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CRYPTOCURRENCIES: BORDER BETWEEN MONEY AND STATE**Prof. Ing. Massimo Introzzi**

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DI.SEA.DE. "Scienze Economico-Aziendali e Diritto per l'Economia"

Abstract

Today there is a strong rethinking by the banking and government institutions regarding the now consolidated phenomenon of cryptocurrencies. Instead of implementing a wishful obstructionism, we are witnessing a positive evolution: from the cautious awareness of what the functioning mechanisms and the structures of demand and supply are, to an acceleration towards the massive and structured presence of financial operators , primarily international institutions, commercial banks and central bank groups.

The analysis we carried out defines the state of the art of relations and interactions between cryptocurrencies (crypto), issuers, regulators and governments.

I believe that the "system" has understood what is the risk that could materialize by ignoring the phenomenon. We could witness the separation between state and currency just as centuries ago the separation between state and church took place. It could be an event not only epochal but also violently disruptive. This is the main area of study of the paper: "CRYPTOCURRENCIES: BORDER BETWEEN MONEY AND STATE".

We will witness in the next period the redefinition of the actors of this fundamental branch of human activity; we investigated those who already work and tried to identify possible future players in the sector. It is clear that large corporations (see the Libra case with all its implications) are too exposed and vulnerable to pressure from both regulators and governments.

The technological choices will have great importance regarding the technologies adopted which must necessarily be divided between permissive (Ethereum) and hostative (Bitcoin) with respect to inflationary phenomena, this will heavily influence the possibility for maneuver of a possible government / groups of governments (central banks / groups of central banks).

The question we have tried to answer is whether cryptocurrencies are really alternatives to FIAT MONEY? or more simply a collateral currency.

Keywords: Money; Hayek; Cryptocurrency; Digital-Gold; Blockchain;

PSYCHODYNAMICS OF POWER AT WORK IN ORGANIZATIONS

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Abstract

The psychology of work cannot be understood without the dynamics of power in organizations. Core to the social architecture of hierarchical organizations, managerial control is allocated, justified, and exercised through disciplinary apparatuses resolving the transformation problem of human resource utilization. Analyzing organizational power structures is complicated by the phenomenon that advanced forms of social pressure and psychological governance unfold in subtle, indirect, and subconscious ways, reinforced by socially constructed and ideologically preformed versions of reality. Associated socio- and psychodynamic theories, however, are mostly ignored in mainstream research. Drawing on psychology, sociology, management studies, and social theory, this contribution develops a psychodynamic perspective on power in work organizations. Based on historical phase models of the production process, a taxonomy of four archetypical modes is presented, distinguishing technocratic types of formal and real control from socio-ideological normative and formative management control. The former relate to interests and institutions, the latter to ideologies and identities. Technocratic power seeks subjugation through objectification; formal control in form of commodification, contracting, and compensation; real control based on coercion, commands, and collusion. In contrast, socio-ideological power manifests in subjectification; normative control through communication, consent and commitment; formative control via corrosion, construction, and creation. Respective processes are integrated into a dialectic framework, assimilating concepts and theories from depth and dynamic social psychology. Processes of power are projected from the organizational (meso) to the societal (macro) and individual (micro) level, manifesting in patterns of self-similarity. Societal subsumption and subjugation are reproduced in psychodynamic processes of subjectification and sublimation, mediated by organizational control systems as enforcing and socializing agencies. Unresolved theoretical issues, empirical prospects, and implications for deeper insights into the dynamics of power and control in societies, organizations, and individuals are discussed.

Keywords: Management control, power, interests, institutions, ideologies, identities, critical theory

REINTERPRETATIONS OF THE MYTHS IN CONTEMPORARY ART

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Abstract

Throughout history, humanity has sought to understand the universe through myths. The characters in classical Greek and Roman mythology have an inevitable existence that still continues. Throughout history of art, the myths have been constantly reworked within classical arts such as painting and sculpture to new fields of art and forms such as installation and video.

Classical myths may seem illogical, incredible, and surprising, but the effects of these narratives have lasted for thousands of years and have become part of Western culture. Maybe myths have reached a continuity over the ages with the intuition power they carry and revealing the weaknesses and passions of mankind. Thus, myths have been a source of art to date.

In the field of visual arts, myths are expressed in different forms in different cultures and times. The reflection of myths in art has been limited to the style of illustration for a long time. Although modern art kept art immune from the obligation to portray any reality, illustration continues to be a valid term in the context of relationship between art and myth. Moreover, it is one of the main tasks that contemporary art has to do, and it seems that parameters and purpose of art have expanded significantly since 1960s.

Contemporary Art, from the 1960s or 1970s to the present (after Modern art or Modernist period is accepted to have ended), dominated by environmental and social consciousness, mainly dealt with topics such as feminism, globalization, bioengineering, technology-human relations, and multiculturalism; is a dynamic combination of materials, methods, concepts, and topics that challenge the limits of modern art.

As known, subjects of classical myths are very variable and are typically understood as means of struggling with universal realities or inexplicable natural phenomena. Similarly, classical myths should be reinterpreted and conveyed in contemporary art according to today's thoughts or concerns as a phenomenon that needs definition, characterization, and analysis.

Key Words: Mythology, Visual Arts, Contemporary Art.

INTRODUCTION:

Classical mythologies are a form of defining the universe, the world and the human. The history of myths mostly coincides with the history of humanity. The narratives that people put forward on beliefs, fears, curiosities, and efforts to understand the universe from a distant past gave birth to myths. Myths have sought to deliver a solution to the explanation of the meaning of the universe and man.

The extant mythologies of ancient Greece and Rome are not just residues or relics of the past. They still continue to exist presently. The myths, which were inherited by us from ancient times, have shaped the art history of Western visual culture in participation with the variables of time and space. Nevertheless, no matter how far they have been in the past, these myths are still the subject of today's literature and visual arts. It must be remembered that ancient myths were not always ancient and that they were once contemporary. However, throughout the ages, new meanings and interpretations were added to these myths, and they were approached in many different artworks and activities in the field of visual arts in the context of today's new ideas and technologies.

Narratives related to classical mythology may seem illogical and surprising at first glance. Monsters and hybrid creatures abound, magical transformations involving from person to animal or plant, from god to human or animal, and everything in between is common. In addition, the family lives of gods and humans are seriously intertwined. However, these hard-to-swallow narratives have continued for thousands of years and have become an integral part of Western culture. Myths constitute a very rich resource that artists use today, as well as they did in the past, in order to discover not only the conscious side of human nature but also the dark sides of men that lie in the background of their thoughts.

In this study, while examining how the myths are interpreted in contemporary art, part of the multi-relational network between old, modern and contemporary will be explored by combining the works of classical myths with the works and activities of some of the leading artists in the late twentieth century and early twenty-first century.

SECTION I: Medusa's Head

Medusa was a multidimensional figure in the ancient world. In the early works of the era, it was portrayed as if she was born as a Gorgon but transformed over time. Roman poet Ovidius described this transfiguration in detail in his writings named *Metamorphoses* ("Transformations") that was published in A.D. 8. According to Ovidius, Medusa was the only mortal among the three sisters known as the Gorgons. The god of the Seas, Poseidon, seeing the beauty of Medusa and fell for her, raped the young girl in an Athena temple. The goddess Athena, who was jealous of Medusa from Poseidon and angered at the damage given to the sanctity of her Temple, turned Medusa into a monster who had snakes instead of hair on her head. In addition, Medusa would possess a deadly power to turn anyone who looked at her face into stone. Athena was not satisfied with this punishment and drove her to Hyperborea, the northernmost part of the world.

Medusa's death was from the hands of Perseus, who was born from the relationship and intercourse of Zeus and Danae, daughter of Akrisios. Polydektes, the king of Seriphos, who fell in love with Danae, Perseus's mother, can not find the acceptance and he is not loved in return. Perseus soon notices this situation and decides not to leave his mother. The king, who was afraid of Perseus, who has gained everyone's admiration with his heroism and bravery, cannot resort to violence and prepares a plan for Perseus to leave the premises. He tells Perseus that he desires to be with Hippodameia, who is the daughter of Oenomaus, and that he has to bring more gifts than any other aspirants to ask for her from his father. Perseus promises to

bring the excised head of Medusa to him as a gift to be provided to Oenomaus, provided that he gives up the intentions about her mother. Athena, who finds out about this, decides to help Perseus because of her anger and hostility towards Medusa. She tells Perseus that he first had to go to the city of Deikterion in Samos and he could find the Gorgons there. She advises Perseus that, when he finds Medusa, he should not look in the eyes of her and gives him a particular shield. Apart from that, Perseus receives a scythe from Hermes to cut off Medusa's head and a pair of winged sandals from Stygia Nymphas, a magic bag to put the severed head on and invisibility helmet of Hades. Later, Perseus finds Medusa and her sisters where the goddess Athena describes.

Taking advantage of the reflecting feature of the shield that he received from Athena, he does not have to look directly into Medusa's eyes. With the scythe he obtained from Hermes, he decapitates Medusa's head from her body and puts it in the magic bag. Pegasos, a winged horse and Warrior Khrysaor, emerge from the blood gushing from the neck of Medusa. These are the children of Medusa from Poseidon. Then, Perseus, who defeated his enemies in battles through utilizing Medusa's deadly gaze, gives Gorgon's head to the goddess Athena, who later places the head on her shield.

In ancient Greece, Medusa was a prodigious being with both destructive (killing) and constructive (redemption) powers. It was not very rare for sculptors and painters to use Medusa's head as a protective symbol to chase away evil spirits. But her tragic beauty held a stronger inspirational power. In A.D. 2nd century, a Roman mosaic, which was exhibited in the Archaeological Museum of Sousse, described Medusa's wild, snaky hair as curls fluttering by the breeze, and a beautiful head, delicately surrounded by gemstone looks. Located in the center of the mosaic, the head is a protective amulet surrounded by intertwined circles. In this era, it is very common to see many examples where Medusa was portrayed as a muse rather than a monster.

During the Renaissance period, this mystical tone left its place to a fearful, submissive expression. In Cellini's bronze statue dated 1554, Perseus lifts the severed head up while stepping on the body of Medusa, which he accomplished to kill. Caravaggio, in two of his artworks, described the image of Medusa's head reflected on Perseus' shield using a convex surface, one in 1596 and the other in 1597. Here, his purpose was to reflect the short moment between life and death that Medusa experienced with a fearful and confused facial expression.



1- Medusa, Caravaggio, 1597, Uffizi Gallery, Florence, Oil on canvas mounted on wood, 60 cm × 55 cm

Damien Hirst, one of the leading artists of our time, was part of a very large exhibition titled 'Treasures from the Wreck of the Unbelievable' held in Palazzo Grassi and Punta della Dogana in Venice in 2017. He exhibited a series of sculptures entitled 'The Severed Head of Medusa'. These artworks consisted of various imitation heads of Medusa, which were processed and prepared with various matters including malachite, crystal and metallic materials. In one of them, the screaming face of a woman surrounded by scaly snakes all around was molded and cast using silver and then covered with gold. This is an object with mixed effects that positions itself between an object of Baroque grandeur and cheap stage props. A rough and jagged pile is missing on her face and neck as an artistic damage artifact pointing to the imaginary background accompanying Hirst's exhibition.

It is stated that the emergence of fraudulent archaeological curiosities in mythological themed bronze, marbles, coins, gold and silver items, and valuable materials originated from the art collection of a slave named 'Gif Amotan II', who lived in Antakya in the first century A.D. and was assumed to have gained his freedom later in his life. This slave is thought to have accumulated his art collection with surprising gathering methods such as 'commission, copy, imitation, purchases, and looting'. It is suggested that all these accumulated works were lost in

the sea off the African coast just to be discovered in 2008. So, according to Hirst, the artist started this monumental project of his in 2008. 'The Head of Medusa' is actually a copy of Caravaggio's Medusa (1597), which was rendered in 3D form in a properly cut malachite. The metallic version portraying the head decapitated from the body demonstrates a work of art that could be part of a dead body, such as a lifeless but powerful weapon used by Perseus. At the same time, cast as a gilded plaster mold, this artwork is purportedly artificial. However, it has the stability and magnificence of an accessory made of gold. This dilemma of the statue increases its effect with the damages on it. The decapitated head of Medusa, separated from

her body by leaving behind cut tendons and windpipe parts that protrude through the neck, is counterbalanced with physical damage, which appears to be applied to the object used in the artist's work. The black hole, which is located on the puzzled face of the statue, is like a match of Medusa's agape and soundless mouth.



2- The Severed Head of Medusa, Damien Hirst, 2013 Gold, silver 320 x 397 x 397mm Private Collection

The gold-clad Medusa head, which is being displayed in Venice is a conscious echo of Hirst's previous intellectual reflections on life and death. The vitality and mute objectivity of the statue also indicate certain aspects that both contrast and reinforce each other simultaneously.

SECTION II: Narcissus, Narcosis, Neurosis

Narsis (or Narcissus), made reference in Greek mythology with the name Narkissos, gave its name to narcissism, to narcosis, to a flower family and a particular flower, is the son of Kephissos the god of the rivers, and Liriophe, the guardian nymph of the purifying waters. According to the tales told in the work of *Metamorphoses* (Transformations) completed by the Latin poet Ovidius in the 8th century AD, Narkissos is a hunter who is very handsome, has stolen the hearts of many women but has never returned any of their affections. Echo, a mountain nymph, falls in love with Narcissus, but Narcissus does not respond to Echo's love either. For this reason, Echo turns in upon herself because of her love, wastes away from day to day and what remains of her is merely her voice, called "echo", reflection of sound from an obstructing surface. Nemesis, the goddess of revenge, gets very angry with this situation and decides to punish Narkissos. One day, Narkissos, who gets thirsty after the hunt, approaches the river and all of a sudden sees his reflection when he bends down to drink water. He falls in

love with himself and felt the love for himself in this image he had never felt to anyone else until that day. He cannot take his eyes off the reflection and he cannot leave the side of the river. Just like Echo, he starts to waste away day by day and consumes his life as he watches himself. After he dies, his body turns into a daffodil (narcissus) flower.



3- Echo and Narcissus, 1903, John William Waterhouse, oil on canvas, 1,092 mm; Width: 1,892 mm

Walker Art Gallery

The Narkissos myth in visual arts has become among the subjects that several artists have dealt with in various cultures and periods and has been processed with various techniques in different interpretations and contexts.

The English painter John William Waterhouse (1847–1917), who was classified as pre-Raphael because of his style and themes, but was more accurately described as a Neo-Classical painter, painted one of the poems from Ovidius' *Metamorphosis* that themed Echo and Narcissus, which was exhibited at Walker Art Gallery (England) in 1903 as an oil painting on canvas.

Waterhouse has extraordinarily depicted the selfish attitude of Narcissus, lying spreading out on the ground, looking at the illusionary reflection in the river, and completely unaware of Echo, who is amorously watching him across the river. Echo's restless, contracted stance appears as an indication of the disappointment of unrequited love, which is a very common theme in the artworks of the Victorian period and is also the artist's favorite theme. The landscape in the background of the painting points to an uncanny atmosphere in accordance with the subject, with very strong formal features.



4- Yayoi Kusama with "Narcissus Garden" (1966) installed in Venice Biennale, Italy

Yayoi Kusama (birth 1929, Matsumoto City, Nagano, Japan) is among the internationally recognized and prominent women artists of the postwar period. For more than forty years, Kusama, whose foundations and inspiration as an artist, has been associated with an obsessive neurosis that she has suffered from the beginning of her adolescence, spends most of her time at a private mental health facility in Tokyo with a large studio in a close proximity. The value of her art was first understood and recognized in the 1950s, while she was still at the beginning of her exhibition career, and has repeatedly emphasized her inconvenience, which has been the main focus of criticism of her work of art since then.

Kusama claims that she started to have symptomatic visions when she was still a young child. These visions were originally composed of flower patterns that started out and expanded inside her room, afterward featuring, most coherently, dots with lacey space around them and nets that similarly propagated and intimidated to overtake or annihilate her in both of the circumstances. At the same time, the imperative feeling that she felt to convert this psychic experience into material form first appeared in the picture and subsequently created artworks helped maintain her mental health by desensitizing the emotional pain underlying Kusama's condition.

While the artist's works are often associated with the psychological situation known as narcissism, she also explores the origins of this complicated condition through a well-known mythological story due to 'Metamorphoses' of Ovidius. In the outcome of this analysis, narcissism is both the subject and the cause of the artworks of Kusama, or in other words, a conscious artistic element directly related to the content.

An installation work named "Narcissus Garden" by Yayoi Kusama at the 33rd Venice Biennial in 1966 caused much controversy and immediately attracted the audience. Although Kusama

was not officially invited to the exhibition, she received moral and financial support from Lucio Fontana and was allowed to place her installation on the lawn outside the Italian Pavilion from the president of the Biennial Committee.

The installation, created out of serially produced 1,500 plastic silver spheres, reflected the images of the visitors, the architectural and exhibition areas, as well as the bare-footed artist dressed in a golden kimono in a way that created a sense of eternity. Taking these spheres and seeing their faces reflected in them, viewers had to confront their pride and ego.

Standing next to the courtyard signs written with the words "Narcissus Garden, Kusama" and "Narcissism for Sale", Kusama threw the spheres into the air during the opening day of the exhibition and offered them for sale for just \$2, along with free brochures on which Herbert Read praised about her artwork. Although the Biennial officials took measures to terminate her performance, consequently, the installation continued to stay. The first exhibition of Narcissus Garden, which brought her fame and attraction, was generally interpreted as the introduction of Kusama to the art world and her protest in the commercialization of the art.

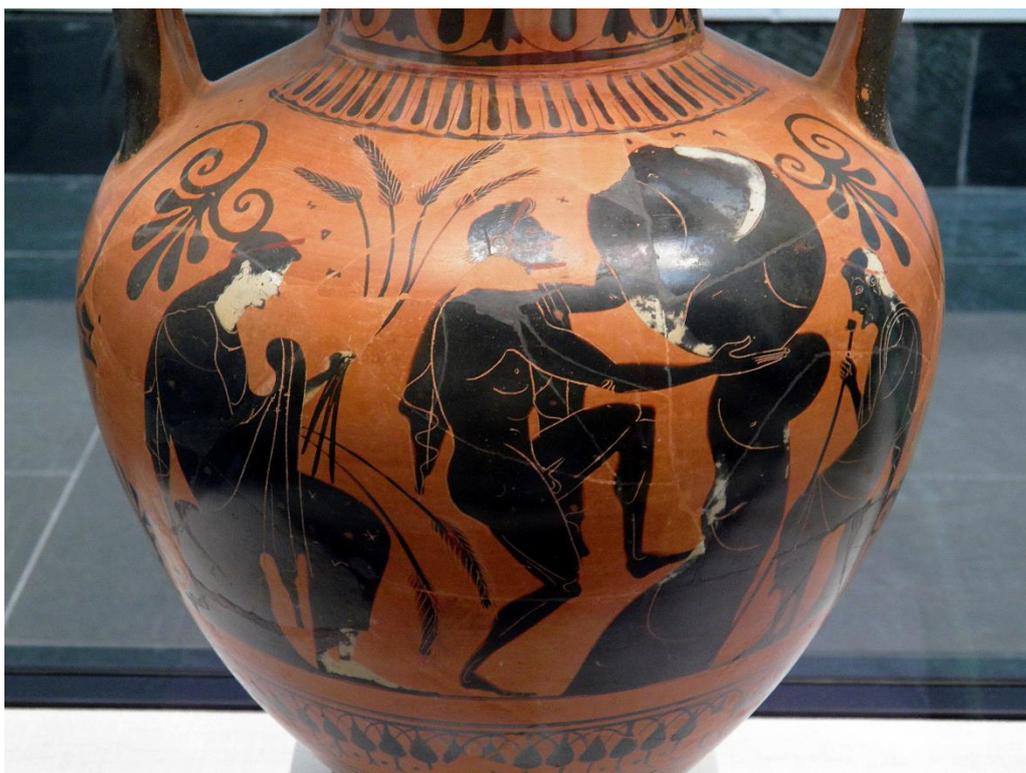
Today, these shiny spheres made out of stainless steel are considered valuable products for display. Its deep narcissistic undertones are ironically reinforced by the notion of being an audience in the digital age. Reflective images of viewers on convex surfaces are now captured with smartphones and immediately shared on various social media platforms. To further emphasize the seduction of the own image of the person, the work is usually portrayed on water and makes reference to the legend of Narcissus, who fell in love with his own reflection in the water in ancient Greek and eventually died transforming into a flower called the narcissus (daffodil).

SECTION III: A Myth of Repetition: Sisyphus

According to the narratives of Homer; Sisyphus, the son of Aiolos and the king of Corinthian, told Asopos, the god of the rivers, that his daughter Aigina had been kidnapped by god Zeus, and grants a spring to flow in his castle through this. Whereupon, the angered god Zeus asked Hades to clap Sisyphus in chains in hell. Sisyphus prepared a cunning plan for Thanatos, the angel of death who arrived to carry out the given mission. He asked Thanatos to try the chain on himself just to observe how it functions. Afterwards, when Thanatos chained himself to show how the chain works, Sisyphus suddenly tightened the chain quite tight and then threatened Hades. This has led to a rise of turmoil and caused no one to be able to die during this period. Thereupon, Ares, the god of war, who could not get sufficient pleasure from the wars that he had fought because of the reason that his opponents did not die, and he got bored to this situation, got involved in the conflict between Sisyphus and Hades, released Thanatos and sent Sisyphus to Tartarus.

However, when Sisyphus had the opportunity before he passed away, he advised his wife not to offer sacrifices, as is the custom when he died. Under the pretext of this, Sisyphus persuaded Persephone, the Queen of the Underworld, to allow him to return to the alive world to tell his wife to perform her duties. However, Sisyphus refused to return back to the underworld when he arrived in Corinth but was eventually taken back by god Hermes.

As punishment for his trickery and deceitfulness, Sisyphus was sentenced by the gods to push a large rock to the top of a steep hill. When Sisyphus reaches the peak of the hill, the rock rolls down to the bottom of the valley again and Sisyphus has to start all over once more. Therefore, meaningless or endless endeavors are defined as *Sisyphean* in the English language. According to the twentieth century French thinker and writer Albert Camus, what makes this vicious circle tragic is that the heroine character struggles to push the large rock even when he very well knows that the rock will drop again.



5- Persephone supervising Sisyphus pushing his rock in the Underworld. Side A of an Attic black-figure amphora, ca. 530 BC. From Vulci. Staatliche Antikensammlungen

A few vases survived to this day from the ancient Greek period are provided among the first examples of the portrayals of Sisyphus in visual arts. Actually, the Underground world was a rather uncommon subject for Greek vase painters, but there are about a dozen vases that demonstrate Sisyphus in the 6th century BC. An Athens black-figured amphora which was exhibited in the British Museum, dating back to 510 BC, displays a scene depicting the punishment of Sisyphus. The deceiving and trickster Sisyphus pushes a large rock towards the hill using his arms and knees while Hades, Persephone, and Hermes were watching him in the struggle. Another black-figure amphora exhibited in Munich's Staatliche Antikensammlungen, dating back to 530 BC, also portrays Sisyphus while carrying rock, which was uncommonly painted in white, while Persephone was looking at him.

The Praxis Paradox 1 (Sometimes Doing Something Leads to Nothing) documents an artistic action taken in 1997 on the streets of Mexico City by the artist Francis Alÿs. The film shows a straightforward and seemingly pointless effort: In this video, which was performed in Mexico

City, Mexico in 1997, and lasted four minutes, fifty-nine seconds, Francis Alÿs pushes a big block of ice in the city's streets until the block slowly melts to nothing. As the video progresses the viewer encounters abrasive images of dirty sidewalks with snake-like trails of water all over the sidewalks of the city.



