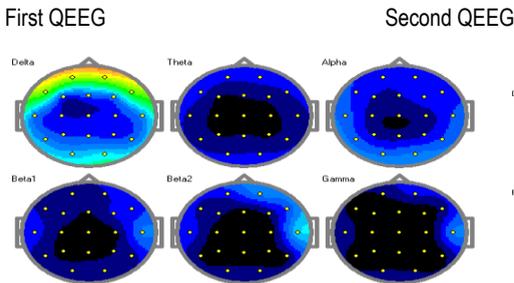


Figure 8 (a)

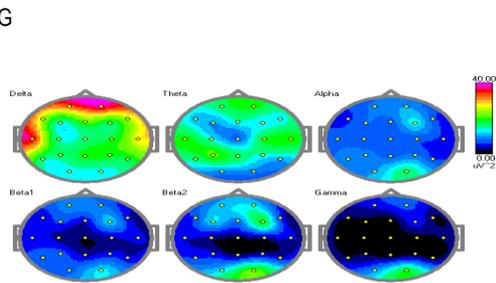


Figure 8 (b)

The above brain topography revealed the increased Alpha-beta activity in most of the brain regions suggesting improvement in the brain regulation,

3.0 Conclusion

The purpose of NFT was to improve the brain regulation of children with neurological disorders. The use of NFT with the design of specific training protocol based on relevant EEG findings in relation to the identified symptoms implicates on the brain regulation which may correlates with the improvement in the participants' behavior. Each participant may improved at a different pace depending on the severity of symptoms. Improvement could be seen in terms of social interaction and

communication and increased Alpha-beta activity in some parts of the brain as seen in the brain waves from brain mapping and results from NFT training.

Acknowledgements

We are grateful to Kuching Autism Association, volunteers and parents for their consent and UNIMAS for their valuable support.

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The Process of Learning and the Basic Mathematical Concepts Difference through Creative Activities

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Abstract

During my professional experience with pupils of the first grade, I have come across a problem that has been annoying me so far even now that I am still working with these pupils. This problem consist of the difficulties that pupils of the elementary school are having with different math mathematical concepts such as assembles, discounts, sends down the change, the first factor, the second factor, the production, the apportioning, divisor and quotient. Taking in the consideration this problem, I have found out through internet many activities and methods that have helped me to solve this kind of problem. I have also received information such as the experience of teachers in case and I used some creative activities I thought to meet the needs of students regarding this issue. Trying to review the available literature on this issue, I observed that the main problem lies in the manner of a mathematics lesson. Often students are required to learn mathematical procedures, rules and definitions not know why they do such a thing. They do not always manage to understand phrases, words and mathematical symbols mechanically often than so different logical mathematical actions. Many exercises performed by students are being learned without knowing that they will really serve them one day in their practical life. And by they are not being offered the opportunity to work by exploring different materials suitable for their age. In most of our schools unfortunately still looks at mathematics as a subject taught with pencil and paper and students remain missing in the world of numbers and mathematical expressions. This issue has motivated me to examine exactly this issue and try to enable students in learning basic concepts and mathematical difference as it will help you to solve problems and different mathematical operations.

Keywords: Mathematics, mathematical concepts, learning, creative activities

Introduction

In XXI century, mathematics increasingly is occupying a central place, not only in the study of natural and technical phenomena, but with its logical and arguing construction, occupies a central place in the overall education of the individual. In more general terms, the teaching of mathematics is devoted to the most precise knowledge of the world in which we live. Learning mathematics, the individual is trained for a more realistic perception of the phenomena that surround it and at the same time trained to reach easily a logical conclusion to solve the many problems of social life. Therefore, the subject of mathematics is among the subjects of general education at primary school, multiple educational -informative and educational tasks. Third grade student has achieved the broader meanings of knowledge about the basic math.

The purpose of this paper is learning basic math concepts through some creative activities, which will positively impact the students in solving a problem and mathematical tasks.

The working hypothesis: Does learning of basic mathematical concept through creative activities affect the understanding of the subject of mathematics? The survey was conducted in elementary schools in the Municipality of Pristine, Republic of Kosovo. The paper samples are 355 students at the three elementary schools in the city and two primary schools in the village. The sample was random. Mostly third grades are explored.

The population of this paper constitutes the Municipality of Pristine students from first grade to sixth grade in elementary school.

Methodology

The methodology of this study was to explore the action. For data collection was used as the main test technician and as auxiliary techniques are also used control sheets that are used as technical and activity monitoring, control tasks in class and exercise sheets. The choice of teaching methods is the competence of the teachers of the subject. It is done in

accordance with the needs, age and requirements of the students, with features educational content topics, teaching base, the level of training of students etc.

Methods and techniques of working with students should be combined, to be more diverse, because promote the dynamics of class, break the monotony, and motivate students to learn. Teaching methods and techniques are as varied as the types of learning itself. The teacher can use some techniques and teaching methods combined to achieve the higher results during the learning process. In order to fulfill the requirements for quality learning, are suggested several different methods and techniques.

Research planning

Firstly, to carry out this work we started with reading, browsing and understanding of different teaching texts, drawn from the book of mathematics for third grade. During almost a month and a half we read different texts, where after reading we asked the students to tell us in words what they remember and what they have observed in books about mathematics multiplication tables and whether they understand. This we have done to see how the students understand math textbooks. After every textbook there are questions in the book, which were formulated by the authors of textbooks. Such questions are scarce in number and not very logical, therefore students cannot derive so much implicit and direct information. It was considered a third class book, namely textbooks, emphasis and attention was paid to the wording of questions. After reviewing the questions in third grade textbook, they are designed stages of the process. Then we designed the questionnaire, which was conducted in two classes, to see if indeed direct questions and implicit influence in learning multiplication table. Through the survey, we pretend to emphasize the difficulties of the students in learning the multiplication table, and specifically wanted to know if students would do impressions numerous implied and direct questions. Results of the survey showed us that students need to serve with direct and implicit questions, and it was a green light for us to implement our plan action to be used by the students playing with dice, playing cards and game with fingers. The survey is conducted twice, the first time was held in the period 15 January to 15 February 2015 and the second time was conducted from 15 March to 15 April 2015.

Identification of research question

My research topic is motivated by my daily experiences with students and learning the multiplication table in mathematics - third grade. All are aware of the importance of the subject of mathematics. From interviews and conversations I have had with parents, I concluded that not only children are often afraid of mathematics, but yet not at all familiar with mathematics they create prejudice for the case. However, in my opinion and some of my colleagues, during talks or training of this issue, the problem is not the content of mathematics, but how it is explained and interpreted in our schools.

Having reviewed the literature on this issue, I noticed that principal vice problem lies in the way of development of mathematics lesson. Students perform various mathematical operations not knowing that they will serve in their practical life, and above all, the students are offered the opportunity to act as real mathematicians, studying various materials suitable for the age. In fact, in our schools unfortunately still looks at mathematics as a subject taught with pencil and paper, and students remain missing in the world of numbers and mathematical skills. We should note the fact that the role of teachers goes beyond teaching the course and finished disclosure. The role of the teacher is to create learning environment in the classroom, select appropriate targets and to encourage students to learn mathematics, teaching mainly multiplication table. None of the teachers can not give him freedom to work more or learn more only those students who are more versatile by teaching, or in other words, their learning is faster than the companions. I have the impression, and I think that research into action will enable us to identify the factors in learning the multiplication table in the third grade, (Zeiers, 2005: 102).

Review of the literature

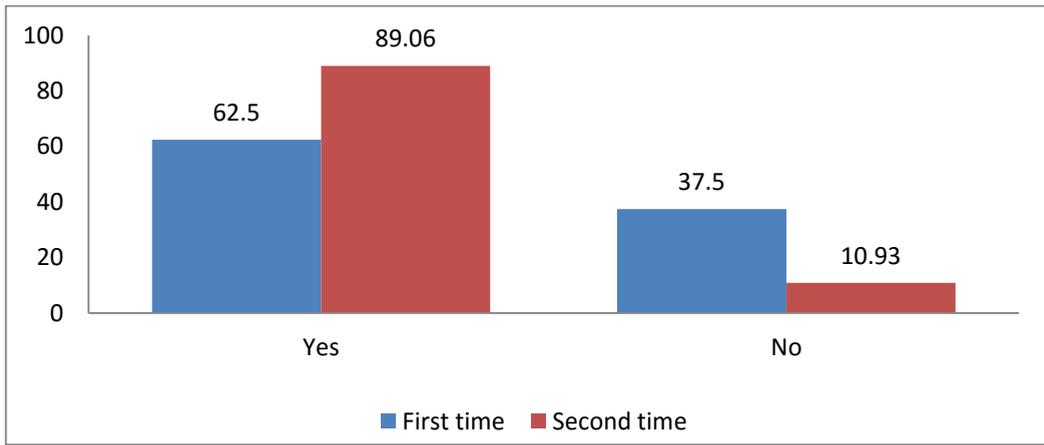
Browsing various literature and recent publications about mathematics, mostly we are forbidden to share where we care more, ie. learning the multiplication table in mathematics through creative activities. Fear of math is present, but its method of approach to change much in our country and other developed countries (Temple, 2006: 183).

Analysis of the results of research

Results of the survey, carried out the first time, are shown in blue, while the second questionnaire results are shown in red color.

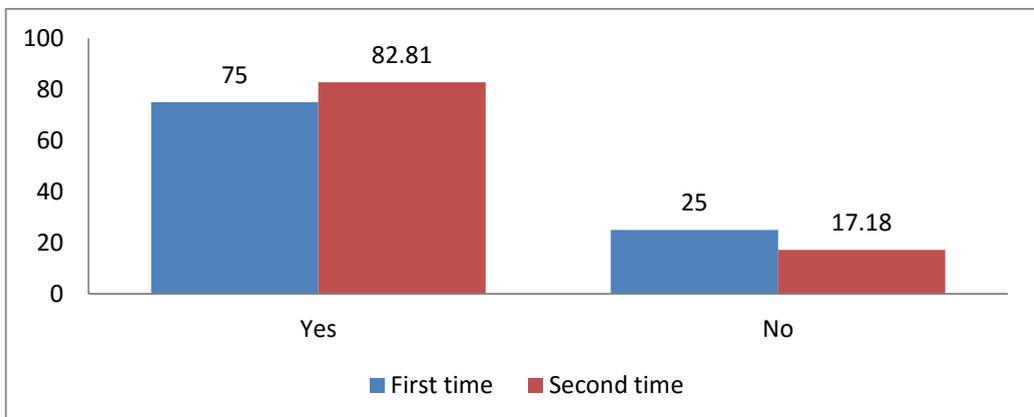
The first survey was conducted from 15 January to 15 February 2015, while the second survey was conducted a month later, from 15 March until 20 April. The data obtained from the questionnaires are presented graphically.

1. Do you like math?



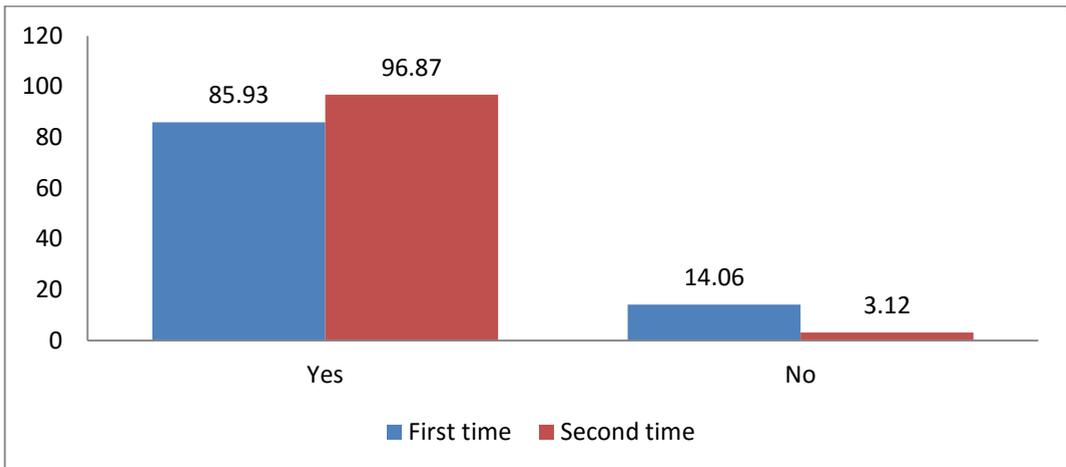
As seen from the data of the results, the majority of third-grade students like mathematics, but unlike the first time testing is done for the second time there has been an increase in the desire for mathematics, launched the fact that in the teaching of this subject are also used different games, which has added the student's desire to learn mathematics teaching.

2. Do you feel pleasure when the math lesson learn through creative play?



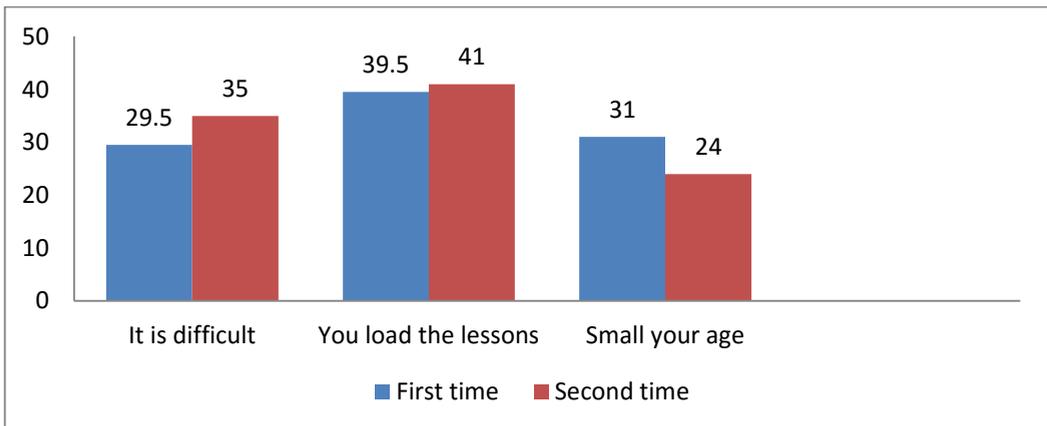
On the second question, whether the delight students learn mathematics, we have the following results: 75% of them declared "yes", despite the 25% no, while the second test have a more pleasant result in terms of desire in studying math through play, where 82.81% said "yes" and 17.18 "no". From the results obtained it is obvious that the majority of students like the teaching of mathematics through games.

3. Do you remember the multiplication table easily when you learn through creative games?



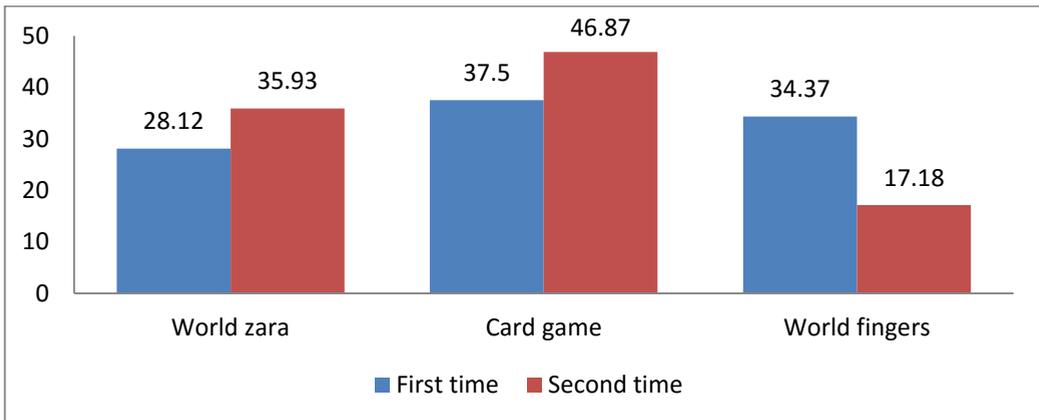
In the third question about memorizing the multiplication table when the learn by playing, 85.93% said "yes" the first time, against 14.06% "no" and the second time we have a better result or said otherwise with the highest percentage, with 96.87% said "yes" against a small percentage of 3.12 "no". From these results we can conclude clearly that remembering the multiplication table is easier when taught through play.

4. What are the reasons that you forget the multiplication table?



Prefixed to the question of what are the reasons to forget the multiplication table third grade students, the majority of them - 39.5% stated that they load on tutorials, 29.5% that it is difficult, while 31% are at a young age to remember. Compared with the second survey, where 35% stated that it is difficult, 41% have academic load, and 24% are very young to remember. Of the two surveys, as the first and the second, it is clear that obstacles or his main concern is that the load on tutorials is the main factor that they forget multiplication table.

5. Which of the games that you have learned in class more like learning multiplication table through the game?



On the question of the fifth and final for the games you like most to learn mathematics, we have the following results: the first research 28.12% declared to the game of balls, 37.5 declare the card game and 34.37% declared to the game with fingers. While in the second survey we have the following results: 35.93% declared to the game of balls, 46.87% for the game cards, and 17.18 for the game with fingers. As the first research, also the second research bearings game is the game that students like most to learn the multiplication table.

Conclusions

Results from this research proved that mathematics can be just as easy to learn as well as other subjects if found right way to explain. According to data released by research, it is clear that the majority of students like mathematics as a subject, but rather they like to learn through creative games. One of the important factors for this is their age because they learn the multiplication table pretty much, for the multiplication table and it is important that the use of different techniques during the class gives the child learning pleasure and relief at learning and memorizing the multiplication table. From the results obtained have noticed that more students have problems to notions of mathematical operations and Hersin change, we have also noticed that the notions taught mechanically to a large number of children.

Recommendations

- First, students need to explain the importance of mathematics and its connection to all areas of life.
- Teachers should develop games that promote learning calculations with numbers.
- Encourage children to make creative activities in their homes by their parents to more easily adopt the multiplication table.
- Teachers in interpreting and clarifying concepts to link common words so that students understand, to learn and to easy distinguish these notions.
- Also I recommend every teacher who works with students of this age to use many creative activities.
- Creative activities to be more self controlled and prepared by students as children learn more by creating.
- Explain to the students the importance of learning and of distinguishing the concepts of mathematics and mathematical basis of their connection with all other knowledge of mathematics.

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Types of Socialization and Their Importance in Understanding the Phenomena of Socialization

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Abstract

Depending on various criteria, the specialized literature defined several types of socialization. After socialization factors and the age at which the process are studied, we have primary socialization and secondary socialization (and continues), according to the assessment of society there are positive or negative socialization, and as awareness of how socialization process is distinguished there is formal or informal socialisation, depending on the objective pursued by already created effects, we have anticipatory or adaptive socialization, depending on the intervention of legitimate power we can talk about associative or institutional socialization after as contents and the results expressed in statuses and roles, gender socialization may be professional, marital, according to methods of making can speak about planned, spontaneous, law enforcement, participatory socializing depending on the purpose we have societal, national, political, ideological-partisan socialization etc.. These types are not individualized in an environment amorphous, but they intermingle, they complement and, by correlation, manage to describe the complex phenomenon of socialization. The contribution of those who have defined numerous types of socialization should not be approached holistically, nor in opposition with each other, but as a complement to the comprehensive and specialized understanding of socialization. In this context, we propose a new criterion for classification, namely the extent of socialization, which assumes a total socialization of one partial socialization and a zero socialization, void. In regards the overall socialization, this is an ideal and not a reality. However, at least in theory, we could use this terminology as, for example, education sciences use the term "ideal educational" or how physics used the notion of "ideal environment". The concept of "zero socialization" could be the social equivalent of the expression used by Aristotel in his "De anima": a kind of "blank slate" for the socialization.

Keywords: socialization, types, factors, roles, characteristics

Types of socialization and its characteristics

a) fundamental form of socialization is called primary socialization or basic socialization. It is essential for harmonious physical and mental development of the child and is satisfied generally by the family (parents), the first 7-8 years of the child. Primary socialization involves "learning the rules of behavior, norms and values that can be treated at early ages and that is informational and emotional baggage of any person"¹. Elisabeta Stănculescu appreciate that with the primary socialization, an individual biological associate in relation to any human communities acquires its first office I first social identity. In this regard, the primary socialization is tantamount to individual humanization.

In childhood and family the primary socialization is best achieved. This process of transformation of children into true social human beings, by teaching basic values, through training and language. Primary socialization is a process deeply emotional character, unlike the other forms of socialization, secondary and continuous, focused towards emotional neutrality. Socialization primary (or basic) allows the learning rules of of behavior, norms and values that can be assimilated at early ages and which is informational and emotional baggage of any individual².

It can be stated that the primary socialization has a strong maternal character associated to some degree with the father's influence. There is a difference between how the mother or father educates a child, which has a beneficial role on the child, giving her valuable and varied experience. After at least eight weeks after birth, the baby distinguishes between mother and father when communicating with them.

¹ Stănoiu, A., Voinea, M., 1983, p. 15.

² Schifmeț, Constantin 1999, p.101

Even biological considerations only is obvious the priority of maternal role. Pregnancy, breastfeeding, infant care are current functions for which the woman acquired a specialization ancestral¹. It is true that these functions can be fulfilled by other people, but to the detriment of bio-socio-affective development of the child, because they are conditioned by emotional motherhood. Children deprived of affection in this phase of preverbal life remain vulnerable for the whole life.

The first relations that the child has established with the world as a benchmark the mother. The mother is everything for child. Deprived of autonomy, the child needs a constant and total protection of someone else. The emergence of another figure than a mother means the loss of protection for the baby. This protection, always personified or identified to someone is the element that underpins the development of affects of the child. There is also a significant contribution of mother in setting verbal function and in setting verbal function of the child. The language develops through imitation. Therefore, the children institutionalized in assistance institutions presents a serious delay in language development and if the contact with the mother restored, then in a few months is observed the reversibility of deficit in language development.

So first of socialization processes prove that the baby is a social being who enter into social relationship with his mother early newborn period. Parent-child interaction is social dialogue initiated by both parents from the age of two months. In the months and years ahead this dialog is customized, reinforced and nuanced.

In a UNICEF study are shown some differences between the mother and father's actions. "Both mothers and fathers interact physically with their children, but fathers differently than mothers doing. Fathers tend to play with children and mothers tend to care. In generally, fathers tickle them children, are "fighting" the "slam" with them and throws up more often. Fathers chasing kids and prefer noisy games. Mothers coddled children and fathers make them move. Fathers overturn the house upside down, and mothers are more delicate, will not make a mess. Fathers encourages competition, mothers encourage equity. Fathers encourage independence while mothers encourage security. Mothers tend toward caution while fathers often encourage children to try, test things. A parent may tend to encourage risk without considering the consequences. The other parent tends to avoid risk, preventing the development of independence and confidence. In generally, fathers help children to prepare for real-world problems, and mothers helps to protect them. When working together, these styles counterbalance and helps children to be safe, and expanding opportunities to gain new experiences and to have faith. None of these styles of education is not adequate, if applied alone."²

"The content of primary socialization - E. Stănculescu states - is structured around cognitive dimension and the affective dimension."³ Cognitive dimension supposes the assimilation of language, the privileged instrument of primary socialization - and near the "basic world" (first way to understand the world around) - the version of the contact group (family group). Because the child has not the slightest possibility to choose their significant other, their identification with the latter is carried out automatically (Berger, Luckmann). Subsequent to this emotional identification we see two important actions: the first is that in this way, the child adopts the image of this "significant other" on the person (perceive an image of himself and becomes the first "social I," the first social identity) . A second major perception of the the world is mediated, filtered by parents, as the only possible world. During primary socialization, in the course of life with different experiences "significant other" social roles and attitudes closely follow a process of progressive abstraction from the context or associated with a specific person, from general and impersonal. So the child reaches a first image formation of "generalized other".

b) secondary socialization refers to the period in which a child begins to interact strongly with other social environments than the family. According to some sociologists, it does not reduce strict in childhood, but it continues throughout the entire life of the individual, with the purposeful creation and strengthening of personality, therefore speak of secondary socialization, subsequent to the primary. In this regard, N. Goodman defines this type of socialization continues, identifying it with "formal education". Maria Voinea (2000) states that secondary socialization is the stage immediately following the primary phase the young (and later the adult) acquires a series of statuses and consequently successive roles, with integration into various group structure and wider institutional. This type of socialization takes place within educational institutions and professional or formal structures of various groups, amid a climate of progressive emotional neutrality, as the person grow and mature. The process of socialization is not achieved at once, but gradually, influenced by factors

¹ <https://autismul.wordpress.com/2008/01/21/atmosfera-familiala-si-rolul-mamei-si-tatalui-in-dezvoltarea-copiiilor> accesat în 21.03. 2015- 17:23 PM

² *Unicef*, 2006, p. 1

³ Stănculescu, E, 1996, p. 155

whose importance varies from one society to another. The most important on such factors are: family, school, group of friends, work, religion, mass media, etc.

c) continuous socialization is so named by those which separate them by secondary socialization. The secondary socialization is achieved from the age of 6/7 (now under the new Education Law, from 5 years) and adolescents has to continue socializing from adolescence to death. Another argument for delimitation of the socialization continue is shaping the self. If formed in childhood and adolescence and emerging self (ego) and personality of individuals - mainly by absorbing the reactions of others, through the reflection in the mirror Sociale mature personality is strengthened, and the focus is now on the way in which the self is presented other¹.

d) positive socialization (concurring) is the process that leads to a certain kind of conformism of the person in the group to which it belongs and / or the society, ie conformance of the individual to the expectations and requirements of the group or in general of the society. This is called "positive-normal socialization" because it is carried out according to the social-normative model. existing (dominant) in a given society and partly with moral and educational ideal that designs some models (prototypes) social - cultural perspective. It is a direction of socialization that complies with the requirements, values and norms of socially permissible and desirable².

e) negative or discordant socialization is opposite process of the positive socialization and, obviously, it does not fall within the provisions of moral or educational ideal. In most cases, negative socialization is achieved in groups of marginal, peripheral conforming peripheral subculture group. This socialization is often, equivalent to antisocial behavior formation or, rather, illegally.

f) adaptive socialization or integrative has the effect of setting those characteristics or personal capabilities that facilitate integration, social participation and achievement within a given institutional framework.

g) anticipatory socialization prepare the individual for future statuses and roles. As before exercising a role, the person goes through a training period, the individual has time to learn the behaviors they assume the new role, rights and duties relevant to it. This form of socialization, analyzed from the perspective role statuses, language was inserted in social theory, by Robert King Merton . He claims that anticipatory socialization is determined by "social conformism to the values of a reference group, different from the group of belonging". Therefore, Melton considers that the dispute between the concepts "passivity" and "activist" on socialization appears to be based on a false problem and, to demonstrate this, the American sociologist has developed anticipatory socialization paradigm. The central concepts of this paradigm are the group of belonging (representing meetings of individuals who meet the following three conditions: 1. The individuals concerned are in continuous interaction. 2. They define themselves as members of the group. 3. Those who do not participate to define its interaction also as a member of the group) and the reference group (which is the 'points compared to that reference a sufficiently large proportion of individuals that belong to a social class, in order to establish the state which characterizes that social category "³)

h) formal socialization fully overlaps with education. But the distinction between formal and informal is not just at school. Therefore formal socialization can be made by all institutions, organizations, bodies, groupings officially recognized prescribing precise objectives, rules, duties, privileges and obligations.

i) Informal Socialization is the process of assimilation of attitudes, values, behavior patterns acquired in the personal life. Informal socialization agents are family, friends (entourage), colleagues etc. According to some researchers (Kuh, 1993), informal socialization can and should be performed even by professional corps, outside the classroom. Therefore they need support activities outside the curriculum or, rather, educational activities carried out under informal curriculum⁴.

j) associative socialization is carried out, according to Max Weber, by voluntary agreement of the group members⁵.

k) institutional socialization is carried on the contrary by imposing rules and domination of legitimate power

¹ Dumitrescu A., 2010, p.10

² Roșca, D., 2009, p. 129

³ R. Merton, 1965, p. 240

⁴ Karkoulian, Silva, Nasr, Linda, 2008, p.16

⁵ apud Ferreol, coord., 1998, 206

l) gender socialization is the process that encourages or discourages certain behaviors and attitudes of a particular kind, which communicate what is right for the moment gender norms, which teaches language that culture is communicated and transmitted permanently¹. It defines socialization treating culture as an essential part dichotomy female - male, by which an individual learns behaviors specific values considered masculine or feminine specific. Gender socialization occurs both at the direct / explicit and indirect / default. Through complex processes of socialization and self-gender socialization individuals acquire their (learn and interiorizes) gender identity. Vectors of socialization, traditional and new ones, contribute to the preservation and transmission of gender stereotypes. Most theories and gender studies shows that for gender identity formation, the most favorable age was between 2 and 6 years old when the assimilative capacity of children is very high. Through a variety of activities opportunities, encouragement, discouragement, events, suggestions, and various forms of guidance, children experience socialization of gender roles. As children grow and develop, the gender stereotypes which are at home are reinforced by other elements of the environment in which they live and are thus perpetuated throughout childhood and then of adolescence². There are inborn factors that lead boys and girls to choose a toy, factors related to biological differences between the sexes (higher activity level may lead the boys to prefer moving objects and dolls to girls look interesting due to their stronger orientation towards social work or perhaps because motherhood)³. At the same time, there are social factors that shape their preferences, and parents have a direct role in strengthening the various preferences of boys and girls for toys. m) professional socialization can be considered a component of professional integration process, that which refers to the knowledge and understanding of the nature of interpersonal relationships and the creation and strengthening of personal relationships with team members, colleagues, or bosses or subordinates either. The desire of belonging to the reference group effort involving the acquisition of norms and values, behavioral patterns referential of group members. This import is considered as the first step towards professional socialization.

n) conjugal socialization is the component of socialization that is acknowledged, delimited and practiced a particular family status: the status of wife, husband status, status of son, grandfather status etc.

a) repressive socialization It is carried out by the constraints. Socialization highlights the submission, respect for authority and external controls. Socializing calls repressive supervision, but supervision of detail that tends to be heavily modified in practice.

p) participatory socialization is geared toward gaining individual participation. A comparative analysis of socialization repressive and participatory show clear differences:⁴

Repressive socialization	Participatory socialization
Sanctioning wrong behavior	Rewarding for good behavior
Rewards and financial penalties	Rewards and symbolic sanctions
Child obedience	Child autonomy
Nonverbal communication	Verbal communication
Communication command	Communication as interaction
Socialization centered on parent	Socializare centrată pe copil
Understanding the parent wishes	Understanding the child wishes
The family as a „significant other”	Family as „generalized other”

q) spontaneous socialization is done by spontaneous transmission of norms and values without using qualified personnel. It may accompany socialization planned. For example, the school is performed both forms of socializing. The student

¹ Grunberg, L., 2002, p.201

² MARTIN Carol Lynn, WOOD Carolyn, LITTLE Jane K, 1990

³ ELIOT Lise, 2011., p.175

⁴ Stănoiu A., 2006, p. 78

acquires social experience both within lessons for purposes of the teacher and through experience (lived or observed) social interaction of teachers with students, teachers among them.¹

r) In connection with socialization are the processes of re-socialization and desocialising.

Desocialising involves exit from a certain status and role and consequently waiving the rules and behaviors attached to that status and role. It involves physical and social isolation. Separation of contexts or persons who have satisfied the needs for interaction and supported them statuses adopted to eliminate patterns of behavior and interaction previously learned. This can be seen especially with individuals members of the so-called total institutions such as the army, monastery, prison, etc.

Resocialisation is, in the opinion of I. Mihailescu (2000), in a process of learning new roles, while abandoning previous roles. We also meet situations where some people go through a process of radical resocialization, positive or negative. We use in this regard, the term "socialization" to designate the process of converting from persons who have committed antisocial actions (Maria Voinea, 2000). The aims resocialization certain drawbacks or limitations correcting basic socialization. The aim is learn new roles offered by the society (as if professionalization, the professional reconversion) or rehabilitation of those who have committed deviant or delinquent roles and norms of life accepted by society. Resocialisation is concomitant with the desocialising and consists in the orientation of learning and social control the uptake and expression of individual behaviors consistent with the board of values and attitudes of the new integrator system. It must be said that the effectiveness of resocialization depends not only on individual responsiveness but also the intensity of social control exercised by the new agent of socialization and the degree of removal of previous gratified factors (Zamfir and L. Vlăsceanu, 1993).

In fact, the two processes de-socialization and re-socialization are not only concurrently, but interdependent.

Finally, studying the taxonomy of socialization, we could propose a new classification criteria: extent of socialization. It assumes a total socialization, a partial socialization one and onenull, „zero”.

But it is obvious that we can not affirm the existence of a total socialization, this is a side ideal and not a reality. But, at least in theory, we could use this as a way of reporting terminology and understanding of specific phenomena as, for example, education sciences use the term "educational ideal" or how physics used the notion of "ideal environment".

The concept of "zero socialization" could be social equivalent of the expression used by Aristotle in his "De anima": a kind of "blank slate" for the socialization.

Conclusion

Study of of socialization types should not be unilateral. For example, a child may be the subject of primary socialization, but this can be restrictive and, at the same time, gender socialization. In turn, the primary socialization may be partly spontaneous and partly planned. So one aspect of knowledge beneficial to all types of social events is their simultaneity.

Another point is their interdependence. An effective professional socialization can only be achieved through formal socialization. Current trends in education show that this can not be achieved through restrictive social and especially by the participation. In the same way, we can study the failure of socialization not only sided view, but on types of socialization interdependence.

At the same time, it can not make a holistic approach to socialization, even if the intention is entire spectrum typology. In practice it is important to prove that specialization, in-depth study of each "slice" of socialization. When certain aspects of socialization are deficient, it's good to be studied in specific details, but that is integrated into all elements of socialization.

¹ Zolotariov E., Mihailov M., 2007. p.6

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This paper is made and published under the aegis of the Research Institute for Quality of Life, Romanian Academy as a part of programme co-funded by the European Union within the Operational Sectorial Programme for Human Resources Development through the project for Pluri and interdisciplinary in doctoral and post-doctoral programmes Project Code: POSDRU/159/1.5/S/141086

Interpersonal Skills in Dealing with Multiculturalism: Bosnian Borderland Case

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Abstract

The article tackles the issue of interpersonal skills that provide and ensure a foundation for intercultural dialogue and communication as recognized by the author within her own research project carried out in spring 2015 in Bosnia-Herzegovina. Multitude of cultures is contemporarily a part of everyday life for many democratic countries. At the same time, cultural similarities and differences have begun to play a substantial role in the public discourses and individual biographies encountering multiculturalism on a daily basis. It consequently demands from the members of such culturally diverse societies to generate given code of communication, axiology and attitudes that enable culturally heterogenic dialogue. Otherwise, we may deal with cultural antagonism that can lead to social and political tensions questioning democratic functioning of such states and countries. Taking it into consideration, the subject of research concerns interpersonal skills manifested by the members of Bosnian multicultural communities of Sarajevo, where cultural diversity occurs both within the families as well as communities in which they function. Hence, cultural differences are part of their everyday life, manifested within cultural legacy of own community, cultural system of the family, family socialization, experienced problems resulting from cultural differences within own family and beyond it, attitudes to different representatives of cultural communities, and last but not least, within values by reason of which the cross-cultural dialogue and multicultural coexistence are possible. Consequently, multicultural, interpersonal skills should be acknowledged and practiced as a potential and concurrently as a chance for recognition of the priorities of cross-cultural education, crucial for all the democratic states worldwide.

Keywords: interpersonal skills, multiculturalism, communication, borderland, axiology, Bosnia-Herzegovina, Sarajevo

Introduction

Social, educational and pedagogical scientists and alike have long been interested in interpersonal competences and the specific components involved in effective interaction (i.e. social skills), due to the fact that interpersonal relations and communication are of paramount importance in the process of daily functioning of individuals and communities. Moreover, it plays particular role within the framework of intercultural discourse, as it constitutes a factor decisive in terms of managing relations and conflict in cross-cultural context. It must be remembered that developing cultural awareness accompanied by the ability to understand the role that cultural prescriptions play in shaping communication provide assets due to the fact that intercultural ignorance inhabits and often disables the ability to create meaningful interpersonal relationships with people of different cultural background.

Communication stress the importance of trying to establish a community with someone; to convey common information, ideas and attitudes, associating, appertaining or establishing links between them. Wilbur Schram understands communication as the process of establishing a communion, or a nature of perceptions, ideas or concepts between the transmitter and the receiver of the message through a communication channel (Schram W., 1995).

Thus, abilities such as recognition of other people's needs, cooperation, acknowledgment and shaping positive and socially desired values, generating effective solutions within compromises, negotiating and making the social surrounding an area of constructive dialogue are all indispensable in cultural borderland. The latter generates specific changes and transformation within the framework of economy, culture, education and society, influencing the course of individual biographies, too. Such process is accompanied by cultural exchange of values, norms and patters enhanced and advanced by interpersonal skills that are related to the notion of communication, interpreted in many ways. It can be, for instance,

considered as a process of exchanging information, and it is assumed that it can take place through verbal and non-verbal channels, entailing number of features, methods and conditions that should be met in order to make such communication effective. On the other hand, verbal communication should be “reliable, i.e. non-tendentious, based on competitive statements and attractive for the interlocutor” (Szerlag, 2001). As far as competences are concerned, they are viewed as, for instance, “one’s ability and readiness to perform task at a given level, as a result of integration of knowledge, significant number of minor skills and comprehension in making assessment” (Kwiatkowska 2008). J. Szempruch stresses that competences reflect “abilities and readiness to perform tasks at a level corresponding to given standards, including interpretative, communicational competences, creativity, cooperation, as well as informative and pragmatic skills (Szempruch, 2006). Consequently, typology of competences can embrace (Dylak, 1995) interpersonal competences such as leadership, being team player, ability to negotiate etc, intellectual competences such as organization skills, being source-oriented, high motivation, stress-resilience, and communicational skills predominantly concerning clarity of communication in written and verbal form.

Communication competences put emphasis on the following features:

- active listening,
- remaining relevant and applicable balance between listening and speaking,
- appropriate, conscious management of body language (its comprehension and ability to adjust body language in cross-cultural context is of paramount importance),
- clear and comprehensible public speaking and expressing oneself in writing.

B. Ciupińska (2005) stresses that interpersonal skills are substantial in the process of getting to know one’s personality, as only then it is possible to become aware of own assets and drawbacks in order to coherently develop own potential and improve relations with the culturally diverse surrounding. Additionally, body language and awareness of its nuances are essential as they:

- convey feelings and emotions through mimicry, gestures and etc;
- illustrate verbal communications through visual interpretation of the statement;
- regulate the course of discussion and reactions between interlocutors by gestures, mimicry etc;
- allow to adjust to a current situation by expressing empathy and understanding, or quite the contrary – manifesting puzzlement or distrust.

Taking the above into consideration, it can be concluded that interpersonal (social) skills constitute a set of life skills applied upon everyday communication, facilitating interaction with others in effective, constructive and positive manner. Thus, through awareness of the way one interacts with others it is possible to practice, improve and advance own personal skills, including verbal communication, non-verbal communication, listening skills, negotiating, problem solving, decision making and assertiveness. Moreover, it must be remembered that moral values that lay foundation of interpersonal communication are often related to a given manner of behaviour or attitude toward others. Therefore, soft (social, communication or interpersonal) competences are useful and necessary and can be decisive in terms of the social dynamics of any community, yet are particularly vital in case of cross-cultural communities such as in Bosnia-Herzegovina.

Bosnian borderland

Bosnia-Herzegovina sets a very interesting example of a contemporary borderland society that constitutes a meeting point for representatives of Ottoman, Muslim culture (a reminiscence of almost five hundred-year long Turkish rule), Balkan traditions, orthodox church influences and western-European lifestyle that was established during the Austro-Hungarian occupation, therefore, in the course of the history, this intercultural society has created a crossroad for the West and the East, the Orient and the Occident. Despite the dramatic war accompanying the fall of Yugoslavia, contemporary Bosnian society sets an example of a community model capable of combining different customs, traditions and code of conducts experiencing the heterogeneity of the culture in the prose of everyday life. While analyzing the issue of socialisation and

upbringing in Bosnia-Herzegovina, F. Hrustić, a Bosnian sociologist, claims that apart from common set of values there is be number of cognitive processes manifested upon daily communication involved, which according to the author entails understanding of human nature and needs, as well as readiness to learn and will of getting to know the unknown (Hrustić, 2010). In the context of interpersonal skills, the process of learning is understood as learning in order to broaden moral horizons, to modify own behaviour (creative conduct in accordance with moral principles and social expectances), to live together and to exist consciously, which makes up the sum of previous steps. Referring to his country also as a place of research, Hrustić indicates the following principles and values which constitute the axiological sphere underlying social specificity of contemporary Bosnia-Herzegovina, emphasizing:

- sense of community and similarity in the context of cardinal values,
- legal, political, social and economic equality,
- equality in terms of inalienable dignity, equal cultural, political, confessional and economic rights,
- shared common values such as justice, honesty, decency, honour, creative activity, solidarity, devotion, love, hope, responsibility, respect,
- cognitive curiosity (Hrustić, 2010).

In the context of interpersonal skills in culturally diverse environment, the above values become a part of symbolic culture of culturally heterogenic social groups and significantly influence the nature of interactions. Furthermore, they become a point of reference and a specific "code" according to which given social, cultural and political phenomena are read, interpreted and assessed in the course of interpersonal communication. Nonetheless, it must be remembered that in multi- and intercultural societies some tensions will always occur regarding the dominance of socially and morally desirable values, as not all processes taking place within inter- or multicultural society favour the accomplishment of borderland values, internalized in the course of socialization. Yet, strengthening cross-cultural communication and enhancing interpersonal skills can facilitate conditions for tolerance and other above-mentioned values (Babić, 2002). Hence, contacts with the representatives of other nations, religions, ethnic groups or languages should assist the members of society in overcoming the unambiguous paradigm of a monoculture. This, in turn, supports the idea of experiencing acceptance, understanding and respect for others. Intercultural world of a borderland may be defined within the framework of tools, categories of values and their correlation with intercultural communication. On the basis of own qualitative research focusing on the Bosnian identity, the selection of the key values (tools of axiological socialisation) in the context of Bosnian borderland includes the following:

- cognitive values allowing to gain and process the knowledge and information regarding "the other" culture and its representatives (code of conduct, preferable set of values, traditions regarding various religious holidays);
- pro-social values enabling members of the Bosnian borderland to participate actively in various enterprises contributing to the integrity of the community such as common cultural events, festivals, participation in culturally diverse forms of entertainment;
- moral values perceived as internalized, core concepts setting a hierarchy and structuring internal and external world of the individuals concerning their motivation, direction of activity, emotional attitudes and pattern on interpersonal communication. The empirical material proved that human dignity, respect for the values of life and non-violent approach to conflict constitute the foundation of such categories of values (Pilarska, 2014).

Therefore, relations between the world of values, intercultural communication and borderland identity constitute a co-dependend structure, with borderland axiology structuring and dynamising intercultural communication, which is a foundation for conceptualisation of intercultural, borderland identity, as researched in Bosnia-Herzegovina, and presented in works of Bosnian researchers (Hrustić, 2010; Bringa, 2009). This correlation reflects direct and mutual connection between entering the world of values in the course of primary and secondary socialisation, empowered by intercultural communication, rooted in the cultural surrounding and leading to the establishment of multidimensional, multicultural identity enriched with aforementioned values, specific for a cultural borderland. In the context of socialisation in borderland the axiology ipso facto creates and accomplishes the priorities of intercultural education leading towards the borderland identity. Hence, the axiological influences in the course of socialisation stimulate experiencing relations with the cultural surrounding that may become inspiration of axiological importance for interpersonal skills (Szerlag, 2001).

In the past, Bosnia was subject to extremely contradictory powers affecting not only its current political shape, but also shaping its social nature and the specificity of intercultural communication taking place in the cultural borderland, that

is constituted by a heterogeneous society in terms of ethnic, confessional or national provenance, providing a unique example of synthetic form of eclectic cultural code (Banac, 1996). Bosnian society is constituted by three major ethnic/confessional groups, namely Bosnian Serbs, Bosnian Croats and Muslims. As proved by previous findings of the author (Pilarska, 2011) Bosnian Muslims provide extraordinary example of unconventional pattern of perceiving own identity, being a combination of various, at times contradictory, cultural codes, such as south-European (Yugoslav facet), ottoman, Mediterranean, Muslim and Slavic. They altogether outline a very dynamic and rich competent for establishment of Bosnian identity that can serve as a model example of a multi-layer, intercultural construct manifested through cross-cultural communication. Thus, Bosnian cultural borderland is characterized by the following aspects:

- moving beyond the border of homogenous, “inherited” in the course of primary socialization cultures (see: Nikitorowicz, 2005) on the basis of everyday life interactions;
- socially articulated image of the features of being a Bosnian, revealing a set of values dynamising Bosnian identity such as sociability, emotionality, openness, and cordiality. They, in turn, establish a set of altruistic and social values as well as a precise premise for projected activities and assignments of intercultural education enhancing interpersonal, social skills (see: Pilarska, 2014);
- “Bosnianhood” as an area of everyday life existence and rituals exposing culture-generating function of spare time, experiencing and shaping communal values along with social and educational aspects of everyday life intercultural interactions that provide a foundation for establishment of cross-cultural communication and dialogue;
- Bosnian social identity;
- universality of perceiving individuals on the basis of axiological polymorphism.

All the above-mentioned factors shaping and dynamising Bosnian cultural identity result from the specificity of Bosnian socialization and enculturation that involve the following:

- cognitive openness towards the Others (insignificant prejudices towards the Other as far as Balkan nations are concerned – frequent references to collective, local identities, e.g. “us ex-Yugoslavs, people from “here”, etc, see: Pilarska, 2013);
- sense of attachment to the social and cultural surrounding;
- importance of the neighborhood as a community crucial for the secondary socialization;
- lack of cultural assimilation (social and cultural identity shaped on the basis of socialization and enculturation is not a summary of such influences, but its creative, dynamic outcome);
- communal perception of axiological interpretations of the reality, i.e. eclectic perception of moral values, regardless of ethnic or confessional origin;
- mechanism of social regulation structuring relations with the world on the basis of given values such as openness, understanding, resourcefulness and cordiality regardless of national ,ethnic or religious determinants or denominations;
- the value of local *topos* as an area of material and mental area crucial for ontological sense of security (local, community-based identity, regardless of the fact whether such setting is culturally homogenous or heterogeneous).
- Axiological specificity of Bosnian cultural borderland, influencing the process of interpersonal communication, involves:
- secondary emotional bond shaped upon everyday contacts with cultural diversity – interactions with the representatives of culturally diverse community are grounded within common set of values and are superior to inter-generational transmission occurring within primary socialization (Pilarska, 2014);

- sense of ontological security defined by common axiological area, worked out upon everyday life negotiations and tensions eliminated within the framework of, and on the basis of, a life style allowing for cultural and social closure within private situational contexts;
- similarities of customs, patterns of spending free time or material culture as a result of dynamic transformation of cultural code rather than passive accommodation or adaptation;
- ontological and axiological approaches towards core values can be subject to modification regardless of their primary character due to emotional and intellectual interpretation of cultural meaningfulness as a part of everyday life patterns.

In respect to the above, it may be concluded that the multi-layer, intercultural Bosnian identity manifested on such cultural borderland in communicative discourse with the surrounding, is constituted by Bosnian personal, social and cultural identity, as expressed through intercultural communication.

Taking the above into consideration, it must be remembered that the moral horizon is established by certain combinations of values constituting ethical sphere of each individual and community, expressed within interpersonal skills upon daily communication and intercultural contacts. B. Wojciszke, applying American social psychology paradigm, consolidated the model of the structure of culturally universal types of values and their interrelations (Wojciszke, 2002), stressing that „moving beyond own interest” origin, as well as values related to the “openness to change” appear most desirable and suitable in terms of a cultural borderland and shaping interpersonal skills. Undoubtedly, this does not fulfill the interpretative frameworks of structures of values, but indicates axial dimension specifying the community on the basis of preferable values rooted in the two polar opposites, i.e. “conservatism versus openness to change” as well as “concentration on own interest versus moving beyond own interest”. Such polar opposites imply another key aspect of borderland interpersonal skills, i.e. the intercultural communication that is linked to the process of openness. Therefore, the reflection on interpersonal skills in culturally diverse environment shall take into account given basic properties of values, i.e. the assumptions that from practical perspective and in the context of willingness and activity they constitute a dynamic element of cultural identity nonetheless, still retaining its objective nature, i.e. statically reflecting the social, traditional and common for all people nature of values such as honesty or loyalty. Analyzing interpersonal skills and their foundation in the axiology of a cultural borderland as reflected in cross-cultural communication, it must be remembered that values are most often derived from developmental tendencies of a culture and society, philosophical or religious concepts of a human, various forms of social ideology, social policy of a state and etc (Schulz, 2003), as only in such context the ground for common moral sphere may be found and established. Moreover, it must be bore in mind that values are experienced and realized in the process of communication, hence their key importance for interpersonal skills in this regard. Axiological diversification, occurring in the course of cross-cultural communication in the borderland, and empowering the emergence of interpersonal skills, refer to phenomena that may be characterized in the following chronology:

1. Imitation of attitudes, opinions and assessments (also stereotypes) shaped by values establishing symbolic universe of a given group. It takes place in the course of socialisation and education, including the mechanisms of identification with the traditions of own group. At this stage, according to A. Szerlag, “such position of values functions as a part of a codifier, sanctioning activities expressed by the subject, with all anticipation acts referring to the reality of multicultural sphere that are also rooted in such values (Szerlag, 2001). Therefore, “if values in favour of the diversity became objective, then - while undergoing process of self-identification - individuals or groups assign meaning to such values and as a consequence such individuals acknowledge the cultural personality pattern, actively adjusting to the conditions of a multicultural society” (Szerlag, 2001).
2. Relations with the surrounding become stratified on the basis of gained experiences. i.e. the perception of multicultural diversity is subjectively defined by individual set of values, attitudes, feelings, intellectual or interpersonal competences.
3. Diversity of the expressed social roles, resulting from the multilevel cultural reality, making the subjects permanently redefine their ontological positions, hence the axiological awareness of own self allows them to exist in a multicultural diversity expressing own self through cross-cultural communication, relying on and with reference to interpersonal skills.

Taking the above into account, it is crucial to define, establish and point to these social competences that occur essential for the participants of a cultural borderland to interact productively and constructively, moving towards negotiations, reaching compromises and peaceful, yet dynamic existence. Hence, the objective of the research was to examine the degree and specificity of experiencing or manifesting social skills that are demonstrated by participants of Bosnian borderland on a daily basis through their interpersonal communication.