6- Paradox of Praxis 1 (Sometimes Making Something Leads to Nothing), 1997 Documentation of an action, Mexico City Video, 5 min., colour, sound Francis Alÿs:

Alÿs carries out his work in Mexico or more specifically in Mexico City due to the fact that this is his hometown and he has many personal, political, and social connections to this place. Finally, this work is similar to the other works of the artist in consequence of the usage of human labor as a tool for the artwork that is put forward. Alÿs also has other artistic works related to the performance of his body's physical labor. This physical endeavor of Alÿs is an effort that many people go through every day with their bodies in order to earn their livelihoods.

This study is both a synthesis of various themes explored by Alÿs in the mid-1990s and a decisive moment in the attempt to reflect on the underlying processes and causes of underdeveloped countries in South America. The performance that is put forward is a ridiculous mimicry of the great disparity between the effort shown in order to make a living and the outcome achieved by it, as observed in most lives in Latin America. Alÿs pointed to the seemingly unproductive difficulties in the daily life efforts of most people who are living in the area, by pushing a large block of ice for more than nine hours in the center of Mexico City, eventually, with nothing left more than a small puddle of water.

CONCLUSION:

Classical mythologies provided explanations of the existential environment of humanity through collective beliefs and shared oral narratives. These narratives have been a rich resource for visual artists throughout the history of art. Myths are constantly handled and exploited in the field of visual arts and re-interpreted and re-created. However, while classical mythologies substantialize in the field of visual arts, they are usually expressed in different ways according to the thought styles and technologies of their periods that they belong.

While examining the reasons for the survival of classical myths until this day, it is inevitable to overlook that these narratives are irrational, astonishing and unbelievable stories. All beings and events, such as transformations, hybrid creatures, the expressions and narratives of gods and heroes, may look imaginary and fantastic, but the themes they put forward are purely human by nature, such as love, lust, jealousy, anger, rejection, and family relationships. Myths are like a veil that converts the earthly into something more important, perhaps something divine. Also, myths are known to provide a smoother way in order to tackle bothersome issues.

In the field of visual arts, depictions of myths have been limited to paintings or sculptures that describe and embody them almost until our era. It is very common for art history to say that modern art started with the invention of photography and the liberation of art from the task of representing actual semblances. Therefore, starting from the mid-nineteenth century, myths will not be limited to the style of illustration in the field of visual arts.

Myths are stories whose real subjects belong elsewhere, somehow they have no connections that overlap with small stories in which deeper meanings are inevitably communicated. Because of this reason, classical mythologies demand to be transferred to our age, they need to be reinterpreted according to today's thoughts, new art fields, and techniques. In this process, myths offer artists a new tool to hide from or face real life.

IMAGE LIST:

- 1- Medusa, Caravaggio, 1597, Uffizi Gallery, Florence, Oil on canvas mounted on wood, 60 cm × 55 cm
- 2- *The Severed Head of Medusa*, Damien Hirst, 2013, Gold, silver 320 x 397 x 397 mm Private Collection
- 3- Echo and Narcissus, 1903, John William Waterhouse, oil on canvas, 1,092 mm; Width: 1,892 mm, Walker Art Gallery
- 4- Yayoi Kusama with "Narcissus Garden" (1966) installed in Venice Biennale, Italy
- 5- *Nekyia*: Persephone supervising Sisyphus pushing his rock in the Underworld. Side A of an Attic black-figure amphora, ca. 530 BC. From Vulci. Staatliche Antikensammlungen
- 6- Paradox of Praxis 1 (Sometimes Making Something Leads to Nothing), 1997 Documentation of an action, Mexico City, Video, 5 min., color, sound Francis Alÿs:

**ACHIEVING THE BALANCE BETWEEN THE CORPORATE INTEREST AND
THE PUBLIC INTEREST THROUGH PRISM OF THE COMPERHENSIVE
ECONOMIC AND TRADE AGREEMENT BETWEEN CANADA AND THE
EUROPEAN UNION**

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Abstract

It is indisputable that the Comprehensive Economic and Trade Agreement between Canada and the European Union has unique form which is distinctive from the others type of agreements. The fact that the contracting parties of the Comprehensive Economic and Trade Agreement between Canada and the European Union include a large number of involved countries, open up the possibility of various implications in the worldwide business practice due the different national legal systems. Achieving the balance between the corporate interest and the public interest in CETA is truly complex and difficult goal for realization, having in mind the specific construction of the Comprehensive Economic and Trade Agreement between Canada and the European Union, which is undoubtedly going to be a crucial part in the elaboration and interpretation in the future international trade agreements and future international investment agreements of this kind. Bearing in mind the previously mention, I research two questions: 1. Is it possible to achieve the balance between the corporate interest and the public interest with the concluding of CETA? and 2. What kind of risk is arising from the extensive formulation of the contractual provisions in CETA? My research strategy is consisted from quantitative research with included deductive approach to the relationship between the theory and the research, analyzing the implications that are produced in business practice or further are going to be produced. With my research I would like to contribute to the analysis of the Comprehensive Economic and Trade Agreement between Canada and the European Union and to identify all factors that have an impact on the whole procedure, summarizing the opinions of the contracting parties and the public.

Keywords: Comprehensive Economic and Trade Agreement (CETA); International Trade Law; ISDS (Investor State Dispute Settlement); corporate interest; public interest.

THE ARCHETYPAL IMAGE OF THE ANIMUS IN EMILY BRONTË'S WUTHERING HEIGHTS

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Abstract

Archetypal literary interpretation, also known as Jungian interpretation of literary works, is based on one aspect of the theory of the Swiss psychiatrist and psychoanalyst Carl Gustav Jung (1875-1961), and that aspect are the archetypes – the primordial images and symbols that inhabit the collective unconscious and appear in dreams, myths and arts. In the context of art – including literature - Jung insists that there are two types of artistic products: the visionary and the psychological. The visionary ones are the ones that abound in archetypal content and one such literary work in Emily Brontë's novel *Wuthering Heights* (1847). This essay will present the archetypal image of the Animus (the masculine inner personality in women) actualized in the male characters of the novel.

Keywords: archetype, archetypal image, Animus, Jungian interpretation, archetypal interpretation, *Wuthering Heights*.

Archetypal or Jungian interpretation of literary works

The archetypal critical method as a hermeneutic model of interpreting literary works is based on the theories of Carl Gustav Jung – hence the synonymous term, Jungian interpretation. Carl Gustav Jung was inextricably drawn to the symbols and archetypes as contents of the collective unconscious, and he analyzed many of these in his texts on dreams, myths, fairy tales and art. He, however, never established a system, or provided any extensive guidelines as to how an analysis of literary works should be carried out¹. Northrop Frye was the pioneer in providing such a system or an actual methodology, in his *Anatomy of Criticism*, published in 1957, even though as early as 1937 we have Maud Bodkin's *Archetypal Patterns in Poetry*, in which she applies Jung's theories of the collective unconscious and archetypes to literary works, more specifically on examples of poetry.

This particular method of interpretation is, to say the least, quite difficult. Its difficulty arises primarily from the fact that the collective unconscious is not the best material for systematization, and neither are the archetypal elements. If, however, we were to establish some basic guidelines, they would include the following, as discussed below.

First of all, when it comes to characters in literary works, according to Radford and Wilson (in Sugg 1992, 319) a Jungian analysis distinguishes two categories:

¹ He wrote two essays on the relationship between psychology and literature: "On the Relation of Analytical Psychology to Literature" and "Psychology and Literature" (in *The Spirit in Man, Art and Literature*, 1966)

- the first category includes literary works in which the character is primary and the archetype serves to give it depth and universal meaning (that is to say, the archetype functions as an endoskeleton)
- the second category includes literary works in which the archetype is primary and the character serves to provide embodiment (that is to say, the archetype functions as an exoskeleton)

Furthermore, the collective unconscious must be taken into consideration, as a living force driving the consciousness towards the creation of archetypal images and symbols with which to express its contents. Here, the distinction between the archetype and the archetypal image must be made and here is how Jung differentiates them:

The archetypal representations (images and ideas) mediated to us by the unconscious should not be confused with the archetype as such. They are very varied structures which all point back to one essentially 'irrepresentable' basic form. The latter is characterized by certain formal elements and by certain fundamental meanings, although these can be grasped only approximately. The archetype as such is a psychoid factor that belongs, as it were, to the invisible, ultraviolet end of the psychic spectrum. It does not appear, in itself, to be capable of reaching consciousness. (Jung 2014, 213)

Yet another distinction needs to be made within this context and that is the distinction Jung made between art (including literary) works in the Psychological and the Visionary Mode – “the first is introverted in nature, the second extraverted” (Van den Berg 2012, 88). This distinction is summarized by Morris Philipson (in Sugg 1992, 217/225) in the following way - “works of art in the Psychological Mode, it would seem, act as mediators between consciousness and the personal² unconscious. Works of art in the Visionary Mode act as mediators between consciousness and the collective unconscious...it may be seen that works in the Psychological mode function as signs; works in the Visionary Mode function as symbols”. When describing the visionary works, speaking specifically of *Faust II*, but giving a description that easily fits *Wuthering Heights*, Jung says:

The material for artistic expression is no longer familiar. It is something strange that derives its expression from the hinterland of man's mind, as if it had emerged from the abyss of pre-human ages, or from a superhuman world of contrasting light and darkness. It is a primordial experience which surpasses man's understanding and to which in his weakness he may easily succumb. (in Van den Berk 2012, 88)

The Animus Archetype

In his theories, Jung has elaborated on a number of archetypes, with the Persona, Shadow, Animus, Anima and the Self being the most important ones. The Anima and the Animus, known as the contrasexual archetypes, are the ones that have garnered perhaps the most attention, and we can say that the Animus is the more troublesome one for several reasons. First of all, Jung himself, as a man, had only first-hand experiences with the Anima archetype and the Animus descriptions we have today mainly come from his female associates. The second reason, as McNeely puts it, “is due in part to the rapidly changing place of the feminine

² Unlike Freud, Jung divides up the unconscious into the personal and the collective, wherein the personal unconscious is a surface layer of the unconscious, corresponding to Freud's idea of the unconscious where repressed or forgotten content is stored, whereas the collective unconscious is the deep layer of the unconscious, whose nature is generic, containing contents and types of behaviour that are the same everywhere and for all people. (Jung, 2003:13).

in the collective unconscious” (1991, 9) – and this was a statement made 30 years ago. Now, in the third decade of the new millennium, this is even more true. However, it is also true that “it is all but impossible not to project the contrasexual archetype...it is a natural response in relationships” (13).

In essence, the Animus is a compensatory figure in the female consciousness for which Jung says: “if it is difficult to describe the Anima, those difficulties become almost insurmountable in our efforts to describe the psychology of the Animus” (Jung 1966, 205) further defining him as a “deposition of all the inherited experiences of the woman with men” (209). The Animus most often takes on the form of holy conviction, with Jung saying that he “never believes in exceptions...Animus opinions very often have the character of solid convictions that are not lightly shaken, or of principles whose validity is seemingly unassailable” (Jung 1996, 207).

The Animus is also manifested through extreme emotional scenes, in situations in which the woman reacts in a rough manner or simply acts stubbornly, detached and does not allow contact. The Animus “personifies all those semiconscious, cold, destructive thoughts haunting the woman in the late hours “(Jung 1996, 223). Furthermore, the negative thoughts of the Animus are manifested through an obsession with desperation, meaninglessness and can become a serious issue if the Ego identifies with such thoughts – the very identification with the Animus is dangerous. Then, the woman accepts his messages and thoughts as her own and even believes, in this state of obsession, that she IS the Animus. This is shown in characteristics which, generally, have not been considered feminine in the past, such as unyielding decisiveness, making of abstract judgements, impulsive rushing into reckless and unscrupulous actions. Mary-Louise von Franz, one of Jung’s most devout followers, says of the negative Animus:

He separates the woman from her femininity and pulls her away from human warmth and kindness, leaving her alone in a world devoid of meaning, in which invisible hands torment her. The woman feels like a victim, like a prisoner confounded in a trap of external circumstances or a terrible fate. Finally, she may begin to believe that her terrifying loneliness can never be relieved in this world and drown in fantasies about death. (in Boa 2005, 146)

The woman’s relationship with her father plays a crucial role in the formation of her individual Animus. If the relationship was a negative one, the woman is more likely to have difficulties establishing relationships with men later on in life, and in the extreme, she may not be able to establish a relationship at all. She will treat herself as her father treated her – if he was a tyrant, she will tyrannize herself.

According to von Franz, the greatest tragedy caused by the negative Animus is that he flares up with all his might every time the woman falls in love with someone. Such a negative Animus possessively wants to keep the woman only to himself, by isolating her from all men. On the other hand, the woman whose Animus is hurt or inactive, is considerably passive and left to fate, incapable of taking her destiny into her own hands.

Needless to say, however, just like all the other archetypes, the Animus has a positive side to him as well, most often channeled through creativity and inspiration to fulfil the woman’s true talents. By consciously accepting, understanding and integrating the Animus, the woman gains an invaluable internal partner. He can thus personify courage, veracity and spiritual depth. The positive Animus is the deepest instinctive awareness of the internal truth,

the primordial veracity which leads the woman through the process of individuation³, towards the potential of her becoming who she really is. As von Franz says:

The male aspect of the woman is of great significance both in the positive and in the negative sense. He appears in a negative connotation only when women don't know how to treat him wisely...a woman without an Animus is nothing...because we can freely say that the Animus embodies everything – from the devil to the Holy Ghost. (in Boa 2005: 174)

The Archetypal Image of the Animus in Emily Brontë's *Wuthering Heights*

In the previously quoted essay by Radford and Wilson, entitled *Some Phases of the Jungian Moon: Jung's Influence on Modern Literature* (in Sugg 1992, 315-327), they reiterate Jung's distinction between literary works rich in archetypal content and those on which an archetypal or Jungian interpretation cannot be applied, such as Jane Austen's *Pride and Prejudice*. In contrast to a literary work such as *Pride and Prejudice*, we have *Wuthering Heights* which, according to Radford and Wilson "draws us towards Jung for enlightenment" (318) because "Catherine and Heathcliff are archetypes embodied..." (ibid.). They go as far as to say that "we can imagine Jung himself taking *Wuthering Heights* as proof that archetypes are not his own invention, but a priori images in the human psyche, which constitute a wellspring of fictional creations, be it in dreams, fantasy or literature" (ibid.). The novel seems to preclude the possibility that it in anyway refers to the outside, real world, but "it only makes sense insofar as it dramatizes the inner struggle (in a woman, but of a kind of dynamic found archetypally in all of us) to become whole..." (Holbrook 1997, 66).

Barbara Hannah (1988, 212) goes on to say that "*Wuthering Heights* comes from a very deep level of the unconscious and is as meaningful therefore in every detail as a dream". This is evident in the very beginning of the story, in which we witness two nightmares of Mr. Lockwood. The function of the nightmares is double – on the one hand, as a mechanism, they serve to elicit interest from the reader, but, on the other hand, they also represent the symbolism of the dynamics of the unconscious and suck the reader into its world.

In the first nightmare, we have a very tense scene of a hostile congregation in a church, which seems to foreshadow the dark atmosphere of the moors. In it, a reverend named Jabes Branderham holds a sermon entitled *Seventy times seven and the first of the seventy first*. According to Bell (1962, 188), we can find the reference to this sermon in the Bible, in the gospel according to Matthew. In this gospel, there is a part in which Peter asks Jesus: "Lord, how often shall my brother sin against me, and I forgive him? As many as seven times?" Jesus said to him, "I do not say to you seven times, but seventy times seven", making the first after the seventy first an unforgivable sin, beyond the regular scale of human sins.

It is in reverend Jabes that we have the first instance of the Animus archetypal image, and he embodies what Jung called "the ravings of the Animus". According to Barbara Hannah, Jabes is "an apt personification of the capacity of the Animus to go on and on reciting the list of sins that he claims people have committed" (in Sanford 1980, 47). Sanford goes on to say that "the negative Animus can dredge up the most remarkable incidents to add to his unending list of sins and failures, and in addition to acting as prosecutor, appoints himself judge as

³ "In general, it is the process by which individual beings are formed and differentiated; in particular, it is the development of the psychological individual as being distinct from the general, collective psychology. Individuation, therefore, is a process of differentiation, having for its goal the development of the individual personality" (Jung in Frankel, 2003:115).

well...he has no mercy in his pronouncements...he can impart such feelings of guilt, defeat, and inferiority in people!" (ibid.)

For the second nightmare, Mr. Lockwood says:

...This time I remembered I was lying in the oak closet, and I heard distinctly the gusty wind and the driving of the snow; I heard, also, the fir bough repeat its teasing sound.... I rose and endeavored to unhasp the casement... stretching an arm out to seize the importunate branch; instead of which, my fingers closed on the fingers of a little, ice-cold hand! The intense horror of the nightmare came over me; I tried to draw back my arm, but the hand clung to it, and a most melancholy voice sobbed, "Let me in – let me in!" "Who are you?" I asked..." Catherine Linton... I'm come home. I'd lost my way on the moor!" (Brontë 1998, 23)

Here we have yet another psychological aspect personified in the ghost of Catherine and that is the negated and unrealized or, in Jung's terms, unindividuated Self, because Catherine, for reasons that will become clear later, never achieves individuation and therefore remains, as the ghost shows, trapped in an infantile state.

The main analysis of the Animus in this novel belongs, without a doubt, to the character of Heathcliff who appears to be part human and part demon – when Catherine's father brings him home, he says that he is "*dark as if it came from the devil*" (1998, 32), even using the pronoun *it* to refer to him, thus further dehumanizing him. Later, in the course of the novel, it becomes painfully evident that Heathcliff's only purpose and desire in life is to be with one with Catherine, and does not give up on his intentions even when she marries Edward Linton. It is especially significant that Heathcliff and Catherine have grown up together, making him, in a sense, her twin brother, but more importantly – Catherine grows up building her idea and image of the Animus based on him. The tragedy ensues when she refuses to accept him as her husband and his perseverance (bordering and crossing the line into ruthlessness even) results in a tremendous conflict in Catherine, a conflict she refuses to deal with. By denying the Animus and refusing to integrate him, she falls ill several times and, eventually, dies. This happens gradually, however.

The initial crisis ensues when Catherine tells Nelly that it would be degrading for her to marry Heathcliff. He overhears her say this and disappears for several years. This, his disappearance, is the greatest punishment he can inflict upon Catherine (Nelly confirms this by saying "the greatest punishment we could invent for her was to keep her separate from him") thus beginning the disintegration of her personality and her initial illness, marking the beginning of her end.

The second crisis ensues when Heathcliff disappears once again, this time with his wife, Isabella Linton, Edgar's sister. Catherine locks herself up in her room for three days, refusing food and drinks, even though at this point she is pregnant. She is in danger for several months during which Heathcliff is away, but this danger is not so much to her physical health and death, as it is, as the doctor says, a danger of madness.

Here we have the text of the negative Animus, previously described. As can be seen, the text of such a negative and, most importantly, *negated*, Animus can be frightening and absolutely terrifying. As Catherine lays ill, on her deathbed, Heathcliff says to her:

"Why did you despise me? Why did you betray your own heart, Cathy? I have not one word of comfort. You deserve this. You have killed yourself. Because misery and degradation, and death, and nothing that God or Satan could inflict would have

parted us, YOU, of your own will, did it. I have not broken your heart – you have broken it – and breaking it, you have broken mine...Do I want to live?...Would you like to live with your soul in the grave?” (Brontë 1998, 161).

This is not only one of the most memorable quotes from *Wuthering Heights* but, perhaps in all of literature. Here we hear the voice of the judging Animus but this, on the other hand, sounds psychologically right – archetypes exist independent of inner or outer forces, they are autonomous phenomena and it is only by one’s own will that the archetypal image can be negated (the archetype, as an inherent structure, cannot be negated) once that image becomes conscious. The following examples will show that Catherine is very much aware and conscious of the decisions she makes.

The inability to integrate the Animus in one’s personality is deadly. It, first of all, precludes the possibility for forgiveness and it is the very lack of forgiveness or forgiveness being substituted by revenge, that disturbs the order in *Wuthering Heights*. Catherine’s mistake, i.e. the negation of her love for her Animus embodied in Heathcliff, is unforgivable until the very end, when Heathcliff says:

“It is hard to forgive, and to look at those eyes, and feel those wasted hands... I forgive what you have done to me. I love my murder – but yours? How can I?” (Brontë 1998, 161)

Vengeance is present in the novel on multiple levels: Hindley, Catherine’s brother, cannot forgive Heathcliff for usurping his father’s love and becomes his sworn enemy, lashing out his vengeance when he becomes head of the house; when Heathcliff comes back to the Heights, he also acts in vengeance against Hindley, but also Hareton and young Catherine, against his wife Isabella as well and, finally, against Edgar who, in Heathcliff’s mind, is the true killer of his Catherine.

Speaking of vengeance precluding forgiveness and the lack of it in the novel, it is interesting that none of the people Catherine loves is able to forgive her mistake, but Catherine seems to be very aware of both this and the fatal consequences of her negation of the Animus. When Nelly asks where the obstacle to her marriage to Edgar is, because they are, after all, in love, she says:

“*Here! and Here!* –replied Catherine, striking one hand on her forehead, and the other on her breast: ‘in whichever place the soul lives. In my soul and in my heart, I am convinced I’m wrong!’” (Brontë 1998, 79)

Instinctively, she knows and feels the invaluable importance of accepting Heathcliff and therefore accepting her Animus and integrating him in her psyche, by standing against the moral prohibitions which limit and disintegrate her being. In, again, one of the most famous and memorable quotes from the novel, Catherine says:

“Every Linton on the face of the earth might melt into nothing before I could consent to forsake Heathcliff...If all else perished, and he were annihilated, the universe would turn to a mighty stranger: I should not seem a part of it. My love for Linton is like the foliage in the woods: time will change it, I’m well aware, as winter changes the trees. My love for Heathcliff resembles the eternal rocks beneath...Nelly, I am Heathcliff! He’s always, always in my mind... as my own being...” (81-82)

She is right to feel that Heathcliff, as the archetypal image of her Animus, comes from the primordial and eternal depths of her very nature, her psyche. However, when she claims she *IS* Heathcliff, we see that although she refuses to integrate the Animus and complete her

individuation, she does identify with him. Thus, on the one hand, she identifies with Heathcliff by repressing her own personality and identifying with him on an emotional level and on the level of longing, but the minute she needs to make a decision in reality, which constitutes dimensions other than emotional ones – moral, social, traditional, religious – then she discards the part of her being with which she identifies, forcefully disintegrating herself, dissociating her personality and traumatizing her psyche, she loses the very ground for existing by creating an irreparable chasm between the conscious and the unconscious which she cannot overcome, therefore making a self-destructive decision, denying integration and calls for death. On the other hand, while dying, her soul is alive with the longing for her beloved Heathcliff and thus continues to exist independently from her body (as a ghostly existence).

This reiterates the question about the dangers of Ego identification with the Animus, or as Mary Louise fon Franz beautifully describes it (therein describing Catherine's situation in the novel as well):

The Animus separates the woman from her femininity and pulls her away from human warmth and kindness, leaving her alone in a world devoid of sense, where invisible hands torment her. The woman sees herself as a victim, a prisoner trapped in external circumstances or of terrible fate. Finally, she can start believing that her terrifying loneliness will never be alleviated in this world and thus sink into fantasies of death. (Boa 2005, 146).

The question remains, though: why, fully conscious of the terrible consequences, does Catherine refuse to integrate the Animus and why does she accept the position of a victim her entire short existence? This self-sacrificing aspect is important and it reveals that not just Catherine, but people in general, when making decisions, choose those solutions which go against their desires and appear to be in accordance with the collective moral norms, thereby choosing to integrate with the collective and forsaking the authentic. In Catherine's case, the answer to the question about her fate can be found in the world of her dreams. Even though most criticism of the novel has focused on the two nightmares Mr. Lockwood has, we believe that the key to solving the riddle of the unfulfilled love of Heathcliff and Catherine lies in the little gem of a dream Catherine shares with Nelly – a dream that can easily be (and generally is) overlooked. When recounting this dream, Catherine tells Nelly:

“If I were in heaven, Nelly, I should be extremely miserable... I dreamt once that I was there... heaven did not seem to be my home; and I broke my heart with weeping to come back to earth; and the angels were so angry that they flung me out into the middle of the heath on the top of Wuthering Heights, where I woke sobbing for joy.” (Brontë 1998, 80)

Accepting the Animus actualized in the character of Heathcliff and his successful integration in Catherine's personality, for her, would mean ‘going to heaven’ – something which, as we can see from the dream, she does not even want or, to be more precise, feels she does not deserve. Feeling she does not deserve to be in heaven and does not belong there, she condemns herself to the position of a victim and by denying her very essence, she condemns herself, we can even say consciously, to misery, an unfulfilled life and premature death. We hear the voice of the victim when she says to Heathcliff, on her deathbed:

“I wish I could hold you till we were both dead. I shouldn't care what you suffered. I care nothing for your sufferings. Why shouldn't you suffer? I do! Will you forget me – will you be happy when I am in the earth?” (158)

and goes on to say:

“This is not *my* Heathcliff. I shall love mine yet; and take him with me: he’s in my soul”. (160)

It appears that, in the very end, Catherine is unable to make the distinction between Heathcliff, the man of flesh and blood, who is not the one she calls *her own* and Heathcliff the actualization or projection of her Animus – she just knows instinctively that he is a part of her soul.

Yet another piece of evidence that Heathcliff is the actualization of the Animus can be found in the fact that such a character is unreal or, in other words, „one cannot take Heathcliff as a picture of any kind of lover a woman would yearn for...there is nothing to admire in Heathcliff’s murderousness, egotism, sadism and evil...in his unrelieved ruthlessness and cruelty, there is nothing admirable or even acceptable on the ‘real’ plane” (Holbrook 1997, 54). We should therefore ask⁴ ourselves whether his archetypal nature is the answer to the magnetism with which he always has and still is seducing and attracting the readers? It would appear so.

Interestingly, the story of the Animus does not end with Catherine’s death and her failure to integrate him. The story continues with young Cathy, Catherine’s daughter. She is also haunted by Heathcliff whom she has inherited as an Animus image from her mother, but with her the haunting and the pressure by the dark Animus result in her greater resilience. She goes on to find and accept her own archetypal image of the Animus in Hareton with whom she develops a positive relationship and can, therefore, accept Heathcliff who, at that point, withdraws from the story and is united with Catherine in death.

Even though he is seemingly a ruthless character who destroys many lives, Heathcliff is not “blind evil, because in the end, he is actually the force that leads to psychological development...it is because of him that the weak are destroyed and only those who remain strong can survive” (Hannah in Sanford 1980, 73). At the end of the novel, we have two marriages, as a projection of wholeness: one real, rational, between the earthly couple of Cathy and Hareton, and the other irrational, otherworldly, metaphysical, between the ghosts of Catherine and Heathcliff:

But the country folks, if you ask them, would swear on the Bible that he walks. There are those who speak to having met him near the church, and on the moor, and even within this house...yet that old man by the kitchen fire affirms he has seen two on ‘em looking out of his chamber window on every rainy night since his death... (Brontë 1998, 334)

To conclude, through the example of Heathcliff, we can see how the Animus who appears to be demonic at first glance, still contains within himself the primary impetus for individuation and proves to be an unstoppable force which makes the woman free herself from the weak, childish emotions and develop and reveal the true strength of her personality. In his relentless desire to become one with Catherine, we can see the unremitting instinct from within calling for unification of the female personality, an instinct provided and insisted upon, by the Animus himself.

⁴ in the quoted book, Holbrook answers this same question by saying that women are enchanted with Heathcliff and the likes of him because they are determined to prove villains. We, as cited above, would disagree.

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ERASMUS EXPERIENCES IN THE UNIVERSITIES – THE CASE OF AN ALBANIAN STUDENT BEING PART OF THE GERMAN EDUCATION SYSTEM

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Abstract

The Erasmus experiences seen as part of new trends in the higher education area and being adapted by universities in countries like Albania, impacts the actual and future state of Albanian students. European University of Albania (EUA) has been embracing Erasmus exchanges since academic year 2015 – 2016. European University of Tirana immediately established an internal system to motivate, encourage and accommodate the students before and after studies under Erasmus + Program.

All students of European University of Tirana (EUT), Albania, has had the opportunity to accommodate the studies in other universities in the framework of Erasmus + Program (such as curricula, exams, other academic obligations, evaluation and ECTS) within its own academic and administrative system.

Temporary study experiences result in improving a variety of elements of the main three actors:

- i) the hosting institution,
- ii) the guest institution and
- iii) the students.

Our hypothesis of this paper is: Mobile students are able to gain knowledge from Erasmus staff and foreign professors as well as life-taught lessons.

In order to verify the hypothesis, this paper is based on two main aspects:

- i) on the under-covered politics followed by UET (before, during and after studies abroad), and
- ii) on one of the successful cases of the European University of Tirana's students (UET), Ani Treska.

Key words: student, European University of Tirana (UET), Erasmus+, Albania, research, exchange

Introduction

“Encouraging learners to learn throughout life, anytime anyplace and anywhere”

Internationalization originated from the Bologna process has taken place from 1999. “The Bologna Process aims to create a European Higher Education Area where students can choose from a wide and transparent range of high-quality courses and benefit from smooth recognition procedures.” (European Commission 2007)

Albania being part of this system, has already made part of its education system the key principles of the Bologna Process as following:

1. The adoption of the system of comparable degrees, including through the introduction of the diploma supplement to ensure the employability of European citizens and the international competitiveness of the European higher education system.
2. The adoption of the three-tier system of education: Bachelor, Master and PhD.
3. The introduction of the European system of the credit transfer to support large-scale student mobility (credit system). It also provides the right of students to choose their disciplines. It is recommended to adopt ECTS (European Credit Transfer System) as a basis for this process, making it a funded system capable of operating in the framework of the concept called "life-long learning".
4. Significant development of student mobility (based on the performance of two preceding paragraphs). The enhancement of the mobility of teachers and other staff by the means of set-off of the period of time spent by them while working in the European region. The establishment of standards for transnational education.
5. The promotion of the European cooperation in the field of quality assurance with a view to develop comparable criteria and methodologies.
6. The promotion of necessary European dimensions in the field of higher education, especially in the area of curriculum development, inter-institutional cooperation, mobility schemes and integrated programs of study, as well as practical training and research. (Bologna Process, 2020)

This paper is based in two main components: i) on the under-covered politics followed by EUT (before, during and after studies abroad) ii) insider view of Erasmus+ experience granted by a student's case in Ludwischafen, Germany. Both of these components will frame how this program works and how it is being applied in one of the top universities in Albania, while intermingling it with the practical part of the student and its impact.

The hypothesis for this paper is that mobile students are able to gain knowledge from Erasmus staff and foreign professors as well as life-taught lessons.

In order to prove the hypothesis, the paper will elaborate various perspectives which have been affected positively as a result of Erasmus+ exchange program.

Program background

Erasmus+ Key Action 1 (KA107)

Erasmus+ is the new EU Programme in the fields of education, training, youth and sport for the period 2014-2021. The programme is based on previous EU programs (Tempus, Erasmus Mundus, Alfa, Edulink etc.) and provides opportunities for student and staff mobility, as well as capacity building projects. It is based on mobility principle for staff and students, exchange of best practices among Higher Education Institutions and strengthening the ties between education and labor market. The programme is prepared by the European Commission of the European Union and it is being implemented by the Executive Agency for Education Media and Culture (EACEA), in Brussels, National Agencies (NA) established in every Programme Country as well as National Erasmus Offices in Partner Countries such as Albania. One of the key actions of the Erasmus+ is Key Action1, which enhances mobility for students and staff during the period of their studies. These activities aim at fostering knowledge among students and staff through the exchange of best practice, improvement of foreign language skills and adaptive skills to the European culture.

Under-covered politics of UET

Guidelines for UET student's application towards a partner country

I-st Phase: Nomination of students

- UET receives the confirmation from the partner university that the project was approved by their NA, therefore it opens the call for applications among its students. The call for applications contains necessary information regarding documents to be uploaded, costs that the grant covers and the mobility period.

Necessary documents to be uploaded at this phase are:

1. CV in English
 2. Motivation letter in English
 3. Recommendation letter in English
 4. Transcript of Records translated into English
 5. Proof of foreign language, unless the Inter-Institutional Agreement predicts differently with a specific clause, or unless the partner university gives its consent via email to proceed without the proof of language proficiency.
- After thorough evaluation, selected students pass to the second phase of selection, which consists in interviews in English in front of a committee comprised by professors of respective departments and one representative from the Office for Research and Development. After successfully completing this phase, UET nominates its students based on the Inter-Institutional Agreement.

II-nd Phase: Announcement of winners

- Nominated students will be contacted directly by the partner university for the final phase of applications. At this phase, students must submit the "Transcript of records in English" and compile the "Learning Agreement", in cooperation with the Head of the respective Department by taking into account the course offer from the partner university. The International Relations Coordinator is responsible to provide the students with the guidelines for filling the Learning Agreement (LA). Afterwards the LA is signed by the student, Head of Department and approved by the rector of UET, Prof. Dr. Gjuraj and it is sent to the partner university for signature. The duly signed copy comprises the tri-party contract between the student-home university-host university, which guarantees the recognition of the mobility period. The student has the right to amend the initial LA according to the deadlines of the host university.
- UET offers its full support to the winners through the International Relations Coordinator at the Office for Research and Development throughout the entire mobility period abroad. UET offers also career counseling services by the Dean of Students Office.

III-rd Phase: After the mobility

- After successfully completing the mobility study period, students return to UET where they submit the transcript of records issued by the host university and the LA. These documents are submitted to the secretary. The recognition of the mobility period is done through the Equivalencing Committee comprised by the respective department members at UET.
- The Office for Contract Services is updated throughout the entire process for all outgoing as well as incoming students in UET.

Guidelines for incoming students in UET, in the framework of Erasmus+:***I-st Phase: Application and academic procedures***

- UET welcomes the nominations of the partner university, after the partner has taken its decision regarding pre-selected students. After receiving the nominations, UET takes the final decision about the selection of students.
- Selected students are contacted by UET in order to submit the Learning Agreement, which is prepared before the mobility and signed by the student, home university and host university, namely UET. Students are provided with our course offer in English, as well as syllabuses and ECTS per subject.

II-nd Phase: Contacting students before the mobility

- UET gets in touch with the students via email in order to better understand the specific needs of the students regarding accomodation in Albania and other facilities. Students are provided with the “Incoming Guide for Erasmus Students”, where they can find useful and practical information regarding UET and their general stay in the Republic of Albania.
- After intial talks about the planned accomodation expenses of the student, the Dean of Students in UET offers several alternatives for hostels and apartments for rent.

III-rd Phase: Starting the mobility at UET

- As soon as the students arrives in Albania, we provide facilities regarding airport transfer.
- The first day at UET consists in a campus tour regarding the premises of the university, the students cafeteria, the library etc.
- The student is introduced to the lectures of the department, where he/she will conduct the mobility period. After the introduction with the department and UET, the student takes time to decide whether changes to the initial LA will take place or not. If this is the case, amendments to the initial LA are signed by the student, Head of the Department of the Host university and approved by Rector Prof. Dr. Gjuraj (currently former Rector) and afterwards it is sent for signature to the home university. The duly signed copy comprises the tri-party contract between the student-home university-host university, which guarantees the recognition of the mobility period. The students have the right to amend the initial LA according to the deadlines of the host university.
- Besides the above-mentioned procedures, the legal regulation of the students’ stay in Albania is of high importance. The students must submit necessary documents to obtain the temporary permit of stay in the Republic of Albania, if the exchange period will last more than 3 months.
- Taking this into consideration, the student prepares the following documents with the help of UET Legal Office:
 1. The duly filled application form
 2. Three passport sized photographs
 3. Proof of criminal records with apostille seal
 4. Confirmation from the host university that the student has been accepted to conduct the mobility period at UET
 5. Financial proof, which can consist in the scholarship confirmation or declaration from the family that it supports financially the student.
 6. Rent Contract Agreement.
- During the stay in Albania and UET, the student is provided with facilities regarding social life by being included in several student clubs and activities in Tirana.
- At the end of the stay, the student must receive the transcript of records for the subjects he/she undertook during the mobility period, which derive from the Learning Agreement.

Pursuant to these guidelines, UET undertook a serious information and awareness campaign for students and academic staff, emphasizing the advantages and benefits of earning such a scholarship. The main elements of this awareness campaign were:

- The need for a higher education system in Albania to recognize other similar European institutions.
- The need of every student to face the European realities of schooling within higher education.
- Necessity of each student to get acquainted with European institutions of higher education.
- Perfecting a foreign language (preferably English) as a basic (but not the only) criterion for earning an Erasmus + scholarship.
- Acquaintance and familiarization of UET students with other “foreign” students and coping with cultural and social differences between them.
- Recognizing a completely new reality in all its dimensions.
- The need of UET to add the component of internationalization, as a true and contemporary indicator of the quality of higher studies, within Albania and beyond.

The International Relations Coordinator at the Office for Research and Development at UET was assigned as office responsible for coordinating the entire application process as well as during the period when the student was studying abroad. This Coordinator was supported by the Dean of Students Office. The Responsibility of the Coordinator (in cooperation with the relevant Department and the Dean of Students Office) was:

- To inform, encourage, coordinate and consult students who would aspire to apply in this important project.
- Guarantee a high level of UET student applications.
- To mediate institutionally with the respective Offices of European institutions of higher education
- Facilitate the alignment of the UET academic calendar with that of European higher education institutions.
- To moderate the dialogue between the departments of UET and the departments of the host institutions for similar study programs and specific subjects, in order to precede the equivalence of the subjects and the results of the students who would benefit from the Erasmus+ scholarship.
- These actors undertook an information and awareness tour at each faculty and department of UET, specifically for the Erasmus + Program

Case study

University's requirements

The UET Rectorate issued an Order aimed at creating a benevolent and supportive climate for all students who received an Erasmus + scholarship, an order which facilitated the preparation of the necessary documentation (English Language Study Programs, relevant subject syllabi, reintegration assessment and reintegration). these students in the academic calendar of UET.

Due to these measures, UET is the university that has achieved the highest number of students who have benefited from the Erasmus+ Program among private universities in Albania and among the most successful even among working universities.

This is evidenced by the document prepared by the Office for Project Development and Partnership for student and staff mobility 2015-2016, August 2016.⁵

⁵Prepared by Office for Project Development and Partnership, August 2016

Based on this official report the European University of Tirana during the academic year 2015-2016 has been actively engaged in mobility projects for students and staff. Since the launch of the Erasmus+ new funding scheme in 2014, UET has made successful progress by working with national, regional and EU universities in several Erasmus+ Projects. The Erasmus+ programme of the European Commission aims to boost skills and employability, as well as modernizing Education, Training, and Youth work.

Based on the most recent results of August 2016 UET and the partner universities from programme countries have successfully been approved grants for 10 Erasmus + Credit Mobility. Meanwhile, UET is still waiting for the confirmation of 11 applications for Erasmus + Credit Mobility projects. On the other hand, during 2015-2016 UET has managed to sign and implement three mobility agreements on bilateral basis, namely with Stockholm Business School, Hague University of Applied Sciences and University of Teramo. Bilateral agreements enable students to conduct their exchange period without having to pay any tuition fees to the host institution, as well as recognition of the mobility period. The aim of the agreement is to enable respective students to gain international experience and inter-cultural education, while academic staff will exchange best practices.

Besides working on the internationalization of its study programs by increasing mobility and exchange experiences of students and staff, UET aims at promoting its excellent students and offering more opportunities as an inter-mediator between the student and partner universities. Therefore, UET through the Office for Project Development and Partnerships has managed to set partnerships with South Wales University and BPP University London. The issue at hand refers to study transfer opportunities and tuition waivers for UET Alumni. Currently we are in the final process of negotiations with South Wales, while BPP University has approved two special scholarships for UET students for February 2017 intake. Calls for applications for the winter exchange semester 2016 were open throughout March-May period, since the deadline in most of our partners for nominations has been 31st of May. UET receives the confirmation from the partner university that the project was approved by their NA, therefore it opens the call for applications among its students. The call for applications contains necessary information regarding documents to be uploaded, costs that the grant covers and the mobility period.

Necessary documents to be uploaded at this phase are:

1. CV in English
2. Motivation letter in English]
3. Recommendation letter in English
4. Transcript of Records translated into English
5. Proof of foreign language, unless the Inter-Institutional Agreement predicts differently with a specific clause, or unless the partner university gives its consent via email to proceed without the proof of language proficiency.

After thorough evaluation, selected students pass to the second phase of selection, which consists in interviews in English in front of a committee comprised by professors of respective departments and one representative from the Office for Research and Development. After successfully completing this phase, UET nominates its students based on the agreements. From the calls opened during 2015-2016, 16 students will start their mobility in September 2016.

Table 1. “The share per UET departments is as following”

European University of Tirana							
Office for Project Development and Partnerships							
Data on student mobility 2015-2016							
No.	Department	Incoming			Outgoing		
		BA	MA	PHD	BA	MA	PHD
1	Department of Finance and Economics	0	0	0	2	1	1
2	Management and Marketing	0	1	2	0	2	0
3	Informatics, Mathematics, and Statistics IMS	0	0	0	4	3	2
4	Communication and Public Relations	0	0	0	0	0	0
5	Education	0	0	0	0	0	0
6	Applied Social Sciences	1	1	0	2	0	1
7	Private law	0	0	0	0	0	0
8	Public Law	0	0	0	0	0	0
Data on student mobility 2016-2017							
No.	Department	Incoming			Outgoing		
		BA	MA	PHD	BA	MA	PHD
1	Department of Finance and Economics	0	0	0	3	3	0
2	Management and Marketing	0	1	0	1	0	1
3	Informatics, Mathematics, and Statistics IMS	0	0	0	3	1	0
4	Communication and Public Relations	0	0	0	0	0	0
5	Education	0	0	0	0	0	0
6	Applied Social Sciences	1	0	0	2	0	0
7	Private law	0	0	0	0	1	1
8	Public Law	0	0	0	0	0	0

On the other hand, based on Inter-Institutional Agreements, the new calls for the spring semester 2017 opened during October 2016, following the same procedure of selection. Based on the agreements signed the number of UET students that will benefit from exchange opportunities under Erasmus+ Credit Mobility are 46 for all fields and levels of study.

In order to see how these numbers are shared per UET department please check the table below:

Table 2. “Students that will benefit from exchange opportunities under Erasmus+ Credit Mobility for all fields and levels of study”

European University of Tirana			
Office for Project Development and Partnerships			
Data on student mobility ; approved projects ^{*1}			
No.	Department	Outgoing	Incoming
1	Department of Finance and Economics	15	15
2	Management and Marketing		
3	Informatics, Mathematics, and Statistics IMS	7	7
4	Communication and Public Relations	2	2
5	Education	2	2
6	Applied Social Sciences	18	14
7	Private law	2	2
8	Public Law		
Projects still in application			
No.	Department	Outgoing	Incoming
1	Department of Finance and Economics	5	5
2	Management and Marketing		
3	Informatics, Mathematics, and Statistics IMS	5	5
4	Communication and Public Relations	6	6
5	Education	0	0
6	Applied Social Sciences	3	3
7	Private law	2	2
8	Public Law		

¹ *This includes Erasmus+ Credit Mobility and Bilateral exchanges. UET is also part of COMMO project, a project of UNIMED. 3 UET students will benefit, but we are still waiting for details. Also, the approved projects are expected to be implemented during 2016-2018.

*This includes Erasmus+ Credit Mobility and Bilateral exchanges. UET is also part of COMMO project, a project of UNIMED. 3 UET students will benefit, but we are still waiting for details. Also, the approved projects are expected to be implemented during 2016-2018.