Method

The research project embraced two independent tools capturing specificity of interpersonal skills expressed by respondents from Sarajevo cross-cultural community. The applied Social Skills Inventory (SSI, Riggio, 1986) is a widely used 90-item self-report questionnaire designed to measure the possession of basic emotional and social communication skills consisting of six subscales, i.e. emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity, and social control. Participants respond on a five-point scale from “not at all like me” to “exactly like me”. The scores of these subscales can be summed to obtain a global index of one’s social skills. Concurrent validity was demonstrated with respect to constructs like empathy, self-esteem, nonverbal sending ability, and nonverbal sensitivity. The other utilized quantitative questionnaire, i.e. Interpersonal Competence Questionnaire (ICQ, Buhrmester, Furman, Wittenberg, & Reis, 1988) is a 40-item self-report measure in which participants are asked to rate their ability to handle a variety of interpersonal tasks on a five-point scale ranging from “I’m poor at this; I’d feel uncomfortable and unable to handle this situation, I’d avoid it if possible” to “I’m extremely good at this; I’d feel very comfortable and could handle this situation very well”. It covers five different social competence domains, namely initiating relationships, personal disclosure, negative assertion, emotional support, and conflict management. In a series of studies, the authors showed that the ICQ is reliable, has a sound internal structure, and correlates sensibly with other theoretically related variables as well as with peer rated social competencies (Buhrmester et al., 1998). For the purpose of the present study, the ICQ was translated into Bosnian using the translation-back-translation procedure (see Behling & Law, 2000).

Researched Group

The researched group embraced 120 respondents living in Sarajevo, capital city of Bosnia-Herzegovina, coming from three ethnic-religious backgrounds, i.e. Bosnia Serbs, Bosnian Croats and Bosnian Muslims. As far as the age of the respondents is concerned, the project embraced persons in the *age group* of 16-65, including men and women, regardless of their profession, social status and other stratifying factors. The selection concerned strictly cultural origin (coming from a multicultural city) and entering cross-cultural relations on a daily basis, which is a natural consequence of living in such culturally diverse environment. The survey was carried out in April-May 2015 in public spheres, which is concurrently part of the material ground for entering cross-cultural contacts in such area (Bosnian life style implies number of social rituals in public coffee houses, i.e. *kafana*). To remain ethnic-religious balance the questionnaires were addressed to 40 representatives of Bosnian Serbs, 40 Bosnian Croats and 40 to Bosnian Muslims.

Outcomes

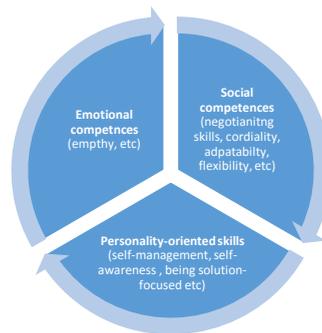
Upon processing the acquired data it was possible to establish and define set of skills and competences of interpersonal character, useful in dealing with, and being part of cultural diversity. The designed research tools allowed to get insight into the core social skills desired and manifested by the participants of culturally diverse Bosnian community of Sarajevo. Simultaneously, the respondents expressed their attitudes towards various aspects related to everyday life in a culturally diverse community, stressing the importance of the following features, arranged into three categories, namely social (s), personality-oriented (p) and emotional (e), all intertwined yet explicit for its own class:

- responsibility (s)
- empathy (s)
- tolerance(s)
- ability to influence others (s)

- team work (s)
- tenderness and kindness in dealing with others (s)
- active attitudes towards social surrounding (ability to cooperate with others on the basis of dialogue, partnership and negotiations) (s)
- openness and supportive approach (stemming from the cultural code of conduct in Bosnian society, i.e. readiness to provide support, friendly small talks, rule of reciprocity, principal of cordiality regardless of the degree of familiarity with others); (s)
- easy adaptability towards new communication styles; (s)
- sense of real, social and cultural bonds (personal ones) within local community (s)
- ability to conduct dialogue and logical argumentation of the expressed statements or beliefs' (s)
- social awareness as an ability to respond to a social situation (s)
- conflict management (e.g. being able to put begrudging feelings aside when having an argument, when having a conflict with a companion, really listening to his or her complaints and not trying to "read" his/her mind, being able to take a companion's perspective and really understand his or her point of view) (s)
- active listening exerting the effort to understand what other people say (s)
- using common language (channel of communication) showing by words, manner of speaking and by body language that there is a common ground between the interlocutors or participants of the interaction (s)
- highlighting similarities, i.e. finding areas of similarities and emphasizing them (e.g. common interests, goals etc) (s)
- mutual respect (courtesy as a principal rule of communication) (s)
- win-win solution, i.e. finding a solution that has benefits for both parties (s)
- reasonable concessions for the negotiation (regardless of its topic) to move forward (s)
- being learning-focused, i.e. conflicts as opportunities to get feedback on how well communication, so that necessary changes can be made (s)
- being solution-focused (p)
- self-management (as one of the pillars of emotional intelligence) understood as ability to control own emotions when they are not aligned with what would be considered appropriate behaviour for a given situation (p)
- initiation (e.g. being an interesting and enjoyable person to be with when first getting to know people, presenting good first impressions to people you might like to become friends with, going to parties or gatherings, etc) (p)
- disclosure (knowing how to move a conversation with an acquaintance beyond superficial talk to really get to know each other) (p)
- creativity (p)
- sustained communication - consistent and sustained communication about matters of interest, opening communication lines, increasing likeability and credibility (p)
- ability to recognize own assets and drawbacks (p)
- information sensitivity (ability to recognize information crucial for understating the cultural diversity amidst the information overload – finding useful and valuable information on cultural differences, etc) (p)

- emotional awareness i.e. identifying one's emotions and their effects (e)
- emotional support (responsibility and accountability as indicators of emotional maturity building trust and encouraging others to strike up relation and communication with a given person) (e)
- emotional self-control, i.e. controlling harmful emotions and impulses (e)
- empathy - sensing emotions and points of view of other persons, active interest in their concerns, anxieties and worries (e)

Chart 1. Classification of the interpersonal skills categories as resulting from the research outcomes



Source: own study on the basis of research results.

It is evident from the above that the overwhelming class of **interpersonally desired skills are of social origin, followed by some personality-oriented, self-aware qualities, accompanied by emotional maturity**. Yet, in quantitative perspective the overwhelming number of interpersonal skills refer to social abilities reflected in number of competences such as communication skills, problem-solving skills, acting as a team-player, active listening, comprehension of the body language etc. No matter how challenging and demanding (individually as well as institutionally in the context of educational objectives) these features seem, promotion of the above-mentioned skills can contribute to the process of strengthening cross-cultural.

As a consequence, the members and active participants of a cultural borderland (intercultural society) may contribute to the growth of values they adopt in the process of interpersonal communication, including the following categories:

- prosocial values reflecting the attitudes and activities moving beyond own interests determined by empathy or kindness, favouring dialogue, understanding and constructive relations in the cultural borderland (societal skills)
- values determining openness towards change, including self-management and stimulation, supporting mutual intercultural contacts, enriching them and catalysing positive direction of the interaction (personality, self-awareness oriented values)
- Therefore, in relation to the preliminary, pilot research outcomes all those involved in the process of formal as well as informal (cross-cultural) education should take into consideration the following axiological priorities while designing educational and pedagogical objectives, crucial in the process of communication and dialogue in the cultural borderlands, as the research outcomes prove:
- altruism as a key interpersonal attitude, which according to M. Łobocki "refers to the set of attitudes and behaviour reflecting acceptance and friendliness towards others, involving understanding and aware activities for the sake of others and widely perceived community" (Łobocki, 2002);

- the value of a human, which is defined by M. Łobocki as “intrinsic spiritual existence remaining in inseparable connection with the spiritual and mental existence of a human” (Łobocki, 2002); other authors refer to this notion as collective manifestations of own self in a community, with inextricably assigned right to health, respect and life, subsequently making all the members of such society responsible for such prerogatives (Babić, 2002). Respectively, internalization of such a value results not only in awareness that a human constitutes an independent and complete creation, but acknowledges that such an individual functions as a personalistic existence for others, stressing its interpersonal, communicative nature;
- responsibility, which defines not only the sense of self-responsibility, but also involves the responsibility for the partner of a dialogue in the intercultural contact, which in turn shapes mature, in-depth intercultural relations grounded in highly-developed social skills;
- freedom, which is understood as a value linked to the responsibility and sense of democratic community that provides a framework for liberty and consideration for the Other hence facilitating altruistic, pro-social responsible activities for the sake of a community, providing foundations for the process of constructive intercultural communication;
- tolerance, which role in the context of communication in borderlands is defined by J. Nikitorowicz as “a process allowing individuals to establish positive bonds despite differences between, carry out intercultural dialogue with the guarantee to sustain integral autonomy and to ensure multiculturalism” (Nikitorowicz, 1995). Therefore this value appears crucial for intercultural relations on borderlands, as it practically recognizes and confirms co-existence in such areas through cross-cultural communication;
- justice, which is – due to its nature - perceived as a foundation for the sensitivity towards diversity, granting the individuals the right to equal, just treatment regardless of the lifestyle manifested and values behind such code of conduct. It additionally becomes a ground for the dynamics of social and political changes occurring in multicultural societies and countries.

It is also important to stress that as it results from the research outcomes, interpersonal skills concern not only social competences and this explicit area of human's functioning, but also make reference and are conditioned by internal personality-oriented features and emotional abilities such as reading other people's emotions, empathy etc.

Discussion

This aim of this paper was to identify which interpersonal skills are crucial for cross-cultural dialogue in a culturally diverse society, exemplified by the group of respondents from multicultural Sarajevo, in Bosnia-Herzegovina. As far as axiological assumptions of interpersonal skills are concerned, it is essential to promote and experience in a culturally diverse environment affirmation, understanding of human's needs, learning and getting to know social as well cultural heritage of the local communities, practicing freedom and respect for all confessions and representatives of cultural differences youth activation through civic education and last but not least - creation of constructive, cross-cultural, interpersonal relationships.

Society of intercultural character is specified not only by the presence of individuals belonging to various nations, races or religions, but it is also an area which gathers those, who are advocates of different political viewpoints, seemingly difficult to reconcile (Łobocki, 2002). Each of the cultures existing in a given area presents its unique material and non-material heritage handed down from generation to generation. Moreover, the cultural borderland implies coexistence of various systems of moral values, what - in turn - facilitates pluralism and relativism that reflect the multitude and axiological ambiguity of the intercultural borderland, as expressed in everyday communication through interpersonal skills. Such features of intercultural societies can be acquired through daily trainings upon everyday interpersonal experiences, or within specially designed courses concentrated on shaping this type of competences. It is, however, not only learning through experience or modeling in a given situation, but also implies learning given rules and principles that would allow to apply given experiences in shaping specific competences. In order to establish such common sphere shared by all the members of intercultural society, some certain criteria should be met, namely:

- antinihilistic axiological orientation;

- dynamism expressed within openness to changes;
- dialogue and discourse;
- ethic tradition;
- creative assimilation;
- axiological maximalism (formulating criteria and conditions for moral enrichment of the world's societies) (see; Michalik, 2004).

Such perspective enhances perception of the borderland communication resulting from interpersonal skills as a dynamic, inspiring sphere of experiencing diversity not only in the ontological, but also communicative, interpersonal context. It takes place due to the fact that dialogue and discourse allows to broaden and widespread commonly accepted values and norms, to combine points of views and moral stands, as well as to overcome particularism and stereotypes, as it results from the research outcomes. Moreover, such approach avoids the trap of universality as "universality is the opposition of diversity, as it is only diversity that makes up the phenomenon appropriate for the open process of thinking that recognizes and cherish differences, individuality and even different life options, moreover [...] in order to embrace this, what's general and common, we must get to know and appreciate this, what's different (Anderson, 1997). As a consequence, the denial of simplified tendency to universalize corresponds with the stages of intercultural learning since such approach does not negate the sheer existence of differences, does not even attempt to join them nor to reduce them to the lowest common axiological denominator, but allows to change the profile of a given culture towards pluralism and interculturalism in the course of intercultural communication, applying desired interpersonal skills. Thus, the need to work out skills that would constitute a foundation for constructive interaction and then, understanding and permanent, ethically rooted relations. It is important to stress in the context of designing programmes and activities promoting interpersonal skills and shaping social competences, the key difference between universality, pluralisms and particularization, as the cooperation between representatives of various axiological backgrounds cannot be brought down to some cosmopolitan clichés or universal platitudes. Therefore particularism is the opposite to the community, and consequently the efforts for the sake of common axiological borderland shall focus on pluralism that enables dialogue, mutual respect, justice and tolerance as desired interpersonal skills manifested within own moral stand.

All things considered, that communication skills cannot be shaped in a short-term period so it is crucial to improve them upon formal or non-formal education. The necessity to acquire communication competences is the key to smooth and constructive cross-cultural dialogue, yet it must be remembered that everyday intercultural communication results from the axiological perspective, as increased participation in a given culture rises awareness regarding the principles and rules derived from given values. The dynamics of defining, negotiating, entering relation and active participation enables the individual axiology to become a set of dynamic variables, empowering interpersonal skills, subject to universal rights of human dignity, due to the recognition of a certain category of common, shared values which "in individual and common perception do not generate tensions, hence are not of dual nature, but are related to the existence of equal system both for the individual and the group [...] and those are values of stable character, guaranteeing relative homeostasis in the relations of individuals or group with culturally diverse surrounding (Szerlag, 2001).

Consequently, from the practical perspective being aware of the following, recommended questions when interacting with those of diverse cultural background, can improve interpersonal skills in cross-cultural context, i.e.:

- How do given person's feelings /experiences about socialization differ from mine?
- How does his or her concept of self differ from mine?
- To what extent do our attitudes, values, and thinking processes differ?
- To what degree is he or she more or less competitive than me?
- In what ways does his or her use of nonverbal cues differ from mine?

The simple set of such questions can be made a point of departure for discussions and reflections over cross-cultural communication and interpersonal skills in borderland. Seemingly simple insight into these aspects of everyday functioning amongst others can definitely contribute to the process of improving interpersonal skills indispensable in intercultural context, entailing desired features, as expressed by the respondents. Socialisation taking place in the cultural borderlands is shaped by different factors than those dynamising this process in a homogenous societies. Multitude of cultural patterns, customs,

traditions and different lifestyles may cause confusion for these members of a cultural borderland that have not consolidated their identity accordingly to the principles of axiological education. Acknowledging the importance of values within the process of cross-cultural communication are crucial for further cooperation and development of culturally heterogeneous societies, emphasizing their openness, flexibility and wide margin of tolerance towards this, what is unknown and unfamiliar. Thus, acknowledging and socializing towards such values is of paramount importance in contemporary cultural borderlands, concurrently ensuring interpersonal aptitude within given social skills. Thereupon, it is recommended to develop opportunities to meet and exchange experiences, commence on new, educational tasks and other enterprises, providing opportunities to cooperate, enhancing, openness and flexibility in dealing with cultural diversity.

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Tables

Table 1. Dimensions of Bosnian identity

<i>Bosnian personal identity</i>	<i>Bosnian social identity</i>	<i>Bosnian cultural identity</i>
<i>Who am I?</i>	<i>How to live?</i>	<i>How to participate?</i>
<i>Open individuality</i> <i>Self-conceptualization based on cultural code</i> <i>Awareness of subjectivity</i> <i>Authenticity and integrity</i>	<i>Cognitive, intellectual, emotional and behavioural openness</i> <i>Combination of individual and collective existence in a cultural borderland</i> <i>Axiological polymorphism</i>	<i>Awareness of personality-shaping influence of culture</i> <i>Creativity and dynamism of involvement in cultural activities</i> <i>Active participation in local community life</i> <i>Emotional approach towards values</i>

Source: own study.

Table 2. Universal types of values and their representatives

<i>Moving Beyond own interest</i>	<i>Conservatism</i>	<i>Concentration on own interest</i>	<i>Openness to Change</i>
<i>Universality</i>	<i>Security</i>	<i>Power</i>	<i>Self-management</i>
<i>Kindliness</i>	<i>Tradition</i>	<i>Achievements</i>	<i>Stimulation</i>
<i>Responsibility</i>	<i>Conformism</i>	<i>Hedonism</i>	<i>Life joy</i>

Source: own study based on: Wojciszke, B. (2002). *Człowiek wśród ludzi. Zarys psychologii społecznej*, Scholar, Warszawa, p. 179.

Health Care Human Resources' Planning and Programming Act as a Necessary Tool for the Effectiveness and Strengthening of the Health Care Sector

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Abstract

The efficient planning and programming of human resources has a number of benefits for the organization, such as improved workforce management policies. Indeed, maintaining a healthy population has a positive impact on the productivity and competitiveness of a country but it very much depends on the sustainability of the health care system and hence on the efficiency and effectiveness of its health care units. Health workforce planning and programming is a challenge for health care decisions makers as they aim to satisfy the needs of the system and secure a sufficiently sizeable health care workforce (medical doctors and nurses) in every geographical area and type of hospital. In the last five years, due to the severe economic crisis, the public health care sector in Greece has experienced a number of negative implications such as a freeze on the recruitment of health care employees, workforce imbalances, a reduction in health care expenditures and the merging of health care units. Based on the above, this study investigates the level of satisfaction of the health care workforce regarding human resource planning and programming in Greek health care units. Moreover, this study examines whether or not the personal characteristics (such as age, etc.) of medical doctors and nurses have any impact on their attitude. Based on the findings, recommendations are made to policy makers for possible improvements to the system.

Keywords: health care sector; workforce; human resources planning; personal characteristics

Introduction and Aims of the Study

It is true that in recent decades there have been tremendous changes in the standard of living as well as developments in technology and in the fields of politics and the economy. Together with globalization, they have impacted significantly upon modern public management. But it is also true that any improvements and progress in the organizations are likely to occur only when management successfully adapts to the environmental changes (Bloor & Maynard, 2003; Bouradas, 2002; Dussault & Dubois, 2003; Polyzos, 2014).

Management in the health sector is a relatively new global scientific issue. The first major steps towards international cooperation in health care began with the establishment of the World Health Organisation in 1948 and gathered momentum during the latter half of the 20th century. Such developments were a response to severe problems in health care.

The implementation of modern management in the health care sector may be considered as crucial since the priority in this particular sector is the achievement of ongoing effectiveness. According to Polyzos (2014, p. 39) all the actions linked with health care units focused on: a) *strategic planning* b) *total quality management* and c) *e-governance*.

The main aim of health care organizations is the satisfaction of all user groups and health care employees while the target of every hospital is the maximisation of the qualitative health care services through the effective use of the available resources (Bloor & Maynard, 2003; Carignani, 2000; Dussault & Dubois, 2003; Liaropoulos, 2007;).

Management in health care deals with a unique good with a form of its own. Its specific characteristics determine the organization and functioning of the health care unit, the coordination of many complicated activities, the continuous readiness for confronting urgent matters and crises, as well as the continuous demands and expectations of society (Buchan, 2000; Carignani, 2000; Dussault & Dubois, 2003; Lanara, 2003; Niakas, 2004)

As open systems hospitals consist of different sub-systems such as departments, human resources, substructure, etc., that are interrelated and interdependent not only between themselves but also with the external environment. Moreover, the inputs of the health care system (i.e. human and material resources) are elaborated through a process and produce outputs (health care services) for society. The feedback mechanism gives the hospital the opportunity to monitor its outputs, its aims and its adjustment to the environmental conditions.

Clearly, any change in the subsystem affects the functioning of the remaining subsystems and the health care system in general. Hence, it is necessary for the management in health care units to find solutions that achieve a balance between the subsystems. (Bouradas 2002; Chen & Stroup, 1993; Chen, et.al., 2004; Dussault & Dubois, 2003; Kast & Rosenzweig, 1972).

The planning of human resources, as a major management tool and shaper of the system, requires targeted determination and future planning actions in relation to environmental changes (Bloor & Maynard, 2003; Buchan, 2000; Parry & Tyson, 2008; Walker, 1976; Zurn, Dal Roz, Stilwell & Adams, 2004). It is a continuously flexible managerial process that interacts between the system and the staff, whose numbers are adjusted to the organization's needs and possible environmental changes (Bloor & Maynard 2003; Dussault & Dubois, 2003; Hitiris, 2006; Walker, 1976)

Any plan should be adjusted based on the current and future needs that can result in new specializations in the medical and the nursing staff (Eitzen-Strassel et al, 2014; Dussault & Dubois, 2003).

Thus, the main aim of healthcare staff planning is the achievement and the sustenance of the required number of capable health care staff so that the unit is in a position to deliver health care services in the best possible way - an aim that is adjusted over the years. Moreover, planning aims to attain and sustain the improved development of the employees' skills and have the ability to predict all the administrative problems that stem either from an over-supply or a shortage of staff (Armstrong, 1984). However, health workforce planning and programming is a challenge for health care decision-makers due to great employee diversity and the complicated functioning of the health care sector. For this reason, the planning of human resources in this sector cannot follow the same process. In particular, regarding the estimation of human resources in the health care sector, there appears to be an interrelation between demand and supply. Due to this relationship, the challenge is to achieve a balance between supply and demand (Buchan, 1994, 2000).

The demand for health care staff stems from the user groups in terms of size, expectations and income distribution while supply stems from income, the status of the professionals and the relationship between different healthcare professions (Bloor & Maynard, 2003).

Another obstacle in health care sector planning is the analysis of the current situation and its assessment. Planning is assessed continually so that the necessary adjustments can be made in a rapid response to environmental changes. Hence the aims can be fulfilled only by determining sufficient targets and by monitoring the process (Dussault & Dubois, 2003; Merode, Groothuis & Hasman, 2002).

In the last five years, due to the severe economic crisis, the public health care sector in Greece has experienced a number of negative implications such as a freeze on the recruitment of health care employees, workforce imbalances, a reduction in health care expenditures and the merging of health care units. And if one adds employees' diversity, technological development, the continuous progress of therapies, the increased demand of civilians for improved health care services and the heavy bureaucratic culture of the system, then clearly Greek public health care units face many problems and difficulties (Halkos & Tzeremes, 2011; Liaropoulos, 2007; Mossialos, Allin, S. & Davaki, 2005; Notara, et.al., 2010; Polyzos, 2014).

Based on the above, this study investigates the level of satisfaction of the health care workforce regarding human resource planning and programming in Greek health care units. Moreover, this study examines whether or not the personal characteristics (such as age, etc.) of medical doctors and nurses have any impact on their attitude. Based on the findings, recommendations are made to policy makers for possible improvements to the system.

The Greek health care workforce: planning and programming

The central responsibility for the planning of health care staff in Greece lies with the Ministry of Health and Social Security. However, health care staff planning in the lower administrative levels of the system, such as hospitals and medical departments, is effectively limited to details in strategic planning. It appears that the decisions made about the planning of health care staff merely addresses the current needs of the system without any long term plan (Mossialos, Allin & Davaki 2005; Notara, et.al., 2010; Plati, et.al. 1998; Polyzos, 2014).

In recent years an attempt has been made by the Greek State to update the health care information system. Indeed, after many years of a time-consuming manual system, a computer database was created that now allows the process of monitoring the health care workforce to be managed electronically. More specifically, statistical data is recorded monthly in the information system of Ministry of Health Care and Social Security (www.esy.net) in order to maintain an up-to-date record of the health care staff in each hospital (Polyzos, 2014). In fact, each hospital updates the system monthly with quantitative data not only about the health care staff, such as the number of medical doctors and nurses, but also other information regarding the functioning of the hospital, such as the number of beds in the intensive care unit.

Quantitative statistical data is submitted by the senior management of hospitals once a year (which is compulsory) together with the recommendations of the upper hierarchical management of their services or departments (medical, nursing, administration, etc.). Also, according to the Greek Law 3580 / 2007, staff unions should be consulted for staffing requirements i.e. how many nurses and medical doctors the hospital plans to hire for the year, either on a permanent basis or fixed contracts.

When the above process is completed then, within the framework of a wider government policy, the Ministry of Health Care (in cooperation with the Ministry of Internal Affairs and according to their financial budget for health care staff) may coordinate the planning of future needs for all public Greek hospitals. In this way, if the policy makers decide to recruit health care staff, an announcement is made by the Minister of Health Care and Social Security for the recruitment of staff in specific specialised areas. This invitation is usually for permanent staff and published in a special issue of the Official Government Newspaper (Greek Law 3580 / 2007).

However, due to severe economic problems, Greece has already signed two memorandums that have had a tremendous impact on recruitment in the health care sector. As such, according to health care staffing policy (Greek Laws 3845 / 2010 and 3833 / 2010), in order for one person to be hired in the sector there must be five retirements (or withdrawals). Furthermore, the sector has experienced serious reductions in the number of contracts for both temporary and permanent jobs (medical and nursing staff).

Although health care staffing is recorded yearly and the Greek State has an overview (in numbers) of the health care units, the health care sector is under huge demands and is vulnerable to seasonal fluctuations: there are times during the course of the year when an increased health care workforce is needed, for instance during the summer when many health care employees are on holiday, resulting in a shortage. It should be mentioned though that shortages can occur throughout the year and that this has been a frequent phenomenon over the last five years (due to the financial crisis) and may be attributed to: a reduction in hiring; a shortage of specific medical specialisations; retirement and long-term leave; detachments and staff mobility, etc.; with shortages affecting both medical and nursing staff.

With regard to the nursing staff, three times a year all the health care regions of the country call the hospitals under their supervision and responsibility so that the needs for supplementary nursing staff can be submitted. Such staff can be hired on temporary fixed-term contracts (usually six months) (Greek Law 3580 / 2007) by the health care regional authorities and the hospitals. Regarding medical staff, at least twice a year and after the proposal of the senior manager of the hospital and a ministerial decision, summary tables are prepared at the central services of the Ministry of Health Care Sector for the recruitment of supplementary medical staff. The employment contract of the supplementary medical workforce is again

for a limited period, usually six to eight months and in case of extreme shortages there may be a further extension. Such medical staff can be hired by the Ministry of Health Care in cooperation with the health care regional authorities.

Finally, it is worth mentioning that when needs in health care staff cannot be fulfilled through the regular process of supplementary health care staff recruitment then the hospitals usually cover those needs with medical interns and nurses – students that are gaining practical experience in order to graduate.

The above findings seem to suggest that the priority of the Greek State is only to satisfy short-term needs, with absolutely no plan for a long-term strategy, which leaves the health care system lacking direction. Indeed, there does not appear to be any evidence of planning with regard to health care staff in order to ensure a balance between supply and demand. As a result, there is an over-supply in health care staff with a lack of absorption by the system that leads to unfulfilled needs, and yet balancing the supply and demand of health care staff is a necessary element for the effective delivery of the services.

The lack of systematic analysis and of a decision-making framework has blighted the health care system for years but now leaves the system facing complicated and difficult problems of a more acute nature (due to the economic crisis) that can only result in stagnation and lead the system to murky waters.

Methodology

In this study the primary source of the data used was gathered through anonymous questionnaires that were distributed to the health care workforce of the Greek public hospitals during the years 2012-2015, out of which 529 were sufficiently complete for the analysis. The present research analyses only a part of a broader study that took place during the same period using the same statistical tool, and concerns the planning and programming of health care staff. The statistical methods used in the study were: descriptive statistics, factor analysis and correlation tests. The health care staff in question were asked to rate their degree of agreement to a number of statements regarding the planning and programming of the health care workforce (including personal and professional characteristics) by using the following scale: 1 = disagree very much, 2 = disagree moderately, 3 = neither agree nor disagree, 4 = agree moderately, 5 = agree very much. In the statements that concerned the planning and programming of health care staff, the factor analysis was reduced to a number of factors that were rated by respondents.

Findings

Respondents were asked to reply to 7 statements that expressed their perceptions concerning the planning and programming of health care staff. With reference to the statement "The senior management of the hospital (where I work) plan the recruitment of health care staff" the most popular response (36.1%) was negative (little or not at all), 32.5% moderately agreed and 31.4% agreed moderately or very much. For the statement "The hospital's planning of health care staff adapts to current and future needs", 39.1% agreed moderately or very much, 34.8% agreed little or not at all and 26.1% moderately agreed. Three statements were noted for their negative responses, namely "Medical interns contribute to the smooth functioning of the hospital", "Nurses (students that are gaining practical experience in order to graduate) contribute to the smooth functioning of the hospital" and "Current medical staffing levels are sufficient for the smooth functioning of the hospital" - 43.3%, 44% and 35.7% respectively. Two statements yielded mainly positive responses (agreeing moderately or very much): "Nurse levels are sufficient for the smooth functioning of the hospital" (48.4%) and "When the hospital experiences a greater need for health care staff (due to a reduction in hiring, a shortage of specific medical specialisations, retirement & long-term leave, detachments & staff mobility, etc.) then the senior management of the hospital reacts in a timely manner to cover those shortages with supplementary staff" (44.2%).

The application of factor analysis resulted in the extraction of two factors that have an Eigenvalue greater than 1. Of these, two factors were selected (see Table 1) which account for 62.23 per cent of the total sample. The Cronbach's alpha reliability coefficient was 0.552. Based on the empirical findings, the following factors were extracted:

❖ The *first* set of factors concerned the long-term strategy planning of human resources. These were: The hospital's planning of health care staff adapts to current and future needs, The senior management of the hospital (where

work) plan the recruitment of health care staff, When the hospital experiences a greater need for health care staff (due to a reduction in hiring, a shortage of specific medical specialisations, retirement & long-term leave, detachments & staff mobility, etc.) then the senior management of the hospital reacts in a timely manner to cover those shortages with supplementary staff, Nurse levels are sufficient for the smooth functioning of the hospital, Current medical staffing levels are sufficient for the smooth functioning of the hospital

❖ The *second* set of factors concerned the short term planning of human resources. These were: Medical interns contribute to the smooth functioning of the hospital”, Nurses (students that are gaining practical experience in order to graduate) contribute to the smooth functioning of the hospital

The correlation t-Test between the first factor and the total years of service in public health care of the respondents namely the range 5 – 15 years, indicated a statistically significant positive relation ($t = 2.430$, $df = 71$, 2-tailed $p = 0.018 < 0.05$), suggesting that as the years in public health care are getting increased, then respondents are more satisfied with the long term planning and programming of human resources. Moreover, the correlation T-Test between the gender of the respondents and the second factor indicated a strong positive relation ($t = 3.428$, $df = 527$, 2-tailed $p = 0.001 < 0.05$), suggesting that women are more satisfied with the short term planning of health care staff.

Discussion

Based on the above analysis, the managerial tool of planning and programming is absolutely necessary for every social organisation but is of particular importance in health care where “imbalances in the staff are a major challenge” (Zum, et.al. 2004, p. 1). The sooner that the aims are determined, the problems and opportunities identified and strategic actions developed, then the more fortified the health care system will be to secure the qualitative and quantitative delivery of services.

According to the results, respondents identified long-term planning as the factor that significantly affects their satisfaction levels. This stems from the fact that all statements included in the first extracted factor, as Table 1 shows, have high loadings for 44.42 per cent of the total sample. This result is consistent with the view of the World Health Organisation (WHO), which believes that planning and human resource policies in health care contribute to the development of vision and to the determination of a series of processes that need to be implemented in order to achieve both short- and long-term aims (WHO, 2001). In fact, a number of researchers (Buchan, 1994; Dussault & Dubois, 2003; Eitzen-Strassel et al, 2014; Parry & Tyson, 2008; Skroubelos et.al. 2012) have suggested this important process is the only way that hospitals can be manned with the right combination of capable staff, both qualitatively and quantitatively, and hence constitutes the investment in human resources necessary to satisfy the system's needs.

Research in the field (Bloor & Maynard, 2003; Cartmill et al, 2012; Chen, et.al., 2004; Kopanitsanou & Brokalaki, 2009; Sarafis, Malliarou. & Sotiriadou, 2010; Swansburg, 1999; Zum, et.al., 2004) has converged on the conclusion that the best possible composition of appropriate health care staff - capable medical doctors and nurses - can give the hospital its best chance of a competitive advantage.

Moreover, the results showed that as the years of service in public health care increase then there is more likely to be greater satisfaction with the long-term staff planning. This result can be attributed to the fact that those with longer service in public health care are permanent employees so they enjoy job stability and relatively higher salaries than their younger counterparts. Indeed, there is no surprise in the fact that a younger health care workforce may feel high levels of insecurity in Greece, especially during the last five years as financial restrictions have increasingly tightened due to the country's mounting debts, resulting in tremendous reductions in the number of job contracts. As the Greek economy has struggled to find a way out of recession, the Greek State appears to be addressing only short-term needs as it hastily attempts to satisfy users' demands and expectations. While covering short-term needs may be a necessary step towards sustainability, the success of a system equally requires an emphasis on planning - a word that seems to be outside the vocabulary of the Greek health care system.

In addition, the results revealed that female health care staff are more likely to be satisfied with short-term planning. Given that the majority in the sample were women while the vast majority were nurses, the result cannot be considered surprising.

According to Greek law 3580 / 2007, three times a year hospitals can hire nursing staff on temporary fixed-term contracts to cover any shortfall. Perhaps this could provide a better employment opportunity for women with experience of child and family care, as over half of the sample was married. Indeed, the role of supplementary nursing staff provides women with the flexibility "...to combine work and non-work commitments..." (Buchan, 2000, p. 204) and is a primary benefit for nurses in many countries.

Interestingly, there were mainly positive responses to the statement "when the hospital has an increased need for health care staff (due to a reduction in hiring, a shortage of specific medical specializations, retirement & long-term leave, detachments & staff mobility, etc.) then the senior management of the hospital reacts in a timely manner to cover those shortages with supplementary staff". This result indicates that hospitals do indeed take the necessary action to cover current needs or shortages. However, its role in this process is only functional since the final decision is taken by an upper administrative level, namely, the regional authorities. Subsequently, while hospitals may be reacting in a timely manner to shortages by initiating their administrative procedures for the recruitment of supplementary staff, any delay in the process may be attributed to inflexibilities in the system's human resources policy. Hence, a substantive element in staff planning must be the effective use of time. Furthermore, as Bloor & Maynard (2003) indicated, unexpected variations are minimized for greater success only when the hospital establishes a means of modelling and estimating critical environmental changes.

Conclusions

It is true that it is not easy to establish a smooth link between the past and the future when making long-term plans for the future actions of a health care unit since an organization cannot predict all eventualities. On the other hand, in order for a hospital to accelerate any qualitative improvement in health care services, it should develop productive methods, models or practices for an improved anticipation of future needs. Certainly, the key to improving predictions is through data collection and information analysis.

The human resource planning process is a key indication of total quality in the system (Jabnoun & Chaker, 2003). However, Bloor & Maynard (2003) have indicated that, for many countries worldwide, a major obstacle to the development of integrated and systematic health care staff planning is the political environment. In the particular case of Greece, relevant studies such as Halkos & Tzeremes (2011) and Mossialos et.al. (2005) have emphasized that political forces and clientelistic relations inhibit the efficiency and the quality in the public health care system. This distracts the Greek healthcare system away from equipping itself with the tools necessary to foresee future changes and make estimations about the environmental changes. As a result, the healthcare system lacks the proper planning and programming of human resources that would facilitate a sustainable correction of imbalances in health care staff. The frequent imbalances in Greece's health care workforce show that the Greek system is failing to overcome this major difficulty in the sector. Certainly the attempt of a country to bring improvements to the health care sector demands respect but a one-sided focus either on short- or long-term needs does not bring the desired results. Therefore, for any country that wishes to put a strong emphasis on health care staff policies and establish quality in the system, there is one path to the solution: the planning and programming of staff. The implementation of all steps in human resource planning should be free of political pressures so as to allow the system to deliver higher quality services.

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Tables

Table1: Factor Loadings

	Factors	
	1 st	2 nd
The hospital's planning of health care staff adapts to current and future needs	.839	
The senior management of the hospital (where I work) plan the recruitment of health care staff	.766	
When the hospital experiences a greater need for health care staff (due to a reduction in hiring, a shortage of specific medical specialisations, retirement & long-term leave, detachments & staff mobility, etc.) then the senior management of the hospital reacts in a timely manner to cover those shortages with supplementary staff	.824	
Nurse levels are sufficient for the smooth functioning of the hospital,	.760	
Current medical staffing levels are sufficient for the smooth functioning of the hospital	.497	
Medical interns contribute to the smooth functioning of the hospital		.797
Nurses (students that are gaining practical experience in order to graduate) contribute to the smooth functioning of the hospital		.855

Entrepreneurship Skills Acquisition and the Benefits amongst the Undergraduate Students in Nigeria

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Abstract

There is this colonial mentality among the first generation graduates in Nigeria where there has been a craze for white collar office work alone. In recent times, the Nigeria graduates have faced a lot of frustrations from lack of achieving the white collar job so to speak. This paper is advocating the adoption of re-positioning the economic development and entrepreneurial drive for job creation, wealth creation and global competitiveness of Nigeria youths and graduates. The basic truce of this paper is to enhance a match between theory and practice as facilitated by research and development centers in the Nigerian universities to serve as a technology laboratory and incubate entrepreneurship skills. The entrepreneurship education as a compulsory course in some Nigerian university system is actually viewed as a means to empower the youths through entrepreneurship education. The paper critically looked at the role of entrepreneurship education. The purpose is to equip the individual and create the mindset to undertake the risk of venturing into applying the knowledge and skills gotten from school. Other issues like the provision of individuals with enough training to enable creativity and innovation relevant to skill acquisition to encourage self-employment and self-reliant were x-rayed. Some techniques like industrial training exercise, workshop and seminar, excursion as a vehicle in the youth empowerment and eradication of poverty and extreme hardship were mentioned. Challenges like inadequate funding, lack of training personnel and men availability of equipment were identified as issues facing entrepreneurship education. Recommendations like entrepreneurial base curriculum at all levels of education, provision of enabling environment for entrepreneurial development required for economic advancement and youth empowerment should be the key focus in Nigeria for youths and graduates from various tertiary schools as applicable.

Keywords: Skill acquisition, poverty eradication, youth empowerment, entrepreneurship education and graduate job challenges.

Introduction

It is common knowledge that about 80% of graduates in most Nigerian universities find it hard to get employment every year. This is largely due to the curricula of the universities and other tertiary schools with emphasis on training for white-collar jobs. Nigeria has an estimated population of 170 million people (NBS, 2004 and Ojo, Abayomi & Odozi, 2014). This population is endowed with abundant human and natural resources and a favourable geographical location in the world map. The current global financial crisis has impacted negatively on the macro and micro levels of the Nigerian economy. In the present, this situation has posed serious challenges and threats to government and a great number of the citizens. Nigeria like other developing countries is faced with a number of problems ranging from youth and graduate unemployment, high level of poverty, insurgency, conflict and diseases, insincerity, over dependency on foreign made goods, low economic growth and development, lack of capacity and required skills to move the economy forward and urbanization. Unemployment has become a major problem bedeviling the lives of youths and graduates causing frustration, depression, dejection and dependency on family members and friends. The high level of unemployment among this population in Nigeria has contributed to the high rate of insecurity, violence in elections and poverty (Ajufu, 2003 & Simkovic 2012). The National Population Commission (2013), Ojo, Abayomi & Odozi (2014) and Awogbenle and Iwamadi (2010) are of the view that sixty four (64) million of the Nigeria youths are unemployed while one million six hundred thousand (1.6million) are

underemployed bringing the total of youths population to eighty (80) million representing youth population. When this percentage is deducted from the total population of Nigeria then you would agree with me that repositioning entrepreneurship education in our schools would salvage this gap as it were against the white collar job ambitions,.

One of the possible causes for this lack is that the education in Nigeria addresses only output end of capacity development solving problem. In addressing the input and therefore, a complimentary approach is needed. In developed economies or industrialized economies for instance, the education system emphasizes the trail of inquiry-discovery application in teaching and students to perceive problems (including societal problems) as challenges and opportunities that can be turned into goods and services of commercial value (Adejimola & Olufumilayo, 2009, Giwa 2000, and Adeyemi 2006). One of the approaches to achieve the contending in Nigeria is teaching and research at entrepreneurship and innovation centres by universities and other tertiary institutions and the promotion of universities-private sector collaboration. This should involve developing the capacity of staff and students in entrepreneurship and innovation, engaging in outreach activities with small and medium enterprises through such interventions as business incubators. Training entrepreneurs and conducting research and consultancies are inevitable as it pertains to entrepreneurial, industrial and economic growth in Nigeria.

The Concept of Entrepreneurship Education

The entrepreneurship education refers to many things to variation of people as applicable to their values and observations of what it means to them. Nwabuama (2004) sees entrepreneurship education as the identification of the general characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques needed for effective performance of persons for long time service of an organization after the acquisition of occupational skills. For Ebele (2008), entrepreneurship education is the teaching of knowledge and a skill that enables the students to plan, start and run their own business. In the view of Olawolu and Kaegon (2012), entrepreneurship education prepares youths to be responsible and entering individuals who become entrepreneurial thinkers by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Okereke and Okorafor (2011) assert that entrepreneurship education is a potent and viable tool for self-empowerment, job and wealth creation. Entrepreneurship education entrails teaching students, learners and would-be business men, equipping the trainees with skills needed for teaching responsibility and developing initiatives of prospective trainees (Ezeani, 2012). Entrepreneurship education entails philosophy of self reliance such as creating a new cultural and productive environment promoting new sets of attitudes and culture for the attainment of future challenges (Ogundele, Akingbade and Akinlabi, 2012).

Entrepreneurship education is the type of education which has the ability to impact on the growth and development of an enterprise through technical and vocational training. Actually entrepreneurship education has its peculiar learning and teaching approaches. Solomon (2007), highlighted entrepreneurship education teaching approaches to include business then writing, lecture by professionals, case studies, chose programme supervision and experimental learning, visit of experts on site. Above all the approaches of teaching and learning entrepreneurship education mentioned above, the experimental teaching which involves pragmatic approach seem to be the best base on the studies of (Solomon and Tarabisky 1999). Young people can build confidence in their abilities to become entrepreneurs and be empowered in their future as a result of varieties of entrepreneurial activities provided through education.

The Purpose of Entrepreneurship Education

Entrepreneurship education as posited by Paul (2005) and Nwalado (2012) structured the following as the main purpose of Entrepreneurship education:

- Provide the young graduates adequate training that will enable them to be creative and innovative in identifying great business opportunities.
- To offer functional education to the youths to enable them to be well empowered and self-reliant people in their own right.
- To serve as catalyst for economic growth and development.

- To offer tertiary institution graduates with adequate training in risk management to make learning outcome feasible.
- To reduce the high rate of poverty and insecurity and violence.
- To create job and employment opportunities for its citizenry.
- To reduce the rural-urban migration
- To provide the young graduates with enough training skills and support that will enable them to establish a career in small and medium size business.
- To incubate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
- To create a smooth transition from tradition to modern industrial economy.

The Concept of Youth Empowerment

The term youth is the time of life when the individual is young especially the period between childhood and maturity of the early period of existence, growth or development. The word youth, adolescent, teenage and young persons are usually used interchangeably. A youth generally refers to a time of life that is neither childhood nor adulthood but rather somewhere in between. Youth is an alternative word to the scientifically oriented adolescent and common terms of teen or teenage. Jega (2012) define youth as a special group of people with strong stamina and passion for realizing some goals and purpose. Different countries define the word youth relating to their objectives, conditions and realities existing on ground based on history, contemporary socio-economic and political issues as need to be addressed. For this, different parameters and variables are used in defining their youths in the country. In Nigeria the National Youth Development Policy refers to all young persons of age 18 – 33 years as youths. This category is present in most cultures, the most volatile and yet the most vulnerable segment of the population, socio-economically, emotionally and in other aspects. The youths share certain characteristics that distinguish them from other generation. These characteristics include: impatience for change, zealotness, radicalism, rebellions, curiosity, hard work, ego and ambition. The youths are the engine and actualize of national development if their mindsets are channeled in the right direction.

Springing from the need to enable young people to have a say in decisions which affect them and to have heard voices; This give rise to young people who have economic, social and cultural advancement of their countries and to gain self-fulfillment. Young people are empowered when they acknowledge that they have or can create choices in life, are aware of implications of these choices, make an informed decision freely, take action based on that decision and accept responsibility for the consequences of that action. Youths empowerment is an attitudinal, structure and cultural process whereby young people gain the ability, authority and agency to make decisions and implement change in their own lives and the lives of other people including youths and adults (Ezeani, 2012). Youth empowerment means creating and supporting the enabling conditions under which young people can act on their own behalf, on their own terms, rather than at the direction of others. These enabling conditions includes economics and social base, political will, adequate resource allocation and supportive legal and administrative frameworks, a stable environment of equality, peace and democracy and access to knowledge, information and skills and a positive value system.

Challenges Facing Entrepreneurship Education and Youth Empowerment in Nigeria

Entrepreneurship education has received a boost as a source of job creation, empowerment for the unemployed and the underemployed in a globalized economy worldwide. For Nigeria, the following reasons hinder Entrepreneurship education:

- Poor entrepreneurial culture,
- Lack of fund.
- Poor knowledge based economy and low spirit of competition.
- Lack of entrepreneurial teachers, materials and equipment.
- Non-inclusion of entrepreneurship practical programme in the school curricula.
- Poor societal attitude to technical and vocational education development.
- Inadequate facilities and modern equipment for teaching and learning.
- Insensitivity of government to enterprise creation and expansion strategy.

- Poor plan and execution of processes of action.
- Isolated or pockets of ineffective programmes and management in competencies.
- Inadequate parental care.
- Breakdown of family values and indiscipline.
- Political manipulation of youth organizations.

Despite the difficult situation and the dire need for change, the government has done little to reduce the misery and frustration of its citizenry, fostering hopelessness in the majority of young people who have resorted to any means including crime to succeed in life. The youth are expected not to involve in crime but to channel their energy towards the development of our dear country Nigeria.

Entrepreneurship Skills Creation for Undergraduate Studies

The wheel of development of any country lies on the shoulder of how productive and creative the youths are. Parents, teachers and government have the obligation to ensure that the youths are empowered. There is apparent economic depression in the midst of our so-called oil boom in Nigeria. The problem with Nigerian educational programmes is the too much emphasis on the value on certificate rather than the skills required in the career. In other words, the individual struggle hard through any means to attain the golden fleece which is the certificate rather than the knowledge and skills which should make them self-reliant. Hence, it is hope and rightly too, that in the first place government should encourage a diversification of the economy through adequate support for private establishment and practical acquisition of skills in higher institutions. For this, education should be refined with a view to create and enhance the supply and entrepreneurship in the youth initiatives and activities.

Apart from the entrepreneurship curriculum, there are other specific activities which can be carried out with a view to create an entrepreneurship skills creation in the Nigerian tertiary schools. Some of them as (Okojie 2008, Osibanjo, 2006 and Ememe 2011), highlighted:

- Establishment of entrepreneurship development centres.
- Establishment of small and medium scale establishment resources centres.
- Establishment of some clubs in the tertiary schools.
- Organize business plan competitions
- Introduce networking events through workshops, seminars, symposia, lectures and stakeholders where cross fertilization of ideas could occur.
- Identify entrepreneurship business opportunities.
- There should be role model interaction and mentoring to deliver motivated discussions in form of key notes or lectures.
- Industrial visits and excursion for on site field trip like students of mass communication could visit media houses, medical students could visit pharmaceutical company and education students could visit modern schools with facilities to mention but a few.
- Make the students master at least one vocation that can guarantee self-reliance.
- Inculcate in the students the knowledge of the modern information communication and technology that will enable them to interact effectively with their immediate and distant environment.
- To fashion out modalities for setting up a career/entrepreneurship centre where students can be counselled and guided on the right career to follow after their graduation.
- There should be a school based enterprise where students identify potential business plan, create and operate small business by using the school as a mini incubator.
- There should be some form of innovative for students who have done their practical work well during site supervision. This will motivate them to establish businesses after school graduation.

Conclusion

Entrepreneurship education has been clearly observed here as a vehicle to ride off the endemic problem of poverty, hunger and youth empowerment. When the youths are provided with the right raining in practice, they explore opportunities in their immediate environment instead of chasing shadows in the cities. The development of Entrepreneurship education will go a long way in creating employment, give young people the opportunity to develop their enterprising skills, empowering the young to be job creators and not job seekers through the provision of necessary skills and knowledge to raise their output, income and wealth. Entrepreneurship education would also contribute to improve the image and highlight the role of entrepreneurs in the society. The current industrial decay and the subsequent unemployment crisis among the Nigerian graduates have been traced to the theory-oriented university programmes and certificate frenzy compiled with the celerial mentality of golden fleece.

The economic situation of Nigeria needs re-engineering in order to strategically reposition Nigeria as the true leader of Africa. I strongly recommend curriculum review, sensitization, advocacy and mobilization of support for Entrepreneurship education, programme focus and funding together with the political will and stability of the government in order to achieve the goals and the policy thrusts of the Federal Government of Nigeria.

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Using Stories as a Teaching Strategy for Low-Motivated 9th Grade Pupils

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Abstract

The teaching of foreign languages is a challenging and demanding process for teachers. Such a teaching requires skillful and qualified teachers in their linguistic and methodical knowledge with creative abilities to find, adapt, and present the teaching materials and use techniques that encourage motivation and learning of foreign languages especially with those pupils who have difficulties or don't show interest during classes. In contemporary teaching, teachers use a range of techniques for the acquisition of English as a foreign language. A technique that is viewed as very efficient is the use of narratives. This study shows the effectiveness of narration for the 9th grade pupils who at the end of the academic year have to sit A2 level English exam. The study was conducted in one of the secondary schools of Korca. 2 classes were chosen for the study. These pupils had a weak performance in English. The pupils of both classes took a test at the beginning of the study. For the next 3 months with one of these classes, stories were used as a teaching strategy to help and motivate them to acquire English skills. At the end of the academic year both classes took another test which showed that pupils that used stories during English classes had better results.

Keywords: motivation, stories, low motivated pupils, English skills

1. Introduction

Being a teacher is such a pleasant and difficult profession. Teaching offers the satisfaction of linking two generations; teachers and pupils. It is a profession which guides pupils towards their future. Being a teacher requires devotion and motivation. Achieving good results means equipping pupils with the necessary knowledge and what is the most important thing, finding ways of easing the process of learning, finding ways of motivating them. The best way is to demolish the traditional and routine classroom and to find ways to motivate pupils, trying the best to teach them in the easiest and at the same time efficient way. So why not use stories?

1.1 Stories

We must consider that the use of narratives increases motivation as language fulfills its communicative purposes which are the goal of a language class. Stories bring pupils closer to the authentic language. They help pupils in developing new learning strategies and thinking critically. Stories motivate pupils to communicate and help them to be positive towards the language which eases the process of learning and that of teaching too. Stories are widely used and accepted in the English language classroom which enables interaction between pupils furnishes them with a rich vocabulary. Stories focus on comprehension of the whole. It enables them to think creatively and make use of the language knowledge they have already gained. The story is a unique way for students to develop, respect, understand and appreciate other cultures too. Stories in the classroom build a close bond between the narrator and others, in our case teachers and, pupils. According to William Gasser and 'his choice theory' for the quality school teacher, there must be a warm, supportive classroom environment. Stories create this warm classroom involving atmosphere. Pupils feel good that they are not led by the teacher but they interact with one another, not compete and sometimes they choose to share their own narratives. By using stories the pupils are led to learn useful material. They don't compete, but they collaborate with one another. According to Krashen, students can develop skills of a second language either by learning or acquiring them. Learning is regarded as a conscious process and students' attention is on the structure of the language. While acquisition, is viewed as a similar process to that of acquiring our mother tongue which represents the subconscious activity by putting emphasis on the message (rather than on the form). Acquisition is the naturalistic way. Krashen believes the productive skills (speaking and writing) evolve from the receptive skills (listening and reading) and, consequently, they should be given much more emphasis. He believes that acquiring a second language is better achieved through reading.