Source <http://uet.edu.al/index.php/en/scientific-research/internationalisation>
<http://uet.edu.al/index.php/en/nderkombetarizimi/erasmus-exchange>

Table 3. "Data on Student Mobility"

European University of Tirana								
Data on Student Mobility 2015- 2016 / Outgoing								
No	Name	Department/Programme	Faculty	Host Institution	Period	Aim	Project	Contacts
1	Eda Meta	Finance & Economics	Economics and IT	Humboldt University in Berlin, Germany	10 months from Sep 2015	1 (Bachelor)	Sigma Agile	metaeda@hu-berlin.de ; edameta@hotmail.com
2	Juana Agaj	Informatics, Statistics and Mathematics	Economics and IT	University Nova de Lisboa, Portugal	5 months from Sep 2015	1 (Bachelor)	Sigma Agile	juana_agaj@yahoo.com ; 0694297485
3	Seida Daija	Informatics, Statistics and Mathematics	Economics and IT	University Nova de Lisboa, Portugal	5 months from Sep 2015	1 (Bachelor)	Sigma Agile	dajaseida@gmail.com ; 0674518208
4	Nerimanda Bajraktari	Informatics, Statistics and Mathematics	Economics and IT	Lappeenranta University of Technology, Finland	10 months from Sep 2015	2 (Master)	Sigma Agile	nerimanda.bajraktari@student.lut.fi ; bajraktarinerimanda@gmail.com
5	Joana Meta	Finance & Economics	Economics and IT	University of Warsaw, Poland	22 months	2 (Master)	Sigma Agile	jona-2301@live.com ; jmeta@uet.edu.al
6	Maria Nikolla	Informatics, Statistics and Mathematics	Economics and IT	University of Milan, Italy	10 months from Sep 2015	2 (Master)	Sigma Agile	maria_nikolla@yahoo.com
7	Erjon Curraj	Informatics, Statistics and Mathematics	Economics and IT	Lappeenranta University of Technology, Finland	6 months from Sep 2015	3 (PhD Student)	Sigma Agile	erjon.curraj@tech360.al
8	Ketrina Çabiri	Applied Social Sciences	Social Sciences and Education	University of Salzburg, Austria	5 months from October 2015	3 (PhD Student)	Sigma Agile	ketrina.cabiri@uet.edu.al
9	Agim Kasaj	Informatics, Statistics and Mathematics	Economics and IT	University Nova de Lisboa, Portugal	5 months from Dec 2015	3 (PhD Student)	Sigma Agile	agim.kasaj@uet.edu.al

10	Megi Ruka	Applied Social Sciences	Social Sciences and Education	Linum and Partners, Hu	10-14 September 2015	Participating in a joint project	Proud to be a European-The Importance of Active Citizenship/CEI	megi.ruka@uet.edu.al
11	Esmeralda Kadena	MSc Economic Informatics	Economics and IT	Obuda University, Budapest, Hungari	4 months February-May 2016	2 (Master)	Erasmus+ Credit Mobility	esmeralda.kadena@hotmail.com
12	Redis Matka	MSc Business Administration	Economics and IT	Obuda University, Budapest, Hungari	4 months February-May 2016	2 (Master)	Erasmus+ Credit Mobility	redis.matka@gmail.com
13	Elona Shehu	Finance & Economics	Economics and IT	Obuda University, Budapest, Hungari	4 months February-May 2016	3 (PhD Student)	Erasmus+ Credit Mobility	elona.shehu@uet.edu.al
14	Ketrina Jarazi	MSc Business Administration	Economics and IT	Ludwigshafen, Rhein University	6 months March-August 2016	2 (Master)	Erasmus+ Credit Mobility	jaraziketrina@gmail.com 0698769448
15	Jugers Dedja	BA in Economic Informatics	Economics and IT	Ludwigshafen, Rhein University	7 months March-August 2016	1 (Bachelor)	Erasmus+ Credit Mobility	gersi93@hotmail.com 0699680932
16	Ilda Bejtulla	BA Finance and Banking	Economics and IT	University of Split, Croatia	4 months 28 Feb-15 June 2016	1 (Bachelor)	Individual "Freemover"	ilda-10@live.com ; 0695433052
17	Ageda Shiba	BA Economic Informatics	Economics and IT	Bosnia and Herzegovina	2 weeks July 2016	1 (Bachelor)	Erasmus+ Youth Mobility "When war follows peace"	geda.fm@gmail.com ; 0697656397

18	Sergej Shehaj	BA International Relations	Applied Social Sciences	Bosnia and Herzegovina	2 weeks July 2016	1 (Bachelor)	Erasmus+ Youth Mobility "When war follows peace"	sergej.shehaj@gmail.com
Data on Student Mobility 2016- 2017 (selection procedures of students was conducted during 2015-2016)								
19	Benard Kadëna	MA Finance and Banking	Economics and IT	University of Pavia	5 months Jan- May 2017	2 (Master)	Erasmus+ Credit Mobility	benard_1994@hotmail.com
20	Marsid Gupi	PhD Law	Law	University of Pavia	5 months	3 (PhD Student)	Erasmus+ Credit Mobility	marsid_gupi@hotmail.com
21	Ada Xama	BA Business Informatics: Finance and Banking	Economics and IT	Stockholm Business School	1 academic year 2016-2017	1 (Bachelor)	Bilateral exchange	ada.xama@hotmail.com
22	Elda Shurdhaj	MA Finance and Banking	Economics and IT	Stockholm Business School	1 academic year 2016-2017	2 (Master)	Bilateral exchange	eldashurdhaj@hotmail.com
23	Iris Beci	BA Business Informatics: Finance and Banking	Economics and IT	Hague University of Applied Sciences	5 months, Aug 2016- Jan 2017	1 (Bachelor)	Bilateral exchange	irisbeci93@hotmail.com
24	Adem Skendo	MA Private and Business Law	Law	Hague University of Applied Sciences	5 months, Aug 2016- Jan 2017	2 (Master)	Bilateral exchange	deniskendo@gmail.com
25	Teuta Nunaj	PhD Economic Sciences	Economics and IT	University of Warsaw, Poland	5 months Sep 2016-Jan 2017	3 (PhD Student)	Erasmus+ Credit Mobility	teuta.nunaj@gmail.com
26	Joniada Llango	MA Finance and Banking	Economics and IT	University of Warsaw, Poland	5 months Sep 2016-Jan 2017	2 (Master)	Erasmus+ Credit Mobility	joniada.llango@gmail.com

27	Ferdese Kupa	BA Finance and Banking	Economics and IT	University of Koblenz	14 days	1 (Bachelor)	TEMPUS: ENCHASE Project	dessy-h@live.com
28	Anisa Curraj	MA Finance and Banking	Economics and IT	Ludwigshafen, Rhein University	5 months Sep 2016-Jan 2017	2 (Master)	Erasmus+ Credit Mobility	anisacurraj@gmail.com
29	Ani Treska	BA Business Management	Economics and IT	Ludwigshafen, Rhein University	5 months Sep 2016-Jan 2017	1 (Bachelor)	Erasmus+ Credit Mobility	anitreska@hotmail.com
30	Antonela Çekixhi	BA Finance and Banking	Economics and IT	Ludwigshafen, Rhein University	5 months Sep 2016-Jan 2017	1 (Bachelor)	Erasmus+ Credit Mobility	antonelacekixhi@yahoo.com
31	Ferdese Kupa	BA Finance and Banking	Economics and IT	University Nova de Lisboa, Portugal	5 months Sep 2016-Jan 2017	1 (Bachelor)	Erasmus+ Credit Mobility	dessy-h@live.com
32	Ageda Shiba	BA Economic Informatics	Economics and IT	University Nova de Lisboa, Portugal	5 months Sep 2016-Jan 2017	1 (Bachelor)	Erasmus+ Credit Mobility	geda.fm@gmail.com ; 0697656397
33	Alkida Karčanaj	BA International Relations	Social Sciences and Education	University Nova de Lisboa, Portugal	5 months Sep 2016-Jan 2017	1 (Bachelor)	Erasmus+ Credit Mobility	alkida.karcanaj@live.com
34	Esterina Celami	BA Sociology- Social Anthropology	Social Sciences and Education	University Nova de Lisboa, Portugal	5 months Sep 2016-Jan 2017	1 (Bachelor)	Erasmus+ Credit Mobility	esterina.celami@gmail.com

Table 4. "Incoming Students 2015-2016 & 2016-2017"

European University of Tirana									
INCOMING STUDENTS 2015 -2016									
No	Student Name	Mobility Level	Duration	Home University	Mentoring Professor	UET Host Department	Period	Comments	Contacts
1	Karolina Jankowska	2 (Master)	5 months	University of Warsaw, Poland	Dr. Enri Hide	Applied Social Sciences	01/10/2015-15/02/2016	SIGMA AGILE Project	k.jankowska06@gmail.com
2	Giorgio Saibene	3 (PhD)	6 months	University of Milano, Italy	Prof. Dr. Luljeta Minxhozi	Doctoral School - Business Studies	01/10/2015-15/02/2016	SIGMA AGILE Project	giorgio.saibene@uni.mi.it
3	Giacomo Morabito	3 (PhD)	extended to 8 months	University of Messina, Italy	Prof. Dr. Adrian Civici	Economics	21/01/2016	Invitation from Prof. Dr. Civici	giacomo.morabito.16@gmail.com
4	Elisabetta Di Steffano	2 (Master)	3 months	University of Teramo, Italy	Prof. Dr. Engjëll Pere	Economics	July/ September/ October	Bilateral basis	elidistefano88@yaho.it
5	Endrit Tota	1 (Bachelor)	2 months/ July/ September	University of Teramo, Italy	Prof. Dr. Ferit Duka	Applied Social Sciences	2 months thesis research	Bilateral basis	endrit-tota@hotmail.com
INCOMING STUDENTS 2016-2017									
6	Martin Gillich	2 (Master)	5 months	Obuda University	Appointed profs based on the Learning Agreement	Business Management	1 semester	Erasmus+ Credit Mobility	gmartin1899@gmail.com
7	Sander Oomen	1 (Bachelor)	5 months	Hague University of Applied Sciences	Appointed profs based on the Learning Agreement	Applied Social Sciences	1 semester	Bilateral basis	u.yugruk-planken@hhs.nl

Ani Treska's experience in Erasmus+ exchange program in Ludwigshafen, Germany

Taking advantage of this supportive and facilitating climate, student Ani Treska, who was studying at the European University of Tirana, in the Study Program Business Management second year of Bachelor level, applied to receive a scholarship in the framework of the Erasmus+ Program.

Being accepted in 2016, she followed the first semester of her last year of Bachelor studies at the University of Applied Sciences Ludwigshafen, Germany (Hochschule für Wirtschaft und Gesellschaft Ludwigshafen). The boost she got from this Erasmus experience has significantly helped in the academic perspective and personal growth.

University's perspective

Having been prepared from the sending university with the required documents for the receiving university the journey had already begun.

Firstly, the receiving university had already assigned “a buddy” — a student who currently studies in the same university and who voluntarily signed up for the ‘buddy program’. This buddy would be the connection bond between the incoming student, the university and its courses as well as the International Office of the university; also, the first touch with the new country as well as the last one before the student leaves the country. The crucial role of the buddy is highly underrated, but coming from personal experience, highly significant. They help the incoming student with paperwork, going to different offices, applying for public transportation cards, going to the bank and getting to know the city.

This is the first encounter two foreign students have with each other. The amount of culture knowledge shared within them helps them both on widen their horizons, being open-minded and genuinely get to know each other's country histories.

Secondly, the International Office in Hochschule Ludwigshafen was the next touch point within the university. They were fully prepared for our arrival having done all the necessary paperwork regarding forms, rental agreements, student ID card etc. Later on, the incoming students had the introductory week where students got to know each other, mingle through different activities and break the ice with each other.

This office was the main source of answers related to every question or concern students might occur, listing from normal questions regarding the university until cases of broken beds in which the assistance was immediate.

From the student's perspective I can personally state that having that type of support was a very helpful hand in all the journey in Germany. Not only did they support in the bureaucratic aspect, but also served as a model by demonstrating how to behave towards work; being focused, hard-working, direct, strictly professional, friendly and compassionate when needed.

Academic background

Due to the reason that students attend one semester abroad, the mandatory courses have already been assigned and approved since the beginning. This program is drafted by one university (in this case Hochschule Ludwigshafen) for incoming foreign students. These mandatory courses have already been approved from the other sending university (in this case UET) in the contract signed from both universities, in order for students to not lose one semester because of the exchange program, but on the contrary, to motivate and facilitate this movement. This acknowledgment of courses is set by a percentage of 60% minimum. Moreover, the selective courses (chosen from the student) will be accommodated to recognize from the sending university in order for students not to lose credits or stay behind.

German professors contributed in our academic growing. In difference to the way how classes were conducted in Tirana, the professors in this university would mostly use case studies when developing a certain topic. This was another perspective which helped us apply the knowledge

and be more practical while learning. Constant case study analysis as assignments improved our English skills, made us more throughout in researches and provided a wonderful bouquet of various perspectives coming from the foreign students.

The required level of our assignments was not low. Our professors kept a fairly professional balance between demanding the same level from us as they did to German students, while also being empathic and understandable to different backgrounds of foreign students. This is what I kept with me, personally I increased the expectations of myself for the work I do.

The city

Going to a country where you have never been before was frightening and exciting in the same time. Having taken the wrong train to a destination, missing another train because of the long queue, having ran out of battery because Google Maps was always on were embarrassing situations at the time, but through failure we learn; and that is what I did.

Because of the different situations being abroad put me, now I can easily travel in any city because I know what are the necessary items: power bank (probably two), charger, roaming for mobile data, a SIM card if you're staying for long, two navigation application, tickets bought online and printed them, water, some snacks and a camera for the beautiful city.

Validity

Genuine insights on challenges such as the new country, different culture, different staff, other international students, university classes and program, foreign language, university environment, university requirements, required obligations and their settlement were evident on this paper as well as the perspective from the university.

UET reflected the challenge of its internationalization in its basic document, the UET Statute, which states:

“The core mission of EUT is to provide students with high quality education, by transferring the results of scientific research to teaching practices; also the institution seeks to promote knowledge in the Albanian context through teaching, creativity, the use of best practices in research and the development of partnerships with the labour market as well as international organizations (The Statute, Section 6.2).”

For the realization of the vision and its mission, UET has as strategic objectives:

- Achieving excellence in all areas of academic and research activities;
- Maintaining an outstanding professorship that possesses the highest professional values and skills;
- High quality in the academic and infrastructure processes of the institution;
- Equipping graduate students with the best education and opportunities for them to increase their valuable knowledge, skills and experience;
- Building bridges of national, regional and international cooperation; (our underlining)
- Creating a stimulating and developing environment for professors, employees and students;
- Ensuring a sustainable environment for tracking excellence;
- Ensuring flexibility and accountability.

Article 8

UET' rights:

- To define the fields of scientific research and to develop its program with a wide European and international orientation;
- Establish cooperation links with university structures (similar or similar) of higher education or scientific research inside or outside the country that exercise the activity

in the field of higher education; to join national and international associations and organizations of public or non-public higher education;

Based on these priorities, UET has undertaken an extensive internationalization campaign of its studies. Co-operation through projects for mobility and capacity development of the European Union as Tempus and Erasmus + KA1 and Erasmus + KA2. EUT has an active cooperation with 93 foreign IALs

Conclusion

As a conclusion the hypothesis of this paper is approved with combination of European University of Tirana's internationalization strategies and the student's experience.

It should be stated that these skills were deeply rooted in our subconsciousness, activating in real life situations. They are similar to the basis of education we get from our family; through life and through confronting various situations we reveal our values, beliefs and how we approach problems. Hence, after leaving Germany I truly understood the value of being in such exchange program.

Because of Erasmus+ I got to know two of my lifelong friends from different nationalities, I got to experience new culture, try new cuisine (which not always was pleasant), learn a new language from scratch and meet professors with outstanding knowledge eager to share it with us. This is called being lucky, and everyone has the chance to be a part in this and become Erasmus+ Alumni student.

I would personally compare it to a Swiss knife, one girl having certain skills which were improved by time and by challenges while being endowed with skills from the people and the situations surround her.

Appendix 1

Erasmus + KA1 Agreements by numbers												
Approved and ongoing												
No	Albanian University	Programme Country University	Period of Agreement	Contact details	Website-course catalogue	Subject area name	Study cycle	Outgoing Student Total Number of months	Student Language Level	Outgoing Staff Total Number of days	Incoming Staff or Students Total Number of months	
1	European University of Tirana	University of Pavia, Italy	2016-2021	Elena Fontana, erasmusoverseas@unipv.it	http://www.unipveu/site/home/Internazionalizzazione/erasmus-overseas.html	Education, Social Sciences, Journalism and Information, Business Administration and Law, Information and Communication Technologies	1st, 2nd, 3rd	6 students* 6 months each	English B2	4 Teaching staff, 1 Staff for Training	6 students* 6 months each; 4 Teaching staff, 1 Staff for Training	
2	European University of Tirana	University of Warsaw, Poland	2015-2021	Sylvia Salamon, sylvia.salamon@adm.uw.edu.pl	http://en.uw.edu.pl/education/exchange-and-guest-students/	All fields	2nd, 3rd	4 students* 5 months each	English B2	1 Teaching Staff 14 days; 1 Staff for Training for 14 days	2 Students* 5 months; 1 Teaching Staff 14 days; 1 Staff for Training for 14 days	
3	European University of Tirana	Ludwigshafen University, Germany	2014-2021	Kerstin Gallenstein, kerstin.gallenstein@hs-lu.de	https://www.hs-lu.de/fileadmin/user_upload/International/Incoming/Englische_Vorlesungen_SS16.pdf	Business Administration	1st, 2nd	6 students* 5 months each	English B2	2 Teaching staff* 5 days; 1 staff for training * 7 days	6 students* 5 months each; 2 Teaching staff* 5 days; 1 staff for training * 7 days	
4	European University of Tirana	New University of Lisbon, Portugal	2014-2021	Joao Saagua, erasmus@unl.pt	http://www.unl.pt/pt/internacional/Academic_Offer_s_from_UNL?pid=623&ppid=34/	Anthropology, Information management, Information Systems	1st, 2nd, 3rd	5 students* 5 months	English B2	1 Teaching staff* 7 days; 1 staff for training * 7 days	1 student* 5 months; 1 Teaching staff* 7 days; 1 staff for training * 7 days	
5	European University of Tirana	Obuda University, Budapest, Hungary	2015-2017	Ildiko Marosi, projectoffice@uni-obuda.hu	https://www.uni-obuda.hu/en/international-students	Business Administration, Economics	1st, 2nd, 3rd	3 students* 12 months	English B1	6 Teaching Staff* 30 days	3 students* 12 months; 6 Teaching Staff* 30 days	
In application												
1	European University of Tirana	Heinrich-Heine University Dusseldorf, Germany	2016-2021	Anne Gellert, erasmusagreements@hhu.de	https://www.hhu.de/erasmus-incomings	Social Sciences and media Studies	1st, 2nd	2 students* 10 months	English B2	1 Teaching staff* 7 days; 1 staff for training * 7 days	2 students* 10 months; 1 Teaching staff* 7 days; 1 staff for training * 7 days	
2	European University of Tirana	Universita Europea di Roma, Italy	2014-2021	Aniello Merona	www.unier.it	Law, Economics, Psychology	1st, 2nd	5 students* 4 months per each field of study (15 in total)	English B2	3 Teaching Staff* 5 days	4 students* 4 months per each field of study (12 in total); 3 Teaching Staff* 5 days	
3	European University of Tirana	University of Salzburg, Austria	2016-2020	Franz Kok, franzkok@sbg.ac.at	https://www.uni-salzburg.at/index.php?id=52&L=1	Political Science	1st, 2nd	4 students* 10 months each	English B2	1 staff for training * 12 days	n/a	
4	European University of Tirana	Kahramanmaraş Sutcu Imam University, Turkey	2014-2021	Aylin Gurlek, aylin.yardimci@ksu.edu.tr	www.ksu.edu.tr	Economics	1st, 2nd	2 students* 6 months each	English B1	1 Teaching staff* 7 days; 1 staff for training * 7 days	2 students* 6 months each; 1 Teaching staff* 7 days; 1 staff for training * 7 days	
5	European University of Tirana	Siauliai University, Lithuania	2016-2021	Regina Karveliene, inlern.project@cr.vu.lt	https://www.vu.lt/en/studies/non-degree-studies-free-movers	Business Administration, Economics	1st, 2nd	2 students* 5 months each	English B1	2 Teaching staff* 8 days	2 students* 5 months each; 2 Teaching staff* 8 days	
6	European University of Tirana	Kaunas Faculty of Humanities, Lithuania	2014-2021	Jadyga Kruminienė, jadyga.kruminiene@kfh.vu.lt	https://www.vu.lt/en/studies/exchange-students/courses-taught-in-foreign-languages	IT, Economics, Communication	1st, 2nd, 3rd	3 students* 5 months	English B2	3 Teaching staff* 5 days	3 students* 5 months; 3 Teaching staff* 5 days	
7	European University of Tirana	Vilnius University, Lithuania	2014-2021	Simona Viziene, simona.viziene@cr.vu.lt	www.vu.lt	Journalism and Information	1st, 2nd	2 students* 5 months each	English B1	1 Teaching staff* 5 days; 1 staff for training * 5 days	2 students* 5 months each; 1 Teaching staff* 5 days; 1 staff for training * 5 days	
8	European University of Tirana	University of Salerno, Italy		waiting for approval from their NA for further details								
9	European University of Tirana	University of Foggia, Italy		waiting for approval from their NA for further details								
10	European University of Tirana	University of Bologna, Italy		waiting for approval from their NA for further details								
11	European University of Tirana	University of Pavia, Italy		waiting for approval from their NA for further details								

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ECO-INNOVATION PERFORMANCE OF THE SLOVAK REPUBLIC AND ANALYSIS OF CORRELATION BETWEEN SELECTED VARIABLES

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Abstract

Ecology and environmental protection are currently a major topic in professional, scientific and laic circles. The Eco-Innovation initiative is gaining more and more attention from entrepreneurs and politicians and has become a new priority within the EU. The aim of the paper is to compare the performance of Slovakia in the field of eco-innovation with the EU and V4 countries average and to determine the correlation between selected variables and eco-innovation performance. The comparison is accomplished on the base of Eco-Innovation Index. Simple linear regression was used to analyse the impact of selected variables. Slovakia belongs to the group of so-called “catching up” countries and it is ranked as the 23rd in the EU-28, at which the weakest part is the eco-innovation inputs area, which includes the government R&D expenditure, R&D staff and quantity and other indicators. The performed analysis confirmed the correlation between selected variables and eco-innovation performance, the strongest correlation was found with the variable government R&D expenditure.

Ecology and environmental protection are currently a major topic in professional, scientific and laic circles. The Eco-Innovation initiative is gaining more and more attention from entrepreneurs and politicians and has become a new priority within the EU. The aim of the paper is to evaluate the performance of Slovakia in the field of eco-innovation and compare it with the EU and V4 countries average and to determine the correlation between selected variables and eco-innovation performance. The comparison is accomplished on the base of Eco-Innovation Index. Simple linear regression was used to analyse the impact of selected variables. Slovakia belongs to the group of so-called “catching up” countries and it is ranked as the 23rd in the EU-28, at which the weakest part is the eco-innovation inputs area, which includes the government R&D expenditure, R&D staff and quantity and other indicators. The performed analysis confirmed the correlation between selected variables and eco-innovation performance, the strongest correlation was found with the variable government R&D expenditure.

Keywords: *eco-innovation, eco-innovation scoreboard, eco-innovation index, R&D, simple linear regression,*

JEL classification: *M 20, O31, O32*

1. Introduction

While in the past the world community and the world economy have focused primarily on achieving long-term economic growth with the active use of available resources, in recent years this attitude has been significantly changing and the theme of sustainable development based on the knowledge economy and rational use of resources environment and ensuring its highest quality is becoming more popular, including measures to protect the climate, water resources or biodiversity and

diversity. Towards the end of the 20th century, the need to build a so-called green economy began to be actively discussed as well as the implementation of innovative measures and solutions, which in comparison with traditional ones will bring better use of resources and more significant elimination of negative impacts on the environment (Slovak Business Agency, 2018).

Environmental sustainability, the elimination and prevention of the negative effects of economic activities on its individual components are becoming an essential part of any economic policy and a factor that significantly affects the long-term competitiveness of individual economies. Concerns about the future of the environment are also reflected in the content focused on innovation policies in which eco-innovation is beginning to play an important role (Jeck, 2012).

The environmental and ecological perspective is probably the youngest in the chronology, but its impact on product development and production is increasingly up-to-date and stronger. It examines the environment (home, work, natural, urban and others) and its impact on man as well as human impact on the environment.

It is a two-way active relationship. Up to the present day, a number of directions that come under the heading of eco-design or green design (eco-design, green design, using environmentally friendly materials) have been created. Already by the name it is clear that they deal with the elimination of adverse impacts of industrial production on the environment by using secondary raw materials or closing the product life (Cradle to Grave) to the so-called Product Lifecycle, incorporating "post-consumer" stages: decommissioning, transformation into waste, its disposal or re-use of materials after recycling, use of renewable raw materials (Knošková, 2014).

1.1 Literature Review

The concept of eco-innovations is relatively new and the first time it appears to the late 90s of the 20th century. It was introduced in the context of ensuring sustainable growth, with economic priority being given to solutions aimed at ensuring economic growth on the one hand, and environmental sustainability and stability on the other. In this case, we are talking about the so-called sustainable growth of the global economy, where the growth of one quantity is not realized at the expense of the other but it is in symbiosis with it, or with respect to it (Slovak Business Agency, 2018).

The European Commission (2006) defines eco-innovation as any other innovation that leads to significant progress towards the sustainable development goal, by reducing environmental impacts, increasing nature's resistance to environmental pressures, or achieving a more efficient and responsible use of natural resources.

OECD (2010) defines eco-innovation as the introduction of new or significantly improved products (goods or services), processes, marketing methods, organizational structures or institutional measures that purposely or as a side effect lead to environmental improvements.

Eco-innovation is the development and application of a business model that is shaped by a new business strategy that includes sustainability in all business operations throughout the life cycle. It includes a coordinated set of adjustments or new solutions for products (goods / services), processes, market access, and organizational structure that leads to higher company performance and competitiveness. A conceptual model of eco-innovation that is based on this definition is shown in Figure 1 (O'Hare et al., 2014).

Fig.1 Conceptual model of eco-innovation



Zdroj: O'Hare et al., 2014

Eco-innovations thus represent a selection of suitable materials, processes and distribution methods that we use with less energy consumption, less natural resources consumption and complexity with fewer burdens on the environment (Loučanová, E. et al., 2015). According to the definition of Lešková (2009), eco-innovations reduce material demand, use closed material flows, or create, or use new materials. At the same time, they aim to reduce energy demand or create or use alternative energy sources, reduce total emissions to the environment or existing environmental burdens and health risks, while supporting the idea of a healthy lifestyle and sustainable consumption.

Karlsson & Lothrop (2006) note that the environmental concept includes sustainability priorities worldwide. The “eco” element in the ecological concept may refer to the economy (reflecting business orientation) and also to ecology (reflecting the importance of environmental aspects). Eiadat et al. (2008) point out that the relationship between eco-innovation and business performance represents linear dependence and mutual benefit.

2. Methodology

The aim of the paper is to evaluate the performance of Slovakia in the field of eco-innovation and compare it with the EU and V4 countries average and to determine the correlation between selected variables and eco-innovation performance. The comparison is made on the basis of the Eco-Innovation Index, which shows how European Union countries achieve different levels of eco-innovation performance and represents their strengths and weaknesses.

Within the EU, eco-innovation activity began to be monitored in 2010, when the Eco-Innovation Scoreboard was quantified as part of The Eco-innovation Observatory, which assesses and compares the performance of national economies in the field of eco-innovation. The aim is to capture the different aspects of eco-innovation by applying 16 indicators grouped into five dimensions.

Indicators of eco-innovation index include (Europa, 2019):

- Eco-innovation inputs comprise investments (financial or human resources) aiming to trigger eco-innovation activities. The indicators include: Governments environmental and energy R&D appropriations and outlays (% of GDP), Total R&D personnel and

researchers (% of total employment), Total value of green early stage investments (USD/capita).

- Eco-innovation activities include indicators to monitor the scope and scale of eco-innovation activities undertaken by companies. The component focuses on efforts and activities rather than on actual results of innovation activity. The indicators include: Firms declaring to have implemented innovation activities aiming at a reduction of material input per unit output (% of total firms), Firms declaring to have implemented innovation activities aiming at a reduction of energy input per unit output (% of total firms), ISO 14001 registered organisations (per mln population).
- Eco-innovation outputs describe the immediate results of eco-innovation activities. Indicators in this component are used to monitor the extent to which knowledge outputs generated by businesses and researchers relate to eco-innovation. The indicators include eco-innovation related patents (per mln population), eco-innovation related academic publications (per mln population), eco-innovation related media coverage (per numbers of electronic media).
- Eco-innovation socio-economic outcomes – depict wider effects of eco-innovation activities for society and the economy. This includes changes in employment, turnover or exports that can be related to broadly understood eco-innovation activities. Indicator includes exports of products from eco-industries (% of total exports), employment in eco-industries and circular economy (% of total employment across all companies), revenue in eco-industries and circular economy (% of total revenue across all companies).
- Eco-innovation resource efficiency outcomes – relate to wider effects of eco-innovation on improved resource productivity. Eco-innovation can have a twofold positive impact on resource efficiency: it can increase the generated economic value, while at the same time decrease pressures on the natural environment. Indicator includes material productivity (GDP/Domestic Material Consumption), water productivity (GDP/Water Footprint), energy productivity (GDP/gross inland energy consumption), GHG emissions intensity (CO₂e/GDP).

Numerical data were processed by means of statistical-comparative analysis and to make the results more transparent it was used graphical representation. In the second part of the paper we analyzed the relationship of some selected variables and the eco-innovation performance of the Slovak Republic. Based on our knowledge from literature, we decided to analyze the impact of the following variables:

1. Number of R&D organizations and workplaces (data from the Statistical Office of the Slovak Republic - SO SR)
2. Number of persons employed in research and development (SO SR data)
3. Expenditure on research and development (SO SR data)
4. Share of R&D expenditures from GDP (SO SR data)
5. Number of granted patents, designs and utility models (data of the Industrial Property Office of the Slovak Republic)

We used mathematical-statistical methods to calculate the regression analysis and deduced conclusions.

3. Results

In this part of the paper we analyse and compare the eco-innovation performance of the Slovak Republic with other EU Member States and then, using linear regression, we examine the impact of selected variables.

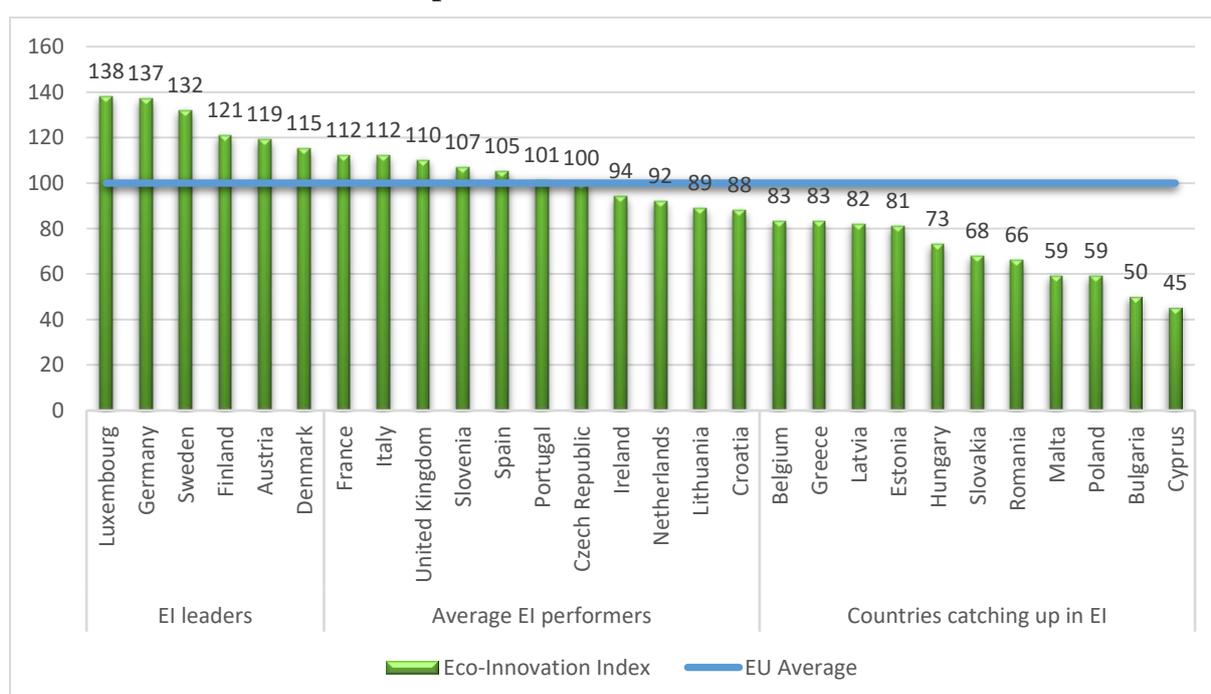
3.1. Evaluation of Eco-Innovation of the European Union countries

According to the Eco-Innovation Scoreboard, countries were grouped into three groups (Graph 1):

- Eco-innovation leaders whose scores are significantly higher than the EU average (score > 114);
- Countries achieving average eco-innovation performance with scores around the EU average (scores between 85 and 114);
- Catching-up countries with a performance of approximately 85% or less compared to the EU average (score < 85).

According to the latest elaboration of the eco-innovation index for 2018, Luxembourg leads the EU ranking with a total score of 138. It is very closely followed by Germany (137) and Sweden (132). Finland and Austria have also been recognized as leading eco-innovation countries. Eleven Member States scored around the EU 100 average and have therefore been identified as having average performance in eco-innovation. The overall eco-innovation score in this group ranges from 112 (Italy and France) to 88 (Croatia). The last group is a group of countries that are catching up with eco-innovation, with a total score ranging from 83 (Belgium) to 45 (Cyprus). With the exception of Belgium, all countries in this last group are Member States that joined the European Union in 2005 or later (Eco-Innovation Index 2018).

Graph 1 Eco-Innovation Index 2018



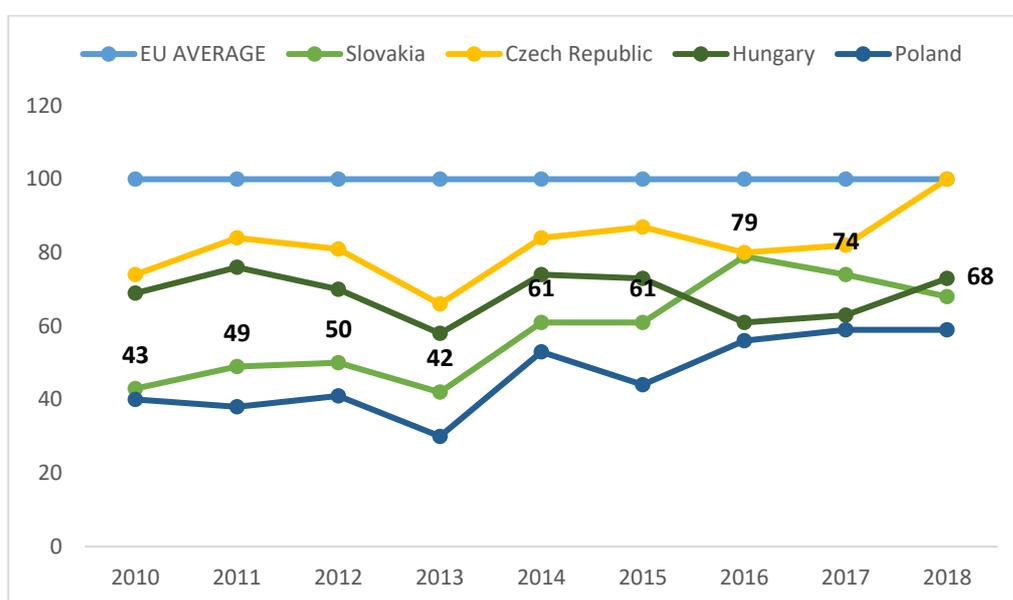
Source: own construction from EU Eco-Innovation Index, 2018

2.3 Evaluation of Eco-Innovations in the Slovak Republic

The results of the Scoreboard show that the overall eco-innovation score of the Slovak Republic is decreasing (Graph 2). In 2018, it reached 68 (the so-called “catching-up group”) and ranks the Slovak Republic 23rd among the EU-28.

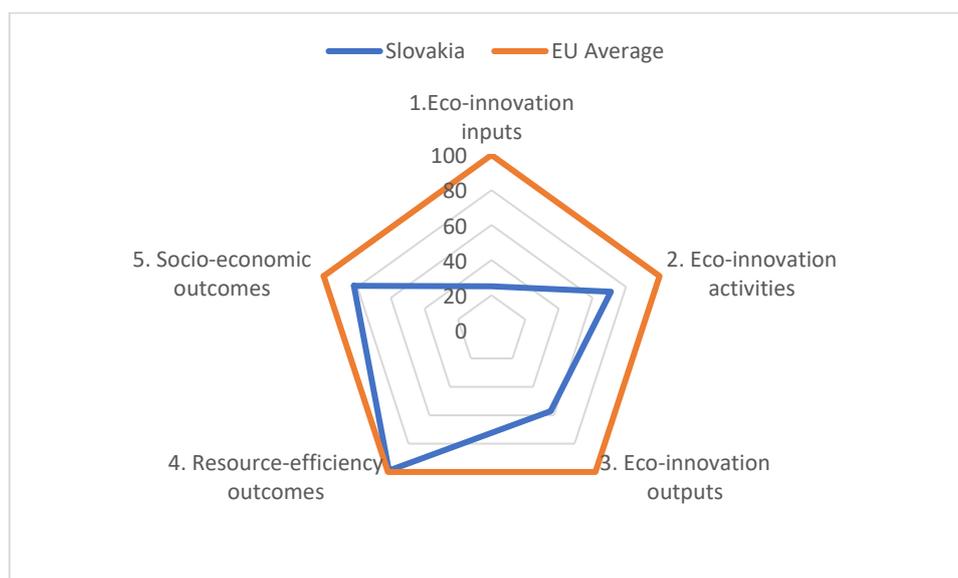
A score of 68 means that the overall performance of the Slovak Republic in eco-innovation is 32% below the EU average. The greatest eco-innovation performance was recorded in 2016 with a score of 79, since then the score has been decreasing. A comparison of the V4 countries shows that only the Czech Republic achieved the EU average in 2018.

Graph 2 Eco-Innovation index - comparison of V4 countries



Source: own construction from European Eco-Innovation Scoreboard Interactive Tool

Graph 3 shows the performance of the Slovak Republic for 2018 according to the 5 main components of the Eco-Innovation Index, i.e. Eco-innovation inputs, Eco-innovation activities, Eco-innovation outputs, Resource efficiency and Socio-economic results. The only component in which the Slovak Republic reaches the EU average is the result of resource efficiency (with a score of 99), while the other four components are below the EU average. The weakest part with a score of only 25 points is the Eco-Innovation Inputs area, which includes e.g. Government R&D expenditure, R&D personnel, etc.

Graph 3 Components of the Eco-Innovation index for Slovakia 2018

Source: own construction from European Eco-Innovation Scoreboard Interactive Tool

3.3. Relation of selected variables and eco-innovation performance of the Slovak Republic

Our econometric model in the form of simple linear regression describes the relationship between the selected variable and the value of the Eco-Innovation (EI) index of the Slovak Republic. In this relationship, the EI index is the dependent variable and the individual selected variables that we defined in the methodology are the independent variables. For the two variables (R&D Expenditures, Ratio of R&D Expenditures from GDP) we used their time lag by one reporting period as we assume that their impact on the EI index is delayed and at the same time it was confirmed in econometric modelling.

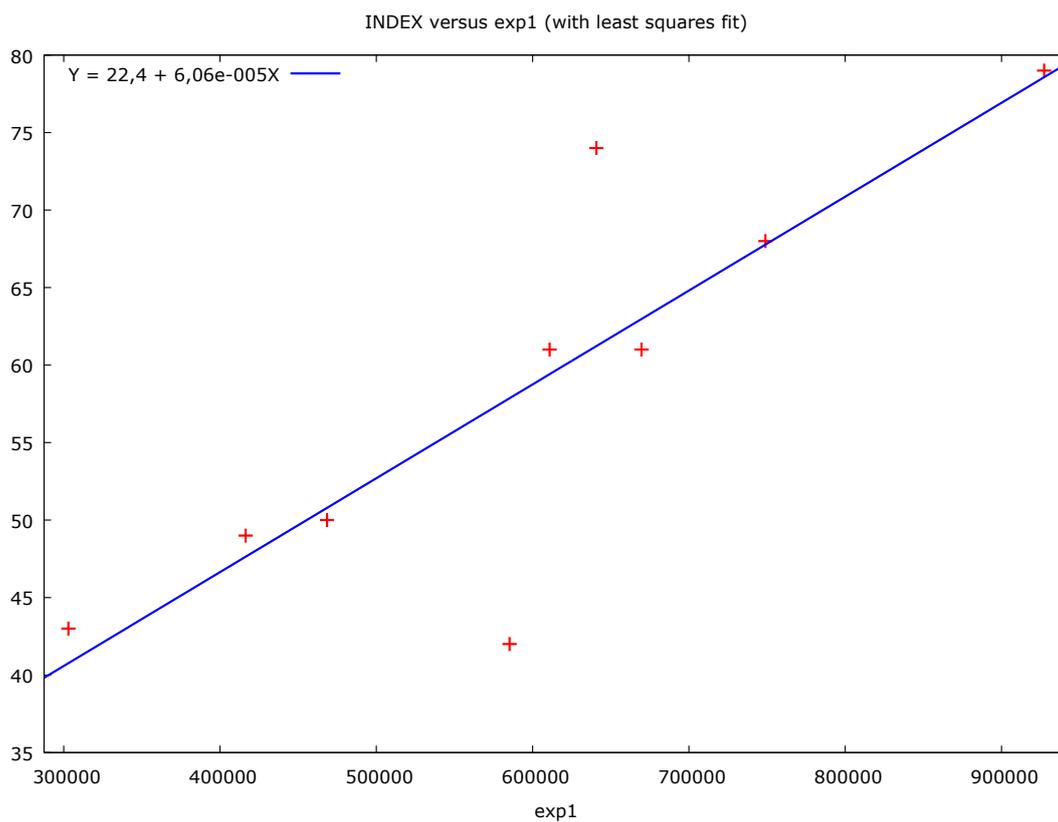
The basic output of the analysis (Table 1) is the correlation coefficient, which expresses the measure of linear dependence of two variables. The closer its value is to 1, the stronger is the dependency between variables. In our simple linear regression model, the value of the correlation coefficient is highest for the variable (R&D expenditure)-1, it is about a very strong correlation between the two variables (0.8378). Based on this coefficient, the weakest correlation appears for the variable Number of granted patents, designs and utility models, its value is 0.6786. The coefficient of determination expresses what part of the variability of the dependent variable can be explained by the regression model. The highest value was reached in the case of the variable (Expenditure on R&D)-1, i.e. we can explain 70.19% of variability of variable EI index by regression model with independent variable (Expenditure on R&D)-1. The remaining 29.81% of EI index variability is due to variables not included in the regression model and random effects. All variables within the individual regression models obtained a P-value of less than 0.05, i.e. they are statistically significant. The best values were obtained for the variable (Expenditure on R&D)-1 - for this variable the regression function has the form: $\hat{y} = 22,4208 + 6,05543e-5 \cdot x$, and it is shown in Figure 4.

Table 1 Simple linear regression results for dependent variable - EI index

Independent variable	Correlation coefficient	Coefficient of determination	P-value
Number of R&D organizations and workplaces	0,7414	0,5497	0,0222
Number of persons employed in R&D	0,8154	0,6649	0,0074
(Expenditure on R&D)-1	0,8378	0,7019	0,0048
(Share of R&D expenditures from GDP)-1	0,7716	0,5953	0,0149
Number of granted patents, designs and utility models	0,6786	0,4606	0,0445

Source: own construction

Graph 4 Linear regression function



Source: own construction, software Gretl

4. Conclusions

The aim of the paper was to evaluate the performance of Slovakia in the field of eco-innovation and compare it with the EU and V4 countries average and to determine the correlation between selected variables and eco-innovation performance. The comparison was made on the basis of the Eco-Innovation (EI) Index, which assesses the level of eco-innovation activity of individual European Union countries based on 16 indicators grouped into 5 areas. In 2018, the Slovak Republic reached the value of EI-index 68 this value ranks it among the group of so-called catching countries. Our weakest area in eco-innovation compared to the European Union average is part of the eco-innovation input, which includes investments to launch eco-innovation activities (including government spending on environmental and energy R&D, total staff R&D and researchers, etc.). The overall eco-innovation activity of the Slovak Republic has been declining since 2016, lagging behind in eco-innovation activities in the public and private sectors is caused by insufficient state support, insufficient funding of science and research activities, insufficient human capital and consumer demand for organic products. Simple linear regression was used to analyze the relationship of selected variables. The performed analysis confirmed the correlation between selected variables and the eco-innovation performance of the Slovak Republic measured on the basis of the EI index. Based on a comparison of individual statistical coefficients, we assessed the strongest correlation with the variable government R&D expenditures. It is necessary to mention the limitation of the analysis performed, which is a small time series of data, which could have affected our results. In particular, systematic support from the state and public administrations in the form of investments and increased employment in environmental sectors, in the area of environmental and energy research and development is needed to increase eco-innovation activity. The obtained results may form the basis for further research of the given issue, which would deal with the analysis of the role of eco-innovation and innovation in creating a sustainable competitive advantage of Slovak companies.

Acknowledgement

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TEACHING 'ACADEMIC ETHICS AND INTEGRITY' NEEDS PROFESSIONALS IN PHILOSOPHY

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Abstract

Especially after 2000, 'academic ethics and integrity', as a matter of study, has become a priority for many colleges and universities in the world. Serious problems raised by the manner of learning, doing and publishing scientific research as regards young people - so much captivated by the new information and communication technologies, which unfortunately facilitate a lot of violations of professional integrity - made the decision makers of higher education to insert the study of 'ethics' in the curriculum. The first question that comes to the fore is: Who are able to and should teach this significant branch of instruction that means an important educational discipline, too? Starting from the reality that 'ethics' is a philosophical subject matter – actually, being 'moral philosophy' in its original and holistic meaning -, it is obvious that only the professionals in philosophy are competent persons to do such a job of huge responsibility on long term, which is of interest for any university specialization. 'Academic ethics and integrity' belongs to 'applied ethics' that claims a fundamental knowledge and a modulated understanding in the complex territory of moral philosophy. The work of professionals is mandatory, precisely on the ground of a well built education concerning the basic philosophical terminology, the moral axiology and normativity, the major ethical theories, etc.; merely so, leading towards an appropriate comprehension and sustaining the acquiring of the content 'academic ethics and integrity' requires as its main purpose. Taking into account an inadequate situation we have to deal in real cases in the modern university, because the dilettantism of alleged 'ethicists' without philosophical training, we follow to emphasize arguments in supporting the need of professionals in teaching 'academic ethics and integrity', respectively to persons with sound education in moral philosophy, also able to show character strengths and virtues within their entire educational and scientific activity.

Keywords: 'academic ethics and integrity', philosophical training, moral philosophy, ethics' professionals, competent teaching

INDIAN PENSION SYSTEM EXPERIENCES A STRUCTURAL SHIFT FROM PAY AS YOU GO TO DEFINED CONTRIBUTION SYSTEM (FOLLOWING CHILE AND POLAND): IS IT A FINANCIALLY VIABLE ALTERNATIVE?

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Abstract

According to the Melbourne Mercer Global Pension Index for 2017, India's pension system was found to be more sustainable than that of Poland and Chile, though it ranked low on the adequacy sub-index 2018. The general savings rate in India are pegged at a moderate rate. India Ratings stated that India's savings rate declined to 30% at the end of the Financial Year 2017 compared to 34.6% in Financial Year 2012. The Indian economy experiences moderate level of savings rate mainly because of lack of awareness around savings for retirement on pure pension products.

Also, major Indian retirement savings schemes do not cover the workers in the unorganized sectors, who compose 90% of the entire workforce. The absence of a formal system for retirement income support of the organized sector has resulted in a high incidence of elderly participation in the labour force. Of the total working population, about 52.6% are aged 60 and above. India faces a huge challenge in improving pension coverage (only about a fifth of the labour force is covered), particularly among those who are employed in the unorganized sector. Increase in the ageing rate of the population, coupled with emigration exert stress on the available pension corpus of India.

The paper is divided into two sections: The first half emphasizes on the demographic aspect, which partially justifies the necessity to undertake a study related to the pension systems followed in the Indian Economy. The study uses the modelling concept introduced by Lee and Carter in 1992, which estimates mortality for a particular age band. The conclusions derived from simulating the Lee carter Model with the Indian Data help us to understand the demographic transition in India. The second part deals with sustainable cash flows needed for a tenable and robust pension system. For examining this, we use the Overlapping Generation Model to study the key features and the reforms in the Indian Pension System. It attempts to examine the effects of the pension reform from the economic aspect as well as from intergenerational dimensions.

The paper attempts to draw several conclusions based on how consumption and eventually the nature of savings will change as the system moves from PAYG to Completely Funded.