2. Research method

For the reasons mentioned above stories were used as a teaching strategy to motivate pupils to learn English as well as to improve their grades. The class, in which the stories were used as a teaching strategy, was the 9th class of a secondary school. The class was composed by 26 pupils. They had been learning English since the 3rd grade, but their level of English was poor, and most of them were reluctant to learn English. They were passive during class. The 9th class had English class three times a week. Thus it was thought to use stories, once a week during the English class to make them be willingly active during classes and help them acquire English. It should be mentioned that for the first time the Albanian Ministry of Education passed a law that the 9th grade pupils had to sit an English exam. The level of the exam was approved to be A2 level according to the CEFR.¹ Stories were used once a week for a 3 month period, beginning from March till the end of May.

At the end of February an A2 level test was completed by the 9th grade pupils. At the same time the test was done by the 8th grade pupils. (It consisted of 22 pupils) The reason why even the 8th grade pupils did the test was to compare the result between those two classes at the end of the 3 month period. The 9th grade was the experimental class and the 8th grade the control class. The test consisted of three sections: reading section which had 20 points, use of English section which had 20 points and writing section which had 10 points (The assessment of the pupils concerning the writing task was done based on the: task completion 2 points, mechanics 2 points, grammar 2 points, and vocabulary 2 points, organization 2 points) So, the whole test had 50 points. After both classes did the test, it was checked by the teacher and they got grades. The grades in accordance with the points were as follows: 0-12 points grade 4 13-18 points grade 5 19-24 points grade 6 25-30 points grade 7 31-36 points grade 8 37-42 points grade 9 43 points-50 grade 10

2.1 Stories in an English classroom

9 stories were used by the teacher once a week from March till May. The titles of the stories used are as follows: 1) A tale with no name

- 2) The lizard and the damsel
- 3) The vain little mouse
- 4) Little red riding hood (a modern version)
- 5) The three feathers
- 6) Dear child
- 7) Hansel and Gretel
- 8) Never again
- 9) The selkie wife

Through these stories pupils reinforced different grammatical structures, enlarged their vocabulary got involved in various class activities, so as they could get the chance to use English. The activities used focused mainly on the communicative aspect of the language. Through stories exploitation pupils practiced all the four skills –speaking, writing reading even listening. Their reading comprehension improved, but what is most important is that their motivation to learn English increased. When asked questions about the stories, or while trying to retell the stories, they used the language productively. Those questions were asked by the pupils themselves to their classmates. In pairs they wrote dialogues discussing the stories or pretending to be one of the characters. An interesting activity for them was when they were asked to write the end of the story, after having read only half of it. Those stories encouraged them to participate during the English class because the atmosphere at class was not that of a normal class where pupils are under constant observation. They felt free to express their opinions, to ask each other questions about the stories, to retell or rewrite the stories.

¹ CEFR refers to the Common European Framework of Reference for Language

During each of these classes all the pupils got engaged in classroom activities. Those stories helped the teacher to work with all the pupils, from the ones who had a low level of English to those who had a good level of English. The ones who had a low level of English were the ones who read the stories during classes. Those stories were read aloud by them in turns twice or even three times. Stories entertained them and at the same time taught them English. The role of the teacher was to manage the class and the activities she introduced. Pupils were the ones who had the control, and this gave them confidence.

3. Results

After the three month period both classes, the experimental class and the control class, sat another A-level test which was structured in the same way as the 1st one. The reading part had 20 points, each correct answer one point, the use of English part 20 point and writing 10 points. The whole test had 50 points. The Albanian school assessment beginnings with the grade 4 which is the lowest grade and continues up to 10 which is the highest grade. After checking the tests of both classes, the pupils got the below results as shown in the tables.¹

3.1 Control class results

a)The results (points) of the control class for both tests

Pupils	1 st test	2 nd test
N1	10	0
N2	13	16
N3	27	32
N4	35.5	30
N5	39.5	40
N6	43	42
N7	18.5	20.5
N8	35	31.5
N9	45	46
N10	9	8
N11	12	6
N12	29	22
N13	4	8
N14	8	12
N15	8	7
N16	2	3
N17	9	9
N18	9	13
N19	2	6
N20	9	10
N21	12	8.5
N22	12	8
Average	17.79	18.02

The change of the result averages is calculated as below:

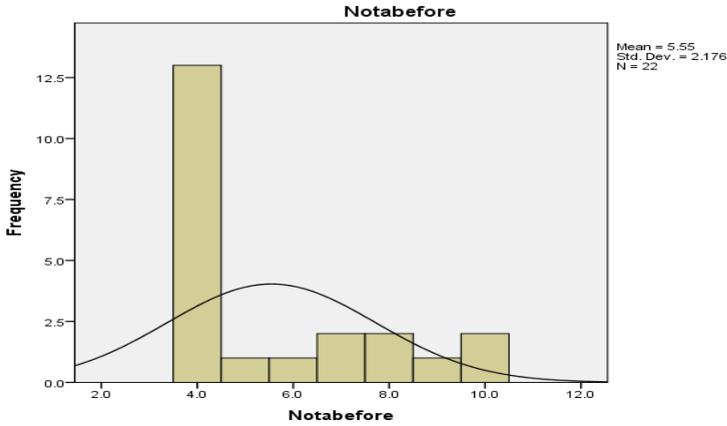
$$\text{Averages percentage change} = [(A1\text{st Test} - A2\text{nd Test}) / A2\text{nd Test}] * 100$$

$$\text{Averages percentage change} = [(18.02 - 17.79)/17.79]*100$$

¹ The SPSS Statistic (Statistical Package for the Social Sciences) was used to calculate the results

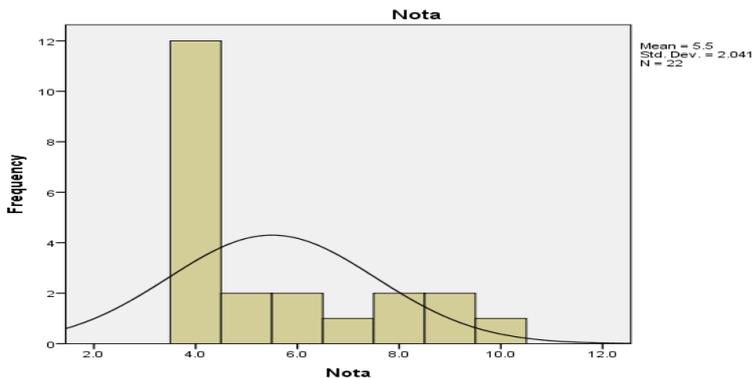
Percentage change averages = 1%

b) Grades of control group of the 1st test



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4.0	13	59.1	59.1	59.1
5.0	1	4.5	4.5	63.6
6.0	1	4.5	4.5	68.2
7.0	2	9.1	9.1	77.3
8.0	2	9.1	9.1	86.4
9.0	1	4.5	4.5	90.9
10.0	2	9.1	9.1	100.0
Total	22	100.0	100.0	

c) Grades of the control class for the 2nd test



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.0	12	54.5	54.5	54.5
	5.0	2	9.1	9.1	63.6
	6.0	2	9.1	9.1	72.7
	7.0	1	4.5	4.5	77.3
	8.0	2	9.1	9.1	86.4
	9.0	2	9.1	9.1	95.5
	10.0	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

3.2 Experimental class results

a) The results (points) of the experimental class for both tests

Pupils	1 st test	2 nd test
N1	17	24.5
N2	41.5	42
N3	39.5	42
N4	36	38.5
N5	46	48
N6	24	30
N7	39.5	44.5
N8	24	28
N9	29.5	37.5
N10	0	0
N11	11	20
N12	25	36
N13	11	8
N14	23.5	39
N15	8.5	10.5
N16	19	30
N17	3	2
N18	6	7
N19	6	20
N20	7	13
N21	20	30
N22	15	19
N23	15.5	23.5
N24	21	22.5
N25	21	33
N26	0	0
Average	19.59	24.94

The change of the result averages is calculated as below:

$$\text{Averages percentage change} = [(A1\text{st Test} - A2\text{nd Test}) / A2\text{nd Test}] * 100$$

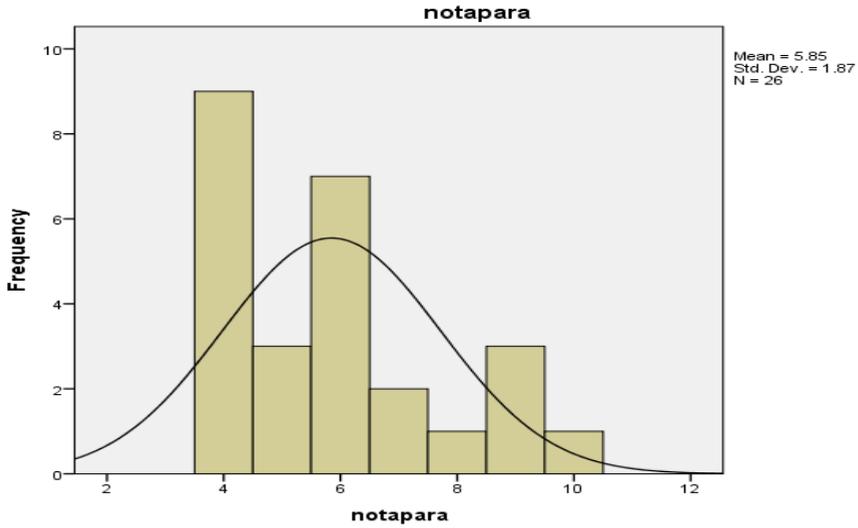
$$\text{Averages percentage change} = [(24.94 - 19.59) / 19.59]$$

$$\text{Percentage change averages} = 27\%$$

	1 st Test	2 nd Test	Improvement
Experimental ClassAverage	19.59	24.94	27%

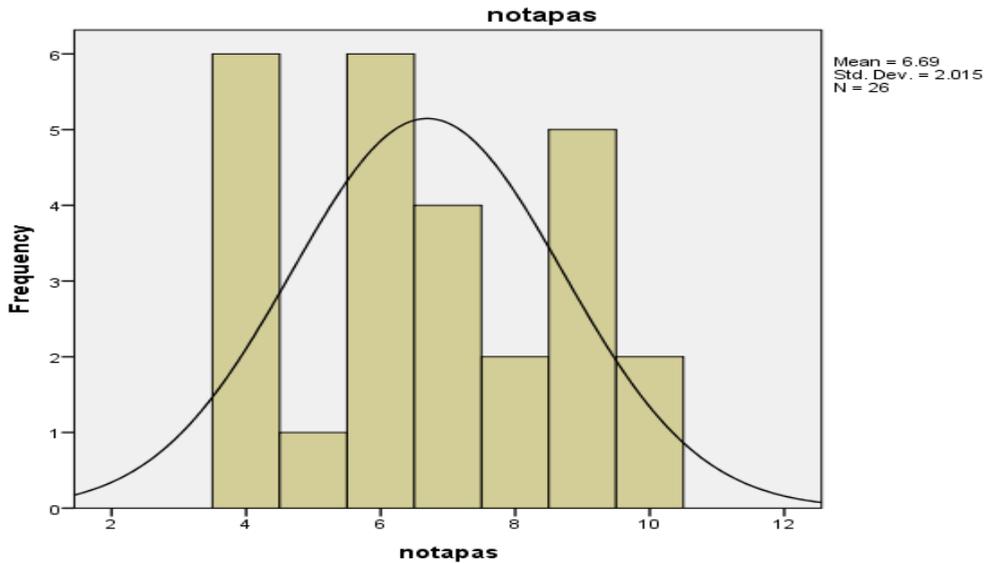
Control Class Average	17.79	18.02	1%
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b) Grades of the Experimental class for the 1st test



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	9	34.6	34.6	34.6
5	3	11.5	11.5	46.2
6	7	26.9	26.9	73.1
7	2	7.7	7.7	80.8
8	1	3.8	3.8	84.6
9	3	11.5	11.5	96.2
10	1	3.8	3.8	100.0
Total	26	100.0	100.0	

c) Grades of the experimental class for the 2nd test



	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	6	23.1	23.1	23.1
5	1	3.8	3.8	26.9
6	6	23.1	23.1	50.0
7	4	15.4	15.4	65.4
8	2	7.7	7.7	73.1
9	5	19.2	19.2	92.3
10	2	7.7	7.7	100.0
Total	26	100.0	100.0	

4. Conclusion

As it can be seen from the test results and the grades pupils got in the 2nd test, the pupils of the experimental class did much better than the pupils of control class. Their improvement is really significant. Using stories in our English classes is a very useful technique for our pupils to improve their language performance. It is a motivating teaching strategy which we need the most nowadays to encourage pupils to learn and use English. Stories give us the chance to exploit them and be better teachers and teach our students in the best way possible. Stories enable pupils to gain confidence and learn English easily. Stories teach and entertain pupils at the same time. Our classroom is in need of real situations. Stories are the ones which make it possible for us to be teachers who teach. Just like Bruner stated in his book "The culture of Education" the principle of narration which should be included in every school curricula.

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High Order Thinking Skills of Level Two Orang Asli Students in Rompin District, Pahang

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Abstract

Higher order thinking skills is an important aspect in teaching and learning. Students with higher order thinking skills are able to learn, improve their performance and reduce their weaknesses. In recent years the most serious issue in Orang Asli schools is the achievement of Aboriginal students in their academic subjects as compared to the mainstream students. The purpose of this research was to identify the level of Higher Order Thinking Skills among Orang Asli students in Rompin District, Pahang, Malaysia. The research sample consists of (150) Orang Asli students of grades 4-6 were randomly selected. A valid and reliable scale was used as a data collection tool. The findings indicated that Orang Asli students have below average level of HOTS on all four areas. Results show that students have average HOTS level on analysis, below average level on applying, while more than half of average level on evaluating, and the lowest level was on creating. Besides that, the findings also showed that there is statistically significant difference in gender on the level of Higher Order Thinking Skills in general and in the analysis skills; female students have higher level more than males do.

Keywords: *Higher order thinking skills, Science education, Science Achievement.*

Introduction

In recent years, the Malaysian education system has come under increased public scrutiny and debate, as parents' expectations rise and employers voice their concern regarding the system's ability to adequately prepare young Malaysians for the challenges of the 21st century. Reform effort for the further improve in education system are ongoing efforts in Malaysia. In 1987, concerted efforts were undertaken to define the National Philosophy of Education (NPE).

Such an effort is design to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the society and the nation at large (Educational Planning and Research Division, 1994, p.vii). However, in the 1990s, in order to demand the goal of the Vision 2020 reform efforts were focus to teaching thinking skills in schools (Nagappan, 2001).

Looking ahead, The Malaysia Preliminary Blueprint state the educators, parents, students, and other members of the public were united in a vision of education as a vehicle for the holistic development of children intellectually, spiritually, emotionally, and physically. The Ministry of Education have a specific aim of teaching thinking skills in schools. One of the six key attributes needed by every student to be globally competitive are thinking skills. Every child will master a range of important cognitive skills, including problem-solving, reasoning, creative thinking, and innovation (Malaysia, Ministry of Education, 2013)

Malaysia will need 493,830 scientists and engineers by 2020, this estimates state by The National Council for Scientific Research and Development. To support this, one of the main objectives of the Malaysian science curriculum is to enhance the reasoning abilities of students which is hoped to be achieved by emphasising science process skills, manipulative skills, critical and creative thinking skills that have been consciously introduced into the new Malaysian Science Curriculum (Malaysia, Curriculum Development Centre, 2001).

These outcomes are in line with the aspirations articulated by participants during the National Dialogue, and are comparable to outcomes set by other high-performing education systems. Only Science and Mathematics were two important subject that will be evaluate in TIMSS.

It will assessing students in Grades 4 (the Malaysian equivalent is Year 4) and 8 (the Malaysian equivalent is Form 2) along two aspects: content such as algebra and geometry, and cognitive skills, namely the thinking processes of knowing, applying, and reasoning (Malaysia, Curriculum Development Centre, 2001).

Increasing the higher order thinking skills to all student need all efforts and not easy task to complete. The teacher have to know and understand the Bloom's taxonomy (1956) before teach their students. Based on Bloom's taxonomy, memorization and recall of information are classified as lower order thinking whereas analyzing, synthesizing, and evaluating are classified as higher order. The higher order thinking skills can be the best idea to help students solve the real problem and making decision in their life.

However, nowadays, a drop in interest in Science subject may stunt efforts to improve technological innovations to make Malaysia a high-income nation. Based on U. Narmada research in 2013, to avoid that to become worst teachers should try to make learning of science an enjoyable experience, the one that the children will remember for a lifetime as Science is an on-going process and it will continue even when these children have stepped out of primary school (U. Narmadha, 2013).

Instead, students need to be able to reason, to extrapolate, and to creatively apply their knowledge in novel, unfamiliar settings. They also need attributes such as leadership to be globally competitive. As the TIMSS and PISA international assessments have demonstrated, our students struggle with higher-order thinking skills (Malaysia, Ministry of Education, 2013).

In recent years, the most serious issue in Orang Asli schools is the achievement of Aboriginal students in their academic subjects as compared to the mainstream students (Norwaliza A. Wahab, 2016). Without education, Aboriginal people may retain in poverty and may lag behind the other communities. Due to their poor academic achievement, they remain one of the poorest in the country (Nadchatram, 2007).

Theoretical Background

It is important to note that everyone is capable of thinking, but almost everyone has to be encouraged. Taught, and assisted in the higher-order thinking processes (Rajendran N.S, 2008).

Although different theoreticians and researchers use different frameworks to describe higher order skills and how they are acquired, all frameworks are in general agreement concerning the conditions under which they prosper.

In Malaysian science curriculum, student was hoped to be achieved by emphasising science process skills, manipulative skills, critical and creative thinking skills. All these skills have been consciously introduced into the new Malaysian Science Curriculum (Malaysia, Curriculum Development Centre, 2001).

These skills are carefully and systematically planned using the various teaching approaches such as inquiry and problem solving via a Thinking Skill Thinking Strategy (TSTS) framework (Maria Salih, 2010). See Figure 1.

To further emphasize the importance of teaching thinking skills, the curriculum states, "The contents of the curriculum promote the development of thinking abilities to enable students to analyze, synthesize, explain, draw conclusions, and produce ideas that are both constructive and useful" (Salih, 2010).

One of the key indicators of educational performance as a product is students' achievement level in various subject matter areas. Among them, science achievement is given a special emphasis by education policy-makers, since it deals with the concepts and principles that are required for a technologically equipped and developed society.

By 2016, higher-order thinking question will comprise at least 40% of questions in UPSR and 50% in SPM. This changes means student will be trained to think critically and to apply their knowledge in different settings (Ministry of Education Malaysia, 2013).

Nevertheless, the difficulty to interact due to the poor mastery of Malaysia language among the Orang Asli students can causes poor understanding of the less on and it leads to failure in the academic subjects. (Norwaliza A. Wahab, 2015). The HOTS implementation can be a new transformation among Orang Asli student to become very motivated and can achieve the same level of performance as other ethnic group in Malaysia. Nowadays assessment in Malaysia based on revised taxonomy Bloom by Larin Anderson, refer in figure 2.

Increase of higher order thinking skills in students is not an easy task. Teachers should refer to the instructional objectives Bloom Taxonomy (1956) for assistance. Bloom's Taxonomy divides thinking skills to the knowledge of low-level and high-level starting with knowledge, understanding and application. While higher-order thinking skills is analytical, synthesis and evaluation. Lorin Anderson has improved taxonomy Bloom in 2001 that changed the use of the noun to verb and the highest levels of cognitive thinking is created. Higher-order thinking skills is seen as a benefit to solve problems and make decisions (Radzi, 2010)

Statement of the problem

The Orang Asli of Peninsular Malaysia comprises of 18 ethnic subgroups classified under the three major groups: Negrito, Senoi and Proto Malay. They make up only 0.6% of the total Malaysian population. Senoi is the largest ethnic group constituting about 55% of the total population of Orang Asli, followed by the Proto Malays and the Negritos at 42% and 3%, respectively. Meanwhile, the level of achievement in education of Orang Asli students is among the lowest as compared to the other ethnic groups in Malaysia, (Nicholas.C, 2005).

Thinking skills can improve the capability of learning. By using thinking skills, students will be able to control, guide and measure their learning (Yee Mei Heong, 2010). In addition, students are also able to measure the knowledge acquired in a more productive as well. Then, directly control the knowledge and learned can be improved. Students, who are proficient to perform mental operations such as compare, analyze and make inferences seeks to increase understanding and learning. Hopefully the implementation of higher order thinking skill in learning progress help Orang Asli student to understand and learnt more.

Among the most obvious reason is the recognition of some teachers that they do not know how to enhance their students' thinking. Teachers always used to teach students to face the examination. Student must pass the examination. The other problem are some teacher thought that teach students to master information for the examination and thinking are two different and conflicting goals. (Sivamugam, 2006)

According to Danny Weil , the higher order thinking skills are not so about content. They are about what students learn and think, but rather, they are about how they learn and think. It will requires changing both of our habits and the habits of our students, too (Danny Weil, 2004). Even the world of rapid progress now, require students seeking knowledge, be mastered various skills, and be able to use the knowledge learned to solve problems and make decisions.

In this context also, Sivamugam (2006) argues that the teaching in schools is still low member in emphasis and attention to the development of the power of thought. Most all the researcher agree that if student change their thinking, their performance will increasing. The Orang Asli student were selected because their performance in UPSR Data have shown only 61% of Orang Asli student pass the core subjects compare to the national average of 87% in the UPSR national examinations (Malaysia, Ministry of Education, 2013). The challenging was to overcome and in the same time to increase their performance.

It's true Orang Asli student can achieve the same level of the other main races if they can use and adapted higher order thinking skills in their learning process (Norwaliza, 2015). But there are also some reason why the teaching of thinking is not emphasized. This is because there are among the teachers felt that students must first master all the term and concepts of a subject before they are encouraged to think. Gaps in it, there is also a teacher who prefers the memorization of facts and not encouraging students to think about the fact that they have learned while ignoring how to use their own or seek information that is 'know how'.

This causes very dependent students and teachers from impulsive behavior, dogmatic, and lazy opinion. Even some of the teachers who believes teaching thinking skills will take many time and burden teachers. Therefore, it is sufficient if teaching thinking skills focused on gifted students only (Sivamugam, 2006).

The new KSSR offers an increased focus on higher-order thinking and is a clear step in the right direction of curriculum reform. However, if the new curriculum is to be delivered in the way envisioned, it requires complex lesson delivery skills from teachers such as tailoring lesson plans and materials to the needs of students at different levels of performance—even within the same classroom (Malaysia, Ministry of Education, 2013). The new curriculum hopefully can be a new beginning and transformation to Aboriginal school to increase their student performance.

Malaysia participated in the PISA assessment for the first time in its 2009+ exercise. Out of 74 countries, Malaysia performed in the bottom third for Reading, Mathematics and Science, well below both the international and OECD average in all three areas (OECD, 2007) (Ministry of Education Malaysia, 2013). Rather than assessing 'school' knowledge, PISA aims to measure how well students perform beyond the school curriculum (Margaret Forster 2004). While in PISA 2009+ have shown the minimum proficiency as defined by PISA that science students in Malaysia have very limited scientific knowledge that can only be applied to a few familiar situations. They can present scientific explanations that follow explicitly from the given evidence, but will struggle to draw conclusions or make interpretations from simple investigations. It is recommended will affect the quality and actual student achievement in science. Based on the last published cycle of TIMSS results 2011, thirty-five and 38 per cent of Malaysian students failed to meet the minimum proficiency level in Science and Mathematics, which is two to four fold up from seven per cent and 13 per cent, respectively, in 1999 (Malaysia, Ministry of Education, 2013)

Maria Salih stressed the importance of teaching thinking skills to all students, science teaching and learning in the Malaysian school context has progressed significantly over the years (Salih, 2010). The school curriculum at both primary and secondary levels will be revised to embed a balanced set of knowledge and skills such as creative thinking, innovation, problem solving, and leadership (Malaysia, Ministry of Education, 2013)

Zohar & Dori also indicate higher achieving students, having mastered the basic skills, were viewed as prepared to handle more complex learning task. However, international and national examinations show that the perception of students and teachers are quite contrary to their performance. The result also based on different country have different syllabus in their curricula. They strongly suggest that teachers should encourage students of all academic levels to engage in tasks that involve higher order thinking skills (Zohar & Dori, 2003). That's mean Orang Asli student have an equal opportunity to seek the challenge.

Research questions

This study sought to find out the contributory effect of higher-order thinking skills in achievement in Science of level two Orang Asli students in Rompin, Pahang. For more specification, the study aims at answer the following questions:

1. What is the level of higher order thinking skills among orang asli students in rompin district, pahang, malaysia?
2. Are there any statistical significant difference on the level of Higher Order Thinking Skills among orang asli students according to their gender?

Method

Research Design

This research is a descriptive in nature; its key purpose is a description of the state of affairs, as it exists at present. In descriptive studies, data information is usually collected through a questionnaire, survey, interviews, or observation. Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed (Kothari, 2004). Therefore, qualitative data were obtained through a survey conducted with Level Two Orang Asli Students, the gathered data were analyzed using both descriptive and inferential statistics.

Participants

The research sample consist of 150 Level Two Orang Asli Students In Rompin District, Pahang (Malaysia) who studying at year 4, 5 and 6 in the academic year of 2014-2015 , they were selected to participate in the survey randomly. The male students (n = 65) form 43% of the sample while the female students (n = 85) form 150% of the sample. The mean age was 10 years.

Materials

In order to investigate the level of higher order thinking skills, two research instruments have been used. The first instrument includes 15 items about Self-Developed Academic Satisfaction Questionnaire. It consists of two sections. The first section ask about the sample demographic information that included gender, science marks and grade level. The second section asked participants to answer SDASQ question. Self-Developed Academic Satisfaction Questionnaire was adapted to measure the level of Orang Asli students Academic Satisfaction. The SDASQ is a quantitative measure of HOTS, and this measure included 15 items using a three-point Likert type scale (1=strongly agree to 3= disagree). Finally, Omniscient Authority indicates whether knowledge is transmitted by authorities or obtained through personal experience (Welcha & Roy, 2012). Part 2 was a set of HOTS question. It includes 15 multiple-choice of the higher-order thinking skills (HOTS) scale contained items at the analytical, synthesis, evaluation and creating levels of learning. (M. Craig Edwards, 2000). The achievement tests were appropriate for determining “the degree to which the student has attained criterion performance” , Items used in the examination were constructed based on the criteria for the higher-order thinking skills is analytical, synthesis, evaluation and creating revised by Lorin Anderson (Radzi, 2010).

Data Collection Procedures

Quantitative data for this study was randomly collected. The students were explained by teacher the purpose of the study and requested participation. Students answer the questionnaire and do the HOTS test individually.

Results

The main aim of this study is to measure what is the level of higher order thinking skills among orang asli students in rompin district, Pahang, Malaysia. Finally, it examines whether their usage and perceptions differentiated in terms of gender.

Findings of descriptive Analyses

The second section of the survey asked students to answer 15 HOTS items. Students were able to respond to all of the questions that they believed were true answer. Table (1) includes the means and standard deviations about HOTS level in every item.

The results in table 1 show that SUM of HOTS listed in this section of the survey (the percent of the mean for all the items less than 50%). The results also show that only 44.8 % of Orang Asli student can answer correctly in HOTS item level Applying (M = 2.240, SD = 1.464). The top performed tasks (HOTS item level analysis) gained a mean percent of 50.5%. The lowest tasks with a mean percent of 18% are (HOTS item level creating). These results indicate that Orang Asli student have low achievement in HOTS Item questions.

Findings of inferential Analysis

The results in table (2) show that female student perceptions toward HOTS item (M = 6.329, SD = 2.450) higher than males' perceptions (M = 5.754, SD = 1.409), this difference was significant, $t(148) = 2.45$, $p = 0.015$.

Regarding the student perceptions towards the HOTS item level Applying, the results show that female student- perceptions ($M = 2.494$, $SD = 1.908$) higher than males' perceptions ($M = 2.472$, $SD = 1.563$), only this level the difference was significant, $t(148) = 2.472$, $p = 0.015$. Meanwhile according to this table, the student perceptions towards the HOTS item level analysis, evaluating and creating between males and females did not differ significantly.

Discussion

The purpose of this study was to measure what is the level of higher order thinking skills among orang asli students in rompin district, Pahang, Malaysia. It explored how the formal use of higher order thinking skills could impact student learning process, engagement, and participation. The study also examines whether higher order thinking skills usage and perceptions among students differentiated in terms of gender.

The survey results indicate that Orang Asli student have low achievement in HOTS Item questions. Higher order thinking skills were the good approach that can facilitate systematic change and can promote improved student achievement (Bill Thornton, 2004). However, the use of the higher order thinking skills among Orang Asli students facing a big challenge because of the level of achievement in education of Orang Asli students is among the lowest as compared to the other ethnic groups in Malaysia. (Nicholas.C, 2005)

The results also reveal that, the gender gap is both significant and increasing, with girls consistently outperforming boys at every level.

Based on the results of this study, the researcher offers the following suggestions to support the effective use of higher order thinking skills in among Orang Asli school

1. Increased a course training regarding the capabilities of Higher order thinking skills and the potential use in the classroom for teacher and student
2. Encourging the student and their to parents the benefit of Higher order thinking skills that could be used for general education.
3. Increasing the effectiveness of teaching and learning in formal education in school.

Future research may want to investigate the attitudes and perceptions of large sample and to examine differences based on region, field of study and age. Additional research could also be done to include all student not only focus to Orang Asli student as a sample and compare their perceptions. In addition, researchers may want to investigate if a difference exists among other ethnic in Malaysia.

Experimental research would also be beneficial to analyze how the use of higher order thinking skills could be used in a classroom or could be used to promote formal and informal learning.

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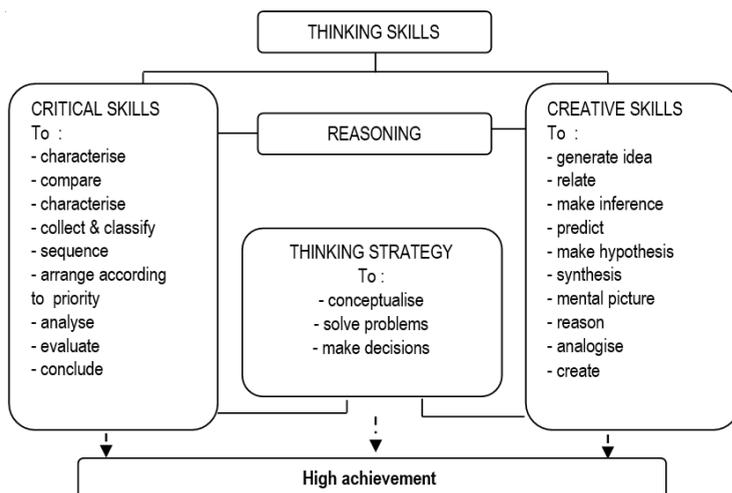


Figure 1. Conceptual framework of Thinking Skill Thinking Strategy (TSTS).

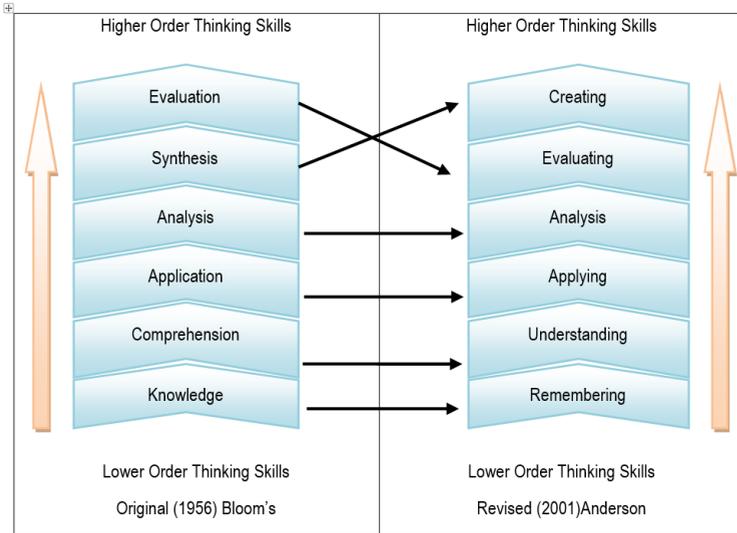


Figure 2

Table 1 the level of higher order thinking skills among orang asli students

	Mean	%	Std.Dev.
SUM Hots	6.080	40.5%	1.449
APPLYING	2.240	44.8%	1.464
ANALYSIS	2.020	50.5%	0.790
EVALUATING	2.360	36.5%	1.392
CREATING	0.360	18.0%	0.495

Table 2 the results of independent sample t-test according to students' gender

	Mean girls	Mean boy	Std.Dev. girls	Std.Dev. boy	t-value	df	p
SUM Hots	6.329	5.754	1.409	1.447	2.450	148	0.015
APPLYING-S	2.494	1.908	1.563	1.259	2.472	148	0.015
ANALYSIS-S	2.012	2.031	0.764	0.829	-0.146	148	0.884
EVALUATING-S	2.435	2.262	1.384	1.406	0.757	148	0.450
CREATING-S	0.376	0.338	0.511	0.477	0.464	148	0.643

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"Gender Game" on the Field of Russian Jurisprudence

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Abstract

Equality of opportunities is the most important aspect of the general principle of equality, which is currently, received almost universal acclaim. This is one of the most fundamental principles on which democratic society is based. It is enshrined in international instruments, national constitutions and laws. However, despite significant progress in this topic, there is inequality between men and women. The article presents main study areas of the theory and practice of jurisprudence in the context of gender - with an emphasis on gender studies in specific areas of legal science; the importance of gender in the mechanism of legal regulation of social relations in the constitutional, administrative, criminal, labor, and family law, since this factor plays a more active role in these branches of Russian law and legislation. The authors come consider that ideas and solutions concerning the legal regulation of relations with the gender element are contradictory it its basis; complex, not always justified, interaction rules and practices, that include positive discrimination and gender neutralization.

Keywords: gender, equality, discrimination, trends, jurisprudence, branches of Russian law.

1. Introduction

Gender as a social construct is located in complex contradictory space being of ideas and social practices; it is the subject of multifaceted research, and, as in the case of jurisprudence, even regulation. While the emphasis and data vectors of these ideas and practices are constantly evolving [1].

They are based on several fundamental assumptions that have become axiomatic. First, equality and inequality are paired constructions, where the first is not always ensure justice and harmony, and the second - injustice and conflict; inequality is unjust, because people, men and women should have equal rights; inequality is true, as it allows to compensate social costs of different people, men and women differentially and addressable [2, p.24-25; 3 p.199-200]. Second, the right, as one of the key regulators of social relations, applies equal scale to different people, which is both fair and unfair. Third, in order to harmonize the withdrawal of the contradictions of state conflicts, jurisprudence resorting to provide additional guarantees, the benefits of "positive discrimination" [4, p.21-23] and enforcement discretion [5 p.140-152].

The main directions of Russian jurisprudence development in the context of gender equality, positive inequality and gender neutralization are concentrated in constitutional, administrative, criminal, penal enforcement, labor, social, and family law. [6]

2. Gender in the Branches of Law

As it supposed to be, the first contains the fundamental ideas of gender equality (Article 19 of the Constitution of the Russian Federation), Priority maternity protection (Article 38) and the exceptional nature of the restriction of rights and freedoms (Article 55). Particular emphasis is placed on the doctrine of the quota of women's representation in political and public power structures. This idea has been discussed and implemented in practice with very variable success. For example, the gender composition of the Supreme Council of the USSR superficially had a favorable impression: there were up to 30% of female deputies in its various convocations. However, since the real power belonged to the Communist Party (Article 5 of the Constitution of the USSR, 1936), the gender political horizon, essentially looked different: party consists 79.1% men and 20.9% women; Central Committee - respectively 97.2 % and 2.8%, and in the Politburo - 100% of men. The world of politics was really male, women in the "Political Bureau" played the role of "pots of pink geraniums" and carried out "imitation policy" of gender equality. Further, during the adjustment period to the end of the 20th century, the idea of women's quota was "buried" under a bushel of political and economic issues - apparently more relevant and less harmful for the "worst half of humanity". Only in 2003, the State Duma introduced a bill "On state guarantees of equal rights and freedoms of men and women and equal opportunities for their implementation." However, he "hung on decade" - the work was resumed only in 2011. We can assume that it was not without the influence of the updated gender policy of the United Nations: an international organization "UN Women" was established in 2011. However, there are still no outcomes; there is only a process of increasing number of women in legislative bodies, governmental structures, public organizations (for example, regional public chambers). It is a real process, but without legislative quotas [7 p.1977-1978].

In administrative law norms are gender-neutral - in the context of gender question, actually, is all about the same "hovering" bill, which, along with the political gender quotas, provided the idea of a priority for vacant civil service positions of the sex, which is in the minority on this office or public service.

As we have noted, the gender context to a greater or lesser extent is represented in the criminal justice branch of Russian law. Analysts of gender asymmetry of criminal and criminal-executive legislation emphasize that it uses two methods of building standards that take into account peculiarities of the sexes: on the one hand, women traditionally have been provided by certain privileges, "special" rights; on the other hand - gender neutral norms have been gradually introduced [8, p.52-53]. The first category primarily includes rules specifying additional protection of the life and health of women, as well as its social and economic rights associated with the performance of reproductive function: Article 123 of the Criminal Code (illegal abortion), Article 131 (rape), art.145 (unjustified refusal to employ or unjustified dismissal of pregnant women or women with children up to 3 years). In this regard, there are a certain redundancy rules on sexual offenses as a special case of any violent acts: overprotection of women in criminal law is not always good, because it can be modified in the discrimination that is based on gender, so such rules must be justified and correlated with the status of men. Criminal women's liability is also significantly differentiated. Among the factors that determine its characteristics are pregnancies, presence of children, and specific physiological characteristics. A number of exemptions in the doctrine of criminal law have been discussed. Very essential privilege is the norm on the application of respite of punishment (st.82) for pregnant women and women with a child. However, in 2010, this opportunity extended to cover men who have a child - as a consequence of the second method of criminal law regulation of relations with the gender element - gender neutralization. Law prohibits life imprisonment and the death penalty against women (Article 57, 59): use of colony of strict regime and special regime are excluded for them, as well as a prison. According to the penal legislation, pregnant women and women with young children are not limited in purchasing food, getting transmissions, are provided with free food, and are exempted from work (Article 88, 90, 99 of the Criminal Executive Code of the Russian Federation); children's home are organized in the colonies (Article 100), etc. We believe that such acts of humanization of punishment are legitimate and fair and should receive consistent development.

Since labor and family are major social factors that are responsible for the reproduction of humans, thus it is objectively, inevitable and traditionally that gender component presents in the labor, social security and family law, studied in their respective branches of law.

The norm of Article 3 of the Labor Code explicitly prohibits discrimination, including on grounds of sex and marital status, of citizen (worker). At the same time, these characteristics are the bases of differentiation in the legal regulation of labor and social-security relations. At the same time, gender differentiation involves applying general rules for women (for example, through establishing the list of works with harmful working conditions), despite silence of the legislator, and gender

positive "discrimination" in the form of women privileges, advantages, additional security measures and protection, and gender negative differentiation in the form of partial restrictions. At the same time, the trend of labor law and doctrine, as well as in other areas of law, is to construct ideas and norms of gender neutralization.

Special rules governing the employment of women and persons with family, including, therefore, men are grouped into three sections: 1) for women - taking into account the physiological characteristics of the organism, its reproductive function to be protected from adverse production factors (gender labor protection of women); 2) for the period of active motherhood - pregnancy, childbirth, and care for infants and young child (maternal health); 3) for combining work with family responsibilities - for women and men in connection with the care of children or care for sick family members [6, p.419]. Preferential treatment to certain categories of persons intended to make them competitive in the labor market, to protect the most vulnerable of them from the tyranny of the employer.

Norms of the RF Labor Code (LC) may justifiably puzzled employer, who has decided to hire a woman. Specific examples of such rules are the following: the prohibition of dismissal of pregnant women, except liquidation of an organization or termination of individual entrepreneur (art.261 LC), nursing breaks (Article 258 LC), the ban on sending for business trips, attraction to work overtime, work at nights, weekends and public holidays for pregnant women (ch. 1, Art. 259 LC) and many other things that can generates desire to protect potential employer from such inconveniences.

Arguments against the revision of the current approach of completely prohibiting pregnant women to travel on business trips, work overtime, at night, on weekends and public holidays, basically boil down to the fact that the employer has the opportunity to abuse their position and force a woman to perform such work.

The Labor Code of the Russian Federation contains almost absolute ban on the termination of the employment contract with a pregnant woman at the initiative of the employer, which is in line with the provisions of ratified ILO Convention number 103 "On Maternity Protection". Although, the ILO itself in 2000 in the new Convention number 183 replaces the previously accepted standards, limiting the protection of pregnant women at dismissal features that are directly related to the state of pregnancy or childbirth, probably recognizing their shortcomings from the perspective of gender neutrality and shifted towards greater equality of both parents.

Decisions of the regional courts of Russian Federation led to the conclusion that the judicial protection of pregnant women can be classified as "absolute." In principle, it is not surprising, since the judge's decision has been made in accordance with the current legislation. The impetus for the emergence of a new regulations "pregnant woman is right, even if she is not pregnant" was the position outlined in paragraph 2 p. 25 Resolution of the Plenum of the Supreme Court from 28.01.2014 N 1 "On the application of legislation governing the work of women, persons with family responsibilities and minors". On the basis of this regulation, if employment contract of pregnant woman was terminated by the employer, it becomes a subject of restoration, even though in court her pregnancy has not been preserved. It is very controversial on how to justify the new rigid position of Plenary Supreme Court, which, in fact, exhaust from the principle of the validity of protecting the rights of pregnant women because of pregnancy.

In our opinion, many of the provisions of the Labor Code, that somehow protect women's rights, must be converted by the legislator from peremptory into discretionary rules. Thus at the level of collective or individual employment contracts ,an employer with an employee could envisage the presence or absence of privileges to women determined by reproductive function, mental and physical characteristics of the gender.

Gender stereotypes that had successful influence in the 20th century to the formation of labor laws in foreign and Russian society are gradually disappearing, and taking with them provisions that provide enhanced protection of motherhood with almost complete disregard for the rights of fathers to participate in child rearing. The modern practice of having completely different forms of family life, show that the "breadwinner" in the family is often mother, while father is not considered shameful to take care of the children.

This is confirmed by the jurisprudence. Thanks to the "flashing" precedents in which the applicant seeks to draw the attention of the court and the legislature on the gender imbalance; labor laws changes in line with the gender neutrality for persons with family responsibilities, in particular, changes in the art. 261 Family Code of RF - regarding guarantees for men when terminating an employment contract. The Constitutional Court declared the provision of Part 4 of Article 261 inconsistent with the Constitution of Russia, its rules from Articles 7, 19, 37 (part. 1) and 38 (part 1 and 2), to the extent that, in the current system of legal regulation, it prohibits employer to fire a women with children under the age of three, and others with children of this age without a mother. However, it excludes father from opportunity to use this warranty,

even if he is the only breadwinner in a family, raising young children, including children under the age of three, where mother is not involved in the labor relations and has been taking care of children [9 p.89-101].

Family law represents also vivid picture of gender differentiation. Idea of equality of status of the spouses, preservation and protection of maternity and paternity (Article 1 of the Family Code) can be viewed among its general principles, but specific family law norms and related regulation still allow gender differentiation, limitations and advantages. Gender is still an "agent of influence".

Idea of heterosexuality of conjugal union is very relevant in the institution of marriage, despite the lack of a definition of marriage in the Family Code of the Russian Federation, the composition of male and female. It becomes quite obvious from the wording of Part 3, Article 1 and Part 1 of Article 12 of the Family Code. The legitimacy of the provision of this statement, was disputed in the constitutional justice, and on 16th of November, 2006 the Constitutional Court of the Russian Federation in determining N496-About refusal to accept the complaint E.Murzina outlined its legal position: heterosexuality provides an essential function - human reproduction (birth and parenting), makes a Russian national tradition, is not in conflict with a provision of Article 12 of the Convention for the Protection of Human Rights and Fundamental Freedoms; lack of legal possibility to register same-sex partnerships does not affect the level of recognition and guarantees the rights and freedoms of the applicant.

Of course, consistent supporters of the gradual evolution of the institution are not agreed (for some European models). Indeed, on the one hand, within the meaning of international legal instruments, in particular the European level, family law basically refers to the number of spheres of national regulation; it gives Russian lawmakers formal right to ignore the European trend in the legal recognition of same-sex partnerships as marriage or a family union. On the other hand, as in the case of heterosexual de facto marriages, which has a "hopping" Russian history of recognition and refusal (as opposed to modern European models); monosexual communities exist, including those with signs of family relations. This does not exclude, albeit in a very distant future, some of the legal recognition of these family communities - the question is when it will happen and what could be a form of legal recognition. The latest situation in the country, deepening ideological contradictions between Russia and the European Union, non-obvious tolerant experiments of the EU, strengthening of religious influence on decision-making in this case and in general social practices in Russian - even more to keep us away from the liberalization of marriage and family institutions (maybe for the better) [10, p.48-52].

Attempts to "mislead" gender equality had been taken in the issue of monogamous marriage: not quite clear eastern polygamous tradition (both international and domestic) is considered a prerequisite for liberalization in this direction. Opposed to this attempt is, on the one hand, the idea of Russian legislation federalism on fundamental aspects of social life, on the other - a feminist concept of formal equality (polygamy into correspondence to polyandry).

Retains the right to limit the spouse right to divorce (Article 17 of the Family Code of RF) during pregnancy of his wife and one year after giving birth. This limitation, as opposed to a more balanced position of the Belarusian and Ukrainian legislators, allowing certain exceptions; for example, what we have repeatedly criticized, in connection with the establishment of paternity of another man, limitation still remains as "absolute" [11 p.192-194].

With the development of assisted reproductive technology and medical intervention in the sexual sphere, further gender differences are increasing. So, when you change one of the spouses gender, and they have common minor children, than it become monosexuality parenthood, to which the Russian legislator still does not respond directly, and with respect to which the doctrine haven't come to the consensus and to the proposal de lege ferenda. In addition, Family Code prohibits international adoption to citizens of countries where they received legal recognition of same-sex partnerships. The gender rule of Part 4 of Article 51 of Part 3 of Article 52 of the Family Code and Parts 3, 9 Article 55 Federal Law "On the basis of the health of citizens the Russian Federation": the first permit in the surrogacy program participation allows only spouses and unmarried women, the second - "men and women", apparently including not constitute an official married couple, as well as "a single woman." However, both legal acts are united on the issue of the restriction of the unmarried men rights. Although the latter has been criticized by some representatives of the family law doctrine, and, in our view, there are certain reasons for that in the absence of gender-neutrality rules: a woman, within the meaning of health legislation can be a "customer," that can "order" services of a surrogate mother, if she, on objective indicators, can not bear and give birth [12, p.245-249].

As we have noted, same-sex parenting, international adoption (pretty much domestic within the meaning of the law, although there is no direct prohibition), and other welfare are not legally possible. However, the actual result may be - in

the case of sex change of one of the parents or adoptive parents, as well as in the case of guardianship monoscheme (unmarried woman, unmarried men). In all such situations, the role of the administrative or judicial discretion, quality of the civil case inevitably strengthens (research on family circumstances of the applicants and their personal qualities, including their sexual orientation).

LGBT community and some of the human rights organizations will also increase their pressure on the Russian legislator and public opinion in the case of monosexual marriage. Just in a very distant future we can see whether it is implemented into positive regulatory decisions. Russian system of marriage and family still remains traditional, even allowing gender neutral norm, in comparison to labor law field.

3. Conclusions

Thus, a generalized analysis of the gender context of Russian theoretical and practical jurisprudence indicates contradictory ideas and solutions concerning the legal regulation of relations of gender element; complex, not always justified, interaction of rules and practices, including positive discrimination and gender neutralization of capabilities; and maintaining conservative contexts in a number of industries (primarily in the family law). However, complexity and inconsistency are common characteristics in the social space that do not always indicative of deviance lawmaking and enforcement of existence. The aim is to harmonize the first and reduce the amount of the second.

The study was sponsored by the Ministry of Education and Science of the Russian Federation within the state task for Yaroslavl State University research project number 1127 "Legal and socio-political aspects of civic activism in contemporary Russia."

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Demographic aging of population and the social protection system in the Republic of Macedonia

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Abstract

The process of demographic aging has been observed in many of the European countries as well as in the Republic of Macedonia. Based on the UN projections for participation of the elderly in the Republic of Macedonia, it is expected that the number of elderly persons at the age group older than 60 years will increase from 16.5% in 2009 to 33.0% in 2050 and for the elderly aged over 80 years from 2% in 2009 to 6.8% in 2050. This process affects almost all segments of society, but its impact is particularly evident on the system of pension insurance, healthcare as well as on social protection. Adopted international documents and harmonisation with national legislation lead to complete transformation of the system of social protection of the elderly. New scientific knowledge, changes of economic conditions and demographic realities lead to introduction of new social protection principles such as pluralism, decentralization, and inclusion. This paper analyzes both international and national legal framework of social protection of elderly through the segments of introduced innovations, with special emphasis on the rights and services as well as on the assessment of the development of social services in accordance to the needs of elderly people, their availability and efficiency in meeting of individual needs of elderly. Expansion of the programs and implementation of the new scheme of social protection in the area of elderly care represents a convergence to the concept of active aging and to the holistic approach in the process of planning and provision of social services.

Keywords: elderly, demographic aging, social protection, rights and services, and active aging.

Introduction

In the last two decades, the process of demographic aging of the population had serious impact on the population structure in the Republic of Macedonia. The process of population aging has not just been a result of the drastically decreased natural growth but has been also associated with the tremendous growth of the emigration of predominantly young population. According to the latest census of population, dwellings and households (2002), Macedonia¹ has 2,022,547 inhabitants,

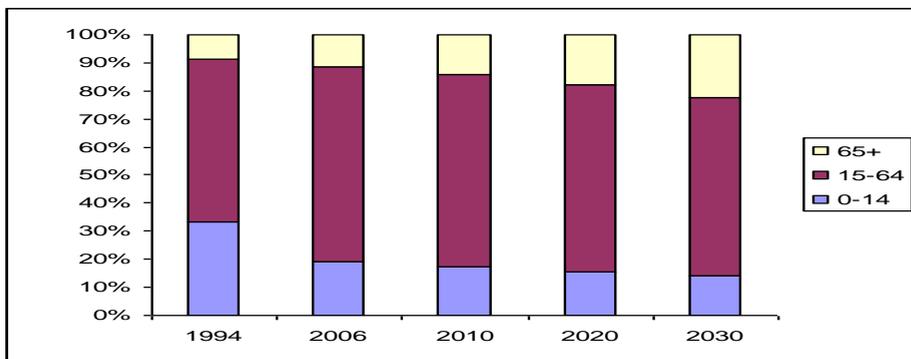
¹The last census conducted in the Republic of Macedonia was in 2002. The Government had one unsuccessful census attempt in 2011. Based on State Statistical Office population estimates it has been expected that in 2010 the Republic of Macedonia had 2.057.284 inhabitants.

which is 3.9 percent more than in the previous census (1994). In the period between 1994 and 2010 the birth rates in Macedonia decreased from 16.1 to 11.8 live births on 1000 residents. On the other hand the rates of mortality for the same period have increased to 8.0 to 9.3 on 1000 residents. According to projections (medium variant) of the United Nations (UN) the population is expected to decrease and in 2015 to amount to 2.037 million, to 2.001 million in 2025 and in 2050 to 1.746 million residents. Measured with average population growth from 2010 expected negative growth of 0.04 percent, which continuously will continue in the coming period as the expected decrease in population in the period from 2007 to 2050 by 14.4 percent.