THE FREEDOM OF EXPRESSION SEEN THROUGH THE PRISM OF MEDIUM LAW OF THE CONTEMPORARY DIGITAL DEMOCRACY

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Abstract

It is Saturday afternoon, 2019. A park full with children, parents, pets, but every single hand is busy with smart phones, tablets and I-pads. The web-pages offer news in every field: politics, law, sport, fashion, everyday affairs. We see topics such as: *The Minister of Health in a new affair - set up tender for medicine supplies worth 4 million euro; New penalty law for deliberate assembly discussion; The footballer from FC Milan Sanini under sanction - positive doping test?* ... Plenty of information but where is the truth? How much of the information is aimed to form a false picture about the users and the public opinion? How to preserve ourselves with the assumed name - fake news?

In a contemporary democratic society of fake news where the citizens are trying to survive in the world seen as a global village, I consider that the information is the most powerful tool that a person has in its disposal. And not every information but the real one - the one without false pretension, supported with arguments, facts and proofs. Sharing this information by the usage of the mass media gives the direction of what is the main interest that follows in the pages bellow - the freedom of expression as the main human right. Within this paper, the freedom of expression will be seen through the prism of the Macedonian law in the digital democracy as our present and inevitable future. What is freedom in this context, what are its limits and how can we preserve it are some of the questions that I will try to answer and keep your attention as instigators of the new era.

Keywords: mass media, freedom of expression, conflict of human rights, the right to privacy, medium law.

In order to answer the most common research question of this paper - what exactly means the freedom of expression in the field of medium law and what are its limitations, I consider to introduce the term mass media as one of the key words in this paper. Mass media appear in different forms: printed media (magazines and newspapers), broadcasting media (radio and television through different types of broadcasting - overland, cable, satellite), news agencies, network media, cinema and movie. Mass media are actually all the media that acquire journalist content of plenty, heterogeneous and anonymous public through the methods of dissemination and reproduction.¹

¹ See Gerhard Maletzke (1998): kommunikationswissenschaft im Überblick: grundlagen, Probleme, Perspektiven. Westdeutscher Verlag, p.45.

The aim of the mass media is to enable expansion of mass communication in conditions where the presence of social and political life would be impossible without their existence. Mass media are often seen as the fourth power altogether with the legislative, executive and judiciary power. Their aim is not limited only in the reproduction of facts, but totally the opposite - sharing political, social, ethical, cultural and other ideas that contribute to the public opinion. It is also really important to mention that not all media succeed in these functions and the final aim of expansion of mass communication. In order to succeed the media need to be free and independent of the government control. Opposite to it, the media can raise the social divisions by using their influence on the state or economic authorization and cut off the critical voices from the public discourse and in some extreme cases they can even serve as an instrument to stimulate violent conflicts.

The next term worth its attention is the digital journalism or digital media. Namely, the term refers to any type of media saved electronically, such as audio, video, graphics, pictures, text. That is, the digital media can refer to the text data saved in your eBook reader or the music saved on your MP3 player.² The digital journalism as a wider term is in correlation to the right to intellectual possession, the right to media, the right to publication, the right to personal data. The digital media is part of the branding and marketing of the economic activity of the products and the economic activities relate to the concern of the protection of the brand and the usage of digital media on the market that develops on the social networks. Thus, the creators of media are very often concerned about the copyright law and the appearance of piracy which is a reason plus to invest in digital rights (DRM) to overcome the mentioned risks.

The term medium law should not be forgotten and is also mentioned in the title of this paper and it is a field of law made up from a system of legal norms through which activities of mass media are regulated. This field of law investigates and sets up the limitations of the mass media and the journalists. Moreover, the medium law from one hand regulates the principles of dissemination and on the other hand it can influence the form and content of the medium products.³ Some particular legal norms are created and applied only for specific types of media, for example, law for broadcasting whose norms refer only to the activities of the broadcasters. But, there are common law norms set with the medium law which refer and should be respected by all media, no matter their form.

The most controversial term within this paper is the term digital democracy. This term is also known as e-democracy or Internet democracy and includes communication technology and promotion of democracy in the 21 century. This specific type of democracy is actually a form that engages the citizens in the government and civil activities through online tools for equal inclusion for suggestion, development and creation of laws. In the past, the usage of digital technology in the context of the democratic process was focused on voting through the Internet, but in the recent years the discussion went towards the role of technology in the democratic process on a larger scale.⁴ This discussion now focused on digitalization of the present processes and reinvention of different democratic institutions and methods of using the

² See Lessig, L. *The Future of Ideas: The Fate of the Commons in a Connected World*. New York: Random House, 2001.

³ Available at: <http://cdt.org/paper/intermediary-liability-protecting-internet-platforms-expression-and-innovation>.

⁴ Available at: <https://www.khaleejtimes.com/technology/what-is-digital-democracy-and-what-can-it-do-for-you?fbclid=IwAR11RK2Ev1z82eZzPHBRb5XyhiUJokOFke2XX12sWs6YRG9MZyM0qYnv1UI>, објавено на 21.08.2018 година.

Internet in order to make the politics less exclusive by its power to inform and mobilize as much people as possible with an aim to feel the new wave of e-democracy.

➤ *Freedom of expression in the field of medium law*

Freedom of expression has been the subject of interest and debate since the days of the first democracies. In Antique Greek, Athens had developed a system that would allow citizens to express themselves, but still with boundaries associated with the notion of citizenship. Later, the development of the press, then the radio and television, increased the possibilities for expression, but with limited control. The antagonism between political and / or religious power and the media, the citizen, and the artist's freedom has turned into a constant struggle. The first approach is about getting the answer to the next question - does the described situation covers the same reality in all countries of the world? What to do in democracies where restrictions on freedom of expression are enacted by law, rules or legal solutions?

In this context, the emergence of the digital age, especially the social media, is changing the rules of the game. In fact, the ability of anyone with access to the Internet to share information relatively legally creates a vacuum of an international dimension which is supported by high economic risks and the professionalization of the digital practices of states and different social groups that are changing at the same time, and thus changing the space for exercising freedom of expression and freedom of speech. Given the complexity of the digital society we have created, it is necessary to agree that at this stage of digital development, new technologies are everywhere, used by every member of the digital community, but more importantly we as users are not giving them ideological tones.

Before devoting more attention to the relation freedom of expression, the right to privacy as a human right that legally and legitimately sets the boundaries of freedom in question and media law as a broader term, we need to consider the concept of freedom. Namely, freedom, as an abstract concept, can exist only through space. To begin with, the school as a place where students learn how to be citizens. What needs to be noted is that educational systems differ even among democratic states: some give students a limited degree of autonomy, others give full autonomy. Hence, we witness systems that differ in the degree of their freedom depending on their educational system. The question of media literacy, as well as the acquaintance with the term digital learning, is quite justified. Are young people offered access to more freedom? Does digitization of teaching, engineering and administrative management help the students' voices to be heard far and better?

In this context, the media is actually a type of adult school as a unique and basic space that informs citizens and forms the public opinion.⁵ In today's world, what is interesting is that the media and the users are in a hybrid form - traditional media is reserved for the mature audience, while websites are the main tool of the young audience. But the question of media autonomy arises. Do the media really enjoy the autonomy we perceive as users? Is the information they share based on facts or are they tailored to the wishes of consumers? These and many other questions are part of the debate that follows and is changing daily. We agree that the Internet has radically altered old practices of private and public expression by gradually equating the differences between them. But can we relate what is visible on the Internet to what is visible in public? Does the followers' logic match the supporters' logic? The Internet users

⁵ Available at: <https://www.nytc.com/wp-content/uploads/guidelines-on-Integrity.pdf>.

get a lot of information every day, so the question is "does too much information kill information"?

Freedom of expression has long enjoyed the status of a fundamental human right, and that status helps defend other human rights and freedoms. In order to realize this human right, it is necessary to focus on its public dimension - a means of communication - in order to facilitate the exchange of opinions, ideas and information. Hence the reason why activists for free expression have paid and still pay close attention to the structure and regulation of the media environment as the main platforms for public expression. Today, great attention is paid to the norms and principles that have been set since the introduction of traditional forms of media, on which freedom of expression is based. There is a consensus that the media environment that supports freedom of expression needs to have the following characteristics: a diverse media environment that incorporates the interests of both the individual and the community, representing plurality of different media; and to be a system that is largely self-regulated with the exception of broadcasters (where spectrum is limited and decisions are made and implemented by a specialized regulatory body).⁶

Where restrictions on freedom of expression are considered necessary, they need to be precisely defined. Such restrictions can also be observed within international human rights' instruments that regulate issues of defamation and insult, stimulation of violence and hate speech, but it is desirable that each state incorporates, edits and foresees them within the framework of national legislation and if necessary, to be brought in front of the national and international courts.

It should be emphasized that the digital media do not change these basic principles in any fundamental way, but their expansive use leads to the insistence of recognition that new forms of censorship, new issues of competence and new norms and standards that have yet to develop.

Thus, the economic communication environment has been transformed by the ability to convert different types of information, whether it is voice, sound, image or text in digital code, accessed by a large number of devices, ranging from personal computers to mobile phones. The emergence of the Internet has transformed the communication capacity from something that was essentially local (be it location or country) into a media that has a global dimension. The whole transformation can be seen that is based on three key functions - publishing format, HyperText language markup (HTML); address for each piece of information (known as its unified resource locator or URL); and a means of transmitting information through the HyperText transfer protocol (http).⁷

It is precisely this combination of networks and services operating globally that create numerous opportunities for communication in the digital world. The new publishing space has been created, with virtually no input costs (unlike the starting position in traditional network media). Digital media enables peer-to-peer collaboration in user-generated form as well as user-mediated content.⁸ In this sense, the digital journalism has the capacity to lead to what is known in the scientific discourse as the "democratization" of freedom of expression in the public sphere. Previously, an elite group - formed by journalists, publishers, media owners, and

⁶ Available at: <https://www.bbc.com/editorialguidelines/>.

⁷ See Elda brogi, Pier luigi Parcu (2014): the evolving Regulation of the Media in europe as an Instrument for Freedom and Pluralism, Robert schuman centre for advanced studies, доступно на: http://cadmus.eui.eu/bitstream/handle/1814/29923/Rscas_2014_09.pdf?sequence=1&isallowed=y.

⁸ Available at: <https://www.rcfp.org/browse-media-law-resources/digital-journalists-legal-guide/publishing-highlypersonal-and-embarrassi>.

even government censors - formed public opinion. Today, the rise of the Internet and network communication bypasses these "gatekeepers" and allows every user to be a writer, broadcaster or publisher. Initially, this change, driven by the emergence of the Internet, was hailed and rated as very positive by the creation of a new global, borderless space that has the capacity to evade traditional censorship. Today, of course, the network is becoming an increasingly competitive, closed and nationalized space, where opportunities and new forms of domination and control repeat the challenge of the existence of freedom of expression in the modern era.⁹

What are the characteristics of this space that affect the right to free expression? As a network of networks, the Internet is an international platform with no overarching competence. No entity operates entirely on the Internet: management is carried out by different components and institutions located in different jurisdictions. A program can be made in Ukraine, uploaded to a US server and downloaded in Ghana.

As international bodies influencing the creation of the legal basis for the existence of digital media, we need to export the Internet Corporation for Assigned Names and Numbers (ICANN), the International Telecommunication Union (ITU) and the World Wide Web Consortium. (W3C), which as bodies of enormous importance in the digital age, deal with the efficient operation of the system and its functionality. But it is necessary to note that these bodies play no role in editing the content of the Internet except in the formulation of the rules of the game, so it is unclear how restrictions will be placed on freedom of expression through the use of digital media internationally. For this reason, a proposal has recently been made for the establishment of an intergovernmental Internet policy forum by India, Brazil and the South, which unfortunately has not given any results up to now.¹⁰

➤ *Freedom of expression - the legal framework*

Freedom of expression is, above all, an opportunity to maintain and openly express one's views or ideas without fear of censorship or government interference. The right to freedom of expression is not limited to verbal communication, but also includes the opportunity to express views through published articles, books or leaflets, television or radio broadcasts, artwork, the Internet and social media. It also includes the right to receive information through various communication channels.

The term "media freedom" is often used together, or as an alternative to the terms "freedom of speech" or "freedom of expression", but the protection of media freedom takes a particular position due to the role of the media as a "public watchdog", as well as its function to disseminate information and ideas, thus guaranteeing the public's right to receive such information.

Freedom of expression and freedom of the media are fundamental to any open and democratic society. Freedom to express one's ideas and to form an opinion is an important prerequisite for political processes to function in a democratic manner. At the national level, freedom of expression is indispensable for the survival/existence of any government and, therefore, for economic and social progress. On an individual level, freedom of expression is vital to the development, dignity and fulfilment of every person. Without a widely guaranteed

⁹ See Michael Holoubek, Klaus Kassai, Mathias Traimer (2014): *Gründzüge des Rechts der Massenmedien*, Springer Wien New York.

¹⁰ Available at: https://www.presserat.at/show_content.php?hid=2.

right to freedom of expression, protected by independent courts, there is no democracy and no free country..¹¹

The right to freedom of expression is guaranteed by international and regional human rights treaties, such as:¹²

- Universal Declaration of Human Rights (Article 19):
 - »Everyone has the right to freedom of opinion and expression; this right includes the freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of their limits. «
- European convention of human rights (Article 10):
 - »1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and share information and ideas without interference of public authority and regardless of the limits. This article shall not prevent states from seeking the permission of broadcasting, television or cinema enterprises.
 - 2. The implementation of these freedoms, as it carries obligations and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by the law and are necessary in a democratic society, for the interests of the national security, territorial integrity or public security, for the prevention of distortion or crime, the protection of health or morals, the protection of the reputation or rights of others, the prevention of the disclosure of confidential information, or the maintenance of the authority and impartiality of the judiciary.«
- Charter of Fundamental Rights of the European Union (Article 11):
 - »1 Everyone has the right to freedom of expression. This law includes the freedom to hold opinions and to receive and share information and ideas without interference by public authority and regardless of frontiers.
 - 2. Freedom and pluralism of the media are to be respected. «

➤ ***Limits of freedom of expression - privacy law***

Freedom of expression and freedom of the press, despite their nature, are not absolute rights and may be restricted in order to protect other human rights or the reputation of the human person, for example: prohibiting speech that provokes violence or hatred against a particular group of people and also prohibiting the press in case of protecting children from sexual exploitation or protecting the reputation of individuals against false accusations and defamation.

These rights may also be restricted where national security, public order, public health or morals are endangered. In the event of a conflict between the right to freedom of expression and other human rights which are protected by the international and national legal instruments, such as the right to privacy, freedom of expression may be a subject to certain limits. However, limits can only be introduced if they are "necessary in a democratic society", "prescribed by the law" and have a "legitimate purpose". The right to freedom of expression is not absolute

¹¹ See Christian nissen (2006): Public service Media in the Information society. Media division, directorate general of human Rights, council of europe.

¹² Available at: <https://www.article19.org/pages/en/freedom-of-expression.html>.

and may be a subject to certain limits/restrictions where other people's right to privacy is violated.

Mass media can infringe other people's right to privacy in several ways. One example of this violation is the dissemination of false information about a person that may adversely affect his / her reputation, violation known as insult and / or defamation. These violations above all, refer to a number of rights that protect a person's dignity, emotional and psychological integrity.

Defamation is the act of making a false statement about another person that damages the reputation or good name of the person. Such statements may be expressed orally or in writing. Laws that regulate defamation as a legal term are intended to protect the reputation and dignity of individuals from harm. Almost all states have legislation addressing this issue, but the form and content of legislation between countries varies considerably. Some countries have specific defamation statutes, while others have provisions in more general laws. Defamation usually refers only to the individual's reputation, but defamation cases may also include claims made for "legal persons", who are persons that have been granted a legal status, such as companies or corporations. In addition, defamation lawsuits may be filed in some countries to protect the reputation of a group of people, a flag or a designation, an office or an institution. In terms of international standards, public officials should tolerate a greater degree of criticism and intrusion into their lives than ordinary citizens. "Public figures" as persons who have certain prominent positions in society and are therefore subject to public interest and control - should also tolerate a greater degree of criticism and intrusion than ordinary citizens.

The right to privacy is enshrined/anticipated in the Universal Declaration of Human Rights and the European Convention for the Protection of Human Rights and Fundamental Freedoms:¹³

➤ Universal declaration of human rights (Article 12):

» No one shall be subjected to arbitrary interference with his/her privacy, family, home or correspondence, nor to attacks on his/her honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

➤ The European convention for human rights protection and fundamental freedoms (Article 8):

1) Everyone has the right to respect his/her private and family life, their home and their correspondence.

2) There shall be no interference by a public authority in the exercise of this right unless it is in accordance to the law and is necessary in a democratic society and in the interests of national security, public security and the economic well-being of the country for the prevention of disturbance or crime, for the protection of health or morals or the protection of the rights and freedoms of others.

Exceptions to general privacy rights may be made by reporting to public figures or when disclosed private information becomes public. In these cases, the media must be able to prove that the violation of privacy is justified.

The right to privacy is a complex legal area, primarily because of the possibility that the individual / citizen alone "has certain control" over the "unwanted" disclosure of his or her

¹³ Available at: <http://cdt.org/paper/intermediary-liability-protecting-internet-platforms-expression-and-innovation>.

private information. Where the private sphere ends and the public sphere begins depends on the context of the publication and the information itself. In some cases, activities or events that take place "in public" actually belong to the private sphere. The purpose of the right to privacy is to protect people from unwanted intrusions into their private lives. Many civil law jurisdictions also have specific provisions that protect the individual's image, personal data, name, resemblance and other universally private information / data.

The raised question is in direct connection to the conflict between freedom of expression and the right to privacy - as the author of the post protects / avoids invading liability for violating a person's privacy. Publishing genuine but personal data / news / information about an individual can lead to a privacy invasion claim if the information disclosed is too offensive to a reasonable person, is not publicly known, placed in a broad context, and if it is not of legitimate meaning for the public.¹⁴

The next step is for the author to always, without exception, create topics and facts that are of legitimate public interest, in a way that will not invade the privacy of individuals affected by the posting, or use their names illegally. The information that the author gathers for the purpose of publishing a news article should be obtained from publicly available sources, such as property records and public funding information, which is unlikely to violate an individual's privacy. Where possible, it is desirable to obtain the consent of the person to whom the publication relates. So, when the author is talking to someone or photographing for a post, it is advisable to ask for permission to use the information gathered. These are just introductory guidelines on how the author should be guided in the creation of his or her journalism posts in digital journalism. It is important to note, however, that if they are respected, the possibility of facing a lawsuit for violating a person's privacy is not excluded, as often the boundary between freedom of expression and the right to privacy is almost invisible.

Instead of a Conclusion - What can be done next?

Neither the opportunity of the Internet to democratize the freedom of expression nor the potential for the emergence of new a form of authority should be underestimated whereas at this point of time, no single direction is certain. What is vital is for activists fighting for greater freedom of expression is that they should be aware of new threats and protect themselves from them. Defending freedom of expression over the Internet has become an important task for the progress of the modern human rights movement. This task sets the requirements for learning new skills and developing new capacities in the digital world. In response to these demands, a new generation of international media support organization has emerged, among which are MobileActive, AccessNow, Media Frontiers stand out as capable of forming new partnerships and alliances.¹⁵ These alliances between technologists and human rights activists arise in order to encourage the development of new innovative tools that promote human rights, as well as to create a new generation of activists who are competent and ready to face the new types of digital censorship.

On a global level, attempts to put the Internet under government control still continues. The beginning of the Internet was deemed as a set of interconnected US military networks and developed into a research network connecting academic institutions. Today, the Internet is,

¹⁴ See Brown, I. "Internet Self-Regulation and Fundamental Rights" (January 21, 2010).

¹⁵ Available at: <http://access.opennet.net/>.

above all, a public communication tool whose infrastructure is essential for the whole country in terms of security, economic, planning, health and education needs.

No matter the fact that the Internet may be considered a public utility, it is still driven by the private sector, more precisely by investments and their capacity, which raise the demand for the channeling of enormously large amounts of capital. It is for these reasons that the Internet has become the subject of increased attention by the states that are beginning to view cyberspace as yet another forum for geopolitical competition.¹⁶ Therefore, the users themselves should be encouraged to take care of human rights in cyberspace so that they will understand that the freedom of the Internet they enjoy is something that needs to be actively and constantly defended.

Moreover, all of us should consider what exactly means freedom of expression in the digital world. What is needed are normative standards that can be applied in different international forums. A very good example of such institution is the Internet Governance Forum where the dialogue is an essential element in establishing the basis for new norms of free expression by providing 'buy-in' from multi-stakeholders such as governments, business organizations, CSOs and many other bodies where relevant discussions about freedom of expression are taking place. Such forums are also ICANN, OECD, WTO and SIPO.¹⁷ What lacks in all of these forums is a clear understanding of how the technical, regulatory or market-based administrative changes take place on the Internet and can have implications for free expression. Hence the need for a more active partnership and dialogue with companies, including technology, media, software and hardware companies. This would in fact represent a potential alignment of business interests of companies with human rights values across different policy areas.

Regardless of the future events that are in progress and change daily, I find it crucial for us, the Internet users, to consider both the opportunities and the dangers of posting online. The assumption that the Internet would be a new free universe beyond conventional limits seems unfortunate at this point in time. What was once defined as an electronic open frontier today is a highly contested geopolitical form of space where governments and companies create barriers to the free flow of information and ideas. Activists for a greater freedom of expression should work to maintain the openness of cyberspace by applying innovative methods that go in the direction of thinking about how to build a pact with the technological front allies. Everything else is just a vicious circle of which we as citizens of the digital society are an inevitable part. Whether the Internet is going to stay as we know it remains for us to see and witness.

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THE USE OF ACTIVE LEARNING APPROACH IN TOURISM EDUCATION: PILOT STUDY OF STUDENTS ATTITUDE

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Abstract

Nowadays information technology is considered and interpreted as a dynamically developing area. The tourism industry is also heavily “intertwined” with the various possibilities offered by the digital world. Therefore, in tourism education must be implemented and used the technology that is relevant for tourism practice and which are used in an efficient and sophisticated manner. The paper submitted deals with some results of our pilot pedagogical research which was made regarding tourism education in 2019 in the ICT-based subject of Regional Tourism study program. We have recently formed an active learning environment by including practical problem-solving tasks into the educational process, furthermore by instructing and questioning using modern digital technology. We have focused our attention on analysing the level of the students’ attitude towards the active learning and teaching approach. We will shortly introduce the importance of activating students during the education process in general and then outline the main overall structure of the active learning method we have used in our experimental lecturing technics. Furthermore, we present the results obtained from the implementation of the special technics and digital technology. The students’ attitude towards active learning and teaching methods were very positive – as is confirmed by the results, which are presented in the appropriate form of graphs and tables.

Key words: ICT, tourism education, active learning, attitude

Introduction

In recent decades, information technology has contributed significantly to changes in established ways of communicating, in organizing and managing personal and professional lives, as well as improving future lives in general. There is no doubt that the field of education is also highly influenced by modern digital technology. By constantly observing the technological evolution we should clearly see that the most significant developments are noticeable in the area of informatics and digital media.

The tourism industry is currently considerably influenced by the rapid development of digital technology furthermore there is a significant demand for the implementation of the new digital tools in the various areas of tourism. In order to increase competitiveness (reducing costs, allowing progressive possibilities and technology, etc.) of the organizations of tourism industry emphasis on information technology has been increased, which offers many functions not only useful in operational processes but also in strategical decision making. (Gajdošík et al., 2017) In addition to online accommodation booking possibilities, digital travel planning and other modern options, such as the technology of virtual reality (VR) and augmented reality (AR)

have also been incorporated into the tourism environment. They create interesting and very useful opportunities not only in the tourism market itself (virtual tours, various augmented reality applications, e-marketing, etc.), but also in the field of the process of preparation and education of future professionals entering into the tourism industry. Thus, the pedagogy of the present day faces many challenges, arising from the need to incorporate modern information and communication tools (ICT) into the education process and also from the necessity to respect the requirements, abilities and possibilities of the present generation involved in the current education process. It is widely acknowledged that there is a need and recommendation to learn constantly throughout our lives, so it is appropriate for the education process to prepare the education environment which stands side by side with the expectations of society. There have been several changes in didactics of the 21st century - the teaching process has become more active and the base of knowledge and skills has also been transformed. According to the study of Nealy (2005) the active learning activities provided first generation college students the opportunity to develop soft skills and the other skills needed for productive performance in the 21st century workplace.

There is a very strong sign that the most positive educational results are achieved by actively involving students in education through the implementation of various active teaching techniques and methods.

It is often widely expected that the improvement of educational outcomes as well as students' bias in education, is a result of the realization of active teaching/learning. (Freeman et al., 2004; McDermott et al., 2014)

Internet technology and digital technology have the potential to produce educational activities both more attractively and effectively - but it is also important to realize that there is a need to implement ICT into the education process in a methodically correct and effective way whilst all the educational objectives are realized. In doing so there is a place and chance to respect the individual differences and abilities of all students.

The training process of newly qualified tourism professionals should provide a multidisciplinary overview and a range of specific expertise to prepare graduates for a variety of challenges. Practical skills and competencies are also essential for the future candidates' successful integration into the industry. This extensive set of competencies includes digital knowledge and the competence of digital literacy.

In order to build up this diverse base of requirements for tourism graduates, it is also necessary to use those educational approaches and teaching methods that most closely reflect the real-life situations and at the same time corresponds most with the needs of practical issues. An active learning environment may seem to be the most appropriate for the aforementioned criteria – especially for the purpose of personal development from both the cognitive and psychomotor and socio-affective aspects.

Inter-Active learning approach

Various external and internal factors are responsible for the efficient performance and the desired results of the educational process. Interactivity (consisting of three key elements: activity, interaction and feedback; Reeves, 2012) can be regarded as a foundation element supporting a quality learning environment. It is a prerequisite for building the correct teacher-student, student-educational material (content) and student-student relationships as well. These, undoubtedly, lead to the achievement of educational objectives. An effort to increase

the level of interactivity and frequency of interactive relationships should be made. Observation of interactivity level is the primary role of the teacher; their wide application allows students' involvement within educational process especially by:

- asking and responding to questions
- setting and adjusting various teaching tools
- solving various tasks

In his study, Pratt (1999) suggests that an interactive environment is also suitable for adults. He mentions the important elements of learning environments, such as: content, context, participants, teacher and ideas. The interactive relationship between those elements is characterized as a key step to being successful in education. Teaching should always be interactive, regardless of age. We can therefore generalise our main findings into interactive teaching methods in tertiary education and state that the constructive and interactive education approach can be adapted to the expectations and needs of various individuals.

In the contemporary world of rapid development of information and communication technology, the flexibility of interactive teaching methods are advantageous in meeting with students' personalities and their diverse educational requirements. The "Learning from mistakes" method, also known as "Trial and error" is the ideal philosophy for education, when experience is synonymous with errors and mistakes, and the process of their correction and revision actually means providing the real learning curve. The teacher's role in this case is to enhance the process with activities providing opportunities to build experience, instead of merely warning students not to make mistakes.

It is essential to acknowledge that the younger generation must be prepared and in possession of the necessary competencies including that of: cognitive, metacognitive skills (critical thinking, creativity, learning to learn, self-reflection, etc.); social and emotional skills (empathy, self-control, collaboration, etc.); as well as practical skills (e.g. using new ICT tools). These competences should be highly recommended especially in general life, in lifelong learning and in such a progressive sector as the tourism industry.

In order to develop these skills teachers should create a "working environment" for students which fully supports individual or group research, creative skills, activity, logical thinking and healthy debate. Active education, which has been experimentally verified in earlier pedagogical research (Beták, 2019) especially in the secondary school environment, has proved to be the most conclusive. At present, we pay great attention to the active involvement of the students of Regional tourism study program at the tertiary level of education – our aim is to provide the most useful and effective ways of education to prepare young professionals for the tourism industry. Education supporting students' own activity is not about the learners' spontaneous and undisciplined activities. Active learning requires carefully constructed activities that challenge learners to perform tasks through a pedagogically thought out framework. This can be done in many methods and forms, such as problem-based learning, project-based learning, discovery learning, inquiry-based learning, educational simulations, games, writing papers, and debate, etc. The best educational methods and forms for our purposes are these which are based upon learning by doing and learners who are engaged in their own learning. To develop skills and competencies learners must thoroughly reflect upon their own actions. Last but not least active learning is often undertaken cooperatively (van Diepen et al., 2009).

The choice of teaching method and the design of teaching within that method depends very much on the learning environment, on the aims of the educational process, as well as upon other various circumstances affecting the educational system. In the following chapter we will

give a brief description of the basic principles of experimental teaching, while the detailed characteristics of our teaching methods and activities can also be found in various other publications. (Beták, 2019; Sándorová et al. 2020).

Brief overview of the active teaching process

During the school year 2018/2019 we conducted experimental lessons in an experimental group of students studying Management of Regional Tourism at a Master's degree level of education. The basic study objectives of the experimental subject (where the experimental teaching method was implemented) was to enhance the students' knowledge in e-Marketing – especially in creating and planning websites for the tourism industry.

Experimental teaching (ET) was conceived according to the principles of active teaching and was attended by a total of 26 students. During the process, great emphasis was placed on ensuring interactivity between students and in the concept of student-teacher relationships as well. In the experimental classroom, students used personal computers – workstations for learning, where the mutual cooperation in solving problems was encouraged and essentially a requirement. Nevertheless, the teachers' role was based on presenting and introducing the basic topics of the study material by emphasizing only elementary knowledge. There was presentation software used for that purpose and a special online interactive voting system which was implemented for the purpose of asking and answering questions during education. We used an interactive voting system during our lectures which was and remains freely available at www.socrative.com. The students' answers were not included in the evaluation system of the subject at all. The students worked on computer activities while divided into small groups. As the questions were answered individually, there were enough time to discuss the answers before submitting the responses via the interactive voting system.

The basic and cyclically repeated steps during the teaching process were as follows:

1. *A brief presentation of a topic*
 - outlining the basic conceptual structure of the curriculum and highlighting the basic theoretical essence,
 - actively involving students by asking questions
2. *Presentation of a problem to be solved*
 - form "question + solution example" or form "example + solution + question"
 - applying new knowledge and experimenting
3. *Response through the voting system and evaluation of responses*
 - reflection to consolidate and clarify knowledge
 - organizing and discovering new connections

The student attitude towards the active learning approach

This section presents selected results obtained in consideration of student opinion. The main objective of our pilot research was to map the student attitude towards active teaching and learning methods used during the experimental period. Based upon the main objective, we have set the basic research questions as follows:

- *Do the students believe that the active teaching approach will be useful for their education?*

- *Would the students be prepared for the teaching method to be used during experimental teaching in other subjects as well?*
- *What is the relationship between the organization of interactive teaching and the attitude of students?*

We worked with a small research sample ($n = 26$), so the findings cannot be generalized, but they will form the basis of our further research activities. To determine the student attitude towards the active teaching approach, we used the assessment scale - the five-stage Likert scale. The research tool was formulated in terms of considering the polarity of individual statements to avoid stereotyping. The questionnaire was distributed to each student in paper form during the last semester exercise of the summer semester and they were informed of the reasons for its completion.

Furthermore, the principle of completion was explained to students and adherence to the anonymity criterion was also emphasized. There was no time limit to fill in the questionnaire. The questionnaire contained a total of 16 statements, with additional questions added at the end which are to be seen below:

- *How do students assess their own educational level in a given subject before and after experimental teaching?*
- *If students were able to assign a grade to the method used during ET, what grade would it be?*
- *Have students prior to ET encountered the subject matter covered?*

In the questionnaire we created, the positively formulated items which were assigned a rating of 1 (completely disagree) to 5 (completely agree).

For negative formulated items, transcoding was reversed. A value of 1 identified an item that they totally agree with, and a value of 5 to totally disagree with the item. The individual frequencies were then multiplied by these coefficients. The resulting sum of all multiples after the census was divided by the number of respondents and the resulting value showed the average distribution of responses. A summary of the results obtained is shown in the table below (Table 1), where a low average identifies a negative perception of the teaching method used and a high average score, on the contrary, representing a positive perception. We consider a neutral opinion within the range of 2,5 – 3,5.

Table 1 Summary of the results ITEM	Coef*	MEAN	MODE	StDev	StErr
I. Organization and structure of experimental teaching					
Interactive teaching was more interesting than classical teaching.	4,81	4,81	5	0,4	0,1
I consider the question-and-vote system as a suitable method.	4,42	4,42	5	0,7	0,1
Questioning takes too much time.	3,77	2,23	2	1,1	0,2
The use of voting system was simple and appropriate.	4,69	4,69	5	0,5	0,1
There is no need to use such an e-voting system in the classroom.	4,65	1,35	1	0,6	0,1
There could be more questions asked during the class.	2,46	3,54	4	1,0	0,2
There could be more practical exercises realized during the lessons.	2,46	3,54	4	0,9	0,2
There could be more theories discussed / mentioned.	3,42	2,58	2	1,3	0,3

I would adopt a similar system (e-voting) on other subjects.	4,62	4,62	5	0,6	0,1
II. Content of the experimental teaching					
The questions asked were interesting.	4,27	4,27	4	0,6	0,1
I learned from the questions asked.	4,19	4,19	4	0,7	0,1
I had to think about answering the questions.	4,58	4,58	5	0,7	0,1
The questions asked raised the topic / subject matter.	4,19	4,19	4	0,8	0,2
Solved tasks were helpful.	4,58	4,58	5	0,8	0,1
Activities that have been carried out during the class will help to understand the topic / subject matter.	4,46	4,42	5	0,8	0,1
Activities that have been carried out during the class will help to acquire practical knowledge	4,42	4,42	5	0,7	0,1

Coef = Coefficient

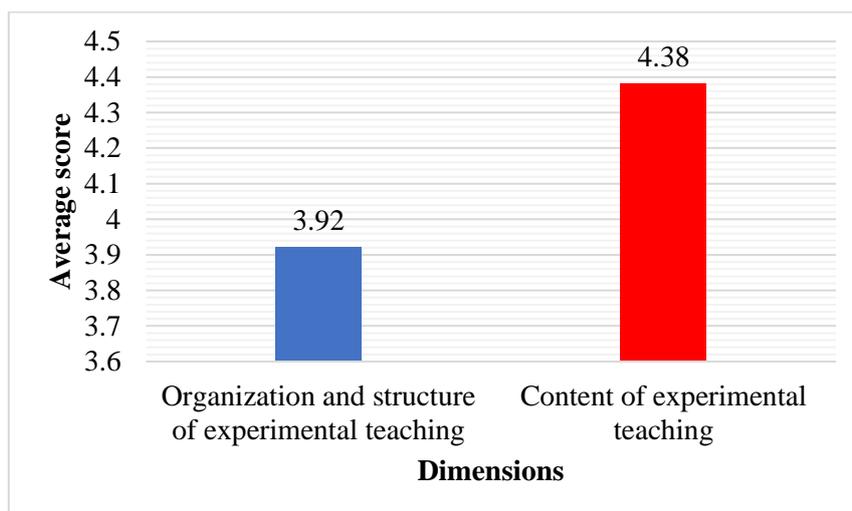
StDev = Standard deviation

StErr = Standard error

The overall average attitude questionnaire score (4.13) is interpreted as a positive student attitude towards the active approach of the experimental teaching method. Individual items of the attitude questionnaire were assigned into two main categories:

- *Category I. Organization and structure of experimental teaching;*
- *Category II. Content of experimental teaching;*

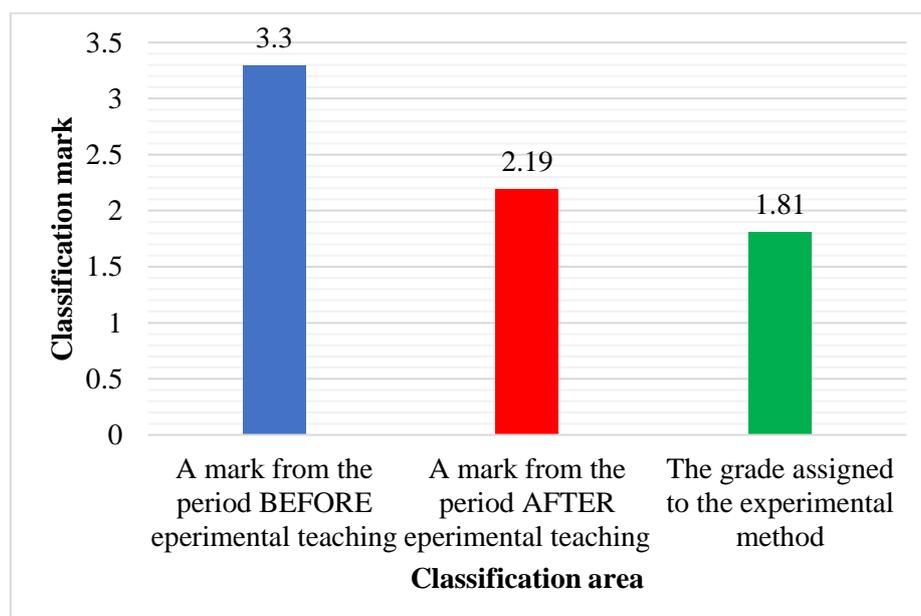
Category I was represented by items that were directed to the overall course, organization and structure of the teaching method used. Category II consisted of questionnaire items that looked more at the content and content structure of the realized ET, such as the usefulness of the content from the perception of the students, promoting understanding, the merits of the selected practical exercises, etc. The graph below (Graph 1) shows the average of scores obtained within each category – the smaller average was measured in the first category (Organization and Structure of Experimental Teaching). Perceptions are considered regarding how students would take on more practical tasks as well as further questions, so the time allocation must be even more thought-out in order to meet educational goals. In the second category (Content of Experimental Teaching) we observed a high average score, especially in the perception of the usefulness of practical tasks used during the experimental teaching. There was no significant difference deciphered between the individual averages.



Graph 1. Average of scores within the categories

As previously mentioned, in addition to the Likert scale of attitudes, we used another tool to measure student attitudes – we have used additional questions to get additional information about the subject matter. Students assigned grades ranging from best (1) to worst (5) to their estimated knowledge prior to commencement of study and after completion of subject study using the methodology described above. Furthermore, they declared the grade at their discretion to the experimental teaching approach, according to their overall impression and attitude. The graph (Graph 2) below shows the summary results, according to which, among other things, we have reached the following findings:

- The students' knowledge had grown based on their own judgments after experimental teaching;
- The students' achievement improved by 1.11 grades;
- The assessment of the experimental teaching was favourable - more than 88% of students declared grades 1 or 2.



Graph 2. Summary of self-declaration

Conclusion

It transpires that traditional teaching nowadays is no longer able to meet the educational goals expected in the 21st century. The proposed active learning and teaching approach followed the current trends in education of the younger generation focused on its involvement into the process of education. We challenged our students to use higher cognitive operations in solving tasks, carry out investigative activities, and develop communication and presentation skills as well as the skills of cooperating with classmates in favour of achieving the educational goals. The aim of active learning-teaching approach was also to teach students that:

- *information society does not suffer from the lack of information, but it seeks the correct use of information, its processing, evaluation and analysis of the attained results;*
- *critical thinking and ability to evaluate various situations and problems is more important than following the pre-determined steps in problem-solving;*
- *errors and mistakes provide a platform for further comprehension development of students; i.e. students can learn from their own mistakes;*
- *without a reasonable activity which makes students learn by doing, think and be creative, it is difficult to evoke a natural educational environment supporting the achievement of higher cognitive goals; i.e. it is desirable to learn via the activities associated with the real world, based on the exploration principle, thus making students embody their own experiences and make their own discoveries;*

In this article we presented, among many things, the initial results of measuring the attitudes of students of the Regional Tourism study program. These positive results evoke us to continue to implement active education approaches in tourism education and to carry out a pedagogical research based on the results of our pilot study.

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DOCTORAL STUDENTS' MOTIVATION ON APPLYING PROCESS WRITING APPROACH IN TEACHING IN ASIAN CONTEXT

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Abstract

Teaching writing is the most difficult challenge for second language teachers since they have little technical teaching strategies and it is mainly related with students' complex cognitive activity. Even in mother tongue language, teaching writing is a very difficult challenge for teachers. For students, they find it very difficult to write properly and cannot share their ideas and thoughts and, consequently, they become failure to write since they have little technical writing skills. Onozawa (2010) has proclaimed that process writing approach helps students improve thinking skills, share ideas and develop communication through a meaningful writing. In this regard, this approach to teaching writing allows teachers and students to go through the process of producing a text together (Zakime, 2018). In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself (Stanley, 1993). This paper examines the doctoral students' motivation in applying the process writing approach in teaching. The researcher conducted qualitative interviews to nine doctoral students who come from Asian countries, currently studying educational sciences at a university in Budapest. They all come from Asian countries. Finally, results has revealed that both second language teachers and other subject teachers need adequate training of this approach; teacher and learner autonomy are needed in classrooms; they are facing high student-teacher ratios in classrooms; curriculum designers and policy makers need to include this approach in curriculum and they need to reduce teachers' extracurricular activities in universities.

Keywords: technical teaching strategies, cognitive, motivation, autonomy, extracurricular activities

1. Introduction

According to the globalization age, being able to communicate with one another through the English language (L2) has also become a must for people in the 21st century. In this regard, Hancock (2013) supports the idea that about 380 million people regard English as their first language, and two-thirds of them refers to the language as a second. Moreover, he points out that billions of teachers and students are in the teaching-learning processes using this powerful language in their daily life.

In the English language, teaching writing is the most difficult challenge for second language teachers since they have little technical teaching strategies and it is mainly related to students' complex cognitive activity. According to Bracewell (1980), writing is a complex

cognitive activity because the writer has first to decide the purpose of the writing, e.g., students have primarily to determine the intent of the piece of a writing task and then elaborate it even if the teacher provides them a topic in the classroom. He continues that ‘the rhetorical situation of the to-be-written piece’ comes first for the writer to brainstorm and decide, then the mediating processes in writing such as grammar, spelling, information structure, etc., undergo. So it can be concluded that writing in the second language is mainly related to the students’ complex cognitive activity and, it is the most challenging skill for them. Tillema (2012) also claims that writing is one of the most important skills for educational success and, one of the most complex skills to be mastered. Even in mother tongue language, teaching writing is a very difficult challenge for teachers. For students, they find it very difficult to write properly and cannot share their ideas and thoughts and, consequently, they become failure to write since they have little technical writing skills. Here, how can we solve this problem has become the most challenging question for EFL/ESL teachers that they, themselves, are always asking in their mind all the time.

In the past in England, English language teachers had introduced a new teaching approach so that they could improve their teaching skills to be effective to improve their students’ writing abilities. They introduced the approach, which is known as “*the process writing approach*” instead of their traditional “*product approach*.” They conducted several researches to this approach and their research has shown that *the process approach* is much more effective than *the product approach*. Through this process approach, they have been able to solve difficulties in teaching writing (Nwet, 2017). Moreover, Onozawa (2010) has proclaimed that the process writing approach helps students improve thinking skills, share ideas and develop communication through a meaningful writing. In this regard, this approach to teaching writing allows teachers and students to go through the process of producing a text together (Zakime, 2018). Therefore, according to Onozawa (2011), Nwet (2017) and Zakime (2018), it cannot be denied that the process writing approach is effective and, it is an approach that teachers should master to improve their students’ writing abilities in English.

2. Literature Review

Three Approaches to Teaching Writing

There are three approaches to teaching writing, namely, the product approach, the process approach and the process genre approach (Tribble, 1996).

2.1 Product approach

According to Tribble (1996), the first approach to teaching writing is the product approach that focuses on students’ final products, which means the text that teacher assigns them to produce. It is the traditional approach in which students focus on their final products without generating and brainstorming ideas. And they do not include the important aspects of writing (e.g., planning, drafting and revising, etc.) in their writing task (Badger & White, 2000). The teacher takes the role of the instructor or the provider of model language in this product approach. Their role is to guide exercise and correct students’ errors of writing when the students finish their writing task (Grossmann, 2009). Therefore, it may be assumed that students ignore other skills in the product approach, which are important in the second language learning, while they are writing such as interactive classroom activities and communicative language strategies.

2.2 Process approach

Tribble (1996) highlights that the second approach to teaching writing is the process approach that focuses on students' creativity. In this approach, students focus on the development of good writing practices without emphasizing on the imitation of models in the language.

Badger and White (2000) claims that the process writing approach is mainly related to linguistic writing skills such as planning, drafting and editing but it is rarely related to structure and mechanics of the linguistic writing knowledge of the language.

Moreover, Belinda (2006) expresses that the process writing approach mainly focuses on teaching writing through the process and stages of writing such as planning, prewriting, editing, revising and publishing.

According to Sun (2009), the process approach is an approach to teaching writing which includes several stages. In this approach, students contribute prewriting or inventing activities such as brainstorming, group discussion and assessing ideas, and they use drafts while writing, seek feedback from the teacher and their peers, revise on their drafts, then conduct proofreading and finally publish their final text.

Zakime (2018) defines that the process writing is an approach to teaching writing that allows teacher and students to go through the process of producing a text together. In this approach, students stress on what they are going to write, produce drafts, revise, edit, and give and receive feedback on their work and then finally, they create the final version of the text. In these regards, Stanley (1993) had earlier expressed his view on the process writing as a creative activity in which students require time and positive feedback to be done well. According to him, the teacher first assigns a writing task to the students, and then they monitor the class in order to provide them feedback when they need. However, they never receive the end product of the students for correction without any intervention in the writing process itself. Based on his view, it may be assumed that the process writing emphasizes on learner-centered classrooms since the role of the teacher is to monitor the class, provide the students feedback, and the students themselves create their own writing task applying the stages of writing.

According to Tompkins (2004), there are three stages in the process writing approach; the pre-writing, writing and post writing stage. However, Bayat (2014) argues that the stages of planning, translating and reviewing are included in the process writing approach. In contrast, Flower and Hayes (1981) explains that the process writing approach is composed of a series of distinctive thinking processes, drafting, editing, revising and publishing. Besides, Hyland (2003) professes that the process writing includes the five stages, namely pre-writing, drafting, revising, editing and publishing. In these regards, although several researchers refer to several stages while writing, the researcher follows Hyland's model of the process writing approach as it may be assumed that this model is the best to learn through a work process in the EFL writing class.

2.3 Genre approach

From the point of view of Badger and White (2000), the genre approach is the extension of the product approach. Unlike the process writing approach, this approach does not render adequate emphasis to the linguistic skills that language learners need to master in order to produce a creative writing text (Al-Sawalha, 2004). However, this genre approach focuses on the social contexts in which students need to produce in their writing, and there are many elements in this approach such as the subject matter, the target audience, the relationship between the writer and the audience, and the organization patterns. The teacher intends to render model language, monitor students' understanding of lesson objectives and the writing contexts (Badger & White, 2000).