However, in terms of population structure, in 1994, the share of the population aged 0 to 14 years dropped from 33.2 percent to 19.2 percent in 2006, with predictions for a continuous decreases to 15.4 (2020) and 14.4 percent (2030). In contrast, the share of the elderly population increases, from 8.5 percent (1994) and (2006) to 11.2 percent (Chart 1).

Based on the UN estimates the elderly population will increase from 14.0 percent in 2010 to 17.9 percent in 2020 and 22.5 percent in 2030.

Chart 1: Structure of population in the Republic of Macedonia according to age groups



Source: Strategy for demographic aging in the Republic of Macedonia 2008-2015

Based on the estimates on the structure of population for 2014 it was expected that the share of young population (0-14 years) was 16.8%, while the share of old population (65 and over) was 12.5%.

The changes in the age structure of the population reflect in the number of deaths in the country. In 2014, the number of deaths increased by 2.7% compared to the previous year and amounted to 19,718 deaths. The average age of death for males is 69.9 years and 74.8 years for female.

The decrease in the youth population represents is a serious problem for future demographic, economic, social and technological development of the country and for this purpose the Republic of Macedonia in the near future should comply the economic, social and technological criteria in line with the demographic processes that are taking place in the country.

National legal framework for protection of elderly persons

The current structure of the social security system is a result of the reform processes that have taken place in the Republic of Macedonia over the past few decades, primarily as a consequences of the new created conditions caused by the change in the political and economic system in the early nineties of the last century.

Constitutionally, the Republic of Macedonia is declared as a social state. The constitution incorporates humanism, social justice, and solidarity as its fundamental values, manifesting the state determination and commitment for creating human

living conditions for its citizens. The Constitution guarantees the protection and care of elderly persons (Official Gazette, No.52/1992).

Social protection of elderly is a complex field, a network of various areas and different levels of actors and service providers, hence legislation covers a series of laws and bylaws among which are the following: Law on social protection, Family Law, Law on prevention and protection of domestic violence, Law on local self-government, Law on facilities, Law on civil associations and foundations, Law on general administrative procedure, etc.

Social protection is provided within the Law on Social Protection which sets forth the basic social risks to which the citizens, throughout life are facing, reduces poverty and social exclusion and strengthens their capacity for personal protection, rights and services of social protection and beneficiaries covered by social protection system. Social protection allowances for the vulnerable families whose overall income reaches below the level of decent life, were introduced with the Program for socially endangered population adopted in 1992. Heavy financial constraints due to the economic decline and the rise in unemployment were the serious factors to open a debate on the effectiveness and efficiency of welfare coverage. This debate shifted policy focus from traditional care policies to questions on the poverty-line. Thus, the establishment of a national poverty line in 1996 was the outcome of a continuous World Bank technical assistance programme which set the conditions to regulate social policies from a macro-economic point of view.

Until 1997, the social sector in Macedonia functioned in accordance to the inherited on Law on Social Protection from ex-Yugoslavia, passed in 1978. Changes and amendments of this law were made in 1985, 1991 and 1995, all referring to information and administrative aspects of the provision (Bogoevska, Trbojevik, 2014). In 1997, a new Law on Social Protection was passed which established new approach in dealing with social problems and marked the entry into the next, institutional development phase. The Law on Social Protection passed before the Parliament in September 1997 was the cornerstone for the establishment of a modern social welfare system that took into account both the European principles on social protection and national specifics and needs. The 1997 Law on Social Protection contained a stipulation giving right to the Government to regulate the conditions for the social financial assistance (SFA) by a Governmental Decree. The most significant reforms in the area of social welfare were commenced in 2004 with the changes and amendments effectuated to the existing Law on Social Protection. These changes represented a broader re-orientation towards social inclusion, wider range of services and services based on individual protection needs. It was recognised that social services should safeguard the interests of those who are not able to satisfy their needs, such as the older people, the disabled, and other categories of people in social need (Spasovska, 2008: 170). The changes in the Law on Social Protection promised modernisation and improvements of citizen's welfare. It is important to note that the amendments introduced European principles of deinstitutionalization, decentralization and welfare pluralism in the Macedonian system of social protection. The reform process continued in 2005 with the introduction of the amendments to the Law on Social Protection regarding the obligation of each citizen to meet his/her own basic needs and the needs of the persons he/she is obliged to care for (Spasovska, 2007: 176-177). The changes and amendment of the Law on Social Protection in 2007, a stipulation for prohibition of racial and ethnic discrimination was incorporated following the EU Directives. A new Law on social protection was passed in June 2009. The Law attained redefinition of social rights regarding improved realization of social protection programs, in order to ensure better standardization of conditions and procedures in achieving social protection cash transfers rights, better targeting of the most endangered categories of social rights beneficiaries. Also, the process of deinstitutionalization and development of community based services continued with introduction of new types of social services such as independent living support and small group homes. After 2009, a number of amendments were made in regards of social protection legislation. The changes were under the influence of neoliberal doctrine with emphasizing on individual responsibility. In that context the focus was shifted on welfare to welfare approach or from passive to active labor measures and conditional cash transfers were implemented (Bogoevska, Trbojevik, 2014).

The adoption of the Law on family in 1992 set up the family on legal ground for systematic regulation of issues concerning marriage and family. The Family Law is of particular importance for provisions of protection for elderly within the family, more precisely envisages certain obligations for children to provide care to old and incapable parents, in terms of the children's obligation to support their parents who are incapable to work, do not have sufficient means for living or cannot generate sufficient means for living from their property. This law regulates guardianship with the special provision of protection for adults who have been stripped or limited legal capability.

Law on prevention and protection of domestic violence (Official Gazette no. 138/14) determines measures undertaken for prevention and protection of victims of domestic violence, provides respect for essential human freedoms and rights, life,

personal integrity, non-discrimination, gender equality, with particular attention to the interests and needs of the victim. This Law stipulates the measures for prevention and protection of victims of domestic violence, and multi-sectoral cooperation of the relevant institutions and citizen's associations that address this problem.

According to the Law on Local Self -Government, besides the State, the municipalities, the city of Skopje and municipalities of Skopje are the carriers of the social protection. They may, by its own decision, in according to their financial capabilities determine other rights in the area of social protection, rights with greater extent than the scope of the rights determined with the Law on social protection and with better conditions for their implementation as well as other forms of social protection. The Citizens Association that is registered by the MLSP and individuals that have work permits issued by the Minister of Labour and Social Policy, may perform activities of social protection, under conditions and in a manner determined by the Law for Social Protection. Faith-based and religious groups and their associations that are registered in the Republic of Macedonia can assist people who are in need of certain types of social protection. In addition to public, the realization of the system of social protection is accomplished through establishment of private institutions for social protection (Bogoevska, Trbojevik, 2014).

Apart from the above mentioned laws and bylaws, a series of strategic documents covering various aspects of social protection were adopted: National programme for development of social protection 2011-2021, National Strategy for Older Persons (2010-2020), National strategy for reduction of poverty and social exclusion 2010-2020, National deinstitutionalization strategy 2008-2018, National strategy for equality and non-discrimination on the grounds of ethnicity, age, mental and physical disability and sex, National strategy for prevention and protection against domestic violence 2012-2015, National strategy for housing, National strategy for equalization of the rights of disabled persons (revised) 2010-2018 which are fundamental in the provision of social protection for elderly.

National Strategy for Older Persons in Macedonia 2010-2020 is the basic document that identifies priority areas and objectives of action that are going to improve the quality of life of elderly. The Strategy represents a basic framework for the development of measures to implement the concept of active aging and inclusion of elderly. The aim of the strategy is to create an integral and coordinated policy for the protection of elderly in the country Republic of Macedonia regardless of gender, age, place of residence and ethnicity, while observing the right for an individual life. The strategy contains three specific strategic objectives, one of which refers to the improvement of elderly social protection with incorporated measures and activities. The realization of activities envisages inclusion of the different subjects that are to act in compliance with the principles of independence, social activity, self-realization, protection and dignity.

Nationwide, the National Strategy for Alleviation of Poverty and Social Exclusion is the only document that directly addresses the situation of vulnerable groups and priorities for their more comprehensive coverage by the measures and services in the social protection system.

The Program for the realization of social protection in 2015 (Official Gazette no. 202/15) determines the areas of social protection, the needs of protection and care, social prevention and means for realization of social protection. This program is harmonizing social protection with the needs of citizens for improvement and development of services and social protection measures, activities related to the harmonization of legislation on social protection with the EU legislation.

Decentralization and pluralism in social care

Profound reforms of social protection system in the Republic of Macedonia were launched through the Ministry of Labor and Social Policy in 2004. The reforms aimed at improvement of quality of social services, inclusion of different stakeholders in provision of social services, which should have provided competitiveness in social service provision and should increased the efficiency of protection of the most vulnerable categories of citizens.

Decentralization of social protection was one of the reform priorities. The decentralization included promotion of non-institutional forms of protection, promotion of alternative social services, approximation of social services to citizens, thus enabling different legal entities and individuals, including citizens associations to become providers of certain social services in the social protection system.

The Law on Social Protection is supportive for local self-governments to establish institutions for social care for the elderly. The Law enables establishment of centers for daycare and temporary care. The attainment of these functions is based on

the establishment of inter-municipal cooperation in terms of establishment and management of common facilities and daycare centers. The Law assumes the possibility of municipality to delegate the responsibilities to other legal entities and individuals, including the civil society organizations active in the area of social protection.

The process of decentralization of social protection institutions for elderly was implemented in the municipalities of Bitola, Prilep, and Kumanovo. In 2005, these social protection institutions that were under the authority of the state were transferred to municipalities, operating as a public social welfare institutions for the elderly. Along with the authority transformation, a permanent fiscal decentralization of facilities for the elderly was conducted. The above mentioned municipalities entered into the second phase of fiscal decentralization, meeting all the statutory prerequisites for financing transfers through block grants.

In order for municipalities, the City of Skopje and municipalities in Skopje to provide services for social protection for the elderly they are required to adopt annual social development programs for the specific needs of the citizens in their municipality, for provision of social prevention, institutional and non-institutional protection and for raising public awareness for the needs of social protection.

The pluralism in the social protection system enabled involvement of private individuals and associations of citizens to establish privately owned institutions for provision of social care and daycare centers for the elderly. This legal incentive initiated establishment of number of private institutions for social protection of the elderly by private entities.

The involvement of these stakeholders in the provision of social protection services assumes:

- Development of alternative non-institutional forms of social protection and enrichment in the types of services;
- Improvement of social protection for elderly, especially those for which the state failed to provide adequate protection;
- Greater access to all socially disadvantaged individuals, families and population groups;
- Convergence of social services to the citizens and involvement of family and civil support in provision of social protection; and
- Introduction of competition and improvement of services quality.

The current legislation stimulates multisectoral collaboration in provision of protection of elderly. Namely, the Law on Social Protection stipulates that preventive work is conducted in the Centers for social work (CSW) in cooperation with municipalities, health care institutions and other public bodies, individual and legal entities and citizens' associations. The CSW can direct citizens at risk to use some of the forms of non-institutional care provided by civil associations and private entities.

Social protection for the elderly persons

Social protection for the elderly is provided in the system of social protection through social prevention, institutional care, non-residential care and the right to material assistance within the social protection system.

Social prevention is aimed at taking measures to prevent social risks through educational and counseling activities, developing forms of self-help, voluntary work, and with application of other methods that correspond to needs of the beneficiaries of social protection.

Based on the Social Protection Law institutional care is provided to elderly person that has inadequate living conditions in their biological family or if due to other reasons when any other form of social protection is inapplicable and the person needs to be placed in an institution for social protection.

An Institution for protection of elderly persons can be public or private. Institutions for protection of elderly persons provide accommodation for elderly, adult persons with disabilities and persons with intellectual disabilities that are not capable to take care of themselves and due to the family and housing conditions cannot be provided with other forms of protection. The institutions for social protection of elderly provide accommodation, food, assistance, care, health care, cultural and recreational activities, social work services, and other services related to the needs, capabilities and requirements of the

elderly. The Institutions can organize and non-residual forms of protection such as provision of assistance in the homes and daycare protection for retired persons.

Table 1: Accommodation facilities in the institutions for social protection of the elderly in the Republic of Macedonia

Institutions for social protection of elderly	Number of beneficiaries
Public Health Institutions "Gerantological Institution – 13 th November", department Mother Theresa – Skopje	111
Public Institution „Zafir Sajko" - Kumanovo	185
Public Institution "Kiro Krstevski Platnik" – Prilep	151
Public Institution "Sue Ryder"-Битола	164

The institutional public social protection of elderly persons in the Republic of Macedonia is provided in the following four public institutions: JI nursing home „ Sue Ryder "- Bitola, JI nursing home "Zafir sites "- Kumanovo; JI nursing home "Kiro Krstevski- Platnik"- Prilep, and the Department "Mother Teresa "- Skopje, which operates within the PHI Gerontological Institution "13th November" – Skopje and operates under the jurisdiction of the Ministry of Labor and Social Policy (Table 1)¹. These institutions have different capacity in terms of provision of protection. Until 2006 these public institutions for social protection of elderly worked under the state authority, but due to the above mentioned process of decentralization were transferred to municipalities retaining the same social function as public social protection institutions for elderly. In regards of funding they receive funds from the following sources: budget of the Republic of Macedonia; charges for the administered services to beneficiaries and funds that are designated from the budget of the Ministry of Labor and Social Policy for protection of beneficiaries accommodated by the Centers for Social Work.

Currently, there are 16 licensed private institutions that provide accommodation of elderly. Licenses are issued by the Ministry of Labor and Social Policy. Professional supervision for the work of public and private social protection institutions for elderly is carried out by the Public Institute for Social Affairs - Skopje.

The involvement of the private sector contributed to significant improvement in the institutional protection of elderly. The accommodation in the public institutions for elderly had capacity of 611 beneficiaries and was insufficient and incompatible with the ever growing demand. So far, with the establishment of the private social protection institutions the accommodation capacity in the country has been enriched for additional 464 places, which adds-up to total of 1075 beneficiaries (Pavlovski, 2013).

Non-residual protection of elderly provided by the center for social work assumes:

- Provision of immediate social service to elderly persons at different kind of risks; administration of services and material resources as well as referral to available institutions that can adequately address the need of elderly person;
- Provision of assistance to individuals administered in a form of professional advice and counseling that will assist the elderly person to acquire additional information and will enable independent decision making, retention and development of personal potentials;
- Right on acquiring home care and assistance for elderly, persons with disabilities, persons with moderate, severe and profound mental disabilities who are unable to care for themselves and need care and assistance in meeting their basic existential needs;
- Right on acquiring daycare protection for elderly through services such as provision of meals, daycare, cultural and leisure activities, and hygiene activities;

¹ Analysis of the system of institutional care for the elderly in the Republic of Macedonia for the period 2012-2013, Institute for Social Affairs - Skopje

- Right to placement in foster care for elderly and adults with physical disabilities and people with mental disabilities who are unable to care for themselves that due to family situation and housing conditions cannot provide protection otherwise.

The Social Work Center is established as a public institution for social protection with public competences for performing works on social protection. SWC are established on the territory of one or more municipalities. In the scope of its public authority SWC, according to the Law on Social Protection, decides on rights envisaged by the Social Protection Law and in terms of implementation of social protection as well as in terms of professional work, the center:

- Identifies, monitors, and analyses social phenomena and problems;
- Performs direct inspection for determination of actual situation of individuals or families;
- Initiates and undertakes preventive actions in accordance with the Law on Social Protection,
- Prevents and eliminates the reasons for emergence of social risk;
- Develops plans and programs for social protection;
- Develops and implements non-residential forms of social protection;
- Implements and conducts appropriate forms of social protection and administers immediate assistance to the individuals and families;
- Implements and conducts programs and other general acts of social protection, adopted and financed by the municipality, the City of Skopje, and municipalities in Skopje.

Other forms of non-residual protection defined by law are: daycare centers for the elderly, foster care, centers for provision of assistance at home, clubs for the elderly and support for independent living.

The involvement of municipalities, civil society organizations, and municipality branches of Red Cross of Republic Macedonia in the area of social protection of elderly resulted in establishment of seven day centers for elderly people and five centers for providing social assistance services at home for the elderly.

Daycare centers for the elderly are needed for elderly who have health and psychological problems associated with aging process. These beneficiaries have families that due to their work obligations cannot provide fulltime care for them.

The establishment of daycare centers is mainly a result of the established cooperation between the municipalities and the Ministry of Labor and social policy. Such collaboration contributed to establishment of daycare center in the municipality of Vevcani (2013), Gazi Baba (2012), Cair (2012), Centar (2012) and Cashka (2012). It is worth to note that the daycare centers in the municipalities of Cair and Centar are supported by the Red Cross of Skopje and city of Skopje. This form of the non-residential support is applied in the settlements of: Buchim, Bogomila, and Samokov.

The Program for Social Protection in 2015 (Official Gazette br.202/14) envisages enlargement of the network of daycare centers for the elderly in the municipality of Kisela Voda and Novici, as well as additional development of social services for the elderly and disabled persons in places where there is a need and possibility to establish centers for providing assistance in the homes of beneficiaries.

Centers providing assistance in the home of the beneficiary work within the daycare centers in the municipality of Centar and Chair, and center organized by the Red Cross in Kriva Palanka. These Centers apply a more individual approach in their work with the beneficiaries but their work is organized with participation of multidisciplinary team work.

Services in the centers that provide assistance in the home of beneficiaries aimed at: purchasing groceries, preparing food or distributing prepared meals, feeding assistance, assistance for dressing, hygiene maintenance assistance, assistance for timely and appropriate use of medication, care during illnesses, and transportation and assistance for conducting medical checkups at healthcare institutions.

Right to placement in foster care families for the elderly as a non-residual form of protection requires further development.

The right to financial assistance in the system of social protection for older people is realized through:

- Social material assistance,
- Permanent material assistance for people unable to work that are social unsecured;
- Material assistance for the care from other person;
- One term financial assistance and assistance kind;
- Material assistance for social housing; and
- Allowance for blindness and mobility.

Conclusion

The Republic of Macedonia is facing serious changes in population structure. The share of the elderly population in the total number of population is at continuous growth causing demographic aging of population. The process of demographic aging increases the need for the main stakeholders within the social protection system to provide social services that are in line to the needs of elderly.

The reform processes of social protection, in the Republic of Macedonia, were initiated in 2004. Predominantly the reforms were focusing on decentralization and pluralization of social protection system. The process assumed improvement in the legal framework for social protection, increasing the efficiency of protection for elderly, continuous promotion of non-residual protection, and enabling various physical and legal entities, including citizen associations, to emerge as providers of certain social services.

These processes have yielded modest positive results regarding the improvement in protection of elderly persons. There is evident need for improvement of social services in social protection for elderly on municipal level, especially in provision of institutional and non-residual protection for elderly. Participation of private legal entities in establishing institutions for social protection of elderly mitigates the problem of lacking of institutional protection for the elderly but there is a need for expansion of existing and establishing new public institutions.

Assessment on needs and develop non-residual forms of social protection for elderly both in rural – and urban areas is required. The Program for social protection (2015) assumes opening of new daycare centers for elderly. Daycare centers for elderly, clubs for elderly and centers providing assistance at home should be opened in several cities in the country and should work in partnership with the Red Cross of Macedonia and citizens' associations.

The non-residual forms of social protection of elderly such as protection in foster families and independent living with support are not sufficiently developed. The Ministry of Labor and Social Policy through Social Work Centers and the civil society should engage more intensively in establishing housing units for independent living for older people with support and should stimulate emergence of foster families that should provide protection of elderly.

With the decentralization process in the system of social protection, local self governments should have played a key role in application of the concept of active aging and in strengthening and developing institutional and non-residual forms of social protection for the elderly. They were expected to incorporate more initiatives in their local action programs for social protection and allocate more funds for their implementation.

Multi-sector cooperation between stakeholders in social protection for the elderly should be strengthen through improved mutual coordination and implementation of joint social programs and development of non-residual forms of social services and services for elderly in community.

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The Attachment Relationship with the Mother and the Exploratory Behavior of the Children Aged 5-6

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Abstract

Attachment is the formation process of the emotional and stable relationship between a mother and her child. This emotional relationship starts to grow since the first days of the child's life. The healthy attachment of the child and his/her mother creates the most important bond in a way that the child can be safe, courageous and persistent in his/her behaviors. This study is supported by this kind of perception and it is conducted with children of the age 5-6. There is also presented information, quotes, researches and ideas from education and psychological field for this study. There also presented several behaviors with concrete facts, data, and different experiences from the research who involved a group of children of this age. The aim of this study consists in the fact which affects the child with his/her mother in his psychological formation and his exploratory behavior. The experiment through games was another way for the data collection of the exploratory behaviors of these children. After the collection of these data, their process was elaborated in order to have concrete conclusions for the study. Consequently, these data showed that the healthy attachment between a mother and her child affects positively in his/her social and psycho emotional formation. The relationship between a mother and her child plays a significant role in the multidimensional process of his/her formation. The attachment relationship determines the long-term impact on the psychological characteristics of the children by affecting their worldview and in their perception of social environments.

Keywords: attachment, relationships, children, behavior, exploratory.

Introduction

The attachment is a significant relationship of the child and his/her caretaker who is usually the mother. Pursuing this idea, every infant develops an attachment bond with the people who take care of it and try to see these people as a source of tranquility and security facing the challenges and threats that come from the environment. The presence of the attachment bond between a child and its caretaker should be universal. These relationships and their quality is affected by the individual differences that some people tend to demonstrate. According to Bowlby the infant builds an attachment bond with the caregiver as long as the person interacts with him and forms and attachment figure. Children will be unattached if they will not have a stable caregiver as in the case of institutionalized children. (Cassidy. J., & Shaver.P.R, 2008, pg 78).

Through repeated interactions with the same adult the infant begins to know his/her caregiver and considers him as the primary caregiver. Bowlby and Ainsworth were the first who explicated intensively these early attachments and relationships. They described the infant as biologically predisposed to use the caregiver (usually the mother) as a "safety shelter" and as a "sure foundation" while he/she is exploring the environment. (Cassidy.J & Shaver.P.R, 2008, quoted by Ainsworth,1967; Ainsworth et, al 1978: Bowlby, 1969/1982). When the child feels the threat he/she requires care for protection and tranquility. In fact, Bowlby and Ainsworth the infants balance through exploration and research of attachment when the explorations turn threatening.

The confidence of a child against his care, induces the exploration and competence as a main notion in the attachment theory (Cassidy. J., & Shaver.P. R, 2008, quoted by Bowlby 1969/1982). During his grow the infant should balance the exploratory motivation with the appropriate fear against the danger and the new things, while he becomes acquainted with the new environments and develops new skills. The early childhood, the middle , and adolescence last much more comparing to the animals. Many human behaviours are just games. (Cassidy. J., & Shaver.P. R, 2008, quoted by Lorenz,1977, pg.147). The attachment period provides an intuition of what is necessary to make the child feel safe and without any tensions; an attached and protective figure who responds, who is also supportive, reliable, stronger and more intelligent. Through this kind of nourishing behavior the infant has the possibility to explore the world in a confident way, to

develop warm interactions with the others and to find commiseration to his caregiver ((Cassidy. J., & Shaver.P. R, 2008, quoted by Ainsworth, 1978).

The mother-child attachment is a vital process which establishes the foundation of verbal and nonverbal communication. The attachment is a peaceful and beautiful interaction between the mother and her child because it is the first social-emotional bond, that the child creates with the environment which surrounds it. In this process the child begins the connection with the life, with the people and anything else around. Some studies based on this subject present some information that the well-attached children are more sociable, more communicative, more collaborative and they are also exploratory in their behaviours. It is thought that those are children with a good development in both aspects physical aspect and linguistic, and emotional aspect.

Therefore, this is the reason that my research is focused on, so on the mother-child attachment. The main attention is on this important relationship during the childhood which still remains important even in the future. This attachment bond, in this study, is not observed as a unique issue, but it is closely linked with one aspect of children's development, exploration. Being exploratory, as it will be widely explained in this study, means to have self-confidence and it also means to be concentrated in what you are doing, to face and to be adapted with the familiar and unfamiliar situations. Moreover, you can have interactive skills, self-control and in the same time it is important to be autonomous. These and other features create the healthy attachment.

1- The purpose of the study

The purpose of this study is to observe closely and in a detailed way the children's behaviours, actions and interactions, communication, exploratory way in different situations and also the influence on the attachment bond of the child with its mother in their behaviours. My purpose is to explore their behaviours in the kindergarten's environment and to observe how the children create a relationship with the others, how close they are with the unknown people, how much they want to learn and how curious or persistent they are, in order to achieve their own goal.

This observation will be based on the exploratory features of the child, which are as following: stability, attention, curiosity, their way to face with the challenges and unfamiliar situations, reactions and interactions with the mother, with the friends of the group, teachers and with me. It will be also focused on the attachment features that the child has with the mother.

2- The objectives of this study

To evaluate the role and the importance of the mother-child attachment, in a real example with the children aged 5-6 years old.

To discover the attachment bond of the child with its exploratory behaviours.

To find out the causes and the reasons of the lack of exploratory behaviours of the children aged 5-6 years old.

To highlight the importance of gender roles in the development of exploratory behaviours of the children.

Furthermore, the objective of this study is not only the evidence of this bond or relationship, but it is also to create the way how it should be worked with the children who are not explorers and they have not developed this important behavioral system for their overall development and growth.

3- The research question

- **Which is the role of the mother-child attachment in the development of exploratory behaviours of children aged 5-6 years old?**
- **How does the mother-child attachment influence on the child's psychological development?**
- **How do the gender roles affect on the exploratory behaviours of the children?**

4-The hypothesis

Children who are well-attached with their mother have a good psycho-emotional development. They are also cooperative, exploratory in their behaviours, communicative, curious and courageous to discover the new things which surround them. (In this case, referring to children aged 5-6 years).

5-The methodology

In order to achieve the goal of this study, it is conducted a detailed observation in some behaviours, interactions, ways of how children react in different situations when they are in the kindergarten and their attachment bond with their mother. This observation will be based on the exploratory features of the children which are: stability, attention, curiosity, their way to face with the challenges and unfamiliar situations, reactions and interactions with the mother, with his group friends, teachers and with me at including also the attachment features that the child has with the mother by using effective methods which are described below.

Moreover, the objective of this study is not only to make an evidence of this bond, but it is also to find a way how it should be worked with the children who are not explorers and they have not developed this important behavioral system for their overall development.

There are applied all the ethical issues by providing the necessary permission from the child's parents and in collaboration with the teachers of their group. For the realization of this study, I am based on useful literature (literature for the explanation of the Keywords, as well as similar studies related to the issues of my research that support it). The study case is done by reviewing the child's documentation, the child's checklist completed by the mother as well as an interview, semi-structured with the mothers.

The checklist is an instrument that includes a list with topics, objectives, skills, and knowledge that each child will be observed. The main purpose of the checklist is to register a constant evaluation for the occurrences which are observed at the child by testifying and inferring how it completes his tasks or different kinds of objectives. (Mita, N " The instrumental measurements", Modul 2,pg 7). This checklist is also intended to observe and to measure the characteristics of child's behaviours associated with its exploration.

Based on the researches, which are conducted on this concept and features that create it, I am focused on some characteristics that I think are important, which are as following: **1. The stability of the child during his performance on an activity/game and during its interaction with the object/toy.** **2. Eye contact that the child makes with the object/toy that is playing with, or in the cases when another person is near it and suggests and instructs the child how to play.** **3. The child's skills and competences manifested in some behaviours that it develops (being self-confident).** **4. The interaction with his friends and reactions during several activities.** In the checklist these are specified as voices/items that reflect certain behaviours of the child who does them or not completely. Besides the specification of these behaviours, there is even a measuring scale which indicates the frequency of these behaviours performed by the child. There also some comments when it is necessary to specify a special characteristic that attracts attention. The semi-instructed interview.

This interview is one of the instruments that is being used in order to explore the attachment bond that the mother has with her child and her perspective on her motherhood experience. In this interview will be described the essential elements that express the mother attachment.

The questions, used in the interview, are structured in a such a way to provide a sufficient amount of information on mother's feelings from the moment of the detection of pregnancy until the child's actual age. Each of the questions follows a chronological line. They are encrypted in order to analyze the findings of the study. These filmings gave me the opportunity to process better the data received, to have more facts and I can also have more information about the verbal and nonverbal aspects, reactions, concentration, time of the activity, ways of interaction with me, and the eye contact that the child has with the toys and even with me. Moreover, what it's more important, to observe how they have changed their behaviours and reactions from the first to the last game. During the filming, children did not know that they were being filmed and the camera was put in a place where it could not be distinguished by the child's eyes. Games are played in one corner of the class, without the presence of other people, except me and the child. It was needed a circle table, two chairs and toys and items of the game.

I think that there are several factors that have influenced (positively/negatively) on the realization of the experiment which are as following: the child's desire and its pleasure that gets from these games; the change of their daily routine; the child's emotional state before the experiment; the sound/noise of children in the kindergarten, because it was impossible to completely isolate them.

The games were selected after a careful and constant observation of the children's preferences and also based on the information received from the teachers of the group, because they have more experience on working with them. For each of the games there are measured different elements that constitute the child's exploratory behaviour, as well as their application purpose was to bring a clearer profile for each children and a detailed description of their behaviours during the games which leads us to the analysis and conclusions related to the research question.

It is very important to emphasize that through this game, which is one of the activities that provides opportunities for the child to have fun and to learn in the same time, it can be explored more to obtain real and objective data. There are chosen the exact games to make the experiment real, by referring to various studies that have been presented in the literature review in the chapter 1.

6- The review of data, analysis

There are collected all the data from the checklists, the experiment and the interviews with mothers which were received from this study.

The checklist, this useful instrument divides the attachment in its four types and each of them has ten specific features. Its measurement scale is divided in two groups: Yes and No, if it is in this way or not for each child. The data accumulated and will be presented in the table for every child.

Table, Nr.1.

Nr of checklist	Positive answers (total)	Negative answers (total)
I	13	27
II	27	13
III	28	12
IV	13	27
V	14	26
VI	26	14

The table no.1 shows the total number of the answers (positive or negative answers) accumulated during the fulfillment from the children's mothers. The collection of all these answers create a general idea about the style of the attachment that these children have with their mothers. There will be a summary of the responses for every child in each category and put in the checklist, if they are positive or negative answers. The denomination of each checklist will be created on the basis of the numbers that they have in the table.

Referring to the given answers, it is confirmed that mothers were objective and they did not avoid the main goal of the study. This is evaluated by the time of the questions and this means that the answers were immediate and in a short time. These responses written above, are compatible with the results obtained from the checklist completed again from the mothers and from the observations that I have done during my stay in the kindergarten.

The interview was valid for a better understanding of the child's attachment with the mother and how it has influenced on the general growth of the child. Moreover, with this instrument (interview) it is also obtained the emotional aspect that the

mother presents during the interview. It was actually a fact how these important stages as a mother, are transmitted even to the child because some of the emotions distinguished to the child are quite compatible with the mother's emotions (for example: showing enthusiasm for new things, do not experience high levels of fear and better management of emotions in stressful situations).

The hypothesis set in the beginning of this study was reinforced and confirmed from all the data received. This instrument has enriched the study with real elements as expressions and emotions used by the mothers. This gives me further impetus to achieve new concrete conclusions. Working with children during this period, has made me think that there is a lot to discover and to learn about them because they are also selective when they choose what to show to the others. My goal was to see how it affects the mother-child attachment in order to reflect assurance and encouragement for interaction. I was also interested to explore their behaviour inside the kindergarten, how they could create relations with others, how to approach strangers, how much do they want to learn and how curious or persistent are they in order to achieve their own goal. The kindergarten is an environment that offers natural ways in order to see how these elements are combined to every child. However, there are differences among them because everyone is unique, everyone has his own individuality on how he behaves and reacts in different situations. Every child in this study presents his personal characteristics and how similar they look, but in fact they are so different from each other.

They are almost in the same age, are part of a group, can interact (some less and some more) with each other, they exchange their experiences and they also come from different family backgrounds, occurrences and dynamics. All these features have effected on the children's personalities and in what they present or show themselves. Remaining to family dynamics, one of the conclusions of this study is the potential that the family has in order to influence strongly on a child's life and which can alter his development.

In the cases that are presented in this study, two of the children who were not grown in the same way, as a result of the absence of one parent, manifested different characteristics from the other four children who live with both parents. If we relate this with the attachment, I would add that the absence of one very important figure (the father) and having another one as the primary attachment figure (the mother) complicates the child's life. This happens because the mother has too many responsibilities such as: to think and to earn the incomes, to take care for herself as a woman and she has also to think of her professional background. All these elements complicate more the healthy "survival" of the child and they do not give him the necessary safety to meet other development needs. In this case these children used to show a lot of uncertainty and this reflects them on their behaviour.

Moreover, based on their behaviour it is easy to notice instability, fear, and hesitancy. The theory used for this study is based on the way how the attachment influences the child's life, starting from the detection of pregnancy from the mother to all stages of child's development. I decided to focus deeper to these two mothers, based on their interviews conducted with them and how they perceived their pregnancy (in fear and anxiety) and this also presents unhealthy attachment with their children. These two mothers felt scared and lonely as the result of the partner's absence because they could not have psychological support. Their young age and the economic uncertainty, which are part of a very important role, made these two concerned mothers to live with fear, anxiety and uncertainty that stage of life that is most beautiful experience for every woman. This anxiety is reflected during the growth of the child and her attachment bond with it.

As it was stated above, all these factors inevitably affect on the children's behaviour who have a huge differentiation from their peers. They are less interactive, not curious to explore the surrounding environment and they have difficulties in socializing. Consequently, they are also more unapproachable and more insecure. All these behaviours and all the methods I have used give a clear view in order to reach these findings. The children did not get the role of initiator at any moment during the activities, but they were acting more as observers and more passive. Uncertainty in themselves made them to have difficulties in getting the initiative, in facing the unknown situations and facing challenges. Their reactions are uncontrolled, full of confusion and they often react with anger. Their ongoing efforts to get the attention of the people who are around them, the attention that has been missing in their families, make them "unsocialable" and not active or interested in the activities.

Therefore, even in the reactions and relations with their peers these children emerge the above characteristics. During the games in groups, they show lack of exploratory skills because they get more confused, can not concentrate and they are not ready for cooperation with their peers. Furthermore, they have the tendency to follow the rules set by the others without negotiating before with them and without showing their interest and their preferences. This is even showed during the game

activities in groups because when they were assigned a role, they accepted it in silence without expressing their preferences. This shows the lack of exploratory skills of the child. Fear, uncertainty, not very high self-esteem and the lack of concentration make them to be less interested towards the new things. They feel intimidated for the new things and when their daily routine changes. I think that this happen because of the mother's early experiences. For instance, her fear during the pregnancy period and the fear that she felt and experienced during the growth of her child. An uncertain mother, who dedicates less time to her child, can not transmit certainty and confidence eventhough she would like to do it.

Below, there will be presented the dataobtained from each group of children and gender differences regarding the relevant exploratory skills. These data are accumulated according to the strategies and manners that the children used to meet with the *lego* game.

The characteristics of girls:

- Not very active with each-other, less focused on the game's elements, and more concentrated in secondary details.
- During the game activity, they show more verbal communication and express more enthusiasm.
- They are more persistent and have more patience in finding the solution to unify the parts of the game, so the lego parts.
- They maintain eye contact with each-other.
- They failed to finalize the game. They got involved in the game for 25 minutes and began to destract and wanted to leave.
- *During the game, two of the girls, who came from regular families, without social-economic problems, were more concentrated in the game whereas the girl who had divorced parents tended to communicate with me about the game and she asked frequently: "Will we make other games after this one?" The girls also refered to the game instructions, but they found it difficult to negotiate with each other for finding solutions.*

The characteristics of boys:

- Boys were more interactive and willing to help each other.
- They were concentrated in the activity that they were doing and persistent to find the solution.
- Boys had less verbal communication during the game and less eye contact with each other because they observe more the elements of the game.
- They built the lego for 30 minutes and they were very enthusiastic about it.

Eventhough there are similar family dynamics, there are also some differences between the girls and boys' behaviour. What was observed during the game, was the lack of concentration and initiative that was more evident from the girls than from the boys. The girls were less persistent in achieving the good result and they got easily distracted from the enviromental stimulus. They girls were more focused on talking with each other than on achieving the objective of the game. The boys had great exploratory skills, were more concentrated, maintained more eye contact with toys and they were not distracted from the environmental stimulus. This study can be enriched even with some other researches that can confirm or disprove its hypothesis.

7- The study findings

Based on the research we concluded that the mother-child attachment, or the attachment with another person who takes care of the child, is a significant process which effects on the child's psychosocial development. It was also found that in the process of the healthy attachment to the mother with the child, there are other factors which affect the emotional state of the mother. There are several social situations such as the economical situation, unemployment, divorce, difficult relations in the family which effect negatively and burden the mother's emotional state. All of these factors create an

unhealthy relation with the child. An insecure mother, without a regular or a normal family, without an economical support and the one who dedicates less time to her child, can not transmit certainty, confidence, love and warmth to her child.

Eventhough there are similar family dynamics, there are also some differences between the girls and boys' behaviour. What was observed during the game activity was the lack of concentration and initiative that were more evident from the girls than from the boys. The girls were less persistent in achieving the good result and they got easily distracted from the enviromental stimulus. They girls were more focused on talking with each other than on achieving the objective of the game. The boys had great exploratory skills, were more concentrated, maintained more eye contact with toys and they were not distracted from the environmental stimulus. This study can be enriched even with some other researches that can confirm or disprove its hypothesis.

The relation with the mother, which is founded since the conception of the child, is decisive for the development of the child and its perspective in the future. This relation, called attachment, means adaptation and emotional support of the mother for the child. Having a healthy relation with the mother gives to the child more capabilities and competencies in order to be an active agent in the environment that sorrounds the child. The healthy attachment of the child with the mother is an important factor in the formation of the child, to be more social and explorative in its behavior. From the study conducted in the preschool children we got the following conclusions:

Security and time dedicated (qualitative and quantitative) that mother invests in her child gives the child more self confidence, giving the possibility to live the new situations with enthusiasm, to accept them and get easily adapted. Strengthening the capability of saying "I love you", "I want", "I do not like" is a clear indicator of a healthy child that has a high self confidence and self estimation.

Children that have poor attachment relations with the mother do not express curiosity in knowing and interacting with same age children and display behavior of distrust and unstable, expressing anger in specific situations.

The emotional state of the mother as well influences in the healthy attachment, security for life, her social and economic support.

In the explorative behaviours the gender roles of the children influence as well, bringing different features for the case studies, seeing that have a special influence in the development of the explorative behaviour of the children around the age of 5-6 years old.

During this study, it was found that children need the attachment bond with the mother or another caregiver, in order to have an easier communication with the world that sorrounds them, to be more explorative in their daily behavior. The social, economic or psychological problems that the mother or the caregiver of the child goes through, are emotionally transmitted to the child and negatively influence on the healthy attachment of the child with the mother. This situation brings problems and difficulties in the psycho-social development of the child, becoming a barrier for the explorative behaviors of the child, through which it knows and studies the world sorrounding it. Relations with the child can create it a "basis" with which it helps him explore the enviroment around. As Bowlby explains in his attachment theory regarding the relationship mother-child, in this occasion as well there cannot be a valid exploration if the child is not safe with the person that supports it. The child needs the initiative by simplifying the meeting point between its activity and the purpose of the adult; this way the probability for a good alliance with the child is increased. If it is the child who takes the initiative we will have a greater opportunity to achieve positive results because it will be interested in staying with us.

When we respond to the child's undertakings we will help it to develop the sense of security. The child who learns with us is a unique being that is in a very decisive moment of its cognitive, linguistical and affective development. The child's development moment is different from that of an adult and it is necessary to have a form of adaptation by both the parties in order to have an effective communication. It is necessary for the adult to detach from his adult-centralized vision and penetrate in the world of the child. To achieve this, we can get the help of the child and what we know about it. Children have difficulties in adapting to the adults and their world, therefore often they have the feeling of the uncomfotability. This thing was identified during the study in the creation of first relations among us, so it is required discretion and care in creating friendship with them so that they be as active as possible in their behavior.

9- Recommendations

Looking closer at the problems viewed regarding the attachment of the mother with the child and the huge role that this attachment plays in constructing the emotional world of the child in practicing the explorative behaviors which are necessary for its development and formation, we are giving the following recommendations:

- The attachment of the mother with the child needs to be done in adaptable psychosocial conditions from the mother or from the carer of the child.
- Sensibilization of the family with the importance of the healthy attachment process of the mother with the child.
- The mother should be aware of the importance that her communication has with the child, which starts since his conception.
- All the negative emotional loads shall be avoided during the communication of the mother with the child.
- Enough qualitative and quantitative time shall be devoted to the child. The figures attached with the child, who could be the family members, especially the mother, need to show love, affection and support for the child. During the time they stay together it is needed to be devoted to the child's desires, questions or looks.
- The physical contact, especially with the mother, needs to be present in the child's life. The mother needs to show love through hugs, touches, caresses, smiles, and support so that the child feels safe.
- Different conversations shall be conducted with the child regarding its daily activities with its friends, in the kindergarden or other environments. During the conversation shall be shown attention, devotion and love for the child.
- Cooperation with the child in different activities, games, visits in interesting places, sport activities to better discover the nature and the possible problems.
- We need to behave naturally with the child during the communication process or any type of relation it be.
- We shall support and encourage the children in their explorative behaviors, independently of the result that they achieve with their actions.

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Domestic Crime – A Sociological Analysis

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Abstract

After 90 years we have often heard and read in social networks for different cases of domestic violence, which in most cases have ended with the murder of one of the couple. Mostly, women are victims of domestic violence. Murder cases have increased, where parents murder their child or the opposite. Different researchers and as a sociologist, psychologist and criminologist or have attempted to study the nature of crime in the Albanian family, have given their opinions to explain the increase of crimes. This article will reflect an explanation of the causes of factors leading to crime to one spouse. It also reflects the way in which treated and protected by law, which in different societies treatments are different laws. Crimes in pairs which can occur because of jealousy, passion or for crimes for honor issues are not peculiar only in Albanian society but are prevalent in all societies.

Keywords: domestic violence, sociological, society, jealousy.

1. Introduction

Albania has undergone and is still going through a difficult period of transition, and therefore it ranks among the countries that have suffered more the political, social and economic changes which have affected the lives of many individuals and Albanian families. Today, Albania is facing many challenges related to domestic violence. It is one of the most widespread phenomena and one of the most unreported crimes in Albanian society and this makes it impossible to accurately measure the extent of such a phenomenon. Domestic violence is a widespread and serious threat to the lives and welfare of women. Only 5 percent of battered women report violence. Any form of "smacking" perpetrated on a woman is a violation of her rights. In most cases it leaves the woman with severe psychological and physical consequences. Therefore her ability to live a full life becomes limited.

Life experience to date has proven that children learn what they see in their family. Thus, for example, children who witness or experience violence at home, often grow up to exercise it to their partners and children. In this way they become the cause of a repeated cycle of violence that continues over generations (UNICEF, 2003). According to a nationwide survey conducted in 2003 by UNICEF, at least 8 percent of Albanian women have experienced physical violence from an intimate partner and 25 percent have experienced psychological violence. According to the survey conducted by the Office of Publications of the EU (2014), Albania was ranked the eighth among EU countries for the use of violence against women. In 2013 it resulted that 59.4 percent of women aged 18 to 55 years had experienced domestic violence. "Newspapers and the media in general report almost daily about this phenomenon which is difficult to treat and harder to be reported, as to understand that the dynamics of domestic violence is often not easy" (GADC, 2008). It is treated more as an individual problem, which belongs only to family members and not to the society. In transition societies, where we have had many significant political, social and economic transformations, human rights are violated more often.

Studies show that domestic violence, particularly the one against women and girls, has increased a lot especially during the last decade. "In the first years of the democratic system, the problem did not exist in the rate that it does today, but it has grown over the past five or six years, becoming a real concern" (Loya & Jamal, 2005). The main objective of local reformers and the international community must be improving the practice of human rights (Horowitz & Schnabel, 2004). This paper will provide a description of the current situation regarding domestic violence in Albania and its negative effects on children, parenting, the establishment of relations between family members and the development of society.

2. A short overview of domestic violence in Albania

In recent decades our country has been included in a powerful wave of violence within the family. Therefore domestic violence and its consequences have become a serious problem in Albania. According to the Progress Report of Albania (2008), prepared by the Commission of the European Communities, it was concluded that domestic violence is a "key phenomenon, which has been increasing" due to the fact of not taking proper measures in time and to the non-enforcement of laws. They also say that a very small number of domestic violence cases are reported, investigated and prosecuted. The Criminal Code on domestic violence is treated as an attack leading to a general crime. Although there are some rules about this problem, the issue is that the victims still do not consider domestic violence as a crime or they are afraid of reporting incidents as they can cause shame on their families.

Women accept the conviction that men are stronger and more capable than women, they understand that the state favors men, government positions are occupied by men, and this is reflected everywhere: in employment, socialization, etc. Although the Council of Europe Convention on preventing and combating violence against women and domestic violence, which came into force on August 1, 2014 requires stringent measures against various forms of gender-based violence, domestic violence statistics in our country show higher levels. Thus during 2013 it results that 59.4 percent of women aged 18 to 55 years have experienced domestic violence. This figure that has been increasing since 2007, which at that time showed that 56 percent of women aged 15 to 49 years had experienced domestic violence.

But by focusing on forms of violence in the family, including violence against women, it shows that one in two women in Albania have suffered psychological violence, a high ratio compared to the figures in the European countries where the ratio is two in five women who suffer this kind of violence. But in addition to psychological violence used against women, our country has also a high number of cases where are used physical and sexual violence. The victims' ratio of this kind of violence in our country is one in four women, while in EU countries the ratio is one in five women. Neither pregnant women have escaped from violence in our country. According to a research conducted in 2013, it results that 13 percent of Albanian women, currently in a relationship with a violent man, claim to have been hit, slapped, kicked or physically hurt during pregnancy. Not all categories of women experience violence against them either in a relationship or even in a family. The unequal position of women in society is what affects mostly in their victimization. Education is the key element that determines the position that women have in society, which affects the use of violence against them. Women with secondary education or less are more likely to experience domestic violence than those with higher education. Moreover, women who do not work outside the home are more likely to suffer violence than those who work outside the home.

Referring to the figures of battered women, it shows that 19 percent of abused women in Bangladesh suffer domestic violence injuries, such as: cracks / bruises, deep wounds, bone / broken foot, unconsciousness, head injuries and injuries in the abdominal area. 14 percent of abused women in Bangladesh were unable to do housework or take care for children, because of injuries from domestic violence, and 44 percent of abused women had a sexually transmitted disease. But what varies in the use of violence, is the period when women in our country begin to experience it. One in four women begins to experience violence in the first year of marriage, while one in two women, according to a research done in our country, asserts that violence against them started in the second or third year of marriage. Unlike EU countries, where women do not fear to denounce the fact that violence was used against them, in Albania, apparently there is the fear, as well as the mentality and the shame to denounce any form of violence used on them or in their family. It's a very small number of abused women, who manage to denounce any form of violence exerted on them. So, it turns out that only 8 percent of abused women in Albania ask for help to end violence in their lives, compared with 33 percent of battered women in EU countries, who require help from social services and organizations.

Violence against women has been often tolerated and never considered or treated as an abuse of human rights, including women's and girls' safety, freedom of speech, physical and mental integrity. Such violence has always been justified because of the Albanian government and judiciary tradition or "mentality". "Recognizing that women and girls do not report violence against them as they often do not realize that they are victims of it, but instead consider themselves as participants in it, states must inform women about their legal rights and educate them specifically about domestic violence. In traditional families women have to follow some rules, they have to be "good girls" and violence is part of this tradition. They do not consider domestic violence as violence; they see it as normal" (SRVAW, Report of the Commission on Human Rights, 1996).

The role of the government and national authorities has been limited or non-existent in supporting and providing assistance to the victims of the domestic violence in Albania. Active roles in the treatment of this phenomenon have played non-governmental organizations (NGOs) of women, by offering numerous services including hiplines and shelters to support and protect these women from the abusers. Distrusting the role of the police because of the state non-recognition of the domestic violence as a criminal offense and being ashamed sense of women are not encouraged, to complain about the violence, but instead accepting it as their misfortune. Another reason of being shouted is their inability to financially support themselves and their children when they leave or divorce from their partners. But who are considered the common abusers inside a family? Based on this study, men with secondary education or a lower one are likely to be more violent rather than those with a university education. Another category includes those who are part of the low classes of the society, and consumers of alcohol. Albanian women, whose husbands consume alcohol, are 6 times more likely to experience physical violence and 1.5 times more likely to experience psychological violence.

Reasons why this happens vary. In various reports made by organizations that protect the rights of these women and that of the family members, show that men want to establish a sense of power and control, or keep women dependent on them, not to consider any attempt to be independent. Some other researches show that some men use violence, seeing it as the only way to be linked with his partner. Meanwhile, a lot of men are grown up in this way, being raped by their stepfathers experiencing everything themselves. Comparative Sociological studies at micro level have proven empirically that, due to the lack of economic opportunities and ways to cope with economic difficulties, men show a tendency to be violent against women and their children, especially to girls, not as a way to cope with such problems, but as a result of the lack of social solutions to such economic difficulties. The paternalistic and patriarchal figure, which dominates a large part of the Albanian society, not only in villages and remote areas, but also in cities, is an important factor.

Despite the progress made, in many cases women are considered to be "owned" by their husbands. In many cases, a woman has little or no authority in the family, even to her children. Their role, by the men, and unfortunately, even by a part of women, continues to be understood as in the past: take care of home and family, to satisfy the sexual needs of the husband, bear a baby, and raise him. In many cases, violent behaviors against women are caused by the jealousy. Jealousy cannot be excluded from the list of reasons that causes violent behaviors, but is just a cause, not the main one. As an emotional response to a threat or to the real danger for an intimate relationship, jealousy may eventually be associated with abusive behaviors, physical violence, emotional or verbal one. However, as a sociologist, I think we should look beyond the narrow framework that sees violence against women as a cause jealousy by men. I want to lay the emphasis on the rapid changes that are continuing to occur in the Albanian society in terms of ethics and sexual behavior, not only to the younger generation, but also at a good part of the population, especially in the cities and among educated people.

3. The effects of violence on children

Domestic violence affect not only one of the partners, but in most cases are also children who become victims to its exercise. During the recent years, violent behaviors have escalated, especially in urban areas, and therefore children have been exposed to violence at home, school and community. Domestic violence is considered a form of child abuse, where children inevitably are affected by this phenomenon (Lapierre, 2008). In the study conducted in our country in 2013, it shows that 58 % of the children are beaten by a family member, as well as a high number of 86 % of the children become witnesses of domestic violence. This "double violence" to children certainly brings negative consequences in their social life or in their integration into the society. Besides the psychological trauma ,that remain in their minds, this violence reflects negatively on their education, making 43% of the children have difficulties at school, 31 % of the children live with fear, because of domestic violence, and 6 % of the children leave home to live with their relatives. The study showed that one in two children in 86 % of cases requires more assistance to the violence against him to one of the parents, and a single case is not required by children abused by doctors or police assistance.

Domestic violence can take the form of one or more traumatic incidents, which may cause a sudden change. Such changes are often observed in the child's behavior, such as aggression, or lack of respect for women. Domestic violence also changes the way how children think and feel about themselves, their families and life in general (Cunningham & Baker, 2007). They say that children are good observers and poor performers, so they are able to hear and see what happens, but they fail to understand the situation as adults do. Children may be angry because their mother is such a person, they

are afraid that it will go back to it, or worry that it may be accompanied with another abusive partner. So children can not believe their mother can keep them in a safe environment, or they may even wonder whether she loves them or not. The quality of the relationships that parents and especially mothers, create with their children in childhood, is a significant indicator of the child development and all the relationships that the child creates during his lifetime (Bornstein 2002; McCain & Mustard 1999).

Sometimes children can develop some negative beliefs that are essential for themselves, such as asking: "Am I someone who deserves to be happy?" Such beliefs are formed in childhood and parents play an important role during this process (Bancroft & Silverman, 2002). Research also shows that children who have been victims of violence within their families were 24% more likely to report violent behavior as adolescents than those who had not been abused. Teenagers who were victims within families where there was a violent partner were 21 % more likely to report violent acts than those who have not been exposed to it (Baker & Jaffe, 2003). Efforts to assess and treat mental health for young people who have witnessed violence were more limited. Limited research also shows that, as a result of exposure to violence, children may be threatened by mental disorders, symptoms of post-traumatic stress, depression and anxiety, anger and aggression, impaired interpersonal relationships with colleagues and relationships with friends and poor academic achievement. This is based on some findings made by Levendosky and his co-author (2006), where children with a history of domestic violence are more likely to display behavioral problems in the external environment.

In another study of 103 pre-school children, who were at risk of exposure to domestic violence against their mothers, it was found that domestic violence negatively affects the behavior of children while interacting with their mothers, but that does not affect the relations of mother -child's problematic behavior. These findings suggest that the impact of domestic violence starts very early, reflecting more the relationship built with the mother and other individuals, rather than the child's mental health (Levendosky et al., 2003). In a study of Holden (1998), was reported that marital violence is associated with a wide range of behavioral and adaption problems, such as emotional and behavioral problems of children. The effects of domestic violence are set by Rossman (2001), as being considered as long-term effects where exposure at any age can create disruptions and disorders in all aspects of child development. To witness a mother's abuse by her partner for a long time, affects the child or adolescent's perception of the mother as a vulnerable victim of emotionally, or as someone who can not defend it. Often in these cases there is a change of roles, where the child goes to the mother's caretaker role, by leaving behind all his childish dreams and desires.

4. Domestic violence and parenting issues

Violence against women is a serious threat to women's health throughout the world. Such violence may interfere with their motherly behavior. This complicated problem with its roots in marital relationships has a negative impact on parenting. Women, who are victims of domestic violence, have usually difficulties in concentrating and working effectively with their children; they are more inclined to withdrawal and avoidance and ignore the impact of violence on themselves and their children. These mothers risk being killed or seriously injured and most of the time they suffer from chronic pain, depression, psychosomatic disorders, unwanted pregnancies, miscarriages, and so on. The roles played by all members of an abusive family reflect how each person adapts and gets used to the confidentiality, intrigues, and dangerous situation in which they live. An abusive man undermines the efforts of a mother in parenting, whether, in rejecting it, weakening its confidence as a parent, or by changing the views of her children towards their mother in order not to be considered as a person worthy of respect. She can change her style of parenting (Bancroft & Silverman, 2002).

Most women do not usually report violence to the police, they do not understand that it is a criminal offense, because many of them are violent towards their children and at the same time see it as a tool for education. The effects of violence can continue even after the abuse has stopped because such effects can be significantly undeclared. The results of a study (Albania Reproductive Health Survey) conducted by the Ministry of Health in 2002, show that 11.5 percent of Albanian women between age groups 15-44 had children who have witnessed parental abuse. Also male individuals with the same social profile reported having observed (47.4 percent) and have experienced, (66.8 percent), high levels of violence as children. A survey conducted by professionals in the health sector shows another profile of such abuse. They found that 37 percent of women living in Tirana have experienced physical violence, where women aged 25-34 were at higher risk. According to their findings, the increase in the educational level of women has increased the risk of being abused. Also, in

families where only women were employed, the risk of being abused was higher. Such findings are consistent with theories which argue that violence is used to enforce gender hierarchies (Burazeri et al., 2005).

Nowadays, there is a great concern about the effects of violence on children and a limited attention exercised on the effects of violence against their mothers and parenting. Such concerns have always been focused more on children than among women who play a key role in their children's welfare. Although some studies show that domestic violence does not have a big impact on parental attitudes towards raising children, this does not mean that the quality of a parent remains the same, as in a violent environment, as well as in non-violent households (Holden, 1998). For example, mothers of children exposed to domestic violence in fact show a huge increase in the use of positive discipline and a slight decrease in bringing the softness and warmth compared to mothers of children not exposed to violence (Levendosky et al., 2003 and Letoumeau et al., 2007). Also, find out how reasonable is mediating the connection between domestic violence and parental behavior through internal mental representations of the mother, to herself, her child and care (Stephens, 1999). Sometimes, women feel as trapped and fight to protect their children from abusers. In this context, the mother plays an important role in how children are affected by violence. Many studies have focused more on abused women where regarding parenting; they are considered a failed mother. A few studies have been made about the effect of domestic violence on parenting experiences under such circumstances, regardless of the position of the mother.

5. Conclusions and Recommendations

Through this work we found some of the difficulties that women face in relation to parenting in the context of domestic violence. In addition to the evidences and the negative impact of violence on women and children, being familiar with the domestic violence indicators show that the judiciary and other government institutions lack the will to focus their powers to child welfare, women and their issues related to parenting. Having considered and treated as a crime of violence within the family, the state and the judicial authorities think that such a problem will be resolved once the perpetrator is punished. But such a conclusion is not correct, because the punishment of domestic violence should be accompanied by the provision of intervention or rehabilitation programs in the service of mothers and children to recover from trauma these victims, by the state structures. In fact, safety and rights of victims of domestic violence should be a top priority in all aspects of the services provided by the judicial institutions.

Cultural changes take time so that new cultural values and social concerns about the life of the society of the country, primarily in its core cell is the family. Making changes in marital relationships between parents and children requires the creation of a new culture, seeking an active role in society (civil) and also require decisive implementation of state laws that protect the rights and freedoms of every citizen and condemning any kind of violence in society and in the family.

Also, child welfare professionals and family must be aware of and assess the risk for children and establish relationships with their mothers and intervene appropriately and in a timely manner to prevent this phenomenon. When in most cases the abusers are male partners in the family, it is important that they become part of the problem and be involved in the intervention programs. In this way, their commitment as fathers towards their children can open up opportunities for change. Therefore, domestic violence strategies and intervention programs should support their view that domestic violence is a criminal activity, it is a learned behavior, and is therefore variable. The focus of social policies and practices related to domestic violence should be to improve the safety of women and children and the prevention of abusive behavior, intimidation and violent offenders to this category of population.

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Social Care in the Modern Living of the Old People

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Abstract

The old people are specific category of the population and they have common desires, interests, needs, lifestyle, attitudes, but in some way they are different in their origin, place of living, religion and economic statute. The old people as members of this specific category have a common sense of category. It is very important to emphasize that during the process of aging, the old people must be socially integrated, but due to different conditions they sometimes could be segregated, feeling unequal, even to be humiliated. This condition in the American literature is called "ageism". The main aim of this research paper is to acquire knowledge for the conditions and needs in terms of social care in the modern living of the old people, primarily the need of organized approach to the appropriate services, because the decreased capacities of the psychophysical opportunities of the old people complicate the independent living. The basic methodological approach is performed dominantly by descriptive-analytical method. In the frameworks of this research are also included the analyses of the relevant existing regulation (strategies, declarations and ect.) as well as plans for promulgating acts, programs and projects in the near future. Basic instrument for receiving data is the questionnaire with leading interview for the old people. The results received from this research lead us to the need of presenting the prior problems and prior old people groups for urgent acting, finding right approaches for caring of this, in important percent, present population. It is expected that the findings received from our research will serve as particular contribution in successful organization and realization of the contemporary social care of the old population in Republic of Macedonia.

Keywords: social care, old people, needs, conditions, quality living

Introduction

The old people represent a specific category of the population who share common desires, interests, needs, lifestyle, attitudes, but at the same time they are different in origin, place of living, religion and economy status. The old people, as representatives of this group, have common sense of category.

The group belonging is characterized by establishing bigger or smaller, stronger or weaker mutual relations, which usually can be realized in the needs or various activities relations, appropriate to the adult characteristics. Within the smaller old people groups, there is also a role and function division as well as activities and tasks division in general. According to these relations we can say that the satisfaction from the life is realized and reflected which leads to aspirations motivation in order to found solutions for quality life improvement.

It is important to emphasize that in the aging process the old people must be socially integrated, but because of various circumstances they must be segregated, feel unequal, or even humiliated. This condition of the old people is called "ageism" in the English Literature.

Considering the aging as a dynamic biological process leads us to realize the fact that the old population is not homogenous. Also, it is globally considered as the longest period of the human life. In this term the old people care is neither possible to

be investigated nor realized, only at a global level. Although the age factor is not the only criteria for aging, also there must be investigated the whole situation the old person is involved in. Related to this we considered as important in this paper to present the characteristics of the age periods in subordination with the social, cultural and physical characteristics. There are many types of aging periodization, depending on the division condition.

According to the gerontologist criteria there are at least 3 logical periods of aging:

- Early aging period from 56-68 years
- Late aging period from 69-78 years
- Deep aging period which starts from 79 years and lasts till the end of the life.

The gerontologists accepted this periodization due to the biggest percent of the old population, the psycho-physical activities of the old people. This type of periodization is basis for further studying and projecting of the social care of the old people according to the gerontologists. On the other hand, the demographers represent the position that the old people can not be considered as a homogenous group taking into consideration the majority of the demographic characteristics which the old people poses. According to the demographers' criteria the old people are grouped into two big categories: young old and old.

Young old are the old people from 60-75 years. Led by the basic criteria that are usually independent to carry out daily activities, have the capacity and opportunity to actively engage in the social life as well as opportunities to help the others, especially in the primary family, from which they draw. This aging period of the old people, in terms of the social aspect must be sized to large number of activities for benefit not only of the old people but also for the important needs of the community. During this period, the old person can not be the only beneficiary of the social services, but may provide social services in all sectors of the society.

The second group of the old people according to this categorization is the old people above 76 years till the end of their lives, and it is characterized with gradually decreasing of the social, work and health capacities of the individual. Recently we are witnesses of the modern achievements in the medicine, technology, home services which influence the removing of this age border regarding this category. Regarding the life in the family, as a basic cell of the social living, it also could be a subject of old people periodization. Within this criteria the aging according to the life cycle of the family is divided into three period as: period when the children leave the family, period after the children's leaving (empty nest) and period when one of the parents stays alone.

The period when the children leave the family, usually is between 45-59 years of the parents and it is called "middle aging". In the foreign literature this period has specific characteristics because by leaving the family in a large amount are decreased the family contacts, and due to that the need of mutual support and help. In our region, according to the practice as well as the theory, is shown that usually the family is left by getting married, but the relations between them are direct, close, cooperative, and before everything emotionally responsible.

The aging period starts from 76 year and above and it is characterized by excising need of bigger dependence of the older members from the services of their children or the social care forms of the country. The social care of the old people is a global phenomenon, with a wide-ranging character firstly of the family members, they originate from, as well as the family community, neighbor support, the care of the religious community to which they belong to, but above all to the direct social protection of the state.

3.1 Old people services in the society

Baverige, (New Comer 2002) in the social state system, call the social services as " the fifth element", which shows that this way the old people care plays a dominant role on the society. Alfred, I.Kahn (New Comer 2000) defines the social services as a non-financial assistance that directly or indirectly increases the opportunities of the old people to function in the society. The term social care covers both the formal and informal services, not only those which are the legal responsibility of the state services, but also the services organized by independent agencies and self-help groups, the private sector, as well as the appropriate care of the family and the civil society directed towards the mitigation prevention and direct care in the social functioning (Johnson and Shwartz 1994) of the old people. Social services are closely related to material services respectively by supporting the old people and focus on improving their financial position (pensions,

welfare, health insurance). Besides the above-mentioned financial services for social care, " the social services are focused on completeness, non-financial actions, activities, programs and measures which are taken or provided by the state institutions as well as the private (profit and non-profit) institutions and individuals in order to promote and improve the physical, social, psychological and health capacity of the individuals or groups of old people" (Bornarova, 2004). Led by the region criteria for giving services, we can divide three social services category:

1. Social services offered in the old person home
2. Social services organized by the services and institutions of the local community
3. Social services which are of institutional character on a national level

The social services directed into taking care of the old people are not only distinguished by the level of the environment they are realized, but also differ in the types of activities they realized (social, health, educational, recreational, etc.). Social services within the social care are implemented by appropriate organizational structure which is based on functionality, staffing, financing, methodical implementation and thematic preoccupation.

The social care at home implements the following dominant services such as:

1. Services for assistance and care at home
2. Services for hoe adapting a home based on the old people needs
3. Home maintenance services
4. Home food distribution services
5. Nursing home services

In terms of the social care of the old people within the local community can be organized these dominant social services that greatly emphasize the social care as follows:

- Daily care centers
- Clubs for old people
- Social centers
- Social Services Management
- Transportation services Regarding the social care with institutional character on a national level we can distinguish institutions with dominant social activities and institutions with dominant activity for specialized health care for the old people. Within this group are included the following institutions:
- Homes for the old people
- Shelter for the old people
- Specialized residential communities
- retirement villages, retirement homes
- regions with organized help for the old people
- Temporary multi functional shelters
- Food provided homes for the old people
- Common housing for old people
- Guardian family adoption
- homes for the old people care
- Geriatric hospitals
- rehabilitation centers
- Hospitals for acute diseases

- Hospitals intensive treatments
- Hospices - care institutions before the end of life

The social care in modern living of the old people mainly implies the need for an organized approach to the appropriate services because of the reduced psychophysical capacities of the old people make more difficult the independent living.

The quality and complexity of the social policy and social protection of the old people care is primarily assessed in terms of the social services. The social policy and social protection in Republic of Macedonia can not ignore the care for the old people because as we all know, our country is one the countries where the old population from year to year needs to be provided favorable conditions for adequate care. Despite the systemic approaches to the social policy and social protection in the old people care, necessarily are included all segments of the social living, so only then we can talk about social care. Although the services providing basically is closely linked, in every term of the word, by material goods, funding in general, still an important role is realized by the traditional approaches to the old people care. Basically the services for the old people should have a long-term character, aimed at meeting the social, health, psychological and personal needs for various degrees of power of the old people in order to ensure a dignified and quality life.

In our research we decided to investigate the conditions and challenges in the modern living of the old people, primarily in terms of the modern living in Macedonia. By studying the social care of the old people we mean organized and spontaneous forms, measures and activities that reflect the quality of life of the old people. In that respect they are conditioned by the place of living of the old person, the availability of the services and institutions for care and protection (clubs, centers, counseling, nursing and retirement homes), education for life and information technology, legal legislation and so on.

In the investigation are included 600 participants above 60 years old with stratified example in appropriate relation by age and gender, place of living (Skopje, Kumanovo, Kicevo and Strumica) and ethnicity, and at the same time the example is designed based on the institutions where the investigation is completed as: in the premises of the registry ambulances (280 participants, respectively 47%), clubs and daily centers (155 participants respectively 26%), retirement homes (60 participants respectively 10% of the sample) and nursing homes, state and private (105 participants respectively 18%). In the research are inquired 600 old people older than 60 from the both genders.

1. Services

The modern way of living decreases the scope of the traditional relation with the old people by the family, against the legal obligations and duties. More and more, the modern living conditions impose the need of including the state in many forms of the social care. Respecting the need of the old people to live in their own home (as long as possible), we considered as important to investigate the types of services which are realized in the old people's homes in terms of their availability and accepting by the users. The data of this need investigation is presented in Table 1.3 Age and gender of the old people and the types of services. Basic indicators of the services for the old people are: addition to cash compensation for assistance and care of another person, help at home (Red Cross, etc.), private service engagement, service delivery of food and transportation. The results gained and the answers of the old people are presented in table with numbers and percents, and also in diagram for more clear view of the proposed indicators. In the table we can see that the biggest percent of the old people (100%), from Skopje use the public transport as a service. In that direction it is very important to emphasize that this step of the country is accepted with a great pleasure by the old people, not only to use the free time, but also to complete some personal everyday needs, duties and etc.

This pleasure the old people express not only in mutual discussions, but can be seen from their smiling faces when riding the bus. In terms of other services we can notice that financial compensation for care of another person with 22.22% and private service engagement with 16.16% in a relatively small percentage are represented in the lives of the old people.

However it is important to emphasize that despite the large need of the old people for help at home is very poor realized mostly by short projects of the civic associations. A possible reason for the difficulty of the implementation of this service lies in the poor information and preparation of the old people to accept this form, because basically they are often suspicious and reluctant to accept a stranger into your home, even for their direct benefit. A serious problem of the old people in the second, and even more in the third age group is the need for grocery shopping and preparation of daily meals.

Table no.1.3 Age and gender of the old people and types of services

Old people by age and gender										
Types of services		60-69		70-79		over 80		Total		Total
		M	F	M	F	M	F	M	F	
		f		f		f		f		f
		%		%		%		%		%
	Add. to cash comp. for assist. and care of another person	5	10	15	25	35	20	55	55	110
	1,01% 2,02%		3,03% 5,05%		7,07% 4,04%		11,11% 11,11%		22,22%	
Help at home	2	3	12	15	8	8	32	26	58	
	0,40% 0,60%		2,42% 3,03%		1,61% 1,61%		6,46% 5,25%		11,71%	
Private service engagement	0	3	23	28	12	14	35	45	80	
	0% 0,60%		4,64% 5,65%		2,42% 2,82%		7,07% 9,09%		16,16%	
Service delivery of food	0	0	3	0	4	5	7	5	12	
	0% 0%		0,60% 0%		0,80% 1,01%		1,41% 1,01%		2,42%	
Transportation	104	110	105	80	38	58	247	248	495	
	21,01% 22,22%		21,21% 16,16%		7,67% 11,71%		49,89% 50,10%		100%	

So far, in our country does not find useful and immediate, massive, reliable delivery of groceries and eating in the homes of the old people.

Although several supermarkets realized preparation and sale of ready meals (which is a positive step), we find that from one side it is still expensive for the low pensions of the old people and on the other side the facilities to purchase such products are distant from the place of living, and it makes it more difficult for the old people to access them.

Statistic indicators of the sample

Symbols	χ^2	C	N
Values	10,128	0,248	165

Statistic indicators of the theoretical values used for the investigation

Symbols	Df	P%	theoretical χ^2
Theoretical values	4	5	9,49
	4	1	13,28

The χ^2 size and intensity of the contingency show that there is a significant statistical relation between the old people and the types of services offered.

Within these stores are included the delivery services to home consumers, but the scarcity of food and the percentage required for delivering food to prevent the old people use this form of service. In terms of this presentation we can conclude that despite the high demand for these services are not enough realized in the life of the old people and require serious efforts from the government and NGOs for directly strengthening the old people in the realization of this form.

2. Institutional accommodation

We considered as important to investigate the conditions and challenges of the modern living of the old people in terms of institutional accommodation in an institution. Despite the fact that the old people do not find very attractive the institutional accommodation, we considered that it is necessary to show the condition in order to realize the future plans for appropriate care of the old people.

In Macedonia, the number of institutions for accommodation of the old people is not satisfactory as well as the services and the direct work with the old people in order to overcome this problem. Recently, on the institutional accommodation market, raises the number of private retirement houses, but during our investigation we found out that they are too much commercialized and inappropriate regarding the real conditions and needs of the old people, so that often they are forced to care only old people with higher level of disability and their stay very quickly ends fatally. These challenges for the institutional accommodation of the of people, we think that should alert not only the state institutions (primarily the Ministry of Labour and Social Policy), but also by a sub systematical approach to find and solve more appropriate methods for this population in the country.

During the investigation of the old people accommodated in a retirement house, it was showed that in Skopje this form is very attractive, which is due to the good equipment (bar in Skopje) from one side, and the relatively economic viability, especially those of the overhead costs. Although it should be emphasized the need cited by the old people in terms of availability of forms and programs, as meeting the services as well as in terms of leisure time and accommodation. There is no retirement house which can offer directly organized access to the institutions for the needs of the old people, providing opportunities for educational activities that are supposed to enrich the service quality.

Table no. 2.1: Age and gender of the old people and the institutional accommodation

Old people by age and gender										
Institutional accommodation	60-69		70-79		above 80		Total		Total	
	m	f	m	f	m	f	m	f		
	F		F		F		F		f	
	%		%		%		%		%	
	Public Institution	9	9	13	15	6	7	28	31	59
		1,5%	1,5%	2,16%	2,5%	4,6%	1,16%	4,66%	5,16%	9,83%
	Private retirement house	7	5	9	13	4	8	20	26	46
		1,16%	0,83%	1,5%	2,16%	0,66%	1,33%	3,33%	4,33%	7,66%
	Retirement house	0	12	16	20	5	7	21	39	60
		0%	2%	2,66%	3,33%	0,83%	1,16%	3,5%	6,5%	10%
Total	16	27	38	48	15	22	69	96	165	
	2,66%	4,5%	6,33%	8%	2,5%	3,66%	11,5%	16%	27,5%	
	43		86		37		165			
	7,16%		14,83%		6,16%		27,5%			

1. The statistical data are presented with N (the total number of participants in the research N=600)

P- the total number of respondents in the current table P = 165

p- the total percentage of the respondents in the table = 27,5%

Q- the total number of respondents not taking part in the table =435

q- the total percentage of participants not taking part in the table (this statistical analyzes is analyzed in a table with less than 600 respondents) =82,5%

2. Analyzes by age categories where:

N- the total respondent number = 600

n- the total number of category 3

I B n1=28

n2=31

II B n1=20

n2=26

III B n1=21

n2=39

N=600 P=165 p=27.5% Q=N-M Q=600-165=435

q=100%-27.5%=72.5%

Med = 60 (retirement house)

The retirement homes in the other cities of Republic of Macedonia, including those that were the subject of our research, do not accomplished the conditions for normal living of the old people, so we guess that is due to inappropriate decisions for property and maintenance between the Association of pensioners of R. M and the Pension and Disability Insurance.

In Macedonia there are four nursing homes as the state institutions in Skopje, Kumanovo, Bitola and Prilep. The small number of such institutions, and also the small capacity, except in Skopje, often conditioned to initiatives and proposals for building greater number of institutions, which we suppose to increase the quality of care for this category of the population.

In the last decade, primarily influenced by the need of accommodating the old people in the institution, in terms of the need of greater care are also open private nursing homes. Due to inadequate support by the legal regulation these institutions until recently have been declared as companies, which resulted with the absence of the appropriate standards for housing and care as well as inadequacies in the opportunity for professional control, from one side and on the other there were created opportunities for some of them to gain unreal and big profit in terms of finance for the accommodation in the house. From table no.2.1: Age and gender of the old people and institutional accommodation, we can see that despite the relatively high cost of housing and the small number of offered institutions, there is the need for bigger and more current accommodation. From the presented data we can conclude that the most represented are the old people accommodated in retirement homes, 60%. However the most recent initiatives and decisions of the Ministry of Labour and Social Policy put the situation under control.

Regarding the socio economic conditions we can conclude that there are many problems and partly resolved forms and approaches in the care of the old people, affecting the challenges in the future to get down to serious resolving of the direct approaches in accommodating this significant number of present population in the social life in Macedonia.

3. Services in dominant socio-health function

The aging in its objective length is a long period in the human life, which is characterized by a gradual reduction of labor, social, mental and physical activities which result with health disorders and health problems. These conditions disable the man to live independently and depending on the level of their own vulnerability, there are needs for accommodation in health institutions. Such institutions are homes for the old people, ie geriatric hospitals, rehabilitation centers, hospitals, public health services and so on.

- Homes for the old people care serve for accommodating the old people in terms of medical staff care, due to continuous chronic disease, or disable eye functione, Alzheimer's or Parkinson's disease, when due to adequate health threat are not able to take care of the daily health prevention and proper hygienic care.
- The Geriatric hospitals are institutions which mainly provide medical service for people with hard or disabled movement and with certain acute and hroniochni diseases, as well as a mental health disorder. These people need to be provided with comprehensive health and Nursing care with more active presence of nursing staff. Despite the important role of nursing staff also actively are involved therapeutic services and social services- primarily with active involvement of a social worker.
- The rehabilitation centers provide short-term or long-term services directed to appropriate rehabilitation in order to return to the old person party of the former level of physical and social functioning and to enable better quality living. Because most rehabilitation centers are short-term character, the institutional staff and the social workers

have an important role in helping the old people, as well as helping the family to adequately accept the old person after leaving the center.

- Hospital care in the final phase of life of the old person- Hospice. These homes basically have health character, with a dominant care, which enables the old person to submit easily the pre death trauma. Also, important function of these hospitals is the work with the family members or relatives of the old person in order to accept easily the pre death agony, the care in those moments and the death.

The services for the old people are the basis of the social protection, since it refers to those old people who due to various circumstances (economic, social, health) are not able to independently care of themselves. This form is a basis of the humanity towards the old and helpless people and it releases a message to all people to maximally contribute in improving the modern life of the old people. The services as the most dominant form of care for the old people have a flexible character, with more dimensional character as for the modern development of science, engineering and technology in this domain, as well as in economic terms, ie the capacity of the state and social care in general, the level of the social form of communication of the person with the family and relatives and the level of development and availability of the health services. However we must emphasize that despite the multiplicity of forms of social services within the social care for the old people there must not be neglected and should be given a dignified place to the role of the family and relatives in the forms of cohesion as a priority task of the social services. The family has been and will be the basic nest of the society where the individual feels safe and protected regardless of the age and the adults' features.

Conclusion

The services realized in the home of the old person person such as: helping the old person, a private service engagement, service delivery of food, public health nursing, are amenities that facilitate the own home living. However the survey also showed that they are represented in a relatively small percentage. Possible reasons for the difficulties in the services implementation can be enumerated in the insufficient organization of social care, insufficient information for direct work with the old people by the governmental and NGOs for accepting, because basically the old people treat with distrust and suspicion the unknown person in the home.

The old people with physical and mental disabilities (regardless the age category), basically are left to the conscience and responsibility of the social care. Within the institutional treatment it is necessary to be completed the categorization in terms of physical and mental disabilities of the old people and the institutional services. Within these parameters it is needed to be adopted appropriate regulations in order to allow a successful treatment, and thus greater accessibility to these institutions.

The conditions of the modern living of the old people despite the partially realized forms and approaches to the care are generated by a significant number of problems and needs that are challenges in order to find direct access to the care of this significant percentage of the present population.

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Improvement of Quality Standards in Examination Process in Colleges of Education

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Abstract

Education is the universal catalyst for qualitative development of effective citizenship and competent workforce required in building a modern dynamic society. Purposeful instructional leadership, prudent management of resources and vibrant evaluation of students' learning outcomes as a means of quality control could raise appreciable standards toward an improvement of examination process in Colleges of Education. Being a major task in the school curriculum implementation, examination process is a basic mechanism for academic quality assurance in higher education. A comprehensive examination process largely comprises admission of qualified candidates into teacher education programme, effective teaching and learning of the subject curriculum contents, continuous assessment of learning outcomes, moderation and conduct of examinations, marking and grading of examination scripts, external moderation of examination results, computation and consideration of moderated examination results, notification and release of examination results, certification and production of transcripts, career induction and convocation of certified competent and responsible graduates for employment in the labour market. Hence, it is suggested that prompt identification of challenges and strategies for improvement of quality standards in examination process would enhance a comprehensive professional development of competent and personable teachers. Such well-informed educational experts shall use their professional expertise, ethical orientation and instructional best practices to discover and nurture a crop of gifted, talented and skilled individuals as credible future leaders in all aspects of our national life and global economy.

Keywords: Teacher education, examination process, improvement, standards, quality assurance, teachers,

Introduction

Mankind has no business with poverty, deprivation and underdevelopment when quality education is used as a potent tool to inculcate functional literacy, employable skills and vibrant attitudes for effective service delivery and wealth creation towards shared prosperity and harmony of the citizenry. It implies that our people are the critical resource base of production and development that must be wholly monitored, educated and equipped with the requisite knowledge, skills and values to enhance their well-being and excellent service to humanity (Yahaya, 1991; Odozi, 1996; Oyekan, 2012). With the great power comes the enormous responsibility to develop human capital and build resilient nations. Being a practical activity that involves making rational decisions and imparting relevant competence in learners in a knowledge-based society of the 21st Century, functional education surely requires vibrant evaluation and improvement of students' learning outcomes. Herein schools are regarded as the generative learning centres where each individual is helped to discover his/her talents, abilities and interests toward preparation for useful living and survival in the society (Oyekan, 2000). As symbols of the prosperous future champions in all aspects of human life, our children and youths in schools today deserve a functional comprehensive educational evaluation imbued with an inherent quality examination process.

Evaluation is a professional responsibility of teachers aimed at determining students' academic progress and achievement as well as the worth and effectiveness of educational programme (Kissock, 1981; Oyekan, 2000). It embraces all the quantitative and qualitative procedures of collecting, analyzing and interpreting data in order to ascertain the goodness and functionality of the school curriculum. Effective evaluation in the classroom should, therefore, embrace a combination of measuring instruments such as tests, examinations, assignments, observation techniques, projects, rating scales, interviews, field studies and practical exercises to accommodate varying attributes of learners. In the same vein, meaningful evaluation requires a suitable learning environment which supports good teaching-learning activities with durable educational facilities, standard books and cultivation of effective reading culture. Teachers who are shouldering the responsibility for assessing, improving and imparting knowledge, skills and ethics for shared prosperity of the citizenry are

nation builders. Such dedicated educational professionals on critical assignment of human capacity building towards national development constitute a beacon of enlightenment to our generation with inspiration and passion for excellence and service to humanity. They ought to be supported with all resources to uphold the credibility and acceptability of quality examination process that is guided by the basic principles of fairness, honesty, transparency, professionalism and integrity in classroom practices.

Formal tests and examinations are the common instruments of assessment of educational objectives for motivation, maintenance of publicly recognised standards (Wheeler, 1967), selection and guidance of the students (McFarland, 1973), curriculum revision and professional improvement of teachers (Oyekan, 1997). However, the students' admission, instruction and administration of examinations are often fraught with anxiety, stress and irregularities in their quest for success and accruing advantage. Examination success by secondary school students is usually viewed as a gateway to good grades, further education and entry into the world of work (Denga, 1983). The high values attached to good grades and certificates could encourage some students to engage in varied immoral acts of cheating as a means to circumvent failure and shame (Oyekan, 2000). Such unethical practices that usually surface when assessing the learning outcomes might be hinged on some inadequacies of the school, students and teachers. Cheating in contemporary Nigerian schools seems to pervade all strata of education with a veritable threat to professional development of teachers, relevance of education, employability of school graduates and the much needed morality for sustainable development, economy and polity.

Examination is a formal test that involves answering of questions to determine the acquisition of knowledge, aptitude, and proficiency of learners on the prescribed learning contents. It is preceded by effective teaching of subjects, and meaningful internalisation of basic concepts and processes by learners in the course of their education and training. Within the context of stocktaking exercise in an organisation, examination is the control element in continuing education and training of youths and adults. Perhaps examinations should be seen as an academic responsibility which may improve, save or alter the destiny and prosperity of learners. In practice, the examination process in Colleges of Education (COEs) will begin with a credible search for qualified candidates who can be admitted on merit, and end with graduation and induction of certified competent professional teachers into the teaching profession. Attainment of quality standards in the examination process in COEs requires continuing hard work, diligence, focus, determination and good character as veritable ingredients of achieving academic excellence with exemplary performance. This will enhance conduct of credible examinations and instill public confidence in the awarded certificates to the graduating professional teachers.

Hence, the objective of this paper is to identify determinants of quality examination process in Nigerian COEs. Hindering challenges and impactful prospects of improving standards of examination process would be highlighted as basis for provision of competent and responsible school graduates. Such well educated, empowered and responsive professionals, leaders and captains of industry shall be the vibrant manpower for sustainable national development. All educational stakeholders including parents, teachers and the government should mitigate the prevailing challenges confronting schools with adequate funding and learning resources in order to augment students' interests, needs and academic achievement.

Challenges of Quality Standards in Examination Process

The school is a vital component of any organised human society. It is a learning centre where children, youths and adults are nurtured and refined with processes of reasoning, feeling and doing things in a happy expectancy. As a matter of necessity, schools should provide a comprehensive education that would inculcate relevant knowledge, refine the minds of the citizens and prepare them to lead a decent life and develop a virile society. Examinations are used to appraise the progressive performance and achievement of students on organised learning contents. Derived results from organised examinations provide cogent required data and information to make relative decisions on the worth of the educational programme, employability of school graduates and their predictive nexus with productivity in future positions of responsibility.

However, the prevailing social, economic and political crises confronting the contemporary Nigerian society and education system are equally declining the quality of performance of teachers, learners and their examination process at all levels. Quality examination process in COEs is hindered severally by challenges associated with quality standards in the entire education system. Such hindrances are significantly related to issues depressing relevance of teacher education. Hence,

Odozi (1996), Oyekan (1999, 2012) and Olanipekun & Aina (2014) x-rayed the indices of crisis in education, among others, to include:

1. Inadequate funding of education,
2. Insufficient competence of teachers on testing and conduct of examinations,
3. Rapid national population growth with rising enrolment and large classes,
4. Widespread frauds, indiscipline, and admission and examination malpractices,
5. Poor leadership and ineffective management of resources,
6. Dearth of professional training, induction and orientation of teachers,
7. Poor teaching with inconsistent assessment and massive learning failure,
8. Defective marking system and delayed release of examination results,
9. Irregular school calendar precipitated by students and teachers' strikes,
10. Poor language and communicative competence,
11. Inadequate instructional supervision, and
12. Upsurge in aversion towards education, training and research.

These challenges of quality standards in education are inexhaustible and integrated with respect to effective teaching, meaningful learning and examination process in COEs. It is important to note that disharmony in education sector is traceable to gross indiscipline, brazen impunity and pretentious enforcement of standards, best practices and professionalism. As barriers to meaningful learning and achievement motivation, their impact on conduct of examinations could have significant effect on the credibility of awarded certificates, and capability of the school graduates in higher education and world of work. Meaningful improvement of quality standards in examination process by committed College Management, competent teacher educators and vibrant support staff will help to mitigate emerging hindrances to effective instruction and evaluation in COEs.

Inadequate budgetary allocation of funds to education will not allow the schools to recruit, train and remunerate sufficient competent and responsible educators, administrative personnel and technical staff. Rapid national population growth with rising enrolment and large classes could result into poor teaching with inadequate functional instructional materials, inconsistent assessment practices and massive learning failure without appropriate educational guidance. This may facilitate aversion towards education, training and research by educators and student-teachers. However, the quest for good grades and certificates to secure admissions into higher educational institutions or hunt for jobs may lure the student-teachers and their accomplices into a series of indiscipline and academic dishonesty exemplified by examination malpractices, defective marking system and delayed release of incomplete examination results (Denga, 1983; Oyekan, 2000; Essien, 2014). The prevailing crisis in education that hinders effective conduct of examinations is worsened by poor leadership, ineffective management of resources and irregular school calendar precipitated by students and educators' strikes. Furthermore, dearth of well-equipped classrooms, laboratories and workshops as well as poorly stocked libraries and inadequate instructional supervision of educators with limited professional orientation would severally impede quality standards of teaching, learning, and examination process in COEs. All these identified challenges of quality standards should be rectified by prompt provision of basic determinants of quality examination process to ensure professional development of competent and responsible teachers.

Determinants of Quality Examination Process

Education is the universal catalyst for qualitative development of effective citizenship and competent workforce required in building a modern dynamic society. Well-trained and well-groomed teachers become the brainpower and conscience of any prosperous nation that is desirous of sustainable development. They will be equipped with professional artistry and scientific process of adjusting education to the changing needs of learners and development of their community. Such industrious and visionary teachers could imbibe good self-concept, honesty and commitment to teaching as a vehicle of continuous human engineering. These quality teachers who are flexible and willing to learn shall radiate exemplary academic excellence and loving-kindness to cope with the bright, slow and average students with sympathetic understanding. Hence, their purposeful instructional leadership, prudent management of resources and vibrant evaluation of students' learning outcomes as a means of quality control would raise appreciable quality standards toward an improvement of examination process in COEs.

Assessment is an integral part of any effective teaching-learning programme that should be subjected to thorough planning and design. Paradoxically, assessment is given less attention possibly because it is an activity that raises the spectre of examinations, which arouses jittery in students and teachers. Being a major task in the school curriculum implementation, examination process is a basic mechanism for academic quality assurance in higher education. It is the duty of the College Management to identify and articulate a policy on the basic determinants of quality examination process for successful implementation of their curricular programmes. Extensive awareness and constructive dialogue on acceptable standards and best practices for conduct of examinations by staff and students under the leadership of their Heads of Department and Deans will provide the required vital inputs for policy formulation and implementation.

The basic determinants of quality examination process in COEs usually embrace all the situations associated with the provision of capable student-teachers for meaningful instruction, evaluation and certification on graduation. Notable determinants of quality examination process include management of resources, functional facilities, instructional leadership, evaluation and assessment, and healthy living of educators and student-teachers as displayed below:

1. **Management**

- (i) Admission of qualified and capable student-teachers on merit,
- (ii) Adequacy and prudent management of financial resources,
- (iii) Grants, loans and scholarships for indigent and brilliant students.

2. **Facilities**

- (i) Availability and maintenance of infrastructural facilities,
- (ii) Provision of durable recreational facilities for relaxation and co-curricular activities.

3. **Instructional leadership**

- (i) Purposeful instructional leadership and supervision by educators,
- (ii) Ethical orientation anchored on discipline and worthy character with integrity,
- (iii) Guidance counselling on personal, academic and vocational matters,
- (iv) Educational tours and partnerships with industries and other institutions.

4. **Evaluation and Assessment**

- (i) Vibrant evaluation and continuous assessment of students' learning outcomes,
- (ii) Diagnosis and remediation of students' weaknesses for achievement motivation.

5. **Healthy living**

Quality nutrition and good lifestyles for healthy living

The above-mentioned factors which severally influence provision of functional education could impact on conduct of quality examinations, credibility of awarded certificates and employability of emerging teachers. This is why professional development of competent, responsible and vibrant teachers should start with seeking and admitting qualified candidates on merit through competitive Unified Tertiary Matriculation Examination (UTME). It is a unified examination that is conducted by Joint Admissions and Matriculation Board (JAMB) for applicants seeking placement into COEs, Polytechnics and Universities in Nigeria. Adequate funding of COEs will ensure provision and maintenance of well-stocked classrooms, laboratories, and libraries with functional information and communication technological (ICT) devices; appointment and promotion of professionally qualified educators; sponsorship of higher education programmes and conferences; comfortable working offices, hostels and staff quarters; and payment for support services such as supplies of electricity and water. Brilliant and indigent student-teachers can be given appreciable grants, loans and scholarships to lessen their financial burden.

The National Policy on Education (Federal Republic of Nigeria, 2013) stipulates that all teachers in tertiary educational institutions should be ICT-proficient, professionally trained, qualified and registered with Teachers Registration Council of Nigeria (TRCN), which shall regulate teaching profession and practice. Educators who are instructional leaders should manage learning activities which enhance capacity building and creation of wealth, foster intellectual excellence and ethical leadership, and promote healthy collaboration and partnerships with industries and sister institutions (Oyekan, 2014). They would engage in teacher education curriculum implementation with exemplary principles of morality and relevant ICT infrastructure for blended learning and continuous assessment. Diagnosis and remediation of emerging students' weaknesses that often create learning difficulties with necessary guidance could upscale students' academic achievement and interest in teaching career. Both educators and student-teachers can nurture their cognition, productivity and performance with quality nutrition that comprises balanced diet, regular exercises and adequate rest.

Improvement of Standards of Examination Process

Every society has a fundamental direction, intention and justification for continuous training and education of its children and youths. Education is acknowledged as a means for transforming and empowering communities (Okwelle & Ayonmike, 2014), and a key agent of national development by developing human capacity and increasing the skilled workforce for modernization (Alam, 2008). This implies a comprehensive, diagnostic, systematic and guidance-based assessment of practical exercises and theoretical discussions of learning contents beyond the classroom situations. Effective planning and administration of examinations should be given priority attention by teacher-training institutions as a means of equipping student-teachers with the necessary instructional competence and orientation for meaningful assessment of learning experiences in their subject disciplines.

The purpose of evaluation is to provide an appropriate basis for making evidence-informed educational decisions on commitment to improve the existing subject curricula, standards of teaching and learning in classroom practices, quality examination process, and credibility of awarded certificates to school graduates. Hence, a comprehensive examination process in COEs should comprise:

- admission of qualified candidates on merit into teacher education programme,
- effective teaching and learning of the subject curriculum contents,
- continuous assessment of learning outcomes,
- moderation and conduct of examinations,
- marking and grading of examination scripts,
- external moderation of examination results,
- computation and consideration of moderated examination results,
- notification and release of examination results,
- certification and production of transcripts,
- career induction; and
- convocation of certified competent and responsible graduates for employment in the labour market.

The above-mentioned components of a quality examination process are rational guidelines to discharge our statutory duties with confidence and zeal in achieving the objectives of the school curriculum evaluation. Rationality in curriculum implementation may be viewed as the means to cultivate the intellect, useful skills and good habits in learners.

Admission of Qualified Candidates

Admission of well qualified and capable candidates through organised screening, written tests and oral interviews will constitute the preparatory foundation for the professional development of competent and responsible teachers. Good student-teachers with brilliant results in English language, Mathematics, and relevant subjects of the chosen course of study will likely have the intellectual capacity, intrinsic interest and achievement motivation to work harder and succeed in a happy expectancy. They will have no room for bad behavioural dispositions towards effective teaching, meaningful learning and continuous assessment. When admitted on merit, the prospective teachers may not have a penchant for social vices typified by cultism, drug abuse, and examination malpractices.

The preferred candidates must have strong (written and verbal) communication, coordination, persuasion and presentation skills with exceptional zeal and capacity for excellent teaching and motivation of learners. As a matter of fact, they should be computer literate with proficiency and flair for Microsoft Word, Excel, PowerPoint and Research applications, namely SPSS and Epi-info. Such student-teachers shall be ICT-compliant and examination-friendly fellows with propensity for effective study habits, greater academic achievement and inclination for teacher education. In their COEs, these potential teachers are more likely to cope with professional teacher training programmes involving formal training in educational foundation studies, teaching subjects, general studies in education, micro-teaching sessions, and experiential attachments in actual situations during teaching practice.

Effective Teaching and Learning of Subject Curriculum Contents

Progressive COEs should reposition their instructional practices and examinations to take the advantage of evolving digital world in meaningful life-enhancing classroom operations. The real emphasis on technologically-oriented instructional systems could provide a broad spectrum of learning opportunities which may facilitate excellent delivery of coherent instruction and production of more competent and proficient teachers. It is against this background that comfortable classrooms, laboratories, studios and workshops should be well equipped with laptops, setups for PowerPoint presentations, digital projectors and projector screens. However, no textbook, no paper and no visual presentation can replicate the exciting nature and firsthand experiences derivable from concrete objects, tools and materials being used globally for instructional practices in logical and coherent explanation, illustration and demonstration of practical exercises. This is why effective professional development of teachers will require a coherent Multimedia Instructional Systems Approach (MISA) that provides a broad spectrum of opportunities for educators and students to clarify basic concepts in simple and comprehensive forms with the use of instructional technology. No matter the power of technology and the intellect of educators, all may be meaningless without a benevolent display of mutual love, care and integrity in our examination process and relationships beyond the school settings.

Boosting the productivity and morale of educators, COEs need to sponsor regular attendance of learned conferences, educational training workshops and exhortative seminars on improvement of quality standards in teaching and examination process. Hence, effective teaching and learning of the subject curriculum contents would constitute an instructional chord for intellectual engagement, moral rectitude and enterprising skills acquisition for student-teachers to concentrate on their studies and prepare them for future tasks. They will not be troubled by anxiety and fear of failure in their examinations or get themselves involved in examination malpractices. At the same time, good teaching could make the student-teachers to attend classes regularly to acquire adequate subject matter, pedagogical skills and professional standards required in making productive and responsive teachers. Such a crop of competent and committed prospective teachers shall love teaching for conceptual understanding and building of human capacity. They are more likely to embrace continuous assessment as a means of appraising the cognitive, affective and psychomotor domains of human learning with a combination of measuring instruments.

Continuous Assessment of Learning Outcomes

The National Policy on Education (Federal Republic of Nigeria, 2013) stipulates that educational activities shall be learner-centred for maximum self-development and self-fulfillment. Continuous assessment (CA) can be used for a comprehensive appraisal of the cognitive, psychomotor and affective qualities of learners towards their total development. It confers a greater responsibility upon the classroom teachers: good teaching, regular assessment, immediate feedback and appropriate guidance towards better performance of the students (Oyekan, 2000). Expectedly, CA is a systematic, diagnostic, comprehensive, cumulative and guidance-oriented activity that strengthens the intellect, morality, and ability of the students to learn, achieve and succeed beyond the school setting. To inspire much diligence and greater achievement from the student-teachers, educators should endeavour to conduct at least three tests in each course being taught for examination per semester or term. Establishment of a Continuous Assessment Committee (CAC) in Departments can facilitate the conduct of periodic tests, assignments, practical exercises, field studies and projects. It is also the duty of CAC to identify and proffer solution to emerging problems of CA, ensure maintenance of proper records of students' achievement, and render appropriate advice to the student-teachers from their CA dossiers. Herein regular educational assessment motivates the student-teachers to work harder and attain greater achievement scores, reduces examination malpractices and absenteeism, and helps in the diagnosis and remediation of students' weaknesses as teaching progresses. This makes evaluation the quality control element in professional teacher training and education of productive citizens.

In Ireland, the State Examinations Commission (2010) emphasised the essence of providing an accessible, and efficient high quality examination system ingrained with acceptable standards of transparency, fairness and accountability. For sustainable educational reforms in assessment of learning, Essien (2014) advanced an innovation option of developing assessment tools that take the diversity of the student population into account. It is expedient for educators to assess students' learning outcomes with a combination of measuring instruments, which includes tests, examinations, assignments, research projects, field studies, practical work, and class attendance to accommodate the inherent variation of learning attributes of learners. Having taught the students well, educators should prepare good questions and/or practical

exercises, comprehensive marking guides, suitable examination venues with quality facilities, and evoke extant examination rules and regulations of COEs to conduct the CA of learning outcomes in all courses. The consistent efforts of COEs and educators to improve the performance and guidance of learners could enhance the professional competence and growth of teachers. Hence, it is envisioned that CA would keep both the teacher and students on their toes, boost the sanctity of examinations, credibility of awarded certificates, and employability of competent school graduates. Effective management of CA could give the student-teachers the necessary academic insight, competence and confidence to be examined in their courses of study in a happy expectancy.

Moderation and Conduct of Examinations

All the examination questions should be moderated by seasoned and experienced senior educators from sister COEs as External Examiners, assist in ensuring quality assurance of examinations which determine the academic progress and achievement of student-teachers. It is the duty of the External Examiner, as a moderator, to check the quality of the questions and the marking guide, and ascertain their content validity with respect to covering the prescribed learning contents of the course. Edited questions and/or practical activities are packaged in sealed and signed envelopes for concerned educators to do the necessary corrections highlighted by the External Examiner. Thereafter, the Head of Department (HOD) should word-process the questions and keep them in sealed envelopes in a safe place to avoid any examination leakage.

Conduct of examinations should also involve the production and release of examination time-table, preparation of suitable examination venues including comfortable classrooms and laboratories with adequate functional facilities, and display of appropriate rules and regulations of the College towards successful examinations devoid of sharp practices. All the academic and administrative staff that would participate in the examinations should be exposed to extant rules and regulations during the coordination meetings, and promptly supplied with necessary operational materials and appropriate motivational incentives. The invigilators are implored to exercise utmost patience, fairness and creativity in ensuring that students are well spaced in well-ventilated lecture theatres and rooms with sufficient wide windows, air-conditioners, fans, lighting, tables and chairs with backrest. Attendance records of students should be taken for future reference and evidence of sitting for the examination. The examination scripts are orderly collected from students while seated to preclude rowdiness, examination malpractice and loss of scripts.

Marking and Grading of Examination Scripts

The rapid national population growth with rising enrolment and large classes should attract an adoption of digital solutions to cope with emerging challenges of assessment. It implies that large classes would require a coherent multimedia instructional systems approach (MISA) to collect, store and transmit information consisting of relevant knowledge, skills and value-orientations to learners in formal educational practice. Consequently, large classes could make use of a closed circuit television (CCTV), public address system consisting of microphones and loud speakers, computers, overhead projectors, projector screens and PowerPoint presentations for teaching as well as electronic test or computer based test (CBT) for regular assessment of learning outcomes in the first and second years of teacher education programme. It is intended to reduce the drudgery of teaching, hardships of conducting CA, and the stress of marking and processing examination results. Thereafter, third year students should be exposed to a mix of CBT, essay tests, assignments, projects and practical exercises to encourage critical thinking, problem solving, originality of ideas and comprehensive assessment of cognitive, psychomotor and affective qualities for total development of student-teachers.

Marking of essay tests and practical exercises must be done with earlier marking guide used for moderation of examination questions and practical activities. This will ensure consistent marking of the examination scripts without any bias or prejudice against any student-teacher. Efforts should be made that correct answers are carefully ticked (✓) and wrong answers are dotted (.) while the given marks are written on the right-hand margin of the answer script. All marks must be carefully added while total scores earned by the student-teachers should be transcribed to the frontal page of the examination scripts. The final score with a grade in the course emanates from the correction and addition of CA and examination scores. Educators should endeavour to cross-check their marking of the scripts and addition of scores recorded on detailed mark sheets (DMS).

External Moderation of Examination Results

External moderation of the examination scripts, practical works, and research projects is done by senior educator who moderated the questions before conduct of the examinations. This further concretises the quality assurance of our examinations to enjoy public confidence in the capacity and capability of our school graduates. At this level of quality control, irregularities in marking of the examination scripts, practical works and research projects as well as the accuracy and clarity of reporting the scores on the DMS can be detected for instant correction to avoid the student being at disadvantage. Herein the final moderated scores are sent to cognate Departments of the student-teachers for computation and consideration where further checks are made for correctness of these scores by Results Vetting Committee. Approved grading system of the COEs will be adopted in the examination result computation, certification and graduation of successful student-teachers with the award of Nigeria Certificate in Education (NCE) on the strength of their character and learning.

Schools should constitute a School-based Management Committee (SMC) that is made up of the Dean (Chairman), Vice Dean, and Heads of Department in each of the Schools in the COEs. Hence, SMC should receive, consider and implement the moderation reports generated by External Examiners in all the courses taught and examined by educators in their Departments. The External Examiners' Reports provide a review of the performance of student-teachers in the examinations, detailed analysis of the standards of answering the questions, and the basis for imbuing the right attitude towards examination process. All the observations and recommendations on the moderated examinations with respect to their identified strengths, weaknesses, threats and opportunities for future improvement on quality standards in the examination process should be reviewed for implementation by the Committee.

Efforts should be made at the SMC meetings to discuss the problems in each Department, investigate factors militating against optimum performance of educators and student-teachers, and adopt effective disputes resolution mechanism as a panacea for boosting quality performance, industrial peace, and professional development of educators. Instant implementation of the remarks and highlights of the Moderation Reports could induce creative innovations in subsequent series of teaching, assessment, marking, computation, certification and orientation of educators and student-teachers. It is intended to improve the excellent process of conducting free, fair, credible and peaceful examinations that integrate quality as the basis for educational excellence, good governance and innovation in professional development of teachers.

Computation and Consideration of Moderated Examination Results

The College usually has a standing Committee of Deans (COD) which further scrutinise and authenticate the computed and considered results from the School Boards of Examiners for quality assurance. Results are given to Deans with original copies of the DMS to vet and authenticate their correctness. Identified flaws are collated and given to the HODs for full correction to ensure quality assurance and public confidence in the organised examination process. Educators are enjoined, therefore, to be mindful of their reputation and impact of their actions and/or inactions on student-teachers' achievement, competence, employability, well-being and contributions to development of their living community.

Furthermore, the Business Committee of the Academic Board carefully check all the examination results before those ones without any query are recommended to the Academic Board for approval and provisional award of the NCE certificates under the chairmanship of the College Provost. Final production of approved examination results must be secured in soft and hard copies by the College Registrar for production of academic transcripts to student-teachers seeking further education, scholarship awards, job placements and future reference by the public.

Notification and Production of Transcripts

At this junction, the HOD is empowered to release provisional examination results and display them on conspicuous notice boards and on the College website by the College Registrar. This makes the student-teachers to see and access their results, note areas of weakness and endeavour to improve in the subsequent lessons and examinations in anticipation of better results. All the approved results must be secured in soft and hard copies for safety and future reference as transcripts are issued to the NCE graduates for further studies, to the scholarship boards or employers of labour on formal request. The critical relevance of academic transcripts to further educational improvement, professional growth and prosperous life of prospective teachers underlines the importance of ensuring quality standards in the examination process in COEs.

Optimum use of modern technology by COEs could develop an organised useful examination process; and enhance effective service delivery to educators, student-teachers, researchers, employers of labour and the general public. The use of functional computer systems, Internet resources and websites will largely boost sustainable examination process, authentic sources of information, and corporate image of the College. Hence, an enriched website should be well designed to provide useful information on the comprehensive history of the College; names, qualifications and functions of the principal officers of the College; roles and members of the College Governing Council, and Academic Board; School Boards of Studies; academic and non-academic staff; and aesthetic development of the College. Equally important are the guidelines for admission and certification; teacher education programmes; publications of relevant teacher education books and journals; payment of school fees; course registration procedures; list of Departments; checking of results; and an overview of the College examination process. The vitality and functionality of ICT-reliant COEs and student-teachers will shore up students' academic interests and achievement motivation when learning without borders, doing their course registration and accessing their examination results, and relating with cognate industries and labour market online with ease.

Career Induction and Convocation Ceremonies

All the NCE graduates are expected to undergo induction into the noble teaching profession with adequate orientation on professional standards and global best practices that will make the successful teachers creditably perform anywhere in the world. The National Policy on Education (2013) stipulates that Teachers' Registration Council of Nigeria (TRCN) shall continue to register teachers and regulate teaching profession and practice. It implies that TRCN must perform its statutory duties of registering and inducting all successful teacher education graduates into the teaching profession, as done by other notable regulatory professional bodies like Institute of Chartered Accountants of Nigeria, and Nigerian Medical and Dental Council of Nigeria. Such a colourful induction ceremony ought to be done in collaboration and partnership with the teacher-producing Faculties, Institutes and COEs. It is instructive for regulatory and supervisory bodies to accredit the programmes of COEs, chart a progressive road map for curriculum reforms, integrate entrepreneurial initiatives in teacher education programmes and fine-tune the examination process in consonance with global best practices. These efforts shall halt declining quality standards in the teaching, learning, examination and certification of prospective teachers in COEs.

Convocation follows induction ceremony at a chosen date for the award of certificates and prizes for outstanding performances. This articulated comprehensive examination process is refined and made credible for public confidence in the awarded certificates by adherence to the identified determinants of examination process, and the quality control mechanism instituted by COEs. The NCE graduates are expected to perform and justify the academic trust reposed in them as benevolent ambassadors of their College. Graduation is a declaration of the inherent quality standards in the examination process that produced the professional teachers as worthy commodities for education industry and sustainable development of all nations across the world.

In summary, both the excruciating challenges and efforts of improving education have a relative impact on the quality of examination process and education system. With reference to the National Policy on Education (Federal Republic of Nigeria, 2013), efforts towards the improvement of quality education at all levels shall include:

- a) all teachers in educational institutions shall be professionally trained with incorporation of Information Technology (IT) in all teacher-training programmes;
- b) appointment and retention of academically and professionally qualified persons and heads of educational institutions;
- c) only professionally qualified and registered teachers shall be allowed to practise at all levels;
- d) provision of improved conditions of service and incentives to motivate teachers and make the teaching profession more attractive;
- e) setting professional standards for teacher educators who train new teachers;
- f) a formal process of induction for all newly-recruited teachers; and
- g) provision of mandatory in-service training as an integral part of continuing teacher education for teachers in public and private schools.

Attempts to improve the collective welfare of teacher educators employed on merit and quality standards of instructional practices could ensure an inclusive quality assurance in examination process in the professional development of competent teachers in COEs. These pragmatic initiatives and regular exposure to innovations in the teaching profession shall assist in producing highly motivated, conscientious and efficient classroom teachers for all levels of the education system. Such academically-cultured teacher educators would imbibe professional ethics and display good qualities with practical wisdom and cautious optimism (Oyekan, 2014). The tendency is for the intelligent and hardworking teacher educators to boost their instructional productivity for creative teaching, enhance consistent and fair marking of examination scripts, and make objective and merit-based performance decisions.

Conclusion

Education is the key to sustainable development of any nation. A cream of industrious and responsible brilliant professional teachers is a formidable source of functional comprehensive education, moral rectitude and productive life of the student-teachers under their tutelage. Teacher education curriculum implementation demands a display of professional competence, morality, determination and total quality assurance from educators in their efforts to produce highly conscientious and diligent teachers. This implies that the key to quality assurance in teacher education programme is the quality examination process that refines and reposes professional competence and integrity in teachers.

Examination process is the totality of credible search for qualified candidates who can be provided with quality preparatory instruction, continuous assessment, organised examinations and graduation with induction of certified competent professionals. Standards of quality examination process must be upheld at all cost by educators under the leadership of HODs and Deans in their respective Departments and Schools. Improvement of quality standards in examination process in COEs is enhanced by effective teaching of qualified student-teachers exposed to continuous assessment and organised examinations, whose questions are moderated and answers are marked with comprehensive marking guides. Further quality control mechanism is effected at the levels of Departments, COD, and Academic Board. Emerging graduates will be able to engage in effective teaching and meaningful examination process that nurture talents, skills and habits of students in their prospective schools and workplaces.

Hence, it is suggested that government should accord education a priority attention being the key to sustainable development, economy and polity of any nation. Teachers who are the brainpower of the society must be properly trained, sponsored to in-service training and higher education programmes, and allowed to enjoy good welfare packages. Educators who engage in prompt identification of challenges and strategies for improvement of quality standards in examination process would enhance a comprehensive professional development of competent and personable teachers. Such well-informed educational experts shall use their professional expertise, ethical orientation and instructional best practices to discover and nurture a crop of gifted, talented and skilled individuals as credible manpower and future leaders in all aspects of our national life and global economy.

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Local Public Sphere for Discursive Public Service in Indonesia: Habermas Perspective

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Abstract

Democracy is an important issue in the practice of public administration. Until the contemporary situation, democracy is a process that is constantly maintained to accommodate public aspirations. In the context of the democratic process, local public services could be determined by opening the deliberative public sphere and increasing public participation to think together what public services to be provided. This paper is an effort to explore the challenges, opportunities and possibilities of the terms of the acceptable public services for more stakeholders in Indonesia. In contrast to the practice of citizen charters that tend monologue in determining the services contract, the idea of local public sphere, public organization opens dialogue with all stakeholders including the public service users. Habermas's thought about public sphere be an inspiration in building the model of discursive public services. Historically, Indonesia has actually already had a concept of "musyawarah mufakat" (consensus) that is similar to deliberative democracy. Therefore, the prospect to create the public service policy that formulated together is possible. To open the possibility the theory into praxis, then the adaptation of Habermas's thought is formulated on a local scale, namely in the regions in Indonesia. Here, public sphere articulated with media or forum for all elements stakeholders for discussion and deliberation in defining public services. Now days with the development of technology, the opportunities will open widely. Beside to modernize and simplify the structure of the service process, technology can facilitate access to interact between the government and the public to create discursive public services.

Key words: Democracy, Habermas, Local Public Sphere, Public Service

Introduction

Public service is an important part that can't be separated from the social life between public and the state. Quality of public services provided can be a parameter level of the organization of the governance. Indonesian people has a bad history of public services quality in the New Order (Orde Baru) regime, which the worst bureaucracy momentum in Indonesia. After the New Order regime in 1998 cave, government made some efforts to improves in public services. But there is an interesting note, the results of research conducted Agus Dwiyanto et al (2002) which shows the performance of the public service performed by the bureaucracy after reformation era are not many experiencing significant changes. Accountability, responsiveness, and efficiency in public services is still low. In the contemporary situation, the practice of corruption is still dominant in the body of the government bureaucracy. According to Indonesia Corruption Watch (ICW) in 2014 increased by 12% the amount of corruption from the previous year as many as 560 cases of alleged corruption (The Wall Street Journal, 2015). This indicates that Indonesia can't be free from the old disease, called corruption.

The survey results integrity KPK shows that public service quality Indonesia recently reached the score becomes 6.84 from 10 to central institutions, and 6.69 for unit public services in the region. The score integrity in characteristic quality in public services, such as whether there exists a bribe, there is whether this process of naming a Standar Operating Procedur (SOP) the similarity service with SOP that is, information, justice and service speed and simplified public complaint (Direktorat Aparatur Negara: 2010).

Public services are closely related to the implementation of good governance. Kaufman (in Kumorotomo, 2007) conducted a survey in hundreds of countries shows elements of good governance, among others fulfill the political rights of citizens, the state's ability to control bureaucratic corruption, make conducive regulations, and the ability in public service. Than it is in line with the spirit of New Public Service paradigm initiated by Denhart and Denhart (2003) on the importance of the role of democracy in the administration and public service organizations. Especially after decentralization began, local

governments have to compete to perform and make initiation of reforms in the public service according with the public voice.

Public services is not living in a vacuum, it dialectically necessary adaptive to the spirit of the age. Ideally it is not time for ABS (*Asal Bapak Senang* [The Important thing is the boss happy]) typical New Order bureaucracy. Public organizations must not provide services to the leaders but fulfill the constitutional rights of public as citizens. But unfortunately the reality shows different things. The process of public services that the government is still addressing the people as passive customer that limit citizens participation (Maani, 2010). People are marginalised of their own rights. Many medias in Indonesia report in some local areas there are people who refused treatment by the hospital. This is certainly an irony, amid calls for democracy in the services, people just do not have sovereignty to access public services.

To encourage quality of public services, some local governments initiated adopt citizen charters as a form of contractual agreement in the standardization of public services. Obviously, it needs to be appreciated as an important innovation in the implementation of public services in Indonesia. Citizen charters put service users as the most important element. Therefore public organizations as service providers invite stakeholders and users to dialogue together define the various procedures and service standards, including the rights and obligations of the various stakeholders.

Citizen charter was first introduced in England in the time of Prime Minister Margaret Thatcher led government. In this case it is better we need to understand the context of the current political economic policy Thatcher became prime minister. For Thatcher no such thing as society there are only individuals. The premise of Thatcher thought is a free market economy. Then some of the critics gave the title as *neoliberal*. Thatcher believes the market will work efficiently if left free. Policies that were made since it first became Prime Minister in 1979 was highly controversial, such as financial deregulation, free markets, low taxes, and block all the trade union movement at the time. So the idea of citizen charter can not be separated from the context of the rationale of the "iron lady". Borrowing explanation Gaster (1995: 100), citizen charters only focused approach to the relationship between service providers and individuals as users. Citizen charter is basically a social contract between the bureaucracy and the customer that can ensure quality of service. Assumptions in this charter advocating citizen as a user in the service rather than as members of the organic community. Relationships is between the provider-user, the consequences of participation which opened not emancipatory. In this paper, the authors trying to deconstruction the idea of the citizen charter and give antithesis of it. The authors use Habermas thought about public sphere which opens up the possibility of a more emancipatory society involvement.

Method

In a systematic, the method used in this paper is library research and content. analysis. Data was collected find secondary data and information dissemination of scientific meeting

Result and Discussion

Some local areas in Indonesia have started doing inovations citizen charters in the implementation of public services. Especially in some areas of Central Java and East Java. As a new approach, it is certainly worthy of appreciation. But epistemologically, the concept of citizen charters low relevance to the spirit of mutual cooperation (*gotongroyong*) is typical of Indonesian society. As alluded earlier, the citizen charter presupposes a provider-user relationship. In other words, society is only the user, consequently the power of emancipatory is low. The spirit of citizen charter relevant to the development paradigm of public administration as New Public Management (NPM) or other designations market-based public administration, the post-bureaucratic paradigm and entrepreneurial government. Terms were basically describes the phenomenon is an alternative for the way traditionalbureaucracyn conducting business public (Denhardt and Denhardt: 2003).

Osborne and Gaebler (1992) summarizes their approach in some dictum; Government directs that acts as a catalyst rather than rowing the organization; Government belongs to the people who gave the authority rather than the servicing; Competitive government inject competition in the provision of services; Government driven by the mission rather than the rule; Results-oriented government.

As an alternative idea in the development discourse paradigm of public administration, NPM has a novelty that needs to be appreciated, but in the context of social public services, this was a problem is. Discuss this issue it is worth referring Denhardt and Denhardt on the concept of New Public Service (NPS). NPS is one of the roots of the theory of democratic citizenship. In theory democratic citizenship, governments have an obligation to ensure the rights of individual citizens through various procedures. Denhardt and Denhardt said, "The role of government is to the make sure that the interplay of individual self-interest operates freely and fairly. Which, then citizens involved in government policy determinations. In that spirit, borrowing a phrase Mansbridge (1994), they referred to as "public spirit". On the important point is where the public service as a derivative of the emancipatory public services.

Public service is an important issue how to discourse about government and public relations. In NPS, Public services that are carried out did not place its citizens only customers such as the paradigm NPM. Citizens is a fundamental state which government is responsible for ensuring various interests of their needs. Denhardt and Denhardt said that citizens not only "customer", but the "owner". The citizens is not as customers who choose things according their have been willing. In contrast, the citizens of demanding that the government provides something that according to them is important. On the other hand the government is generally responsible to the citizens as a constituent; Not to the "customers" are confined to their personal interests only. And finally the main orientation of the state is not profit or citizen satisfaction, but is accountable as a public organization regulated by law.

Public Services and Local Government

The quality of public services in every area are different according to the nature of the society. Moreover, with the condition of Indonesian society that is plural, it will present a different public services depends on the uniqueness of each. In this case Hoessein (2001: 5) explains:

"Given the diverse conditions of the local society, the local government and local autonomy will be diverse as well. Thus the function of decentralization (devolution) to accommodate the aspirations of the plurality of local society will also be diverse. Decentralization (devolution) gave political variety and structural variety to deliver local voice and local choice. "

Reviewing Hoessein explanation in advance, the goal of decentralization to improve the quality of public services within the framework of this democratic model should really uphold the values of democracy and independence that is rooted in local society. Through their representatives, the public can determine the expected service quality criteria in various fields: education, health, transportation, economic, social, cultural, and others. The citizens can determine areas of service that need to be given priority; how to determine the priority; by whom and where services were provided; how to care effectively, efficiently, representing the public needs and interests, and many other criteria that need to be explained. Hence the determination of all of these criteria in a model of democracy is determined society itself. It is certainly not easy and is highly dependent on changes in vision, mission, strategy, and implementation of the local government in making government policy. So far, there is a tendency that quality of public services is determined by the government or institution that provides services, not co-between provider with the user, customer, client, or citizen as community service users; which reflects democracy and independence.

Public Services and Habermas Perspective

Public Service rates relations between the government and the society. Among These relationships are known as a public participation or community involvement in public policy and government role in public policy, which is in its development, public participation or community involvement was continued to experience the development and changes from time to time. E. Vigoda, as quoted by Subando Agus Margono (in Kumorotomo: 2010) revealed that evolutionary process took place in the context interaction between public administration and the society. She describes the process of initial evolution, where the position citizens as subjects and public administration as rulers, move to as citizens voters and public administration as trustees, then shift more to as citizens clients/costumer and public administration as managers, and for the next citizens as partners and public administration as partners, finally, citizens place on as and public administration as subjects.

Jurgen Habermas, a social scientist second generation critical Frankfurt School, offered about democracy deliberative. Habermas criticized his predecessor who understand rationalisation (Marxian) only as approach reaffirms safety. In fact, Hegel's concept divided into two parts: approach reaffirms so work and communication.

The background of his thoughts is pessimism of Western rationalism in capitalism society. In capitalism age, the ratio just means dominant through the work just for economic and instinct.

Borrowing the term J. F. Lyotard also observed in a postmodern, which can be a way out of deadlocked modern man in capitalism age is emancipatory communication. Communication that is not master-servant, co-equal, but free from the domination to become the basic deliberative democracy. Then he actualizes communication in humanity, in the concept of public sphere. Democracy deliberative is derivation the concept of public space in political theory.

In a simple, democracy deliberative is marked with a space to confide, of origin, or criticism of the entire elements of the people, no compromise, in order that all humanity can be absorbed by political system and economic or economic-politics. He dreamed that communicative power through the public networking communication civil society has been created. Policy no longer monopolised by the elitist, both state or even the owner of financial capital, "wild" discourses happens in the society can affect the construction of public services that are required for public.

Locus of Habermas thought is capitalism age Eastern Europe or America. But it does not mean the mindset does not apply to the context of Indonesia. Moreover, Indonesia has Pancasila as the basic for democracy. Pancasila democracy to prioritize mutual agreement, and so have common point with democracy deliberative. Democracy deliberative give priority to use how to decision-making that emphasizes deliberation and excavations problems through dialog and exchange experience between public.

Open Public Sphere

Community or society involvement in participate is the core of deliberative democracy. Deliberative democracy is different with representative democracy, which today applied in Indonesia, which in fact it's just procedural democracy. Public services in the local had a big opportunity in opening the public sphere for discursive public services. Public Service which is produced from multi-stakeholders, and the most important thing is emancipatory community involvement as the "owner".

The idea of emancipatory community involvement refers to process of communication and decision-making process (to achieve a consensus) in the process of formulation public services, in which the participants will be urged to make communication process in the open, and using approach conference in reach an agreement that values the majority and minority opinions. Practice of the process of drafting public policy or public service must advance principle of equal and openness in the process so that it is able to process conference that's fair.

Through the balance in the right and authority from the experts or professional, bureaucracy, the commission legislative, and community in the dialog forum, it will create communication is equal. For example, when there is a side which is not yet agreed to, say society or community, the public forum process could not be continued and deal with a high standard of services public not to be able to be approved by government officials. Here, there is a balance power relations, which in turn will push orientation of the participants forum to propose togetherness, or things that larger from self-interest and group-interest.

Jurgen Habermas's thought about action communicative and consciousness consensus-oriented to become the basis analysis in this paper, in which Habermas considered that communication process should equal in order to achieve an agreement to be able to received all stakeholders, or in other words, Habermas see social integration can only be achieved through the process action communicative that achieve consensus. In this case, Habermas (1984) explains that action communicative should be explained as,

“...reach understanding [verständigung] is considered to be a process of reaching agreement [einigung] among speaking and acting subjects... it has to be accepted or presupposed as valid by participants... a communicatively achieved agreement has a rational basis; it cannot be imposed by either party, whether instrumentally through intervention in the situation directly or strategically through influencing the decision of opponents...”

Through a mutual understanding between subject or partisan forum in a communicative can be accomplished. But when there is forcing and lies, and action communicative change just to action and strategic instrumental that will not lead to a consensus, but self-control and to fulfill the goals of self-interest. As explained earlier, implicitly public sphere function significantly, is as a room where public opinion that an authentic and critical of the political and economic power in order to achieve the balance and social equity, can be formed and spread to all citizens, as well as pressurer against forms manipulation public sphere. The manipulation public sphere is that must be monitored by the participants in the dialog forum.

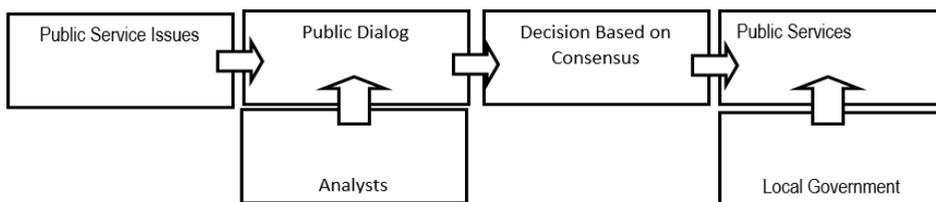
The process of making citizen charter today, in which the society can only be placed in a position that can only give criticism or input, but not created equality. This condition is only process of communication that created-oriented instrumental or strategic, so the public service standards and then it was cretaed is not a product of consensus, but instrumental or strategic pro-self-interest or interests of a number of stakeholders. In other words it was called as manipulation public sphere. So, to ensure holding action communicative in forums formulation of making public service standards, so each participant, whether it's bureaucracy, experts and society must be guaranteed by regulation regarding rights and authority in the forum will equal.

In the context of local public sphere for discursive public service, the first thing that has to be done is revitalizing public sphere. In the current situation, the role of local government more dominant of providing public service. In fact the public also have the same potential as possible to provide public service. Other sectors should continue to precious things, not even be removed, local government because of limited public services to give to the public. Public needs is constantly growing, both quantity and quality, and will not be met by the local government fully. Thus, local government should consider an alternative that supports developing other sectors outside of the Government. Thus the local government should become a facilitator in opening local public sphere for the public to the freedom and autonomy the participants. Public sphere can be implemented a free press, a political party, freedom intelligent person, freedom, freedom to grasp that people freedom demonstrated, freedom in his defense, freedom defended the community, regional autonomy, independence, and justice system of law (Saefullah : 2000).

Local public sphere can be articulated in the form mutual consultation or construct media with all the elements stakeholders, both in the form material or immaterial. In the material thing that could have been attempted is by holding dialog together with all stakeloders like local government and community or society representatives to consults from procedures, service duration and service cost (if needed). Action communicative must continue to be continually encouraged to a consensus is achieved.

Decision in forum for dialog which will be done in local public sphere is then taken to government policy government policy of standard public services. So the process needs analysis of public services is no longer will be done only by the technocrats, but all the stakeholders involved directly.

The public service which is maked by mutual agreement is very different from the role technocrats model because analysts or experts only as a facilitator for the public find their own decisions theirself. This process can simplified as follows:



Source: Adaption from Nugroho (2012)

The role of government here more as a legislator of "public willing". While the role of the analysts or experts could be processor of the process of public dialog order to make public services that it was agreed by consensus. This model is well-known in Indonesia as *musyawarah mufakat*. In the villages in the past every decision always maked by the public, a resident of the village, then consults, and achieved consensus. This agreement which is referred to as a discursive public service.

Then, the development of technology today will open more width of the gate deliberative democracy for discursive public service. In addition to modernize the structure and simplifies process service, the technology can make it easier access interaction between the government and the public to create the public service diskursif. For example through the social media line with the real time, or through informatics system that enough, the government can hear many opinion directly from the society. Consequence of the open local public sphere apparatus need to have more emphatic, because later public service is not only contract but a consensus (*musyawarah mufakat*).

Conclusion

Habermas offers agenda to revitalise public sphere with how to start the process on efforts formation of a consensus rational together and emphasis on public opinion which are critical. The idea local public sphere is expected to public opinion was later will influence the decision-making process of public service standards. The role of government in local public sphere as a legislator of "public willing". While the role technocrats, analysts or experts only as a facilitator for the public find their own decisions theirselves. This model is well-known in Indonesia as *musyawarah mufakat*. The discursive public service that has been formulated together with all the stakeholders hopes will be the standard public services that more qualified and humanist and socially equitable.

As culturally-embeded social practice, public sphere in daily life becomes a local-to-day activities. Therefore the communities or society can directly control the quality of public services provided by the government. The presence various technology can be carrying capacity of local public sphere that was built, to modernize the structure and simplifies process service, and make it easier access interaction between the government and the public to create discursive public services.

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Albanian EFL Teachers' Perceptions of the Role of Grammar Instruction in EFL Learning

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Abstract

The role of grammar knowledge and the contribution it makes to foreign/second language learning has been one of the most hotly debated issues in language research. Studies and findings in the field have revealed that after a relatively long period of exaggerated underestimate, grammar stands now where it should. Various theories of learning have caused theories of language learning to emerge, which on their part have had a strong influence on language teachers regarding the strategies they adopt, develop and implement in their classroom practices. This paper attempts to explore some Albanian EFL teachers' perceptions and beliefs on the role grammar knowledge and grammar instruction play in their students' EFL learning. It also aims to investigate how these teachers' attitudes influence their classroom practices of grammar instruction and grammar related activities. Since hardly any research on the issue has been conducted in Albania, this study may also serve as an incentive for further large-scale research, which might offer suggestions for improvement in EFL teaching strategies and expectations in Albania.

Keywords: EFL learning, grammar, grammar instruction, teachers' perceptions

1. Introduction

One of the most hotly debated issues in research in EFL learning and second language acquisition studies is the position grammar knowledge and formal grammar instruction should hold in the teaching process. The three major periods which language learning has experienced with regard to the role of grammar in second/foreign language instruction have been described as: 1) grammar age 2) zero grammar age and 3) grammar for communication age. (Sogutlu, 2014) The importance given to grammar in each of the three periods has been determined by the meaning and purpose of learning a foreign language at the respective time. While in the first age FL learning aimed to enable people to read in the target language, eventually requiring knowledge of grammar rules, the zero age went for communication alone ignoring grammar completely. The third age, which is a combination of the first two, reconsiders the importance of grammar for communication competence.

However, the ones who apply various theories of language learning and who develop their own strategies are the language teachers. Their approaches to grammar instruction in EFL classrooms are shaped by their beliefs and attitudes towards grammar and the role they think it plays in L2 instruction. Consequently, the practices they apply need to be researched and thoroughly explored, so that suggestions and improvement be done. In his review study of research in language teacher cognition Borg points out that most of the studies in the field, 47 out of 64, were conducted after the mid-nineties, (Borg, 2003), which shows a growing interest in researching teachers' attitudes and practices.

Since teachers' perceptions of grammar and its instruction in EFL classrooms is a topic not as widely researched in Albania, this paper addresses the issue with the aim of making its contribution to the field of ELT research in Albania..

The aim of this study is to explore what some Albanian EFL teachers think of the role of grammar in EFL/ESL classrooms.

After a short review of approaches to grammar teaching in EFL/ESL classrooms and an overview of research in teachers' perceptions and beliefs about the topic, the findings of the study will be discussed.

2. Approaches to grammar teaching in L2

Concerning the position of grammar instruction in EFL classrooms, the debate is no longer whether to teach grammar or not, but when and how to teach it. With the assumption that grammar instruction contributes to inter-language development

the logical question Ellis (Ellis, Current issues in the teaching of grammar, 2006) raises is what grammar should be taught. The main concern of this part of the study is to briefly mention some of the most common approaches to grammar teaching.

2.1 Task-based learning (TBL)

The various definitions suggested by researchers show that tasks focus mainly on meaning. According to Willis and Willis (2007) tasks are activities “where the target language is used by the learner for a communicative purpose in order to achieve an outcome”. Ellis (2009) defines TBL as the kind of instruction that creates contexts which encourage the learner to use his natural language learning capacity and does not teach the language bit by bit. In this way it helps the learner to be more successful at making progress. Unlike grammar exercises, tasks require the learner to convey meaning by making use of his/her linguistic knowledge. Thus the main idea of task-based learning is that successful language learning occurs if learners perform activities that enable them to make use of real-life language (Ellis 2003; Nunan, 2004)

Asking students to do tasks in which they have to communicate about grammar is another task-based approach. Fotos and Ellis (1991) argue that it is possible to combine grammar instruction with opportunities for communication involving an exchange of information. This can be applied with learners who are not beginners.

2.2 Focus on form instruction (FFI)

FFI is the type of teaching that requires the learners to focus on the language form rather than the meaning. It is believed to benefit learners who are beyond early childhood and whose exposure with the target language happens primarily in classrooms, because it helps them make more efficient use of the exposure to the language (Lightbown&Spada, 2006).

Ellis’s approach of three types of FFI instruction entails both form and meaning. In his “Focus on forms” type a single grammatical structure is instructed everyday and the students are required to focus on form (accuracy) (Ellis,2006). Not overlooking meaning his “focus on form” type implies “a focus on meaning with attention to form arising out of the communicative activity. Thu (2009) describes these two types as the “former referring to teaching grammar whenever errors occur during a meaning-focused activity, whereas the latter referring to teaching grammar in isolation”.

For other researchers FFI focuses on the distinction between explicit instruction on grammar forms and meaning-focused use of form (Hinkel & Fotos, 2002). A combination of focus on form without disregarding meaning seems to be a way to demonstrate that grammar can contribute to language development and communicative competence.

2.3 Teaching explicit or implicit knowledge

Another controversial issue regarding grammar instruction is whether explicit or implicit knowledge better benefits the learner. For Ellis (2006) explicit knowledge “is held consciously, is learnable and verbalizable” and it consists of “facts that speakers of a language have learned”; whereas implicit knowledge is “procedural, is held unconsciously and can be verbalized if it is made implicit”.

While explicit grammar instruction means exploring teaching techniques that make students focus on language structures and patterns (Terrell, 1991), implicit learning is unconscious acquisition of knowledge.

The focus of explicit/implicit debate has mostly been on whether explicit grammar rules are possible to teach students. Doughty’s study (1991) showed that it was more productive to teach the structures than to expose them to the learners. SLA researchers like Krashen (1982) consider learners’ ability to acquire explicit knowledge as limited and possible only when they focus on form. DeKeyser’s pilot study with one explicit and one implicit group demonstrated that explicit learning is better than implicit learning for categorical rules (DeKeyser, 1994). In his psychometric study of implicit and explicit knowledge, referring to authors like Green&Hecht and Bialystok Ellis comes to the conclusion that that explicit knowledge can be learned at any age, while implicit knowledge cannot (Ellis, 2005; Green&Hecht, 1992; Bialystok, 1994).

3. Overview of research in teachers' perceptions of grammar instruction in L2

Teachers' own views about the role of grammar knowledge in language learning affect the position/place they give to grammar instruction in their classroom practices. Eventually not only the learners' perceptions about their grammar knowledge and its instruction in the language classroom are affected, but also the importance and attention they give to grammar is automatically determined.

Research and studies about teachers' perceptions of grammar knowledge and instruction in the language classroom have revealed various opinions and practises according to which teachers favour or agree with various ways of presenting grammar structures to their students.

In his study about the relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English Johnson came to the conclusion that "teachers provide instruction which is consistent with their theoretical beliefs". (Johnson, 1992)

In a study conducted in a language school in California, (Thu, 2009) 11 ESL teachers agreed that when language learning is limited to the classroom formal study of grammar is essential to the eventual mastery of a foreign or second language. The same teachers also believed that practising the target language in real life situations is more important than analyzing and practising grammar patterns.

Another research into EAP (English for Academic Purposes) teachers' attitudes towards grammar revealed that over 60% of respondents viewed grammar as a framework or a basic system for the rest of the language, while 85% disagreed with the statement that "grammar acts as something which is added on to language proficiency" (Burgess&Etherington, 2002).

The same study was adopted and conducted with Iranian state and private high school teachers of English (Farshchi, 2009). The majority of participant teachers agreed that knowledge of grammar for students and teachers was necessary. The main concern was the way grammar should be presented and, despite the importance given to natural exposure, there was a great agreement that formal instruction helps students to use grammatical structures correctly.

A case study (Farrell& Lim Poh Choo, 2005) that investigated and compared two experienced Singapore teachers' beliefs of grammar teaching and their classroom practices concluded that both teachers agreed that the teaching of grammar was crucial for the learners' successful use of grammar structures in written work. In order to achieve this they regularly provided grammar drills for their students.

Comparative research conducted to FL learners in Colombia and the US (Schulz, 2001) was meant to compare culture-based attitudes to grammar study in FL learning. Although its results indicated that Colombian teachers had stronger beliefs regarding the efficacy of explicit grammar instruction and error correction than their US counterparts, the majority of teachers in both groups agreed that grammar instruction helps in language learning.

The case study of four English teachers in Hong Kong revealed that their beliefs significantly influenced their grammar teaching practices (Wu, 2006). The reasons given for grammar teaching showed that formal instruction was a multifaceted activity in the teachers' work. Some teachers thought grammar teaching was connected not only with students' language proficiency but also with psychological functions which were as important.

One of the three main conclusions Borg (2003) identifies in his review on studies conducted on the topic is that there is no suggestion in any of them that formal instruction is becoming less prevalent in language classrooms. On the contrary, most teachers reported that attention to grammar was something they promoted in their work.

Teachers' views of grammar knowledge determine not only the attention they give to it but also their classroom practices. Research shows that in general EFL/ESL teachers agree that grammar knowledge is important and it should be instructed in EFL classrooms. However, they support different approaches to grammar teaching, thus implementing various methods and techniques to provide their students with grammar instruction

2. The research

3.1 Purpose of the study

Since teachers develop different teaching attitudes and practices based on their views, knowing what teachers believe and then adopt is of great significance; it shapes the students learning practices and skills, and therefore their language competence. Hardly any research has been conducted in Albania on the topic, except one I came across, which focuses on the difficulties students face when learning grammar. It follows a previous similar research of mine with more than 300 high school students, aiming to explore students' perceptions of grammar knowledge and grammar instruction in EFL learning. The present study consists of almost the same questions apart from some alterations made to adopt the questionnaire for teachers and it aims to explore the teachers views on the following:

What is/should be the position of grammar knowledge and instruction in language learning?

What are teachers' practices in grammar teaching?

3.2 Participants and data collection

This study uses a quantitative methodology with a questionnaire made up of 28 questions on the topic and demographic data. The questions were written in Albanian and had the 5-point scale Lickert format. 26 secondary and high school teachers, 10 and 16 respectively, 17 females and 9 males, participated in the study. They were asked to fill in the questionnaire during breaks at an exam evaluation centre..

3.3 Findings

SPSS 21.0 version was used to analyze the data. Although the questions were not grouped they were aimed to investigate the teachers' perceptions on three main topics: 1. The position and role of grammar knowledge and instruction in EFL teaching and learning. 2. Teachers' classroom practices. 3. Teachers' views of students' perceptions of grammar and the impact of their classroom practices on students' language competence.

1. The position and role of grammar knowledge and instruction in EFL teaching and learning

All answers to the 9 questions related to the first group revealed that most teachers have a very positive attitude towards grammar knowledge and its instruction in EFL classrooms. Except question 4, the answers to each of the other 8 had at least 61.5 % in favour of grammar knowledge.

96.2% of the participants agree that studying grammar is essential to learning a foreign language with no one disagreeing and only 3.8% being undecided. 50% of the teachers do not agree that studying grammar only helps students to do well in exams. For 61.5% of the participants a student good at grammar is good at the language in general as well. The most surprising result was that of question 9, with no one disagreeing or even being undecided and 50% agreeing and 50% totally agreeing that studying and practising grammar helps students' progress with the language.

2. Teachers' classroom practices

Concerning formal instruction of grammar most teachers seem to either explain grammar rules and structures explicitly (42.3% always and 46.2% often applying this method) or ask students to work the rules out after reading examples containing the target structures and patterns with 23.1% always and 57.7% often practising this.

In the first group of questions it was revealed that all teachers thought that practising grammar was helpful to the students' progress. The three popular applications are writing activities, speaking activities and homework. Speaking activities do not appear to be as much favoured (38.5% always, 46.2% often make use of them. In contrast to written activities, which were always (50%) or often (50%) made of by all the participants, one of the teachers (3.8%) only rarely and (11.5%)

sometimes use speaking activities for practising grammar structures. Giving homework is what none of the teachers never does. While only one (3.8%) of them sometimes asked students to do homework about grammar 38.5% often and 57.7% always do so.

Correction and feedback of grammar errors was another element inspected in the research. Correction of written work (50% always, 50% often) is more preferred than correction of grammar mistakes done in speaking activities (23.1% always, 38.5% often). 11.5% of the teachers never correct their students' grammar mistakes in speaking.

3. Teachers' views of students' perceptions of grammar and the impact of their classroom practices on students' language competence

Data collected from the research show that over 50% of the teachers think students like studying grammar, while 46.2% thinks students do not like grammar but they study it because they need it. Concerning students' ability to identify and name various grammatical structures used in reading or listening parts and to use them in orally or in writing, over 50% of the teachers think and agree that they can.

Error correction is considered to benefit students. While 92.3% of the participants agree and 7.7% of them disagree that students learn from correction and feedback of their own mistakes, slightly fewer 84 teachers think students learn from correction made to their friends' mistakes.

All the participant teachers agree that the various (spoken or written) classroom practices always or often help the students learn the grammatical structures; only one teacher thought that written exercises done in class only sometimes benefit the students.

4. Discussion

Evidence gathered from the research shows that Albanian EFL teachers share a very positive attitude towards the position of grammar knowledge and grammar instruction in EFL learning and teaching. They consider grammar as an essential component of language learning and think that students who possess good grammar knowledge learn the target language better. For them grammar can not be considered as an element that contributes to success in exams, it is a pillar that contributes a lot to the learners' progress and their language competence.

Teachers' views shape their attitudes and approaches to work and consequently their classroom practices are influenced. Our participant teachers' perceptions about grammar seem to have determined the classroom activities they apply. Almost most of them presented grammar through explicit formal instruction, many others also used deduction activities. Believing that studying and practising grammar is helpful to the students' progress, the majority of teachers answered that they make use of spoken and written activities in class. Homework assignment is an inseparable part of all Albanian teachers. Hardly any of the participant teachers does not assign their students homework connected to grammar patterns and structures.

5. Conclusion

The controversy among researchers and linguists over the position and role of grammar knowledge in EFL teaching and learning has been going on ever since. Language learning theories and approaches have either downplayed grammar altogether or overestimated it. Arguments for or against have usually differed according to the main aim and concern of each approach. After the '90s especially we see the emergence of approaches that no longer suspect the significance of grammar knowledge; on the contrary their main goal is how to change grammar into a language component that has a role to play in learners' language competence.

Apart from classroom and lesson observations, research has been conducted in order to find out what EFL teachers think of grammar knowledge and instruction, and results have shown that teachers share a positive attitude. However, more research in the same topic could have been conducted in Albania.

The present study aimed to explore some Albanian EFL teachers' perceptions of the topic. Collected data revealed that Albanian teachers are very positive towards grammar instruction in EFL learning. This could also be seen in the answers to questions about their classroom practices and students' performance and progress.

Further research on a larger scale is needed to investigate the topic so that course books and methods that appeal to Albanian teachers' and students' views are selected to be used in EFL courses in schools. This study also suggests that training seminars on current grammar teaching approaches be organised, aiming at familiarising EFL teachers with as many methods of grammar instruction and grammar-based tasks as possible.

This paper has once again made the case for the contribution that grammar knowledge and grammar instruction have to make in EFL learning and language competence

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Tables

Table 1 Studying grammar is essential to learning a foreign language

	Frequency	Percent	Valid Percent	Cumulative Percent
Totally agree	11	42.3	42.3	42.3
Agree	14	53.8	53.8	96.2
Undecided	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Table 2 Learning a foreign language means learning its grammar

	Frequency	Percent	Valid Percent	Cumulative Percent
Totally agree	5	19.2	19.2	19.2
Agree	14	53.8	53.8	73.1
Valid Undecided	1	3.8	3.8	76.9
Disagree	6	23.1	23.1	100.0
Total	26	100.0	100.0	

Table 3 Grammar knowledge is important but not necessary in learning a foreign language

	Frequency	Percent	Valid Percent	Cumulative Percent
Totally agree	4	15.4	15.4	15.4
Agree	15	57.7	57.7	73.1
Valid Undecided	2	7.7	7.7	80.8
Disagree	4	15.4	15.4	96.2
Totally disagree	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Table 4 In general a student who is good at grammar is good at the language as well

	Frequency	Percent	Valid Percent	Cumulative Percent
Totally agree	4	15.4	15.4	15.4
Agree	12	46.2	46.2	61.5
Valid Undecided	3	11.5	11.5	73.1
Disagree	6	23.1	23.1	96.2
Totally disagree	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Table 5 Studying grammar is only a part of learning a foreign language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Totally agree	6	23.1	23.1	23.1

Agree	14	53.8	53.8	76.9
Undecided	1	3.8	3.8	80.8
Disagree	4	15.4	15.4	96.2
Totally disagree	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Table 6 Grammar knowledge only helps students to do well in exams

	Frequency	Percent	Valid Percent	Cumulative Percent
Totally agree	7	26.9	26.9	26.9
Agree	3	11.5	11.5	38.5
Undecided	3	11.5	11.5	50.0
Disagree	10	38.5	38.5	88.5
Totally disagree	3	11.5	11.5	100.0
Total	26	100.0	100.0	

Table 7 Students like grammar lessons

	Frequency	Percent	Valid Percent	Cumulative Percent
Totally agree	1	3.8	3.8	3.8
Agree	13	50.0	50.0	53.8
Undecided	5	19.2	19.2	73.1
Disagree	7	26.9	26.9	100.0
Total	26	100.0	100.0	

Table 8 Students do not like studying grammar but they do it because they need it

	Frequency	Percent	Valid Percent	Cumulative Percent
Totally agree	3	11.5	11.5	11.5
Agree	9	34.6	34.6	46.2
Undecided	4	15.4	15.4	61.5
Disagree	9	34.6	34.6	96.2
Totally disagree	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Table 9 Studying and practicing grammar helps students advance with the language

	Frequency	Percent	Valid Percent	Cumulative Percent
Totally agree	13	50.0	50.0	50.0
Agree	13	50.0	50.0	100.0
Total	26	100.0	100.0	

Table 10 Unfamiliarity with a structure may lead students to not understanding or misunderstanding a situation

	Frequency	Percent	Valid Percent	Cumulative Percent
Totally agree	6	23.1	23.1	23.1
Agree	12	46.2	46.2	69.2
Undecided	1	3.8	3.8	73.1
Disagree	5	19.2	19.2	92.3
Totally disagree	2	7.7	7.7	100.0
Total	26	100.0	100.0	

Table 11 I have had students who did not understand or misunderstood a situation because of unfamiliarity with a grammar structure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally agree	2	7.7	7.7
	Agree	15	57.7	65.4
	Undecided	1	3.8	69.2
	Disagree	7	26.9	96.2
	Totally disagree	1	3.8	100.0
	Total	26	100.0	100.0

Table 12 In general students use grammatical structures correctly in spoken language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally agree	1	3.8	3.8
	Agree	12	46.2	50.0
	Undecided	7	26.9	76.9
	Disagree	6	23.1	100.0
	Total	26	100.0	100.0

Table 13 In general students use grammatical structures correctly in written work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally agree	2	7.7	7.7
	Agree	12	46.2	53.8
	Undecided	3	11.5	65.4
	Disagree	8	30.8	96.2
	Totally disagree	1	3.8	100.0
	Total	26	100.0	100.0

Table 14 In general students find it easy to identify or name grammatical structures in written work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally agree	2	7.7	7.7
	Agree	14	53.8	61.5
	Undecided	3	11.5	73.1
	Disagree	6	23.1	96.2
	Totally disagree	1	3.8	100.0
	Total	26	100.0	100.0

Table 15 In general students find it easy to identify or name grammatical structures in a reading part

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	14	53.8	63.6
	Undecided	3	11.5	77.3
	Disagree	5	19.2	100.0
Missing	Total	22	84.6	100.0
	System	4	15.4	
	Total	26	100.0	

Table 16 Practicing a foreign language in similar to real life situations is more helpful than analyzing and practicing grammatical structures

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally agree	12	46.2	46.2
	Agree	10	38.5	84.6

Disagree	4	15.4	15.4	100.0
Total	26	100.0	100.0	

Table 17 I correct students grammar mistakes in speaking activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	6	23.1	23.1	23.1
Often	10	38.5	38.5	61.5
Sometimes	2	7.7	7.7	69.2
Rarely	5	19.2	19.2	88.5
Never	3	11.5	11.5	100.0
Total	26	100.0	100.0	

Table 18 I correct students grammar mistakes in written work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	13	50.0	50.0	50.0
Often	13	50.0	50.0	100.0
Total	26	100.0	100.0	

Table 19 I think students learn from error correction and feedback of their own work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Totally agree	12	46.2	46.2	46.2
Agree	12	46.2	46.2	92.3
Disagree	2	7.7	7.7	100.0
Total	26	100.0	100.0	

Table 20 I think students learn from error correction and feedback of their peers' work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Totally agree	10	38.5	38.5	38.5
Agree	12	46.2	46.2	84.6
Undecided	3	11.5	11.5	96.2
Disagree	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Table 21 In a grammar lesson I present the grammatical rule and then ask students to do exercises about it

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	11	42.3	42.3	42.3
Often	12	46.2	46.2	88.5
Sometimes	3	11.5	11.5	100.0
Total	26	100.0	100.0	

Table 22 In a grammar lesson I ask students to read examples containing the grammatical structures and then work out the grammar rule

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	6	23.1	23.1	23.1
Often	15	57.7	57.7	80.8
Sometimes	5	19.2	19.2	100.0
Total	26	100.0	100.0	

Table 23 In class we do written exercises to practice grammatical structures

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Always	13	50.0	50.0	50.0
	Often	13	50.0	50.0	100.0
	Total	26	100.0	100.0	

Table 24 Written exercises done in class help students learn grammatical structures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	18	69.2	69.2	69.2
	Often	7	26.9	26.9	96.2
	Sometimes	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Table 25 Speaking activities are done to practice grammatical structures in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	10	38.5	38.5	38.5
	Often	12	46.2	46.2	84.6
	Sometimes	3	11.5	11.5	96.2
	Rarely	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Table 26 Speaking activities done in class help students to learn grammatical structures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	42.3	42.3	42.3
	Often	15	57.7	57.7	100.0
	Total	26	100.0	100.0	

Table 27 I give students homework about a grammatical structure explained in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	15	57.7	57.7	57.7
	Often	10	38.5	38.5	96.2
	Sometimes	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Table 28 Homework about grammatical structures helps students to learn them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	15	57.7	57.7	57.7
	Often	11	42.3	42.3	100.0
	Total	26	100.0	100.0	

Complex Adaptive Leadership: The case of a Mining Conglomerate under Reorganization Process and the Role of Leader

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Abstract

The purpose of this paper is to analyze leader's role in unpredictable organizational world through critically analysing the leadership approaches and the roles of leaders in a mining conglomerate. Through a brief adaptive leadership literature review the paper presents main aspects of complexity theory, adaptive leadership, leader's role in this framework and potential utilization of literature findings in real case of a mining conglomerate in Kosovo which is under reorganization process. Assenting to the literature the leader role has changed in direction of adapting the behaviour or leading approach based on the complexity of the environment that organizations are facing today. As anticipated the paper in fact, finds positive correlation of literature theory and practical use of several complex adaptive leadership aspects that the leadership of the mining conglomerate can consider during the reorganization process, with the purpose of adjusting their role accordingly to the complexity of the environment of the organization.

Keywords: Leader's Role, Adaptive Management, Complexity, Mining Conglomerate, Reorganization Process

1. Introduction

The present paper through a brief review mainly of complex adaptive leadership and moderately of organizational changeliterature, tries to describe changed leader's role and its adaptations in different complex systems comparing to previous traditional view of leadership. Moreover, by defining key factors of complex system that nowadays leaders must consider for effective leadership, the paper brings in light the importance of several internal and external factors of organization that the management or leadership of organizations should deliberate, which compulsory means leader's role adjustment within organization.

Furthermore, the paper analysis leader's role within the framework of complex adaptive system (CAS) of a mining conglomerate that is in process of reorganisation. Through the detail analysis of past management issues within the organization, the paper attempts to define briefly the main issues of reorganisation implementation that the managers faced during that period, and main limitations of their leadership approach. In this perspective the paper considers the role and approach of leadership that necessary changes for realizing effective leadership once taking in consideration the circumstances and the complexity of elements that enterprise is consist of during the reorganization process. According to reviewed literature the paper identifies some positive aspect of adaptive leadership that can be applied in the complexity of this mining conglomerate.

Thus, the present paper is structured in two main parts. The first part reviews the existent and latest leadership literature with the focus in contemporary approaches of leadership, the chaos theory and complex systems. More specifically reviews leader's role according to leadership approach of complex adaptive systems (CAS), which is considered a fast adjustment system in dealing with unpredictability, emergence, and evolving circumstances. The second part presents a detailed analysis of past issues and potential application of complex adaptive leadership approach to the complexity of mining conglomerate and reorganisation process. Then, the paper is finalized by drawing conclusions that summarize the main arguments of analysis of the case referring to reviewed literature.

2. Literature Review

Leaders and leadership although have had and still do have profound influence in human kind history, thorough scientific study about this topic only began about a century ago. Early researches of traditional view of leadership focused on understanding the importance of traits, behaviors of leaders, and appropriate leaders style. During this period several theories and decision making models have been developed attempting to describe one best way of leadership behaviour by suggesting detailed models of leadership.

Meanwhile, the later development of situational theories of leadership altered thinking about leadership, and shifted the research and managers attention from one best way to lead to a variety of contemporarily approaches concerning complex system that can be adapted for effective leadership. This naturally progress of understanding leadership indicates that each specific organization is a complex system that affects the leadership approach and leaders role within organisation. Accordingly, Ee Wan (2013) asserts that much research on leadership and organisations points out that organisations are operating in an increasingly complex and dynamic environment.

As result, this environment has also altered perceived role of leadership within organizations. Also, the volatility and turbulence elements comprising current business environment has often spur organisations to undertake huge transformation, review business and leadership strategies with the sole aim of adapting to this challenge and being able to be relevant in very dynamic business environment. However, those adjustments require leadership that can influence transformation of the organization in the right direction. Ee Wan (2013) also implied that “employees frequently expect leaders to take responsibility for an organisational transformation and have a significant impact on the success or fail of a change effort, stressing prominence of leader’s role”.

Indeed, leadership has a central role in evolution and cultivating an organization. Abbas and Asghar (2010) argues that the process of organizational change and adaptation to the complex circumstances demands a very effective and highly competent leadership that is well capable to perceive the most desirable shape of an organization and address the issues in most appropriate way. Moreover, Rodgers (2011), describes the view of understanding the role of leaders by people and mainstream prescriptions that despite the evident uncertainty surrounding everyday organisational practice and lack of evidence. He describes that the view persists that managers can design, build and control the future of their organisations, and not only that, but the myth continues that they each can also choose this future direction independently of the choices made by everyone else. (pp.12)

However, on the other hand for the same reason of the fast pace changing business environment that today organizations come across, researchers were forced not only to rethink business strategies and the nature of organizations, but consequently to rethink leadership, and adjust to an adaptive approach of leadership (Torres, Reeves and Love, 2010). In addition, Geer-Frazier (2014) asserts that to lead an organization today, a leader must align the culture, structure, and strategies to the environments that it works within. Geer-Frazier (2014) also claimed that order and high certainty are no longer obtainable by organization nowadays, therefore usage of complex adaptive systems and strategies by organizations will lead towards more flexible systems that can quickly and effectively evolve satisfying solutions, which consequently necessitate different leadership approaches.

Regarding the complex adaptive approach the reviewed literature brings in light that the latest main stream leadership scholars are based on so called “positive or new science”, prompting different dynamic view of leadership and management behavior within organizations. This emerging view that is attracting considerably organization and leadership researchers, main arguments elicits from latest scientific discoveries in fields as quantum mechanics, chaos theory, and complexity theory (Man Joe Ma and Osula, 2011).

Likewise, Psychogios and Garev, (2012) summarized that chaos theory implies that systems continuously evolve, is influenced by initial conditions and whole system is under a constant yet unpredictable pattern of fluctuations, while the complexity theory considers organizations as complex adaptive systems, comprised of numerous autonomous agents engaged in a non-linear, unpredictable and constantly emergent behavior. Furthermore, Man Joe Ma and Osula (2011) defines six key concepts of a complex system that are relevant to organization behavior as a complex system containing many elements interacting non-linearly, it is an open system interacting with the environment, contains feedback loops within a structure covering several scales, it is capable of co-evolution with emergent behavior, exchange energy and information, align choices for interaction and co-evolve together with surrounding environment including other systems.

Knowing this, for consideration of an adaptive leadership approach indicates that there are several internal factors including people, culture, structure, and organization strategies and several external environment factors, including socio-economic and politic behavior, other organizations, competition and market itself that affect management and leadership behavior within an organization. The fact that management, environmental variation, and resource status (Williams, 2011), and other external and internal environment elements are independent and act in non-linear relationship with each other, inevitability generates implication on leadership and gives opportunity to improve management. Adding to this the complementing elements of diversity in all aspects of life, the interdependence resulted in “small world” effects, the ambiguity of information and flux of change, creates an ever-increasing variety of often-conflicting demands from multiple stakeholders that leaders should address for effective leadership and organization prosperity (Seijts, Crossan and Billou, 2010).

Although, it is true that in great turbulent times organization hesitate to undertake core transformation, Allen et al.(2011) asserts that management decision must still be made even though there will always be intrinsic uncertainty and unpredictability in the dynamics and behavior of complex social-ecological systems as a result of non-linear interactions among independent components. He suggests that adaptive management “rather than ignore uncertainty or use it to prohibit certain management actions, can foster resilience and flexibility to cope with an uncertain future, and develop management approaches that acknowledge inevitable changes and surprises”. (p.1344)

In this context of adaptive approach Torres, Reeves and Love (2010) categorized several dimensions of adaptive approach of leadership that organization should consider for achieving effective application of an adaptive leadership approach in their organization, such as: the aspect of navigating the business environment, embracing uncertainty and adapt to it, leading with empathy, creating the shared sense of purpose, managing through influence rather than fear, learning through self-correction, encouraging innovation, experimenting and learning, creating a win-win situation for both the company, shareholders and external community. Also, Bhatnagaret al. (2010) stresses the importance of integrating people-related dimensions that can influence the attitudes and mindsets of employees, and align business strategy to human resources strategy.

Nevertheless, considering the current ongoing turbulent and instable business environment, Psychogios and Szamosi, (2007) implied that the organization naturally tend to create more sophisticated structure and more specific management practices in order to sustain their survival along instability. Despite the fact that turbulent environment influences organization to response by creating even more hierarchic and structural approaches, on the contrary literature for successful adaptation in complex system promotes that leadership has become less about directive structured top-down approaches that search for anticipated outcomes and more about empowering others for making timely and necessary decisions. Scholars advocates that the right organizations vision and culture can encourages and empower employees to be self-organized (Schneider, M. and LindbergC., 2012), motivated, have initiative, flourish and develop their talents and in mean time effectively contribute to organization. This diminishes the need to manage, monitor, and control, whilst substitutes this elements with guiding and coaching as a leading approach.

In this regard reviewed literature in context of complexity and leadership theoretical framework for leadership implies that leadership is considered as complex dynamic process that emerges in the relationships between individuals, rather than laying within single leader (Surie and K. Hazy, 2006). Leaders are product of interaction, information exchange, feedback circles that arises in the evolving systems. Within those systems each individual has the innate capability to be self-organize as result of relationships that are being guided by feedback loops. However, Lichtenstein et al. (2006) asserted that although the complexity leadership approach redirects emphasis away from the individual as leader, it does not in any way diminish the importance of leadership as an organizational phenomenon; rather, it recognizes that leadership transcends the individual by being fundamentally a system phenomenon. Moreover, Surie and K. Hazy, (2006) when describing theoretical framework of generative leadership suggest that leadership should be involved in balancing connectivity and interaction among individuals and groups in complex systems by managing complexity and institutionalizing innovation

Still, it cannot be reasonably assumed from this that this is the optimal approach without any shortcomings, since the human element and their capacity should be considered. Psychogios and Garev, (2012) argued, that there are also drawbacks to complex adaptive systems, such as employees not always having the ability to self-organize and organize the alternative roles, and assets for the task they are given.

In brief, the reviewed literature about complex adaptive leadership brings forward the changed role of leader and the need for situational adaptation of leadership. It is an approach to leadership based on assumption that many are led by many or in other words leaders are leading "leaders".

3. Case Study Analysis: Brief background of the enterprise

The mining complex is a Socially Owned Enterprise (SOE) meaning still not defined ownership status that has the management in full capacity, but it is over-administrated by an independent government agency of Kosovo, which plays the roles of supervising body, complementing difficulties within enterprise. The mining enterprise is under the process of reorganization which is being conducted by this Administrator (the independent government agency), and is an on-going process for several years. The company is obliged to follow a set of rules, enforced by reorganization law, which regulate many operation aspects of the enterprise, and in mean time ironically being a hindrance of problems, serving as a key determinant in creating much more complex environment for managing and leading people of this enterprise.

The mine conglomerate consist of several mines, two ore concentrates facilities and some inactive metallurgies' situated in different location within country, hires around 1,500 employees, breeding a very demanding job for the management of the company that requires proper leadership. Although the mine conglomerate has several separated working divisions such as mines, metallurgy, and other final product factories with differed core activities, currently the vast majority of processes are related only to ore exploration, exploitation and production of concentrate that still requires specific expertise of management and leadership.

4. Analysis of the leader's role in the reorganization process of the mining conglomerate

Within last three years the mining enterprise three times has changed the General Manager. Each one of them has had different management style, traits, and behaviours, although the final end results were very similar. None of them is considered to be significantly successful by the employees, nor has been able to install new organization culture, motivate or create framework the foster innovation and development. All of them have had one similar drawn back that hampers them on achieving success, and that was their approach of leadership, or closer look their role as leaders within organization. Since, all of them applied their own style of management and leadership without trying to understand deep inside the environment within organization and adjust their leadership role to it, but on contrarily they tried to adopt the organisation and environment towards their view, their understandings and their preferences.

It is understood from above that this mining enterprise is very complex has very specific organisational culture, especially considering two key factors: the average age of employees which is around 50 years old and the status of the enterprise that it is still a Socially Own Enterprise meaning, hence is not yet privatized and main stakeholder is the state. Alone this two factor are enough to create a delicate uncertain conditions within organization, besides this adding the other operative problems that this enterprise has inside such as old methods of work forced by old equipment, need for high capital investment, low efficiency of miners, and the human element that within has "prehistoric" working mentality that consider this enterprise as their own and in other hand works only for their individual interest. All of this has produced a very complex and difficult enterprise to deal with, which in mean time enforced by a specific law has to be reorganized. Meaning, the general managers in accordance with administrator agenda, is required to lead through this process.

For purpose of being more specific on elaboration of complexity and the role of leader in this organization, based on personal experience and in-depth knowledge acquired during those three years a brief description of management style and the problems faced of last manager will be presented below.

The last manager was appointed by the Administrator an outsider who manager after becoming effective, the general manager tried to confront the high managerial structure of the enterprise by taking away some of their responsibilities, changing managers of mines and bringing around his main office new people from outside. Apparently some of the changes were necessary, though he tried to install immediately the authority and fear within management and other staff. This attitude brought some kind of order and perceived smooth transition of reorganization that later was shown that has been superficial, since it did not take long and problems started to blow like bubbles in many directions, that were toppled with physical conflict that the general manager had to face with one of the managers.

During this period, positive changes were few and far between, the majority of high level manager were not collaborating effectively with general manager due to poor relationship, what is more neither production or expenses projected plans were met. Even his role of general manager or his role of a leader came to question in eyes of many employees, since they have had the viewpoint of strong leadership framework that is required to manage the enterprise. Employees of this organization have the min-set of being always lead by a manager that was authoritative, strong, take decision fast, hierarchic and most of all the high management was always united around general manager. Subsequently, they were expecting to be leaded effectively by the manager(Ee Wan, 2013; Abbas and Asghar, 2010),alone in a reorganization process they did not fully understand and consequently did not accepted, and change their social-economic status, but still believed that the manager should bring the extraordinary results (Rodgers, 2011) and were alerted by every activity he undertook.

As it is shown the new manager lacked that support and expertise of high management, did not have access to tacit knowledge base that this management could provide to him regarding many complex obstacles that a mining conglomerate under reorganization faces. He could not manage all the problems alone or with few people who were not competent enough. As result of this and supposedly indirect influence of the dissatisfied old managers, lower management and employees suddenly started to show signs of complains around working condition, around salaries, around daily operation, food served in canteen, questioning the reorganization, basically you could hear complains on any working department about anything.

This situation leads to many questions such as was this the right approach that the manager applied? Was the manager a leader in this case? Or what was his role? Has he considered carefully the circumstances and the complexity of elements that the enterprise happens to be and adapt his behaviour or leading approach accordingly? Obviously not, the answer is very clear to see, but what should have been done differently?

To answer those questions first, the manager should recognise that the resistance to change arises natural in humans. People love doing things the way they are used to do, and especially when conditions they happened to be are deteriorating fast and going out of their control. Thus, the role of leader is to facilitate an easy transition for point A to point B or maybe altered to point C based on situation. In this case the manager lacked the courage to adopt the perspective of change as a complex process and to accept the need for a more enabling and facilitative style of leadership (Ee Wan, 2013). While it is the case the role of the manager as a leader was entirely transmitted in another manner to the employees. This stagnant approach by manager is more like the traditional ideologies of management and leadership that expects a predictable and controlled transformation process, and expect certain broad goals and objectives to be achieved by the transformation (Ee Wan, 2013).

Nevertheless, a large part of leaders' role in complex organization is to deeply reflect over the circumstances surrounding the enterprise, to acknowledge them, adopt to them, lead with positivity (Torres, Reeves and Love, 2010)make changes, transform, implement effective feedback system, correct actions upon receiving feedbacks (Man Joe Ma and Osula, 2011),and adjust constantly like a living organism. Also, the manager should have consider collective capacity of employees, facilitate them and involve others in leading, and not leaving aside a good part of old management that has strings all over the organization. The manager should have deal with people differently and help them find alignment with the reorganization agenda, and not punish such behaviour or consider just as a hindrance of problems.

In fact, for effective reorganization the manager should have had consider many complex inter-related elements that shaped such behaviour of the employees during this process(Surie and K. Hazy, 2006).In particular, the relations with the human element which is key determinant for success or fail in this case. As result the need to align human strategy and manage human relation (Bhatnagar et al., 2010) with the enterprise agenda is fundamentally crucial in this case. Psychogios and Garev, (2012) identified that close relationships based on informal grounds and trust are critical in performing day-to-day activities in complex environment. Such behavior of close the manager could nurture a complex adaptive leadership approach that could have fostered a more friendly framework in enterprise. Although,in this case considering the inflexibility for transformation shown by the old management, it still might have smoothen the process and what is most importantly the role and power of the manager as a leader towards this transformation would have been accepted more. It might even influence employees to believe more in success of this transformation.

Another aspect that the manager should have consider is changing his approach and trying to practice more of strategic leadership by moving gradually, being more flexible, simultaneously adjusting and advancing, rather than bringing

immediate decision affecting many operations. Gradually installing organizational culture where each individual could contribute, could generate a self-regulation approach that adapts naturally based on circumstances. This would be a far better leadership approach that could allow maintaining everyday operations while simultaneously changing parts of the organizations (Taylor-Bianco and Schermerhorn, 2006), that consequently requires adaptation of leaders role also.

5. Conclusion

In conclusion, considering the complexity, uncertainty, turbulence surrounding nowadays organization, the understanding and role of leaders has change also. Not only by the perception of the leader himself which in most cases has to adapt new approach of leading continuously, but also in the eyes of followers or sub-ordinates, since they see their leader as person that guides and motivates for future, instills trust, is open to continues learning, allows employees talent to grow and fulfil their human potential.

Leaders' role now appears to be understood in creating framework based on the organization agenda, which nurtures innovation, allows freedom and self-development of employees, and in mean time realizes organization objectives in very complex system. The examination of the case study shows that this is easier said than done, since in reality most of the time it is very difficult to soundly align such conflicting demands from multiple stakeholders. Hence, the complex adaptive leadership strength is that recognises all those elements, adapts and confronts, through alterations of leaders role.

In any event, one key aspect of effective adaptive leadership, more specifically in this case of organizational transformation under complex circumstances, is the leaders' role to establish the right organisational culture during this transformation. The organizational culture that fosters diversity, self-reflection, self-adjustment, and encourages creativity, while ensuring that the diverse interest of stakeholders such as employees and government coherently live together. A such style of management can be achieved by mixing various styles, techniques and approaches, that in one word can be best describes as adaptive approach.

For realizing such approach accordingly to literature and the analyses of case study the leader must acknowledge the uncertainty by managing only the context in which different performers linearly or non-linearly interact, encouraging cultivation of various options, innovation, and allowing learning through self-correction while translating ideas, vision in tangible activities and transmitting them to employees through influence rather than fear. All with the aim of creating a share sense of purpose towards archiving the desired results of organisation. Also, the literature emphasises the role of leader in generating close relations with human factor as fundamental determinant of effective leadership, which to a great extent according to analyses applies in the case of the mining conglomerate.

Thus, an appropriate leadership approach should be adapted by considering carefully both the complexity of the environment and the leaders role. In other words, the quest for optimal leadership is still an on-going process, especially in present time when organisations are surrounded with very volatile and high uncertain environment. On such environment, complex adaptive leadership when applied appropriately has great potential, because it recognizes and adapts to such uncertainty and complexity.

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Experience of Pediatric Patients with Chronic Renal Disease at "Mother Theresa" University Hospital Center

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Abstract

The aim of this study was to present a better understanding of the illness, needs of patients with this type of pathology. Participants on the interview were 15 children and adolescents of age 11-15 years old diagnosed at "Mother Teresa" University Hospital Center, Nephrology Department. To draw the study results it was used "Nvivo" software, where through a careful analyzing process were identified four key topics: Physical impact (medical treatment); psychological impact (anxiety, difficulties they face); impact on social relations (family, activities and relations with age mates); way of adaption (self belief, religious belief, multidisciplinary staff). The findings reveal the impact of the illness on the life of the patients all over the illness course. The main recommending of this study are based on deepened exploration of the patients' perception of the illness setting up an appropriate program to support patients with chronic renal disease as well as their families.

Keywords: experience, child, adolescent, chronic kidney disease, need

1. Introduction

Like most chronic illnesses of childhood, CKD seriously affects children's lives as they negotiate the stress associated with disease management and the prospect of a shortened life span (Frauman & Lansing, 1983; Hobbs, & Sexson, 1993).

Additionally, patients undergoing chronic HD show evidence of accelerated protein catabolism, which might be due to the significant loss of amino acids induced by dialysis (Pertosa, Grandaliano, Gesualdo, & Schena, 2000). Thus, it is reasonable to presume that lower levels of albumin can be significantly correlated with greater levels of fatigue (Bonner, Wellard, & Caltabiano, 2010). Dialysis treatment can significantly impact upon body image, as patients might perceive themselves as unattractive. For example, procedures to create a point of access for dialysis via a fistula, neck line, or catheter can all change the appearance of the body. Immunosuppressant drugs taken to prevent organ rejection also contribute to obvious bodily changes impairing self-acceptance (Thomas, 2002).

In one of our previous studies, 21% of dialysis patients had symptoms of anxiety. In addition, 15.5% of these subjects had co morbid depression and anxiety, and 44.3% of depressed patients had co morbid anxiety (Chen et al., 2010). Furthermore, suicide risk was not only attributed to depression, but also to anxiety. Uncertainty about the future and fear of losing control of one's life are important factors associated with anxiety that adversely impact emotional stability (Haenel, Brunner, & Battagay, R, 1980). Anxiety is a common psychological problem that may emerge during the initial course of dialysis, and is a reminder to clinicians to pay close attention to this issue.

As already discussed in the previous sections, several studies have investigated the relationship between illness perceptions and treatment perceptions of patients with ESRD on the one hand, and quality of life on the other hand (Covic, Seica, Gusbeth-Tatomir, Gavrilovici, & Goldsmith, 2004; Fowler, & Baas, 2006; Griva, Jayasena, Davenport, Harrison, & Newman, 2009). From all these studies, it can be concluded that more perceived personal control, less perceived (negative) consequences (from both the illness and treatment), and a lower emotional response are generally associated with better outcomes in patients on dialysis (Covic, Seica, Mardare, & Gusbeth-Tatomir, 2006). Investigated whether illness perceptions of patients on haemodialysis, reported at a certain point in time, could actually explain subsequent changes in quality of life outcomes over time.

Among psychological issues, uncertainty about the future and lack of energy emerged as the major contributors to poor QoL (Tsay & Healstead, 2002). A patient's dependency on treatment may negatively impact his or her QoL and exacerbate feelings of a loss of control (Chilcot, Wellsted, Da Silva-Gane, & Farrington, 2008). Improved QoL is correlated with higher self-esteem and lower levels of mood disturbances (Wolcott, Nissenson, & Landsverk, 1988).

Survival of patients is not enough, in that aspect provision of care is important to improve quality of life (Iorga et al., 2014). Based on this fact treatment of chronic renal disease requires a multidisciplinary approach: medical, psychological and social treatment. Interventions on patients are important to increase their ability to manage the illness, to involve themselves in the community, in order to participate in creative activities and to stay alert towards dialyses and respective treatments (Tjaden, Tong, Henning, Groothoff, & Craig, 2012).

2. Research Methodology

2.1 Methodology

Participants of this study were 15 patients of age 11- 15 years old, diagnosed and being treated at "Mother Teresa" University Hospital Center. The participants participated at the qualitative stage of this study to explore their experience with CKD. The participants were patients diagnosed with chronic renal disease, from whom 11 were at the pre-dialyses stage and 4 patients were having dialyses. From the study were excluded patients with mental deficiencies, limited abilities and patients who had undergone kidney transplant.

Table 1. Number of participants in the study

Sex	Number of patients participating in the study (15)
Male	9
Female	6

Table 2. Treatment of patients participating in the study

Treatment of patients	No.
Pre-dialyses	11
Peritoneal Dialyses	1
Haemodialysis	3

Half structured interview

It was used the qualitative method of half structured interview consisting of 15 open and close questions, which are administered face to face the participants in the study. Practically were held 15 half structured interviews. The interview was divided into three key parts which explored:

1. Experience of patients during their coexistence with CKD,
2. Quality of life as regards their living with renal disease.
3. Exploration of their physical, psychological, emotional needs related to the disease and their treatment.

All participating patients in the interview together with their parents gave their consent to participate in the study. After the interviews it was done the analyses of topics and it was used Nvivo version.7 software to analyze the interview data.

The interviews were analyzed identifying the codes and categories later, the respective codes and categories were grouped based on data and integrated into larger topics. By analyzing the half-structured interviews with patients diagnosed with CKD were identified the following topics:

2.2 Findings

The aim of the study is to understand the impact of chronic renal disease on the quality of life of patients.

Impact of CKD

1. Physical impact (medical treatment)
2. Psychological impact (anxiety, difficulties they encounter)
3. Impact on social relations (family, activities and relations with age mates).
4. Way of adaption (self-belief, religious belief, multidisciplinary staff).

3. Results and discussion

Physical Impact

Based on the explored topics. As regards the first category physical impact, the patients express that they experience great physical fatigue and loss of energy. The below stated statements of the patients reflect the way they experience the disease. The dialysis process is very difficult for them, following the sessions and the several-hour procedure itself causes them great fatigue.

"I prepare well after I sit there ... I know I will have to stay for several hours until I finish all ... and when I get out of there sometimes I am so exhausted that I cannot walk"

The constant consultations they have to follow affect their normal life.

"I have to come to hospital now and then for check-up, analyses, controls.. I can no longer continue like this, I feel very tired without energy"

A great number of patients reveal how their physiological changes affect their cognitive functioning, the relation between the psychological functioning and the psychological one such as memory and concentration. Below illustration:

"Everything changes when you are in dialyses, memory also included, sometimes I forget what I have to do for the moment and get back from the street"

"I cannot concentrate when I read a book, I start to read a few sentences then I lose my concentration"

Impact of treatment

Receiving of medicaments is part of treatment of patients with CKD. In addition to the positive effects on the health of patients, medicaments have their side effects on the physical aspect; the patients receive medicament cortisone which affects their image for themselves.

"I have small body"

"I started to swell ever and ever, so that when cousins and friends meet me are surprised by my change, my hair started to fall to the extent that could not distinguish myself"

"We do not grow..."

The dialysis process is another part of the treatment of patients with CKD, participants reveal dependence to treatment with dialyses, which affects their time, quality of life and sense of control.

"Dialyses takes so much time and hinders me in many things. When I want to visit cousins or other I cannot because I have to follow dialyses 3 times a week and cannot go out to play with friends or attend a sport activity"

"It is very tiring for me to follow dialyses, it feels like I no longer have my life in my hands but it depends on that little apparatus which seems to control everything about my life"

Holding of catheter in the neck or inner side of the thigh (femoral) is something indispensable for their life but very fastidious and that affects their image for their own self.

"I keep the catheter on the neck at such a visible place, and get more bothered from my friends who are curious to know what that is, the peoples' eyes are fixed on me as if I were having something strange"

Psychological Impact

Based on the stages of kidney disease, some stages are the most difficult and the disease is experienced in a very traumatic way, depending on the knowledge the patients and their family members have on the disease. The way they experience it affects the way they adapt to the disease and follow medical treatment.

"I really felt it when they inserted the catheter on my shoulder, there was blood all over and the catheter was getting inside... I was not aware that the tube would be placed in there and they did not tell me it was frightening, I could not sleep for days and even now I tremble when I recall that"

Negative feelings

Participants experienced negative feelings like fear, insecurity, despair, loss of hope for the future. State of anxiety was experienced by all the interviewed participants.

"I feel terrible.... this illness does not let me do anything, I cannot even go to school"

"What if I cannot have kidney transplant, what do I do!?"

"Every time I want to do something I fear that it will be bad for my disease, even when I am with friends I have a feeling of fear that something will happen from one moment to another"

In the interviews with these patients they frequently mention death and fear of the procedure.

"Sometimes when the dialyses starts I get scared that I feel that blood will burst from the tubes and I will die"

Impact on daily life activities

Patients with CKD very much limited in their life style, they are subjected to a series of limitations, in food and liquids. These limitations cause a series of difficulties in the daily routine of the patients and their social relations,

"Food and liquids have been prohibited to me, I am allowed to drink very little water during the day, but this is difficult for me because it is not easy for me to go to school not only because of physical fatigue but also because others can eat what they want unlike me"

"It is more difficult when they sometimes offer things to me but I cannot eat and move away"

Social activities and free time

Chronic disease limits patients in their daily and social activities, they have to follow therapy sessions three times a week for several continuous hours. Travel from the districts to Tirana and the dialyses process itself limits them.

"Dialyses takes a lot of time, all day is used up I get up very early to be at hospital at 8 o'clock and after dialyses travel home but when I return I am tired and only sleep and this happens three times a week every time i have dialyses"

"I cannot play any kind of sport"

Relations to others

Patients state in their interviews that they feel upset, hopeless, very tired and without energy and also the impact of medicaments on their physical appearance makes them retire from company and condoned to their own selves. Their looks are different from that of their age mates. They are smaller than them because their body ceases to develop, dialyses patients have a visible foreign object (catheter- drainage tube) and those who sue cortisone are swollen, all these affect negatively their self-esteem and self control.

"I try to approach other children to play with them, but I do not feel strong enough to play, and if I join I will spoil their game"

"I have abandoned my friends, I feel different from them, they are very well, they look very well, there is something wrong with me"

"I sometimes had better stay alone, and the parents give so much care to me, but I am taking so much time from their life"

"My mother is with me everywhere, but my brother and my sister need her and I am taking mother from them"

Adaption to the disease

Taking of control - It is paramount that the patients do not get demoralize and fall prey to the suffering, sadness and insecurity that they have in themselves. Some participants see their treatment and dialyses as a very important process for their health.

"...at the beginning it was very difficult for me to do dialyses, I felt reluctant and the idea of the apparatus upset me but slowly I began to perceive it as something for my good that would help me"

"With the help of the apparatus I will get better, it will keep me alive till i do the transplant"

Belief in God – some participants although still at small age had belief in religion, which helped them to move forward.

"I believe that God will help me, mom often says that Him (God) knows well what he does"

"I always say God, Please help me, every time I enter the dialyses"

"Even though now I am suffering a lot at with my illness i know that God will cure me and that I will also become like others"

Care for Patients- From the interview with them, the participants state that psychological assistance in addition to their medical treatment is very important. Multidisciplinary treatment of the patients is necessary.

"I do not want to keep inside me what I feel, I need to express them otherwise they will suffocate me"

"I want to participate in different activities which will attract my attention away from this, which will make me feel good and also useful. "

"I want to accept my disease and coexist with it without the fear of death"

As seen from the interviews, patients with chronic renal disease experience negative feelings like fear, insecurity, hopelessness and anxiety. They experience a wide range of somatic symptoms, anxiety and decrease of quality of life (Murtagh et al., 2007).

In this study the participants refereed that they would not prefer to engage in different social activities, they felt tired, consumed and without energy. According to Snethen et al, it also presents a social cost especially as result of treatment regimens which limit the "activity" of these children and socializing (Snethen, Broome, Bartels, & Warady, 2001).

Participants were withdrawn in the social sphere and preferred to stay alone rather than in the company of others, even family. They felt different in their relations with their age mates and sometimes redundant in the family. Children with CKD are often reported to face difficulty with their psycho-social adaption (Marland, 1995).

The psychological effect of the illness on the quality of life of the participants is quite big impacting all aspects of their life. However they needed assistance and they asked for that. Some of them assisted themselves through self-control and change of thoughts and expectations on the disease, some others asked for that from others and some in religion by believing in God.

Although anxiety, which accompanies CKD, may have negative effects on functioning and physical health, so far there are no satisfactory data on QOL which reveal that psychological treatment of anxiety and difficulties of patients with CKD improves the clinical symptoms and quality of life (Reuben & Tinetti, 2012). A wide range of interventions have been designed and delivered to children with chronic illness and their families and reported in the peer-reviewed literature (Kibby, Tyc, & Mulhern, 1998; Bauman, Drotar, Leventhal, Perrin, & Pless, 1997).

Such interventions get focused on specific problems demonstrated by patients with chronic disease in their functioning. Research on this matter reveal a considerable number of factors that can be taken as targets for the method of psychological intervention (Garrison & McQuiston, 1989).

Many studies utilizing self-reports in children have consistently reported lower levels of distress, depression, and behavioral problems in children with cancer than in healthy peers (Phipps & Srivastava, 1997; Schoenherr, Brown, Baldwin, & Kaslow, 1992). Moreover, Phipps and Steele documented that repressive adaptation is also characteristic of children with chronic physical illnesses (Phipps & Steele, 2002).

4. Conclusions

In this qualitative study i have explored the experiences and needs of patients with chronic renal disease. The findings lead us to the understanding of quality of life of the patient and their experience treating the illness based on personal feelings and understanding of the illness.

Some limitations of the study: It must be accepted the fact that the experience of patients included in the treatment of chronic renal disease is very complex. Some simplifications done to the way of their experience cannot be avoided during processing of data. The findings reveal a big impact of the illness on the life of patients during the whole illness course. The main recommendations of this study are based on the deepened exploration of the patients' perception on the disease by setting up a suitable program to support patients chronic renal disease and their own families.

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Perception of Values by Students: A Case at Study Hena E Plote Beder University

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Abstract

One of the major issues discussed in recent years, is the rapid change in the community. Especially the ending of communism, transition to the new millennium era, technology and modernity quickly entering into our lives changed living standards not only in Albania but also from the big cities to villages all over the world, access to technology issues and other differences gradually began to decline. In particular, the widespread use of the internet has led to the acceleration of this condition. Of course, every new addition is being a benefit to human life, radically altering, positive or negative, depending on your view point. We are newly living our social change that began with the industrial revolution in the West. Nowadays we are living the changing of the west fortunes that happened two hundred years ago. It should not be forgotten the current status of democratic values of the Western Society in the context of some level if we look with envy at all, in the context of moral values is not a situation we want to believe in. The western society lived long before and concluded this process as a way to spend more structured and balanced of our social, moral, cultural, national and to all the generations after us should be valued as we need to find the most appropriate method of transfer. So the theme of this research is the recognition of personal values, points of view known in recent years to the young student. The universe of study consists of 300 students that are studying in the academic year 2013-2014 at Hena e Plote Beder University. The aim of the research is the way how students understand the rapid change that is happening during recent years.

Keywords: Values, Perception of Value, Modernity, Hena e Plote Beder University, Albania.

1. Introduction

After Industrial Revolution started in Europe, the longer years of social changes caused Europe to reach a point of no return. Despite of the significant plans in the Government Programs for the good of protection and survival of family, but serious remedies were not found for solving the problems, for the youth of those days were more alienated from the society they lived.

Actually, when European people and the people of less developed regions are considered, the differences are clearly seen in understanding of values. Of course, the perception of value is a subjective phenomenon. From human to human, from society to society the changes are vividly observed. On the other hand, values such as family, greeting, neighborhood, despite of being common denominator values of the whole world, are still exhibiting an image of losing tendency in European Human.

In this rapid changing period regarding technological era we live in, various changes in other nations are manifested in a very short time. In fact, the changes experienced are the same, the only difference is that the early change was slowly and rooted, the change of the modern era is immediate. The modern era and the Industrial Revolution brought radical changes and changed the concept of values on traditional life, while democracy individual liberty rises, there has been a decline in concepts of social values. As a result of this, sometimes even today as we cannot know our own children and we are unable to give meaning of the music they listen to and also the clothes they wear.

In fact, what's happening is not the lacking of giving values but the inability of the environment and families to provide them. Because human nature naturally prepares itself according to various conditions and environment and continues its life in the most harmless way.

But recently the social rapid changes in the world and in Albania have not been managed properly, integrated programs could not be developed into school curricula, and due to this concepts such as social differentiation, polarization, intolerance, lack of respect and tolerance are more commonly heard.

Wishing to be inside the democracy, especially after 2000's and trying to comply with the policy of States of European Union regarding not to let any problematic country, neither inside EU nor in neighboring regions. Even though Albanian society formerly were closed to outsiders, but serious differences and changes began taking place in the level of life due to rapidly integration to Europe.

In recent years, winning the right to free movement within the European Union, issues such as problems inside the family, divorces, violence against women etc. frequently emerge on the news on TV in Albania. While many people complain about the current situation, the absence of relevant regulations of this situation on government policies makes it even more difficult.

2. Literature review

There are many different meanings of the concept of value. The most basic of these meanings is the one derived from the Latin root "valere" that means "to be precious", "to be strong". Almost every branch of science has its own based definition of value.

Therefore, there are available definitions of values by philosophy, sociology, psychology and theology. Whereas the common point of these definitions can be expressed as the generally accepted behavior, abstract principles resulting from the creation of standards of goals and actions and a positive, strong sense of commitment inside the groups of people in a society. (Coşkun, Y. 2009)

Values are standards where people put to define the good, the right, the beautiful and the ugly. In other word they are shared criteria and ideas indicating what social behaviors are good, right and desired. (Özkalp, E.2005)

Value can be defined as the quality which determines the importance objects and events have in terms of a society, a class or a person. Objects and events that hold an importance for a society, a class or a person are included in the definition of value. (Büyük Sözlük, T.D.K. 2010)

Özensele describes values as the most important dimensions giving meaning to the sociocultural elements. According to him, social person and that person's patterns of behavior creates values for the starting point of sociological investigation. (Özensele, E. 2003)

According to Dönmezer, values in general are considered as concepts separating people or societies from each other. On the basis of this distinction, the values are formed by emotions. Emotions lead to people's attitudes and actions, and to a certain extent are institutionalized. In this sense, moral and religious values in spite of being separate concepts have been intertwined with each other. (Dönmezer, S.1990).

According to Güngör, the most distinctive feature of moral behavior is indicated the classification of a number of people and ideas in the form of good and bad and he calls such provisions as the provisions of values.

Provisions of values are things that something is desirable or not, also we define it as good or bad. Generally people carry out evaluations about a behavior such as "generosity is beautiful", "theft is bad" etc. The necessary thing to note here is that moral provisions are also value provisions, but not all value provisions are things related to morality. (Güngör E.2000)

Also, values are behaviors that have been accepted by most people and upon which compromise with accepted understandings. In other terms, they are beliefs and rules that show the way to our behaviors and guide us. (Oğuz E. 2012).

3. Discussions

Moral Values means another sense of morality. Because everything falling into the scope of morality is accepted as moral values. Moral Values are related to demonstrating good behaviors, as well as helping to gain a balanced and healthy personality. Behind any behavior that individual makes in everyday life, and behind all kinds of ideas revealed by people are considered as hidden moral values. Actually the moral personality and character of a person is understood by observing his/her behavior.

On the other hand, moral values by preventing people from despair and violence, have the power to be a light that can keep society safe from falling into anarchy. (Özen Y. 2011)

One of the most important things for the continuity of a society in a healthy manner are the Moral Values for the properly growth and preparation of generations for the future. No matter how many different concepts of morality and values exist, there are common understandings that all parents and teachers have reached a consensus concerning those accepted values.

As long as human nature and thought's structure isn't corrupted, behavioral models that have to be given to generations are approximately the same all over the world. Therefore, the protection and transferring of them to new generations in a healthy way play vital importance.

4. Findings and Results

Our world is changing day by day, and proportionately new growing generations are also affected by those changes. People who grow without adequate education from family, and living social environment & educational institutions, in addition to a number of individual psychological problems, then become totally alien to the social environment they are obliged to. This situation leads to an exclusion of their societies and their involvement in crime. Therefore, it causes the growth of harmful things within the influenced children like a tumor.

In the aspect of influencing young people, the modern world in this period appears more cruel and influential than it has ever been before. With the usage of electronic devices in the hands of everyone, in a very short time there is an access to things that weren't accessible in the past times and this situation with the absence of control at sites causes a serious threat to our youth. In fact, Especially, unsociable generations get involved in harmful substances, sexuality and the other improper behaviors at an early age, sexuality and suffer from them in their young ages.

The most basic duty belongs to family about preparation of our generations in a healthy way for life. They shape the manners and attributes of a child for the whole life of the child. For children up to school age, the family is considered as the basic institution for teaching relevant values. Therefore, parents need to take special care of their behaviors.

Because parents should know that action speaks louder than words and more than the children learn not from what is said, but also they learn and affected from what older people do. (Kaymakcan, R. 2011). Also, school is known as in the complementary position of basics taught in family.

Therefore, there should be valorization in all courses taught, as well as in other educational activities for the betterment of the students in terms of getting feed backs for the following teaching steps. Even though the perception of a generally accepted value is a debated issue, what's mentioned here is that the values people have unquestionably agreed on are determined accepted behaviors by the society.

Especially nowadays, with the anxiety of living in modern life, parents who spend serious effort at work cannot be interested in a serious way with the children and are insufficient to provide the appropriate behavior to children during overall development periods. Most of the time children are left to a babysitter or daycare, and actually they grow without enough attention and affection from respective parents, then this situation leaves indelible marks in their lives. So, starting from the family, continuing to school, even both in college and in appropriate programs, there should be developed and advanced policies to edify our youth through equipping them with due social and religious values in relation to the preparation of them for the future.

After all these descriptions, we may specify college students' perceptions of values which are accepted by society in order to protect the next generation and successively. The priorities of values should be put on the table and how their impacts on the new generation might be seen for peaceful and desired society in the future. In this study, gender, living standards, family's economic status are likely to affect and generate perceptions of values by the students. As a result, the more values are taken for granted, the more values are ignored by the young generation.

Therefore, considered values should be taught to new generation as sine qua non for the continuity of the peaceful society.

Results and Comments:

Table-1: Gender

Gender	Count	Per. (%)
Male	66	31.43
Female	144	68.57
Total	210	100

The Study area consists of students studying in different faculties and departments in Hena e Plote Beder University. There are totally 210 students participating in this research, 66(31.43 %) of them are male, and 144 (68.57%) of them are female.

Table-2: Branch of studies

Branch of studies	Count	Per. (%)
English Language and Literature	26	12
Turkish Language and Literature	35	17
Pre-school and Elementary Education	13	6,2
Counseling Psychology and Pedagogy	45	21
Law	32	15
Communication Sciences	50	24
Islamic Sciences	9	4,3
Toplam	210	100

During the Spring Period of 2013-2014 Academic Year, the students who study in Faculty of Humanities and the Faculty of Education and have contributed in our research are distributed in different departments in this way:

12% of them study English Language and Literature, 16.67% Turkish Language and Literature, 6.19% Pre-school and Elementary Education, 21.43% Counseling Psychology and Pedagogy, 15.4% Law, 23% Communication Sciences, 4.29% Islamic Sciences.

Table–3: Birthplace

Birthplace	Count	Per. (%)
Albania	125	59.52
Turkey	80	38.1
Kosovo	3	1.43
Macedonia	1	0.48
Other	1	0.48
Total	210	100

59.2% of samples taken for this study are born in Albania, 38.1% in Turkey, 3% in Kosovo, 0.48% in Macedonia, 0.48% of the other part are born in other countries. Based on these statistics it is obvious that the largest percentage of the samples consists of students with Albanian Nationality. The students born in Turkey and other countries are students which came in Albania for another purpose, which is education. This kind of education migration is related with the importance which is given education by Albanian state and the popularity of the university in this geographic region.

Table–4: Parents' Education

Parents' Education (mother)	Count	Per. (%)
Elementary	86	40.95
Secondary	93	44.29
University	31	14.76
Total	210	100

Parents' Education (father)	Count	Per. (%)
Elementary	51	24.29
Secondary	96	45.71
University	63	30
Total	210	100

40.95% of mothers are graduates of primary school, 44.9% high school and 14.76% of them are university graduates. Fathers' education level of primary school is lower than the mothers. According to this 24.29% of them are primary school, 45.71% high school, 30% of them are university graduates. The percentage of university graduate fathers is twice bigger than the percentage of university graduate mothers. The level of high school education is almost equal for both groups.

Table-5: Parents' Job

Parents' Job (mother)	Count	Per. (%)
Unemployed	120	57.14
Farmer	7	3.33
Merchant	11	5.24
State employee	23	10.95
Private sector	49	23.33
Total	210	100

Parents' Job (father)	Count	Per. (%)
Unemployed	25	11.9
Farmer	14	6.67
Merchant	17	8.1
State employee	51	24.29
Private sector	102	48.57
Total	210	100

When we examine the parent's job we see that: a large percentage of mothers are housewife 57.14%. The rest 3.33% of them are farmers, 5.24% merchant, 10.95% state employee, 23.33% of them work in private sector.

When we examine the fathers' jobs the results are as follow: 11.9% unemployed, 6.67% farmers, 8.1% merchant, 24.29% state employee, 48.57 % of them work in private sector. As seen in both tables the rates of work in private sector of one family is too big. Another remarkable point is the fact that more than the half of mothers do not work, they are unemployed.

Table-6: Do you think we protect values?

Do you think we protect the values?	Male		Female	
	Count	Per. (%)	Count	Per. (%)
Yes	56	26.66	119	56.7
No	10	4.76	25	11.9

The question “Do you think we protect our values?” (Males) 26.66% answered positive, 4.76% negative. (Females) 56.7% answered positive, 11.9% answered negative. As seen from the results in the tables females state that they protect values more than the males.

Table-7: According to the departments “Do you think we protect values?”

Do you think we protect the values?	English Language and Literature		Turkish Language and Literature		Pre-school and Elementary Education		Counseling Psychology and Pedagogy		Law		Communication Sciences		Islamic Sciences	
	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)
Yes	17	8.1	33	15.71	9	4.29	35	16.67	28	13.33	45	21.43	8	3.81
No	9	4.29	2	0.95	4	1.9	10	4.76	4	1.9	5	2.38	1	0.48

When this question was asked to different department students, the results are as follow: 8.1% of English Language and Literature students think positive, 4.29% of them negative; 15.71% of Turkish Language and Literature think positive, 0.95% negative; 4.29% of Pre-school and Education students think positive, 1.9% negative; 16.67% of Counseling Psychology and Pedagogy students think positive, 4.76% negative ; 13.33% of Law students think positive, 1.9 % negative; 21.43% of Communication Sciences students think positive, 2.38% negative; 3.81% of Islamic Sciences students think positive, 0.48% negative.

Table-8: According to the birthplace “Do you think we protect values?”

Do you think we protect the values?	Albania		Turkey		Kosovo		Macedonia		Other	
	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)
Yes	109	51.9	61	29.05	3	1.43	1	0.48	1	0.48
No	16	7.62	19	9.05	0	0	0	0	0	0

The results of this question according to the birthplace are as follow: 51.9% of those born in Albania answered positive and 7.62% of them negative; students born in Turkey 29.05% positive, 9.05% negative; 1.43% of students born in Kosovo answered positive, 0.48% of students born in Macedonia answered positive. There were no negative answers from those born in Kosovo and Macedonia.

Table–9: List values according to priorities

List values according to priorities	1st		2nd		3rd		4th		5th		6th		7th	
	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)
Religious values	108	51,43	56	26,67	20	9,52	15	7,14	5	2,38	6	2,86	2	0,95
Moral values	77	36,67	99	47,14	26	12,38	6	2,86	1	0,48	0	0,00	0	0,00
Social values	1	0,48	32	15,24	92	43,81	40	19,05	28	13,33	10	4,76	7	3,33
Political values	1	0,48	0	0,00	9	4,29	25	11,90	49	23,33	50	23,81	77	36,67
Knowledge	20	9,52	18	8,57	41	19,52	57	27,14	35	16,67	24	11,43	18	8,57
External appearance	1	0,48	0	0,00	9	4,29	28	13,33	32	15,24	63	30,00	76	36,19
Economical status	2	0,95	5	2,38	13	6,19	39	18,57	60	28,57	57	27,14	32	15,24
Toplam	210	100	210	100	210	100	210	100	210	100	210	100	212	101

In the list of values according to priorities Religious values take the first place with 51.43%. In the second place come the Moral values with 47.14% and in the third place come Social values with 43.81%. According to this order come the other values such Knowledge with 27.14%, Economical Status with 28.57%, External appearance with 30% and Political Values with 36.67%. In the list of values according to priorities, the first place is taken by Religious values because of the importance that is given to religion by this country. Although Albania is part of Balkans in the geographical context, it seems to have a different kind of understanding and way of living. On the other hand, the large percentage of moral values shows the great importance that students give to this value.

Table–10: Do you think students at university should see courses on importance of values?

Do you think students at University should see courses on importance of values?	Count	Per. (%)
Very important	123	59
There's no difference from other courses	8	3,8
It is not necessary	48	23
Unimportant	3	1,4
It must be taken earlier	17	8,1
Other	9	4,3
Total	210	100

The question “Do you think students at University should see courses on importance of values?” which was asked to the students, almost had a positive answer. Most of them (approximately 59%) think that it is important to see specific courses on importance of values, and about 23% of them think it is not important to have a course of this kind.

Table–11: According to gender- Do you think students at university should see courses on importance of values?

Do you think students at University should see courses on importance of values?	Male		Female	
	Count	Per. (%)	Count	Per. (%)
Very important	37	18	86	41
There's no difference from other courses	1	0,5	7	3,33
It is not necessary	18	8,6	30	14,3
Unimportant	0	0	3	1,43
It must be taken earlier	3	1,4	14	6,67
Other	6	2,9	3	1,43

When the question above was asked to the male students, 18% of them think it is important and 14% of them think it is not necessary. On the other hand when this question was asked to the female students 41% of them think it is important and 14% of them think it is not necessary. So it is evident that females give twice more importance the fact that this course must be included in university curricula. In the follow tables, according to particular points such as the branch of studies and birthplace are given the opinions of students related with the importance of this course.

Table–12: According to the department- Do you think students at university should see courses on importance of values?

Do you think students at University should see courses on importance of values?	English Language and Literature		Turkish Language and Literature		Pre-school and Elementary Education		Counseling Psychology and Pedagogy		Law		Communication Sciences		Islamic Sciences	
	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)
Very important	13	6,19	22	10,48	8	3,81	20	9,52	21	10	30	14,29	9	4,29
There's no difference from other courses	0	0	0	0	0	0	2	0,95	2	0,95	4	1,9	0	0
It is not necessary	7	3,33	8	3,81	5	2,38	13	6,19	4	1,9	11	5,24	0	0
Unimportant	0	0	0	0	0	0	1	0,48	1	0,48	1	0,48	0	0
It must be taken earlier	4	1,9	2	0,95	0	0	6	2,86	1	0,48	4	1,9	0	0
Other	2	0,95	2	0,95	0	0	2	0,95	3	1,43	0	0	0	0

Table-13: According to the birthplace-Do you think students at university should see courses on importance of values?

Do you think students at University should see courses on importance of	Albania		Turkey		Kosovo		Macedonia		Other	
	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)
Very important	83	39,52	37	17,62	1	0,48	1	0,48	1	0,48
There's no difference from other courses	7	3,33	0	0	1	0,48	0	0	0	0
It is not necessary	20	9,52	28	13,33	0	0	0	0	0	0
Unimportant	2	0,95	1	0,48	0	0	0	0	0	0
It must be taken earlier	10	4,76	6	2,86	1	0,48	0	0	0	0
Other	3	1,43	6	2,86	0	0	0	0	0	0

Table-14: Should subject "Importance of values" be explained at schools?

Should subject "Importance of Values" be explained at schools?	Male		Female	
	Count	Per. (%)	Count	Per. (%)
Yes	52	24,76	112	53,33
No	14	6,67	32	15,24

24.76% of the male students to which was asked the question "Should subject "Importance of Values" be explained at schools?", answered positive, and 6.67% answered negative. 53% of the female students answered positive and 15.24% answered negative. This ratio is of a great importance also to measure the percentage of the university students who vote the subject named "Importance of values".

Table-15: According to the departments. Should the subject "importance of values" be explained at schools?

Should subject "Importance of Values" be explained at schools?	English Language and Literature		Turkish Language and Literature		Pre-school and Elementary Education		Counseling Psychology and Pedagogy		Law		Communication Sciences		Islamic Sciences	
	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)
Yes	17	8,1	31	14,76	9	4,29	32	15,24	25	11,9	41	19,52	9	4,29
No	9	4,29	4	1,9	4	1,9	13	6,19	7	3,33	9	4,29	0	0

Table-15:According to the birthplace – Should the subject "Importance of values" be explained at schools?

Should subject "Importance of Values" be explained at schools?	Albania		Turkey		Kosovo		Macedonia		Other	
	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)
Yes	106	50,48	54	25,71	2	0,95	1	0,48	1	0,48
No	19	9,05	26	12,38	1	0,48	0	0	0	0

The results of answers of the question above, 50.48% of those students born in Albania answered positive and 9.05% of them answered negative. 25.71% of the students born in Turkey answered positive and 12.38% of them answered negative.

Table–16: At which studying period should the subject “Importance of Values” be explained?

At which studying period should the subject “Importance of Values” be explained?	Male		Female	
	Count	Per. (%)	Count	Per. (%)
Elementary Education	34	16,19	71	33,81
Secondary Education	29	13,81	55	26,19
University	3	1,43	18	8,57

When the question “At which studying period should the subject “Importance of Values” be explained?” was asked to male students, 16.19% of them think it should explained during Elementary Education period, 13.81% of them during the High School period and 1.43% of them during University period. Generally the students think that this subject should be explained before University studies, but as we see above in the table there is a low percentage of 1.43 which thinks this subject should be explained during University studies. In comparison with table 10 there is a big difference which shows that 59% of the students say this kind of education should be present during university studies. In the tables below are given statistics for this question, according to the branches of studies the students follow.

Table–17: according to the branch of studies-At which studying period should the subject “Importance of Values” be explained?

At which studying period should the subject “Importance of Values” be explained?	English Language and Literature		Turkish Language and Literature		Pre-school and Elementary Education		Counseling Psychology and Pedagogy		Law		Communication Sciences		Islamic Sciences	
	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)
Elementary Education	5	2,38	28	13,33	9	4,29	30	14,29	14	6,67	17	8,1	2	0,95
Secondary Education	15	7,14	3	1,43	4	1,9	13	6,19	15	7,14	28	13,33	6	2,86
University	6	2,86	4	1,9	0	0	2	0,95	3	1,43	5	2,38	1	0,48

Table–18: According to the birthplace-At which studying period should the subject “Importance of Values” be explained?

At which studying period should the subject “Importance of Values” be explained?	Albania		Turkey		Kosovo		Macedonia		Other	
	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)
Elementary Education	50	23,81	53	25,24	2	0,95	0	0	0	0
Secondary Education	64	30,48	17	8,1	1	0,48	1	0,48	1	0,48
University	11	5,24	10	4,76	0	0	0	0	0	0

Table–19: Where have you acquired the values you own from?

Where have you acquired the values you own from?	Count	Per. (%)
Family	43	20,48
Family and School	27	12,86
Family and Society	14	6,67
Family, School and Society	67	31,9
Family and Religious Education	59	28,1
Total	210	100

Finally when we asked from where they had acquired these values the results were as follow; 20.48% of the students said they gained these values from family, 12.86% of them from family and school, 6.67% of them from family and society, 31.9% of them from family, school and society, 28.1% of them from family and religious education. There are two important points in these statistics. The first one is that the largest percentage 31.9% says that gained these values from family, school and society. And the second point related to the previous one emphasizes the big role that plays family, school and society in the introduction and gaining of these values.

Table–20: According to the gender- Where have you acquired the values you own from?

Where have you acquired the values you own from?	Male		Female	
	Count	Per. (%)	Count	Per. (%)
Family	6	2,86	37	17,62
Family and school	5	2,38	22	10,48
Family and society	8	3,81	6	2,86
Family, society and school	25	11,9	42	20
Family and religious education	22	10,48	37	17,62

The statistics for this question according to the gender are as follow: 2.86% of the males said family, 2.38% family and school, 3.81% family and society, 11.9% family, society and school, 10.48% family and religious education. According to the females; 17.62% family, 10.48% family and school, 2.86% family and society, 20% family, school and society, 17.62% family and religious education. As a conclusion female students, think that family, school and religious education have a bigger effect on acquiring this values.

In the tables below there are the statistics for the “acquiring of values”, according to the branch of studies and birthplace.

Table–21: According to the branch of studies-Where have you acquired the values you own from?

Where have you acquired the values you own from?	English Language and Literature		Turkish Language and Literature		Pre-school and Elementary Education		Counseling Psychology and Pedagogy		Law		Communication Sciences		Islamic Sciences	
	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)
Family	5	2,38	6	2,86	6	2,86	9	4,29	4	1,9	12	5,71	1	0,48
Family and school	4	1,9	1	0,48	0	0	5	2,38	3	1,43	13	6,19	1	0,48
Family and society	4	1,9	4	1,9	0	0	3	1,43	2	0,95	1	0,48	0	0
Family,society and school	7	3,33	10	4,76	6	2,86	14	6,67	12	5,71	15	7,14	3	1,43
Family and religious education	6	2,86	14	6,67	1	0,48	14	6,67	11	5,24	9	4,29	4	1,9

Table–22: According to the birthplace-Where have you acquired the values you own from

Where have you acquired the values you own from?	Albania		Turkey		Kosovo		Macedonia		Other	
	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)	Count	Per. (%)
Family	17	8,1	25	11,9	1	0,48	0	0	0	0
Family and school	26	12,38	0	0	1	0,48	0	0	0	0
Family and society	4	1,9	10	4,76	0	0	0	0	0	0
Family,society and school	43	20,48	22	10,48	0	0	1	0,48	1	0,48
Family and religious education	35	16,67	23	10,95	1	0,48	0	0	0	0

5. Conclusion

During the 21st parallel to the technological development, there have been a lot of changes also in the way of living. A part of these changes are evident in the understanding of values or we can say that it seems to be like this when looked from the outside. But in fact it is obvious that the lifestyle, life vision, and the viewpoint of the new generations are very different. I don't say that this situation is true or wrong.

In fact these differences cause difficulties between generations and social relations in terms of in understanding each other, and in establishing healthy social relationships. In this research in which the participators are students of Hëna e Plotë Bedër University, the results show that although the religious and moral values take the most important place, all the other values are of great importance in our lives. This situation in a century changing rapidly makes us to be more hopeful for the future, gives us courage and self-confidence to bring up the new generations. At the same time it is very important the inclusion of the values education in curricula, and the written and visual press should be used in order to raise the development of these programs. It should be noted that the investment of these values in new generation will be a big step to be useful to society and humanity.

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The Impacts of Turkish TV Serials Broadcasted in Albania on Albanian and Turkish Relations

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Abstract

Films and TV series are important means in transferring one nation's values to other nations. In recent years, Turkish TV series have been broadcasted in the Middle East and the Balkans. They are also very popular in Albania. These TV series play a role in presenting Turkey, the Turkish culture and the language in these regions. Turkish culture through these TV series has an impact on the culture of these regions and transfers some cultural values to the cultures of these countries. In Albania, around 10 Turkish soap operas have been broadcasted such as: "Silver, Ezel, Karadayi, Suleiman the Magnificent". These TV series that people are very interested in are highly rated and that is increasing day by day. Turkish cultural values in these series have an effect on Albanians. In this study, the impacts of Turkish culture in these series, on the Albanians and Albanian culture are investigated. It is also discussed the cultural dimension of TV series besides the political, commercial and educational dimensions. Our study is based on a survey; a questionnaire consisting of 17 questions was conducted in Tirana, capital city of Albania. The answers are evaluated and analyzed in terms of cultural, political and commercial and educational dimensions. This study is important in terms of revealing Turkish culture and its impacts in Albania, the role of this series and the evolving relationship of the two nations.

Keywords: Turkish TV serials, culture, Albania, relationship, destination, language, commerce, education

1. Introduction

1.1. Albanian-Turkish Relations

The relations between Albanians and Turkish start with Cumans, Avars, and Huns. Ottoman's expansion into Balkans opens a new page in the relations. Albanians who were influenced by Turkish and chose Islam played important roles in all levels of the state as clergies, bureaucrats and statesmen (Artun, 2003:100). This close relation of Albanians with Turkish people starts mutual interactions between the two nations. Relations mostly perceived in cultural, linguistic, educational and religious fields continued after Albania's Independence too. In general, Turkish-Albanian relations continues in a healthy way between 1912-1945 (Oksuz, 2010:210). However, the regime change in communist Albania thoroughly weakens the relations. Turkish and Albanian relations were resumed in the 1990s, and now continues in many areas.

The bilateral agreements and protocols, signed in different years, between Turkey and Albania developed the relations to further stages (TC. Ministry of Economy, Albania Report, 2013: 7). Today, the interactions in commercials, politics, military, and culture are at a good level.

1.2. Serials

Theatre with a long historical background occurs as revival of some scenarios in a surrounding with people as the audience. The first known theatre was found in Greece in the 5th century BC. (Green, 2013:1). Although its survival, it is not as common as cinema and television. Besides the movies in cinemas and on TV screens, there are series with episodes have been widely broadcasted in recent years. These series started to have more attraction than films. They are shown on TV screens either daily or weekly. Both the topics and fiction depicted in these series and the technique used make them being watched by many viewers. According to Mutlu the reasons behind series being followed by many viewers are as follows: "Series being nested with sequels arising curiosity, presenting a single story in each and every episode or

using the same setting with different chains of events and dramatic narrations creating a sense of holism are among main reasons of attracting viewers”(Mutlu,1991:197-201).

1.3. The Effects of Serials to Relationships

Series are helpful in making some connections between producer countries and viewer countries. The foremost effect of series is on culture as well as commerce, political fields and such. Although the culture presented in these films has some certain influences on viewers, it is not the only element as décor; places where recordings were made also have influential elements on them. The positive effect brought up by films helps the two countries develop healthier relations and get closer to each other (Pekman and Tüzün, 2012:94-95).

1.4. Turkish Serials

Turkey being one of the recent film producer countries, after Latin America and America, is filling the space nowadays. First Turkish series were released in 1970s. In 1990s they reached a certain level of pace and in 2000s started to show up on hundreds of TV channels. The private TV channels, which started to broadcast from Turkey, in 1990s imported lots of soap operas from other countries. On the other hand, Turkish series like; “Bizimkiler, Super Baba, Mahallenin Muhtarları, Perihan Abla, Ferhunde Hanımlar” were liked by the viewers as they showed high scales of viewing rates among people. These films in a way cleared the way and helped the new ones come up. Nowadays, Turkey is importing very few series but rather exporting lots of new releases. Especially in many countries of Balkans and Middle East Turkish soap operas and series have the highest rates of viewers (<http://www.trthaber.com>). Arab world is also one of the geographic areas where Turkish series are highly appreciated (Buccianti, 2010:2).

1.5. Exportation of Turkish Serials

The first transfer started in 2001 with “Deli Yurek” as now series are being exported to 77 countries. “Deli Yurek” was the first sold for 30-40 dollars per episode to Kazakistan in 2001 (Zeybekçi, 2014). Many film companies in Turkey are exporting series and films to abroad. Calinos being one of these companies is currently making business with more than 30 countries. Some of the countries are as follows; Germany, Switzerland, Austria, Thailand, Taiwan, Vietnam, Hungary, Poland, Japan, Kazakistan, Bulgaria, Macedonia, Middle-East, Uzbekistan, Greece, Kosovo, Azerbaijan, Iran, Romania, Katar, Albania, Croatia, Brunei, Bosnia, Ukraine, Israel, Singapore, Malaysia (Gülgen, 2011). Gulgen also infers that there are some other films on the market; “Adını Feriha Koydum, Acı Hayat, Akasya Durağı, Aliye, Annem, Arka Sokaklar, Arka Sıradakiler, Asi, Asmalı Konak, Aşk ve Ceza, Aşka Sürgün, Aşk-ı Memnu, Aşkım Aşkım, Berivan, Bıçak Sırtı, Bir İstanbul Masalı, Borsa, Bütün Çocuklarım, Büyük Yalan, Candan Öte, Canım Ailem, Çalikuşu, Çocuklar Duymasın, Deli Yüreğ, Dudaktan Kalbe, Doktorlar, Ekmek Teknesi, Elveda Derken, Eşref Saati, Ezo Gelin, Fırtına, Gece Gündüz, Genco, Geniş Zamanlar, Gurbet Kadını, Gümüş, Hayat Bağları, Hırsız Polis, İhlamlı Altında, İki Aile, İki Kız Kardeş, Kapalı Çarşı, Kavak Yelleri, Kaybolan Yıllar, Kınalı Kar, Kurtlar Vadisi, Kuzey Rüzgarı, Küçük Kadınlar, Melekler Adası, Melekler Korusun, Menekşe ile Halil, Ömre Bedel, Pars: Narkoterör, Pusat, Sağır Oda, Sahra, Samanyolu, Sessiz Fırtına, Sır Kapısı, Sırlar Dünyası, Son Bahar, Tatlı Betüş, Tarçın ve Arkadaşları, Yabancı Damat, Yanık Koza, Yaprak Dökümü, Yasemin, Yemin, Yol Arkadaşım, Yusuf Yüzlü, Zerde, Zeynep, Zirvedekiler” (Gülgen, 2011).

1.6. Literature Review

1.6.1. Turkish Serials in Balkans and Their Effects

Balkans has been part of Ottoman for long time. From that period there are good and bad memories left upon these nations. Thus, one can perceive different impressions on these countries about Turkey. There are some researches on Turkish in Balkans and Their Effects. According to these reserachers, Turbedar mentions so on the issue: It’s possible to phrase two different impressions of Turkey in Balkans. On one side the impression of “Rising Turkey” is rapidly spreading; on the other side the fear of “Neo-Ottomanism” is successfully being depicted in Balkans (Türbedar, 2012:1).

The broadcasting Turkish films in more than 70 countries are breaking records in Balkans as well (<http://www.aljazeera.com.tr>). The released series in all Balkans are viewed either with subtitles or being dubbed into the native language in various countries of the region. There are lots of reasons behind series being liked and viewed by big number of viewers. Some of them can be counted as: common historical background, cultural proximity, depiction of humane and universal values in the series, peaceful politics and approaches of Turkey, positive effect of Turkish image, developing economical and political relations etc. In one of the interviews Gulgen mentions as follows:

In my opinion one of the reasons is Turkey is being considered as a role model in Middle East. Turkey is pursuing peaceful politics in Balkans, establishment of close relations in high levels raised interest among the people of those countries. I was in Bosnia last month. We are talking about a country with different ethnicities that passed through a big war, thus struggling with many different problems. A Serbian young boy who watched ``Bin Bir Gece`` says to one of the Turkish authorities there: "In fact you Turkish people are not different than us as we thought" meaning that they started to see that we have many common grounds rather than differences. I was told that the series are playing a very important role in building healthier relations with people in the region" (Gülgen, 2011).

Broadcasting Turkish series abroad has been an issue of investigation for many researchers. Especially Kaptan's study on approaches of media towards Turkish series indicates positive effects as they have many viewers in Balkans and Middle-East. (Kaptan, 2013:3).

Some researchers assess Turkish series as soft power and some as an illusion of hegemony. Yoruk and Vatikiotis referring the issue mention the reasons of Turkish series being widely watched with followings; Historical ties, religion and customs, longing for the old times and identity. (Yörük and Vatikiotis, 2013:2368).

Birgul Demirtas, specialist on Balkans, infers that "Owing to Turkish series Turkey's relation with neighboring countries surpassed from official level to individual and social level"(Jovanovic&Tokay, 2012).

Many viewers in Balkans express their feelings towards Turkish series as closer to their values and more sympathetic. Whether due to cultural proximity or historical ties the series are highly appreciated by the people of the region. Some of the viewers expressed their feelings as follows (Hamzic, Nedelkovska, DemolliveCabric, 2013):

I like Turkish language and culture. Besides these series are more realistic (ImesaSenderovic, Saraybosna).

Their culture is quite close to me. We can find many traces of history back from ottoman time (Elvira Malic, Saraybosna).

Turkish TV series brought us together. That's very nice (Almasa Alilovic, Üsküp).

1.6.2. Turkish Serials in Albania

One of the most essential nations living in Balkan territories are Albanians. Albanians with a population of 6 million mostly live in Albania and Kosovo as well as Montenegro, Bosnia and Herzegovina, and Greece. In Ottoman times Muslim Albanians played important roles in all levels of the state (Poyraz & Ross, 2006. Akt: Azimli, 2006). In 1912 gaining its independence, Albania, as of now, has a population of 3.5 million.

Together with other countries in Balkans Turkish series are also watched and liked by many people in Albania. Turkish series watched in Albania are as follows; "Ezel, LaleDevri, Canan, MuhteşemYüzyıl, Menekşe İle Halil, Al Yazmalım, Fatmağül'ün Suçu Ne?, Kurtlar Vadisi, Aşk Ve Ceza, Bin Bir Gece, Kuzey Güney, Umutsuz Ev Kadınları, Yer Gök Aşk, Harem, İşler Güçler, Karadayı, 20 Dakika, Leyla İle Mecnun, Huzur Sokağı, Öyle Bir Geçer Zaman Ki, Yalan Dünya, Kayıp Şehir, İntikam" (<http://www.telekomanda.com/serie/serie-turke/>)

2. Research

2.1. Problem

Together with democracy Albania opened its doors to the world. Its primary route being west, brought in many western influences on Albanians. Albania established close relations with European countries; within 25 years of democracy they started to have close trade, politics, education, art, and media. Especially when it comes to media and TV, the satellite dishes are turned to the west which naturally influenced Albanians in language and culture. Furthermore, Albanians choice of Europe for education and employment increased the interaction to higher levels.

Albanians until recent years had been watching Italian channels without subtitles and dubs, besides they mostly either migrated or have been there for educational and employment purposes. Today, many Albanians can communicate in Italian as their native language. As a state the country has the policy of getting close to Europe and become part of EU.

Due to the Turkish schools, Albania started to have better relations with Turkey as well. Since Turkish series have been shown on Albanian TV channels, the close relations are positively affected. The question is how and how much does this affect?

2.2. Objective

The main purpose of the research is to put forth the effect of Turkish series on Albanian-Turkish relationship. If there is such an influence, the research aims to identify following questions; what is the scale of influence? In which aspects are the influences seen? Who are mostly influenced?

2.3. Importance

In today's global world through mass communication devices people are able to meet, interact and know each other well. In this interaction the efficient cultures' products have quite an essential role that cannot be underestimated. One of these products is no doubt movies. USA has been able to create and spread some of cultural values through movies to other parts of the world. In recent years, Turkish series started to be viewed and liked by many in other countries, thus brought up the inevitable question of whether these series have effects on the relation between shown countries and Turkey. Furthermore, to what extent and how are these series reflecting Turkish culture is another issue worth to study on.

2.4. Hypothesis

What is essential to research is to reveal the effects of Turkish series being showed abroad. Besides, the assumptions of their effects on cultures and people of broadcasting countries and that it has effects on their relation with Turkey are starting points of the research.

3. Method

3.1. Research Model

The study used a survey, one of the field works, to obtain data and reach the aimed results. The survey is structured with multiple choice questions. The obtained data is transferred to a computing medium, "sofa stats" program is used to obtain graphics and tables as to make concrete analysis.

3.2. Research Area

The survey is conducted in Tirana, capital city of Albania. Samples are selected from all levels of the city; considering age, gender and occupation.

3.3. Limitations

The research investigates the effects of Turkish series on Albanian-Turkish relations. Albanians live in many other countries of Balkans. This study is restricted to Albanians who live in Tirana as to perceive the effects on them. The other countries and cities are not included to the research.

3.4. Data Collection

The survey questions are prepared under professional surveillance and together with Hëna e Plotë "Bedër" HEI, 6 students from Turkish language and literature departments conducted the survey to the selected samples. The data obtained from the survey is transferred to a statistical program for computing.

4. Data Analysis (Analysis of Survey Results)

4.1. Participants by Variables

In this section, the data obtained from surveys is assessed. The assessment is done through "sofa stats" statistics program. The obtained results together with their indications are as follows:

According to the distribution of samples, among 372 samples it is observed that 34.9% of the samples is the young age group of 15-20 being the first biggest age group. The second place is with 28.5 % again a young age group of 21-30. From all samples young age groups has a portion of 53 %.

		Freq	Col %
Age	15-20	130	34.9%
	21-30	106	28.5%
	31-40	61	16.4%
	41-55	54	14.5%
	55 >	21	5.6%

Table 1: Dispersion of samples according to their age groups.

It is perceived that female samples are more than males in the distribution. 42 % of the samples are males, 58 % is female.

		Freq	Col %
Gender	Male	157	42.2%
	Female	215	57.8%

Table 2: Dispersion of samples according to their gender groups.

Another variable is educational status of samples. The dispersion here is: It is perceived that most of the samples are with high educational levels. Graduate or undergraduate participants are 45.2%, the portion of postgraduates is 9.4%. 54.6% of the total participants are university-educated.

		Freq	Col %
Education	Postgraduate	35	9.4%

	High School	122	32.8%
	Secondary School	44	11.8%
	Graduate	168	45.2%
	Primary School	3	0.8%

Table 3: Dispersion of samples according to their Educational Status.

Occupation groups are also essential variables in our survey. It is essential as it has indications about which occupation groups have what amount of effect from the TV shows. The highest rates are seen among high school and university students. The other occupation groups reflect more or less same rates.

		Freq	Col %
Occupation	Government employee	57	15.3%
	Housewife	38	10.2%
	Private Sector	83	22.3%
	Student	159	42.7%
	Businessmen/women	35	9.4%

Table 4: Dispersion of samples according to their occupational groups.

According to the population count list of 2011, 58.79% of Albanians are Muslim, 16% Christian, and 2.5% is Atheist. 14% of the population didn't specify a religion. When this rate is equally distributed to other religious sects, Muslim population reaches 70%. (Censusii Popullsisëdhe Banesave 2011-Albania). The ratio of samples according to their religious groups in our survey is overlapping with the country's population count list. This variable also reflects the status of Muslim Albanians with the other groups.

		Freq	Col %
Religion	Atheist	4	1.1%
	Other	5	1.3%
	Christian	99	26.6%
	Muslim	262	70.4%
	Jewish	2	0.5%

Table 5: Dispersion of samples according to their religious groups.

The graph below reflects total dispersion of variable groups (age, gender, occupation, education, religion):

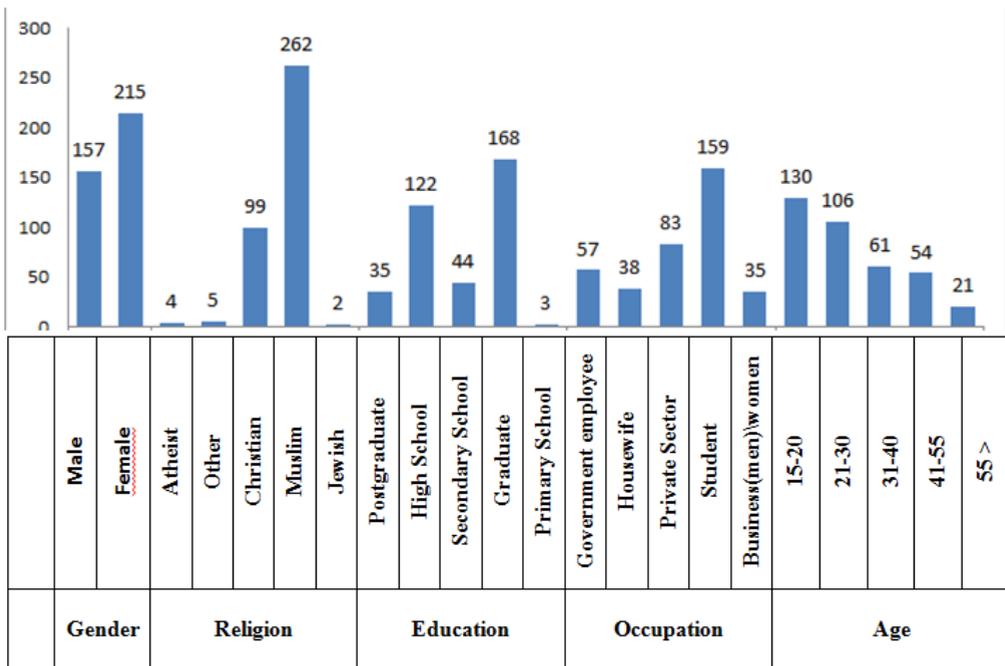


Table 6: Dispersion of samples according to their variable groups (Total)

4.2. Samples` TV Viewing Habits

The data obtained from samples` TV viewing habits is as follows:

57.8% of the total participants are watching TV for 1-2 hours a day; 5% of them watch TV more than 5 hours a day; House wives as observed from the table are the ones that watch TV mostly, on the other hand the least watching group is students.

		Watching Hours					
		1-2*		3-4*		5-6*	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	87	55.4%	61	38.9%	9	5.7%
	Female	128	59.5%	76	35.3%	11	5.1%
Profession	Government employee	32	56.1%	24	42.1%	1	1.8%
	Housewife	8	21.1%	25	65.8%	5	13.2%
	Private Sector	52	62.7%	28	33.7%	3	3.6%
	Student	105	66.0%	47	29.6%	7	4.4%

	Business(men)\women	18	51.4%	13	37.1%	4	11.4%
	TOTAL	215	57.8%	137	36.8%	20	5.4%

Table 7: The sample groups according to their daily spent hours on visual media tools.

4.3. Interest in Turkish Series

The first question that was asked to the samples after variables is “Do you watch Turkish series?” 56.7% of the samples responded yes, and 28% responded partially yes. The total viewer number is 84.7%. This data is a strong indicator that shows us Turkish series are being liked and watched. It is observed that Turkish series are mostly watched respectively by women, Muslims, Secondary school graduates, housewives, and middle-aged people. The viewers’ ratio according to the variables is reflected in the table below.

		Do You Watch?					
		Yes		No		Partially	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	79	50.3%	31	19.7%	47	29.9%
	Female	132	61.4%	26	12.1%	57	26.5%
Religion	Atheist	1	25.0%	2	50.0%	1	25.0%
	Other	3	60.0%	0	0.0%	2	40.0%
	Christian	49	49.5%	25	25.3%	25	25.3%
	Muslim	157	59.9%	30	11.5%	75	28.6%
	Jewish	1	50.0%	0	0.0%	1	50.0%
Education	Postgraduate	14	40.0%	13	37.1%	8	22.9%
	High School	80	65.6%	10	8.2%	32	26.2%
	Secondary School	36	81.8%	5	11.4%	3	6.8%
	Graduate	79	47.0%	28	16.7%	61	36.3%
	Primary School	2	66.7%	1	33.3%	0	0.0%
Occupation	Government employee	26	45.6%	13	22.8%	18	31.6%
	Housewife	28	73.7%	5	13.2%	5	13.2%
	Private Sector	46	55.4%	14	16.9%	23	27.7%
	Student	89	56.0%	16	10.1%	54	34.0%
	Business(men)\women	22	62.9%	9	25.7%	4	11.4%
Age	15-20	73	56.2%	16	12.3%	41	31.5%
	21-30	58	54.7%	16	15.1%	32	30.2%
	31-40	33	54.1%	10	16.4%	18	29.5%
	41-55	36	66.7%	9	16.7%	9	16.7%

	55 >	11	52.4%	6	28.6%	4	19.0%
TOTAL		211	56.7%	57	15.3%	104	28.0%

Table 8: The status of samples about watching Turkish series.

To obtain data on how many Turkish Series are being viewed by Albanians the samples responded as; 41.7% watched 1-2, 41.4% watched 3-4 and 16.9% watched 5-10.

		Number of Viewed Series					
		1-2*		3-4*		5-10*	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	77	49.0%	51	32.5%	29	18.5%
	Female	78	36.3%	103	47.9%	34	15.8%
Age	15-20	52	40.0%	59	45.4%	19	14.6%
	21-30	46	43.4%	41	38.7%	19	17.9%
	31-40	25	41.0%	27	44.3%	9	14.8%
	41-55	21	38.9%	21	38.9%	12	22.2%
	55 >	11	52.4%	6	28.6%	4	19.0%
TOTAL		155	41.7%	154	41.4%	63	16.9%

Table 9: The number of Turkish series viewed by Samples.

4.4. The Impact on Cultural Relations

The perception of Albanian viewers and the impact of the series left on them in regard with Turkish Culture are essential elements of the research. In general, the viewers are no doubt affected by the Heroes of the films. Their lifestyles, the way they speak, sit, eat-drink, wear and types of hairstyles are the issues that mostly concern the viewers. To observe the impact on these elements following questions were asked:

- After watching the series do you have changes in your wearing-hair and speaking styles?
- Do you feel influenced from characters of the series and roles on your decisions about your future and the way you approach the life?
- Do you like to look like and become like one of the male-female characters in the series?

The responses to these questions are detailed in the tables.

Nevertheless, it would be good to have a brief analysis of the responses:

The impact of hero\heroine`s apparel on the viewers:

7.5% of the participants responded positive and 12.7% of the participants responded partially positive. The total amount of the impact on the viewers is observed as 20.2%. Mostly women, Muslims, High school and secondary school graduates, housewives and youth of 15-30 are influenced from the apparel.

		The Impact on Apparel					
		Yes		No		Partially	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	9	5.7%	135	86.0%	13	8.3%
	Female	19	8.8%	161	74.9%	35	16.3%
Religion	Atheist	0	0.0%	4	100.0%	0	0.0%
	Other	1	20.0%	3	60.0%	1	20.0%
	Christian	6	6.1%	84	84.8%	9	9.1%
	Muslim	21	8.0%	203	77.5%	38	14.5%
	Jewish	0	0.0%	2	100.0%	0	0.0%
Education	Postgraduate	0	0.0%	29	82.9%	6	17.1%
	High School	13	10.7%	92	75.4%	17	13.9%
	Secondary school	4	9.1%	35	79.5%	5	11.4%
	University	11	6.5%	138	82.1%	19	11.3%
	Primary school	0	0.0%	2	66.7%	1	33.3%
Occupation	Government employee	3	5.3%	41	71.9%	13	22.8%
	Housewife	4	10.5%	30	78.9%	4	10.5%
	Private sector	3	3.6%	71	85.5%	9	10.8%
	Student	14	8.8%	125	78.6%	20	12.6%
	Business(men)\women	4	11.4%	29	82.9%	2	5.7%
Age	15-20	15	11.5%	99	76.2%	16	12.3%
	21-30	6	5.7%	83	78.3%	17	16.0%
	31-40	5	8.2%	47	77.0%	9	14.8%
	41-55	1	1.9%	48	88.9%	5	9.3%
	55 >	1	4.8%	19	90.5%	1	4.8%
TOTAL		28	7.5%	296	79.6%	48	12.9%

Table 10: The Impact of apparel on viewers after watching series.

- Do you feel influenced from characters of the series and their roles on your decisions about your future and the way you approach the life?

The high rates of the impact is seen as; on males with 25%, 24.8% Muslims, 40% postgraduate students, 25 % private sector workers, 26% 21-30 age group. 21.5% of the responses are positive and partially positive.

		Influences from the characters and roles					
		Yes		No		Partially	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	16	10.2%	118	75.2%	23	14.6%
	Female	13	6.0%	174	80.9%	28	13.0%
Religion	Atheist	1	25.0%	2	50.0%	1	25.0%
	Other	1	20.0%	3	60.0%	1	20.0%
	Christian	3	3.0%	88	88.9%	8	8.1%
	Muslim	24	9.2%	198	75.6%	40	15.3%
	Jewish	0	0.0%	1	50.0%	1	50.0%
Education	Postgraduate	5	14.3%	21	60.0%	9	25.7%
	High School	12	9.8%	97	79.5%	13	10.7%
	Secondary school	2	4.5%	38	86.4%	4	9.1%
	University	10	6.0%	133	79.2%	25	14.9%
	Primary school	0	0.0%	3	100.0%	0	0.0%
Occupation	Government employee	2	3.5%	42	73.7%	13	22.8%
	Housewife	4	10.5%	32	84.2%	2	5.3%
	Private sector	11	13.3%	59	71.1%	13	15.7%
	Student	10	6.3%	130	81.8%	19	11.9%
	Business(men)\women	2	5.7%	29	82.9%	4	11.4%
Age	15-20	7	5.4%	108	83.1%	15	11.5%
	21-30	11	10.4%	78	73.6%	17	16.0%
	31-40	4	6.6%	50	82.0%	7	11.5%
	41-55	6	11.1%	40	74.1%	8	14.8%
	55 >	1	4.8%	16	76.2%	4	19.0%
TOTAL		29	7.8%	292	78.5%	51	13.7%

Table 11: Impacts seen from characters of the series on the viewers and their roles on their decisions about their future and the way they approach the life.

- *Trying to look like and become like one of the male-female characters in the series (Role Modeling):*

In this section, participants are asked whether they liked to look like characters in the series as to provide data on viewers' perceptions of role models. 28.8% of the participants responded positively. The impact mostly perceived on Muslims, university graduates, students, and youth. The highest impact is observed on 15-20 young age group as 38.5%.

		Role Modeling					
		Yes		No		Partially	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	27	17.2%	113	72.0%	17	10.8%
	Female	35	16.3%	152	70.7%	28	13.0%
Religion	Atheist	2	50.0%	2	50.0%	0	0.0%
	Other	1	20.0%	1	20.0%	3	60.0%
	Christian	6	6.1%	85	85.9%	8	8.1%
	Muslim	52	19.8%	177	67.6%	33	12.6%
	Jewish	1	50.0%	0	0.0%	1	50.0%
Education	Postgraduate	5	14.3%	25	71.4%	5	14.3%
	High School	18	14.8%	93	76.2%	11	9.0%
	Secondary school	6	13.6%	29	65.9%	9	20.5%
	University	32	19.0%	116	69.0%	20	11.9%
	Primary school	1	33.3%	2	66.7%	0	0.0%
Occupation	Government employee	8	14.0%	41	71.9%	8	14.0%
	Housewife	3	7.9%	31	81.6%	4	10.5%
	Private sector	13	15.7%	60	72.3%	10	12.0%
	Student	32	20.1%	105	66.0%	22	13.8%
	Business(men)\women	6	17.1%	28	80.0%	1	2.9%
Age	15-20	29	22.3%	80	61.5%	21	16.2%
	21-30	19	17.9%	76	71.7%	11	10.4%
	31-40	5	8.2%	49	80.3%	7	11.5%
	41-55	7	13.0%	43	79.6%	4	7.4%
	55 >	2	9.5%	17	81.0%	2	9.5%
TOTAL		62	16.7%	265	71.2%	45	12.1%

Table 12: Participants trying to look like and become like one of the male-female characters in the series (Role Modeling)

The question of whether Turkish series leave positive impacts on Albanian viewers received highly positive responses as housewives indicated 94%, and women 91.2% of positive responses as yes. In total, 53.2% of the samples, responded positive and 36% as partially positive.

		The impact on Albanian viewers					
		Yes		No		Partially	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	82	52.2%	22	14.0%	53	33.8%
	Female	116	54.0%	18	8.4%	81	37.7%
Religion	Atheist	3	75.0%	1	25.0%	0	0.0%
	Other	2	40.0%	0	0.0%	3	60.0%
	Christian	44	44.4%	11	11.1%	44	44.4%
	Muslim	148	56.5%	28	10.7%	86	32.8%
	Jewish	1	50.0%	0	0.0%	1	50.0%
Education	Postgraduate	12	34.3%	9	25.7%	14	40.0%
	High School	71	58.2%	12	9.8%	39	32.0%
	Secondary school	23	52.3%	5	11.4%	16	36.4%
	University	90	53.6%	14	8.3%	64	38.1%
	Primary school	2	66.7%	0	0.0%	1	33.3%
Occupation	Government employee	28	49.1%	5	8.8%	24	42.1%
	Housewife	23	60.5%	2	5.3%	13	34.2%
	Private sector	37	44.6%	15	18.1%	31	37.3%
	Student	90	56.6%	10	6.3%	59	37.1%
	Business(men)\women	20	57.1%	8	22.9%	7	20.0%
Age	15-20	72	55.4%	11	8.5%	47	36.2%
	21-30	58	54.7%	11	10.4%	37	34.9%
	31-40	24	39.3%	9	14.8%	28	45.9%
	41-55	33	61.1%	8	14.8%	13	24.1%
	55 >	11	52.4%	1	4.8%	9	42.9%
	TOTAL	198	53.2%	40	10.8%	134	36.0%

Table 13: The Impact of Turkish Series on Albanian Viewers

The other issue that was subject to our study was the comparison of Turkish and Western cultures in regard with their impacts on Albanian viewers through films. "Which culture do you find closer to yourself?" question received an 81.3% of positive response in favor of Turkish culture. According to variables respectively; women, Muslims, high school graduates, housewives, and 41-55 age groups find Turkish culture closer to themselves.

		Comparison of Eastern and Western Films					
		Yes		No		Partially	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	80	51.0%	34	21.7%	43	27.4%
	Female	120	55.8%	32	14.9%	63	29.3%
Religion	Atheist	1	25.0%	1	25.0%	2	50.0%
	Other	1	20.0%	1	20.0%	3	60.0%
	Christian	37	37.4%	17	17.2%	45	45.5%
	Muslim	160	61.1%	47	17.9%	55	21.0%
	Jewish	1	50.0%	0	0.0%	1	50.0%
Education	Postgraduate	13	37.1%	10	28.6%	12	34.3%
	High School	70	57.4%	24	19.7%	28	23.0%
	Secondary school	23	52.3%	3	6.8%	18	40.9%
	University	93	55.4%	29	17.3%	46	27.4%
	Primary school	1	33.3%	0	0.0%	2	66.7%
Occupation	Government employee	22	38.6%	11	19.3%	24	42.1%
	Housewife	25	65.8%	4	10.5%	9	23.7%
	Private sector	51	61.4%	10	12.0%	22	26.5%
	Student	85	53.5%	28	17.6%	46	28.9%
	Business(men)\women	17	48.6%	13	37.1%	5	14.3%
Age	15-20	72	55.4%	22	16.9%	36	27.7%
	21-30	56	52.8%	18	17.0%	32	30.2%
	31-40	32	52.5%	8	13.1%	21	34.4%
	41-55	32	59.3%	13	24.1%	9	16.7%
	55 >	8	38.1%	5	23.8%	8	38.1%
TOTAL		200	53.8%	66	17.7%	106	28.5%

Table 14: The cultural comparison of Western and Turkish films in regard with their impacts

Living together for many years in the history, Turks and Albanians were influenced culturally from one another. Thus, one can observe many common values in both cultures. 66.1% of the participants believe in existence of these commonalities. Almost all of the variables, 65% of the samples, responded agree, partially agree or strongly agree. The noticeably high rate is seen among 55 and over age groups of old people who responded as partially agree or strongly agree with a percentile of 90.5 indicating the fact that old people have better knowledge of old cultural values, customs-traditions, and their traces in Turkish series.

		Common Cultural Elements					
		Agree		Partially Agree		Strongly Agree	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	52	33.1%	33	21.0%	72	45.9%
	Female	74	34.4%	40	18.6%	101	47.0%
Religion	Atheist	2	50.0%	2	50.0%	0	0.0%
	Other	1	20.0%	3	60.0%	1	20.0%
	Christian	27	27.3%	21	21.2%	51	51.5%
	Muslim	95	36.3%	47	17.9%	120	45.8%
	Jewish	1	50.0%	0	0.0%	1	50.0%
Education	Postgraduate	13	37.1%	11	31.4%	11	31.4%
	High School	41	33.6%	20	16.4%	61	50.0%
	Secondary school	8	18.2%	7	15.9%	29	65.9%
	University	64	38.1%	34	20.2%	70	41.7%
	Primary school	0	0.0%	1	33.3%	2	66.7%
Occupation	Government employee	7	12.3%	14	24.6%	36	63.2%
	Housewife	8	21.1%	7	18.4%	23	60.5%
	Private sector	29	34.9%	22	26.5%	32	38.6%
	Student	70	44.0%	21	13.2%	68	42.8%
	Business(men)\women	12	34.3%	9	25.7%	14	40.0%
Age	15-20	56	43.1%	23	17.7%	51	39.2%
	21-30	38	35.8%	21	19.8%	47	44.3%
	31-40	15	24.6%	14	23.0%	32	52.5%
	41-55	15	27.8%	8	14.8%	31	57.4%
	55 >	2	9.5%	7	33.3%	12	57.1%
TOTAL		126	33.9%	73	19.6%	173	46.5%

Table 15: Common elements of Albanian and Turkish cultures observed in Turkish series.

Apart from above mentioned question on existence of common elements in both cultures another question is asked to get data on whether these elements still exist. 90.4% of the participants think that Turkish cultural elements are still being lived by Albanians today. Moreover, Christians also responded quite positively indicating religious differences didn't affect cultural interactions between the two nations.

		The Living Turkish Cultural Elements					
		Agree		Partially Agree		Strongly Agree	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	44	28.0%	36	22.9%	77	49.0%
	Female	48	22.3%	56	26.0%	111	51.6%
Religion	Atheist	0	0.0%	3	75.0%	1	25.0%
	Other	1	20.0%	1	20.0%	3	60.0%
	Christian	17	17.2%	24	24.2%	58	58.6%
	Muslim	73	27.9%	64	24.4%	125	47.7%
	Jewish	1	50.0%	0	0.0%	1	50.0%
Education	Postgraduate	9	25.7%	12	34.3%	14	40.0%
	High School	32	26.2%	29	23.8%	61	50.0%
	Secondary school	5	11.4%	8	18.2%	31	70.5%
	University	46	27.4%	42	25.0%	80	47.6%
	Primary school	0	0.0%	1	33.3%	2	66.7%
Occupation	Government employee	8	14.0%	13	22.8%	36	63.2%
	Housewife	8	21.1%	7	18.4%	23	60.5%
	Private sector	18	21.7%	30	36.1%	35	42.2%
	Student	42	26.4%	32	20.1%	85	53.5%
	Business(men)women	16	45.7%	10	28.6%	9	25.7%
Age	15-20	36	27.7%	27	20.8%	67	51.5%
	21-30	28	26.4%	29	27.4%	49	46.2%
	31-40	12	19.7%	17	27.9%	32	52.5%
	41-55	14	25.9%	12	22.2%	28	51.9%
	55 >	2	9.5%	7	33.3%	12	57.1%
TOTAL		92	24.7%	92	24.7%	188	50.5%

Table 16: Existence of Turkish cultural elements in today's Albania.

4.5. The Impacts on Political Relations

It is perceived that the series are helping the town nations coming closer and developing healthier relations. As the results indicate, the series have a positive effect on the relations of the countries and their people. 59.3% of the participants believe that the series have positive impacts on relations. Mostly; students, Muslims, and 15-20 age groups believe in the positive impacts of the series.

		Contribution to Turkish-Albanian Relations					
		Yes		No		Partially	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	47	29.9%	57	36.3%	53	33.8%
	Female	81	37.7%	87	40.5%	47	21.9%
Religion	Atheist	3	75.0%	1	25.0%	0	0.0%
	Other	3	60.0%	0	0.0%	2	40.0%
	Christian	19	19.2%	62	62.6%	18	18.2%
	Muslim	102	38.9%	81	30.9%	79	30.2%
	Jewish	1	50.0%	0	0.0%	1	50.0%
Education	Postgraduate	12	34.3%	13	37.1%	10	28.6%
	High School	42	34.4%	45	36.9%	35	28.7%
	Secondary school	13	29.5%	22	50.0%	9	20.5%
	University	61	36.3%	62	36.9%	45	26.8%
	Primary school	0	0.0%	2	66.7%	1	33.3%
Occupation	Government employee	14	24.6%	30	52.6%	13	22.8%
	Housewife	11	28.9%	21	55.3%	6	15.8%
	Private sector	30	36.1%	29	34.9%	24	28.9%
	Student	64	40.3%	47	29.6%	48	30.2%
	Business(men)\women	9	25.7%	17	48.6%	9	25.7%
Age	15-20	52	40.0%	33	25.4%	45	34.6%
	21-30	37	34.9%	41	38.7%	28	26.4%
	31-40	16	26.2%	37	60.7%	8	13.1%
	41-55	17	31.5%	20	37.0%	17	31.5%
	55 >	6	28.6%	13	61.9%	2	9.5%
TOTAL		128	34.4%	144	38.7%	100	26.9%

Table 17: The contribution of Turkish series to Turkish-Albanian relations.

4.6. The Impacts on External Elements

Another important issue was to investigate the impact of series on language as an important element of culture. Thus, the participants were first asked if they knew Turkish. 12.9% of them responded as yes. 30.4% of the samples responded that they had a very little command of Turkish language.

		Do you know Turkish?					
		Yes		No		Partially	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	25	15.9%	92	58.6%	40	25.5%
	Female	23	10.7%	119	55.3%	73	34.0%
	TOTAL	48	12.9%	211	56.7%	113	30.4%

Table 18: The status of samples' command of Turkish language.

The participants who responded that they didn't know Turkish or knew just a little when asked "Do you like to learn Turkish?" 56.7% of them responded yes and 23.4% of them responded as partially yes. It is observed that the series have quite an impact on Albanians' desire for learning Turkish language.

		Do you like to learn Turkish?					
		Yes		No		Partially	
		Freq	Row %	Freq	Row %	Freq	Row %
Do you know Turkish?	No	87	41.2%	64	30.3%	60	28.4%
	Partially	82	72.6%	8	7.1%	23	20.4%
	TOTAL	211	56.7%	74	19.9%	87	23.4%

Table 18: Participants' demand of learning Turkish language.

Furthermore, the samples were asked "Do you learn Turkish or Turkish words through series?" 51.9 responded as yes, 29% as partially yes. The rate of no was 19.1%. Albanians commonly known with their talents of learning languages through TV have also learned many words from Turkish series as well. Many of our neighbors have been trying to communicate with us in Turkish with the words they have learned from TV series.

		Do You Learn Turkish Words					
		Yes		No		Partially	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	72	45.9%	41	26.1%	44	28.0%
	Female	121	56.3%	30	14.0%	64	29.8%
Religion	Atheist	1	25.0%	2	50.0%	1	25.0%

	Other	4	80.0%	0	0.0%	1	20.0%
	Christian	37	37.4%	28	28.3%	34	34.3%
	Muslim	149	56.9%	41	15.6%	72	27.5%
	Jewish	2	100.0%	0	0.0%	0	0.0%
Education	Postgraduate	14	40.0%	12	34.3%	9	25.7%
	High School	64	52.5%	16	13.1%	42	34.4%
	Secondary school	27	61.4%	8	18.2%	9	20.5%
	University	86	51.2%	34	20.2%	48	28.6%
	Primary school	2	66.7%	1	33.3%	0	0.0%
Occupation	Government employee	24	42.1%	18	31.6%	15	26.3%
	Housewife	22	57.9%	8	21.1%	8	21.1%
	Private sector	41	49.4%	17	20.5%	25	30.1%
	Student	92	57.9%	18	11.3%	49	30.8%
	Business(men)\women	14	40.0%	10	28.6%	11	31.4%
Age	15-20	82	63.1%	15	11.5%	33	25.4%
	21-30	51	48.1%	20	18.9%	35	33.0%
	31-40	26	42.6%	14	23.0%	21	34.4%
	41-55	24	44.4%	13	24.1%	17	31.5%
	55 >	10	47.6%	9	42.9%	2	9.5%
TOTAL		193	51.9%	71	19.1%	108	29.0%

Table 19: Do they learn Turkish words through series.

4.7. The Impact on Commercial Relations

Many Turkish products are exposed in Turkish series. From Décor to products used by the cast; trademarks exposed within cities and many other Turkish products are highly exposed to the viewers. Whether due to exposure of the products on TV or the sympathy they have for Turkish people, Albanians have started to prefer Turkish products. 27.4% of the samples responded that they prefer Turkish products in the market, 38.7% of them responded partially yes. This result also indicates the role of Turkish series that more than 50% of the participants are selective in favor of Turkish products.

		Commercial products					
		Yes		No		Partially	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	47	29.9%	55	35.0%	55	35.0%
	Female	55	25.6%	71	33.0%	89	41.4%

Religion	Atheist	2	50.0%	2	50.0%	0	0.0%
	Other	0	0.0%	2	40.0%	3	60.0%
	Christian	17	17.2%	32	32.3%	50	50.5%
	Muslim	82	31.3%	90	34.4%	90	34.4%
	Jewish	1	50.0%	0	0.0%	1	50.0%
Occupation	Government employee	12	21.1%	16	28.1%	29	50.9%
	Housewife	13	34.2%	7	18.4%	18	47.4%
	Private sector	21	25.3%	35	42.2%	27	32.5%
	Student	43	27.0%	54	34.0%	62	39.0%
	Business(men)\women	13	37.1%	14	40.0%	8	22.9%
	TOTAL	102	27.4%	126	33.9%	144	38.7%

Table 20: Are Turkish products being preferred?

4.8. The Impacts on Tourism

The impact of films on Tourism destination is a known fact. Countries aware of this fact use the films to as advertisement means as well (Çakır, 2014:87). They even support and encourage well-known actors/lactresses to have recordings in their countries. We also investigated the relation between films and tourism destinations in Turkey as to observe the impact on Albanian viewers in their choices of tourism destinations. 51.9% of the samples responded as yes, 36.9% of them responded as partially yes. In total, 89.1% of the participants verified their choices in favour of Turkey in regard with tourism destination. The table below reflects the positive contributions of the series to the tourism in Turkey.

		Contribution to Tourism					
		Yes		No		Partially	
		Fre q	Row %	Freq	Row %	Freq	Row %
Gender	Male	77	49.0%	23	14.6%	57	36.3%
	Female	116	54.0%	21	9.8%	78	36.3%
Education	Postgraduate	13	37.1%	5	14.3%	17	48.6%
	High School	66	54.1%	12	9.8%	44	36.1%
	Secondary school	24	54.5%	4	9.1%	16	36.4%
	University	88	52.4%	22	13.1%	58	34.5%
	Primary school	2	66.7%	1	33.3%	0	0.0%
Age	15-20	70	53.8%	11	8.5%	49	37.7%
	21-30	69	65.1%	13	12.3%	24	22.6%
	31-40	24	39.3%	7	11.5%	30	49.2%

	41-55	23	42.6%	9	16.7%	22	40.7%
	55 >	7	33.3%	4	19.0%	10	47.6%
	TOTAL	193	51.9%	44	11.8%	135	36.3%

Table 21: The impact of Turkish series on Albanian viewers in regard with tourism destination.

4.9. The Impact on Educational Relations

One of the essential relations between Turkey and Albania is education. Many Albanian students go to Turkey for educational reasons every year. In this study, we also investigated the impact of series on students' choice of university and country. 19.6% of the samples responded as agree, 38.7% of them as partially agree to indicate their choices of country under the influence of series.

		Choice of Studying in Turkey					
		Agree		Partially		Strongly Agree	
		Freq	Row %	Freq	Row %	Freq	Row %
Gender	Male	67	42.7%	61	38.9%	29	18.5%
	Female	77	35.8%	94	43.7%	44	20.5%
Age	15-20	44	33.8%	57	43.8%	29	22.3%
	21-30	45	42.5%	45	42.5%	16	15.1%
	31-40	29	47.5%	23	37.7%	9	14.8%
	41-55	20	37.0%	21	38.9%	13	24.1%
	55 >	6	28.6%	9	42.9%	6	28.6%
	TOTAL	144	38.7%	155	41.7%	73	19.6%

Table 22: The impact of series on their choices of university

Conclusions

Following results are obtained through survey analysis and investigation of secondary sources in regard with literature review:

- 57.8% of the total surveyed samples have the habit of watching TV 1-2 hours a day, 5% of them, on the other hand have it as 5 hours a day. The most rates of viewers are seen among housewives. The least watching group is students.
- In total, the viewers of the series are 84.7%. This data is a strong indicator of Turkish series being liked and watched in Albania.

- 41.7% of Albanians are viewing 1-2 Turkish series, 41.4% of them 3-4, and 16.9% of them are watching 5-10 Turkish series.
- The Turkish culture presented in the series is quite welcomed by Albanians. The samples indicate concrete responses reflecting the impact on them as in being effected from characters in the series in terms of apparel, lifestyle, discourse, sit, eat-drink, wear and types of hairstyles.
- It is observed that especially youth is trying to take role models from characters displayed on TV series.
- One of the essential results obtained from the survey question in regard with Turkish series having positive influences on Albanians brought up valuable rates; with the highest rates 94% housewives, and with 91.2% women responded positively. Total population's 53.2% responded yes, 36% as partially yes.
- 81.3% of the total participants find Turkish culture closer to themselves.
- The series are playing a vital role of getting the two nations closer and help Turkish and Albanian relations develop in a healthier way. 59.3% of the samples believe that series are having positive impacts in this regard.
- There are common elements in both cultures. 66.1% of the samples believe in the existence of these commonalities. In this regard, among the total samples, 65% responded yes or partially yes.
- 90.4% of the survey participants believe in the existence of Turkish cultural elements in Albanian culture. Religious diversity doesn't have much effect in responses in this regard.
- Christians responding higher rates of yes or partially yes, strongly indicates that cultural interactions aren't effected from religious diversity.
- Albanians with their well-known talents of learning foreign languages through TV are learning many Turkish words as well from Turkish series. 80.9% of the samples responded that they learn Turkish words from series.
- The survey question "Do you like to learn Turkish?" received 56.7% of yes, and 23.4% partially yes.
- 27.4% of the survey participants responded that they prefer Turkish products in the market, 38.7% of them responded partially yes in this regard. This result indicates that more than 50% of the samples have tendency of preferring Turkish products as an impact of Turkish series.
- 89.1% of the samples indicated their preferences for Turkey as a tourism destination.
- 19.6% of the participants responded as strongly agree, and 38.7% of them responded as agree about their choices of university in favour of Turkey as an impact of Turkish series.

The overall observations and the results obtained from the survey, obviously reflect the positive impacts of Turkish series on Turkish-Albanian relations. The series are playing a vital role of helping develop healthier relations in language, trade, politics, as in getting the two nations closer to each other thus, strengthening Turkish-Albanian relations.

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