By comparing and contrasting the three approaches to teaching writing, *the process writing approach* is one which prefers to the creative process of producing a text emphasizing on the interactive classroom activities that mold learner-centered classrooms. And it is significantly learnt that it encourages on students' critical and creative thinking due to brainstorming ideas and students achieve the opportunity to manage their own writing. Based on these facts, it cannot be denied that the process writing approach should be effectively implemented and practiced in the second language classrooms in order to improve students' writing performance.

3. Aim of the study

As mentioned at the beginning of this paper, the aim of this study is to find out the doctoral students' motivation in applying the process writing approach in teaching, and to explore the differences between the motivation of the doctoral students who are teaching English language and that of the doctoral students who are teaching other subjects in their respective countries. The significance of this study is to render the insights to English language teachers related to the process writing approach in order to improve their teaching writing strategies and to promote students' writing performance.

4. Methodology

4.1 Research context

This study is conducted in a public university in Budapest, Hungary. Students take at least three obligatory courses related to educational sciences in every semester of their first two years of their doctoral studies. They use English language in their learning. They are international students who came from Asia, Europe, Africa and South America. This study is a part of the researcher's main research for the doctoral study. In order to fulfill the aim of the study, the researcher chooses the international students who come from Asian countries for the current project.

4.2 Participants

Participants are nine doctoral students who come from China, Laos, Mongolia, Myanmar and Vietnam. Semi-structured interviews were conducted individually and face-to-face. Of the nine interviewed participants, three are English language teachers and six are other subject teachers in their home countries. For ethical considerations, the researcher gives them the names 'Participant A, B, C, D, E, F, G, H and I.' The majority of the participants who answered the semi-structured interviews are over the age of twenty-five.

4.3 Ethical considerations

As discussed earlier, the researcher gives them the names 'Participant A, B, C, D, E, F, G, H and I' taking account into ethical considerations. The majority of the participants who answered the semi-structured interviews are over the age of twenty-five. The researcher informed the participants explaining the purpose of this research, and asked them for their permission to answer the questions during the interviews letting them know that their answers to the interview questions will be confidential, anonymous and voluntary. For the security of the qualitative data, the researcher locked the interview data in the office table to avoid looking the data by any others. During the interviews, the participants were let to be known that the interviews were tape-recorded and noted.

4.4 Procedures, instruments and data analysis

The current study is a qualitative research using semi-structured interviews. The sample is purposive because it serves the objects of the study to “gain insight” in the selected phenomenon (Frankel & Wallen, 2006, p. 465) which is the motivation of the doctoral students in the selected university. Items for interviews were derived from the literature review as discussed in the previous section.

Qualitative data analysis was used to find out consistent patterns in the various perspectives revealed in the interview data and the researcher’s notes. The researcher thoroughly read the transcripts, and highlighted common themes and their perceptions (motivation) on the process writing approach. The obtained data from the qualitative semi-structured interviews provide the researcher a clear picture of the doctoral students’ motivation in applying the process writing approach in teaching in their home countries, the difference between the motivation of the doctoral students who are teaching English language and that of the doctoral students who are teaching other subjects. They answered their facing challenges in applying this approach and also drew on their views regarding the issue at hand. Therefore, the researcher was able to draw conclusion and suggest solutions for such problems.

5. Results

The results of the semi-structured interviews are presented as follows:

Participant A is a teacher in her country. She answered that she has little technical knowledge about the process writing approach as she is not an English language teacher and, as a result, she wants specific knowledge and adequate training related to this approach. She continued that, as far as she knows, the process writing approach distinctly includes students’ collaborative learning skills. In her country, according to the government rules and educational management issues, students are good in collaborative learning skills and the process writing approach will be successful in the writing class. However, she points out that a writing text is not essential in teaching mathematics although it is important in other school-subjects. She claims her view that the mathematics teachers may not have a strong desire to use it.

Participant B is a teacher in her country and she is not an ESL teacher. She admitted that she still needs to know much about the process approach and wants to get enough training related to this approach. In her country, teachers have low salaries and do not have enough time. Unfortunately, they still use conventional techniques in teaching. However, she strongly have the desire to apply this approach in her teaching giving her own example that when the students write reports about their experiments in Physics practical lessons, the process approach can be a good writing strategy for them in order to submit an efficient report. Thus, she also added that wants to apply this approach in her teaching.

Participant C is an English language teacher in her country. She answered the interview questions by giving her experience that in Korea and Singapore, students are passive learners and most of the classrooms are teacher-centered ones, but their language learning skills including writing skills are good to a great extent. Thus, in her own opinion, although she likes the process writing approach and has specific knowledge about this approach very well, she does not wish to use this approach in her classroom. She also added that this approach is time-consuming.

Participant D is a teacher in her country but not an ESL teacher. She answered that if the policy makers manage teachers to attend the training related to this writing approach, it will be beneficial for both teachers and students. She highlighted that “To teach students, teachers themselves should have mastery in this approach.” According to her experience, there are some challenges in applying this approach in classrooms, e.g., student-teacher ratio, exam-oriented system and curriculum. Since there are even over 60:1 student-teacher ratio in her country, implementing the process writing approach is very challenging for them especially for English

language teachers. She also responded that if the policy makers can effectively manage this issue, their country can foster real learner-centered classrooms and fulfill a desired educational goal.

Participant E is a teacher in her country but not an ESL teacher. Interestingly, she answered the interview questions that although she is not an ESL teacher, she wants to try this writing approach in her class because her students have to write short and long essays in her subject and, here, she believes that this approach can enhance students' creative thinking skills because in pre-writing stages, brainstorming is included and it help students thinking skills. However, she pointed out that there are some challenges in applying this approach in classrooms in her country. Like Participant D, there is a high student-teacher ratio in her country, and they have the exam-oriented system. These facts make them face a big challenge in their classrooms in implementing this writing approach. She also included that this approach is time-consuming. Therefore, she advised that policy makers and curriculum designers should modify the current curriculum and should include this approach in the modified curriculum.

Participant F answered the interview questions very shortly but her answer is quite noticeable. She announced her belief in the process writing approach that it can be successful in every classroom in her country. She highlighted that "The only thing teachers need to have is the motivation to apply this approach in classrooms." She continued that "This strong motivation can overcome any obstacles in real classrooms."

Participant G is an English language teacher in her country. She answered that this approach can be successful in her country because students, themselves, have willingness to be proficient in learning an L2. They are unsatisfied their writing skills and always seeking a better way to improve their writing performance. In her opinion, although there is a high student-teacher ratio in her country as Participant D and E, the process approach is a feasible teaching method and can be effectively applied in EFL classrooms. She continued her answers that EFL teachers like her are always trying to use good teaching techniques for the sake of students although most of them do not have job satisfaction due to low salaries. Finally, she advised the policy makers that they should design a modernized curriculum by including this process writing approach.

Participant H is a teacher in her country but not an ESL/EFL teacher. She answered the interviews by explaining that her students have to write short & long essays in tutorials and semester exams. She is not satisfied her students' writing texts because they cannot create new ideas and conclude their essays very well. Some students even use rote learning in their essays. She said "Process writing is a must teaching/learning strategy in classrooms to improve students' writing performance so that they can write their essays creatively, systematically and with relevancy." Regarding this view, she added that if she gets enough training of this writing approach like her colleagues (EFL teachers), she will gain the core knowledge of it and can be able to use it in her classroom. Interestingly, she also added that she has some extracurricular activities in her university and she wants to get enough time to foster this approach in classroom.

The last interviewee, Participant I, is an English language teacher in her country. She gave her own opinion on the interview questions that although the students in her country are good in collaboration skills, they are afraid to write their assignments. They give their efforts to finish their writing text neglecting the stages of writing (brainstorming, pre-writing, using drafts, editing and producing). She expressed that she still needs to know much about the concepts of the process writing approach and she wants adequate training by the Ministry of Education in her country. And she added "This approach may enhance students writing performance to some extent. When I go back to my country after graduation, I will use this approach in my writing class." Regarding this view, she continued that there may be some constraints in actual classrooms when she teaches this approach but she professed that "I cannot

guess what might be encountered in my class if I use this approach but whatever, everything is an experience for me and my teaching style will be improved by doing so.”

6. Discussion and conclusions

Being an effective and highly qualified language teacher is one of the most important human resources in any language education system all over the world. Teachers are regarded as the most professional agents in delivering knowledge to students and the most responsible individual in the teaching-learning process. Zeichner (2014) stresses that teachers are professionals, which means that, who are qualified in teaching, methodologies, and pedagogies, who can convey students' achievement. Therefore, for language teachers; therefore, the problems that arise are how to be qualified teacher in language teaching especially for teaching writing and, which teaching approach will improve students' writing skills to a great extent.

According to the results of the interview data, it is found that most of the participants believe that the process writing approach is a feasible teaching method and can be successful in classrooms whether English language classrooms or other subject classrooms. Most of them need adequate training related to this approach given by the policy makers and leaders of the educational management issues. However, it should be noticed that not all teachers have a willingness to use this approach. E.g., Participant C said that it is time-consuming and students can even effectively write essays without using this approach. So, it may be concluded that there may be many contexts that make some students write effectively and the writing itself depends on students' individual differences.

Another important thing that should be bear in mind is that most of the participants want to include this approach in their respective curriculums. Regarding this view, the process writing approach may be beneficial for both English language teachers and other subject teachers, except mathematics teachers.

Furthermore, according to the results of the obtained data, there are some constraints in applying this approach in classrooms such as high student-teacher ratios, exam-oriented approach and extracurricular activities. According to the data, seven participants out of nine have willingness to use this approach in classrooms in spite of that they may have those constraints.

In some Asian countries in this study, it is found that although teachers do not have job satisfaction due to low salaries, they want to improve their teaching methodologies for their continuous professional development and for their students' achievements in writing performance.

Additionally, most of the results from the current study reveal that the process writing approach can be advantageous for teachers except for mathematics teachers. However, more empirical research is needed in the future.

Regarding the above discussions, curriculum designers, policy makers and stakeholders should listen to the voices of those teachers in order to improve their own education system. Besides, the findings of this study verify that the current English curriculums in the Asian countries in this study have not enough variety of practical activities in writing, and also cannot provide language teachers enough training to master this approach.

Finally, according to the results of the interviews, it can be concluded that the process writing approach is beneficial for teachers because, one the one hand, it encourages on learner-centered approach and develop teachers' teaching strategies in writing class, and on the other hand, it improves students' critical thinking skills and collaboration skills and it is a feasible teaching approach that can improve students' writing skills to a great extent. In addition, it is strongly recommended that English language teacher should implement this approach in the EFL/ESL classrooms to improve students' writing skills, and the policy makers and curriculum designers should include this approach in their respective curriculums. Sun (2009) supports the

process writing based on his experimental study that this approach can be ideally applied in different teaching models and when teachers use the same process approach but different teaching models to teach the different students, a significant teaching effect is realized. All in all, the process writing approach will fulfill the desired education outcomes to a great extent which are concerned with teaching English writing.

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Appendix*Participants' interview questions*

1. Which country are you from?
2. Which subject do you teach in your country?
3. Do you know the process writing approach?
4. How do you think that which skills are included in the process writing approach?
5. In your opinion, what are the challenges related to the process writing approach that you are facing in your classroom?
6. Should the process writing approach be applied in classrooms?
7. Does the process writing approach include in your country's curriculum?
8. Does your government meet your expectations regarding the trainings related to the process writing approach?
9. Can the process writing approach be successful in classrooms?
10. What are your motivations to apply this approach in your teaching?

THE PROBLEMS OF FORMATION OF THINKING OPERATIONS IN THE LESSON

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Abstract

Implementation of cognitive processes depends on the development of human thinking. When people are confronted with a problem-based things, they judge the process thought-provoking . Intellectual work is well known to human beings in the empirical imperative. In modern education concepts, one of the main tasks of the lesson is “How to teach judgment”. Judgment depends on the level of development of people's thoughts.

The problem of intellectual operations must be investigated the psycho didactic flow in modern conditions. When analyzing this deep issue, we come across an important question: Is there any way for formulating of thinking operation on students mind? This issue is the main scientific issue since the concept of active / interactive learning.

There is a need to develop tasks that can shape the activity of students' ideas to solve this fundamental scientific and technological problem. As a result of the conducted fundamental research, a new type of methodology and methodological practice has already been formed, and a new type of intellectual tasks and they are used in schools under the name of semantic tasks. It is worth noting that this useful practice is increasingly being used today in the formation of thought-provoking operations in students.

The main characteristic of new types of assignments is that the students will be able to think when they solves this type of task. During solving these type of tasks there are many opportunities for the development of thinking and imagination.

Keywords: Cognitive processes, thought processes, new tasks, judgment, thinking, imagination.

THE FEATURES OF ACTIVE LEARNING

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Abstract

Active learning involves training based on the cognitive activity of students and in collaboration with other participants in the learning process.

One of the most important factors contributing to student learning success is active learning. At the same time, activism (learning) reflects students' responsible behavior, achievement of the learning process, and the manifestation of personal interests. Active learning involves working purposefully on ideas and concepts or events, reading, writing, listening, ideas, tools, tools and materials. Specifically, it means learning through application, creative thinking, and practice. It also has its advantages such as reflection on activities and results. Active learning in the learning process, through experience, brings productive results. Comprehension and discussion are important in active learning. It incorporates features such as thinking, remembering and learning from practice. It must be able to understand what is being taught while learning;

- Ability to solve problem-solving skills taught to students as conditions change;
- Students should be taught methods of learning, thoughtful, accurate, experience-based and, if necessary, unusual, traditional;
- Students should know what and how to learn;
- The use of imaginative learning methods should be preferable to learning;

During the learning process, students should avoid extracurricular activities, develop interest in lessons and be able to enjoy what they have learned;

- Students should have the ability to approach problems in a creative way;
- Students should have the opportunity to receive information and to think and understand, analyze and make sound conclusions;
- Students need to be able to help their friends in the performance of any work, they should be able to be productive in their activities, and achieve the unity of their work;

That is, the skills that reflect the activity of students: resilience, creativity, thinking and productivity are the basis of active learning.

In the active learning process, student development is ensured in terms of the specifics mentioned.

Keywords: education, active, feature, learning, student, thinking, understanding, sustainability, creativity

ABOUT THE DEVELOPMENT OF INCLUSIVE EDUCATION IN AZERBAIJAN

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Abstract

Since independence Azerbaijan Republic has joined Human Rights, especially international treaties and conventions relating to children's rights and It has undertaken a number of commitments in this regard, too. One of those commitments is to ensure the education right of disability persons.

Implementation of the Inclusive Education Project has been launched in Azerbaijan since 2005 and the development program for the education of children with special needs (disabilities) has been approved in the Azerbaijan Republic, too. According to the program and according to the appropriate classification the registration of children with disabilities from all categories in the country, the creation of equal opportunities for the education of these children, the strengthening of social protection of state-sponsored children, the same time the transition to inclusive education is also planned bringing the material and technical base of the educational institutions to the modern standards.

The Law on Inclusive Education have been drafted and prepared by UNICEF and the Ministry of Education and have been presented to Milli Mecilis for the purpose of expansion of inclusive education opportunities, and to make appropriate changes to the education legislation. This has necessitated the implementation of new efforts to integrate children with disabilities into inclusive education at the same time as other children. For this purpose, with the technical support of UNICEF, the State Program on the Development of Inclusive Education was developed and submitted to the Cabinet of Ministers.

At present, the project "Implementation of inclusive education in primary education" has been launched. For this purpose, pilot schools were established and the Education Ministry has organized trainings for inclusive education for the teaching staff.

In addition for the more effective development of inclusive education, the following activities are being implemented:

- Co-operation with parents of children involved in inclusive education and their education is carried out.
- for the studying the experience of different countries Teachers' visits to foreign countries are being organized.
- Round tables, discussions and conferences on the program are organized.

Keywords: children with special needs, inclusive education, learning process, government program, troubled children, working with parents.

THE PROTOCOL NO. 16 AND THE NEW ADVISORY JURISDICTION OF THE EUROPEAN COURT OF HUMAN RIGHTS

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Abstract

Protocol no. 16 to the European Convention on Human Rights and Fundamental Freedoms, signed on October 2, 2013 and entered into force on August 1, 2018, created the premises for a new institutionalized communication channel between the Strasbourg Court and national jurisdictions, for better human rights protection, respecting the two pillars of the mechanism established by the Convention, namely the principle of subsidiarity and the state's margin of appreciation.

Being a recent procedural instrument, Protocol no. 16 cannot fully disclose its full potential, so in this study we intend to analyse the particularities of the advisory opinion mechanism it establishes and the effects it has on the jurisdictions of the States Parties to the European Convention on Human Rights.

Given the fact that the new consultative procedure established by Protocol no. 16 borrows part of the characteristics of the preliminary ruling procedure (art. 267 TFEU), we will also attempt to highlight the differences between the two mechanisms, taking into account the role and place they occupy in their legal systems, beyond the complementarity relation that both establish between the national judge, on the one hand, and the European / international judge, as the case may be, on the other.

Finally, we will bring to your attention the first advisory opinion of the ECHR (in the interpretation of the provisions of article 8 of the Convention), in a case related to the gestational surrogate, and its consequences from the perspective of the access to an efficient procedural mechanism for recognizing the filiation link between the mother “of intention” and the child born by the surrogate mother.

Keywords: Protocol no. 16 to the Convention for the Protection of Human Rights and Fundamental Freedoms, European Court of Human Rights, European law, advisory opinion, surrogate mother, intended mother.

CORRUPTION AND GROWTH IN THE MEDITERRANEAN

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Abstract

The corruption phenomenon has been a topic of interest in academia, especially in the last forty years and mainly after a major economic and financial crisis. In this paper we aim at analyzing the relation between corruption and growth in a specific area, namely the Mediterranean area, where we can find developed countries, developing and emerging countries which are divided on several continents and characterized by different traditions, religions. To best achieve the research objective, we made use of OLS regression and data between 2000-2018 for GDP and corruption data from International Country Risk Guide (PRS Group). In addition, as robustness, we made use of the Corruption Perception Index. Our results for the entire sample, using ICRG corruption, revealed a significant positive relation between growth and corruption, but when we disentangle by group of countries we obtained a negative statistically significant relation for African countries and not significant for European countries. If we analyze only the developed countries the negative relation becomes statistically significant. We obtained similar results when using the CPI data.

Keywords: corruption, Mediterranean countries, OLS regression

DEVELOPING EDUCATIONAL IDEAS IN ANCIENT INDIA

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Abstract

In ancient India, educational work was carried out in three directions: - Physical Education, Mental Education and Moral Development.

The upbringing work in three directions is related to the purpose of upbringing the young generation. In ancient times, education is based on educational purposes, and it is of pedagogical interest.

In India, mental education is aimed at creating clear judgment and thoughtful behavior, and spiritual development that is required to build self-esteem, which requires the formation of thoughtful operations. Humen use different views (analysis, synthesis, contrast, generalization, etc.) in the process of their thinking activity. Clear judgment, thoughtful behavior, and self-actualization can be achieved through operations. Given the development of modern analysis and synthesis skills in students, it is of interest to focus on the idea of education in ancient India for the formation of operations.

There are ways of thinking operations and its formulation in the ancient India

1. The ancient Hindu textbook Bhagavakia is written in the form of a dialogue between teacher and pupil . This indicates that dialogue was used in the learning process.

2. The legend Bha-kata-purana mentions the Divine and Divine Krishna's "growth in peer-to-peer play and labor." Collaborative play and labor processes require the organization of student collaboration.

In ancient India, the use of dialogue and collaboration in teaching process as important as pedagogical innovation.

Keywords: intellectual activity, educational goals, collaborative play and labor process, analysis, synthesis, dialogue, collaboration.

CURRENT SCHOOL-UNIVERSITY PRACTICES FOR INITIAL TEACHER TRAINING IN MYANMAR

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Abstract

Collaboration is an essential tool for innovation and innovation is also important for collaboration. Schools and universities collaboration for initial teachers training is an innovative way in order to improve the professional development skills of initial teachers. This article investigated the current practices of school-university partnership (SUP) in one teacher Education University in Myanmar from the specific perspective of initial teacher training. This study aims for understanding current collaboration practices between university and schools in improving the pre-service teachers' learning. Qualitative method was conducted in this study through interviews. Five student teachers from University of Education participated in the study. In addition, two mentor teachers from one of the partner schools were interviewed. The interview results showed that there is weak communication and closeness between partners, especially between mentor teachers and student teachers. Furthermore, the university teachers and mentor teachers have no communication in evaluation of student teachers' practical teaching. Trust should be built between partners for further effective partnership activities to appear between schools and universities.

Keywords: Partnership, initial teacher education, practical teaching.

1. Introduction

Nowadays, the demands of society on education are gradually challenging around the world. According to Hargreaves (1999), the expectation of politicians, parents and employers on the achievements of students have been increasing and this also means that there is urgent need for professional knowledge creation in education. The need to update professional knowledge has become a major theme in many areas, including teaching, teacher education and teacher knowledge creation (Hargreaves 1999).

Where there is a need for professional knowledge and its creation, there is collaboration. Especially in teacher education where the production, dissemination and application of knowledge is weak, collaboration and partnerships cannot be neglected. "Collaboration between teachers and collaboration between schools and universities are the major key point for innovative education and also essential for creating and innovating the professional knowledge of teachers.

2. Objective of the study

This study aims for investigation the current practices of schools and universities in specific area of initial teacher training. The student teachers' practical teaching experiences are investigated in order to find out the collaboration between universities and schools in improving initial teacher training. The research question of this study is "what are the current practices of school-university collaboration in improving pre-service teachers' professional development skills".

3. Theoretical background

3.1. *How school-university partnership has become popular*

In the past, collaboration was rarely done beyond the single community and between two or more units. Sharing and learning were performing within one unit or community where no connection between different communities or units. Since more and more innovation is demanding in today society, organizations seek increasingly for collaboration with other partners in order to gain success in their own units as well as sharing for other units.

School-university partnership activities started when criticism on the quality of teacher education aroused (Tsui et al. 2009). The criticism of teacher education for not being able to produce qualified teachers created to the establishment of Holmes Group in 1987: a group of academic officers from universities across the US. The collaboration and agreement between these academic officers led for establishing professional development schools for improving the major areas of teacher education, specifically, initial teacher education, continuous professional development and the research and development. At the same time, all over the world, teacher education become the major concern to improve and school-university collaboration for training the professional development of teachers became a popular establishment in teacher education.

3.2. *School-university Partnership in education*

On the basis of the literature on school-university partnerships, there are four functions of partnership in education. They are (i) school improvement, (ii) research and innovation, (iii) teacher education as skill development and (iv) university improvement.

However, there is no sharp boundary between these four functions of school-university partnership. For example, if a school-university partnership improves the research and innovation through establishing "research networks" among schools and universities, this networking also affects for school improvement and professional development of teachers where participants in a partnership reflect on their practices while they are collaborating with other colleagues. On the other hand, when schools and universities are collaborating for school and university improvement, this can also lead to the professional development of individual teachers and partners within the partnership. Therefore, these four functions of school-university partnership are inseparable.

3.3. *Background information of Myanmar*

Myanmar which is located between the economic hubs of China, India and ASEAN countries is the largest country in mainland Southeast Asia. In 1948, Myanmar's education system was superior to many other neighboring states, with adult literacy rate 60%. However, the country education system went into long-term decline for many decades at the bottom of

the league table of ASEAN countries for educational enrolment, achievement and investment after the military coup in 1962 (Borg, Clifford, and Htut 2018).

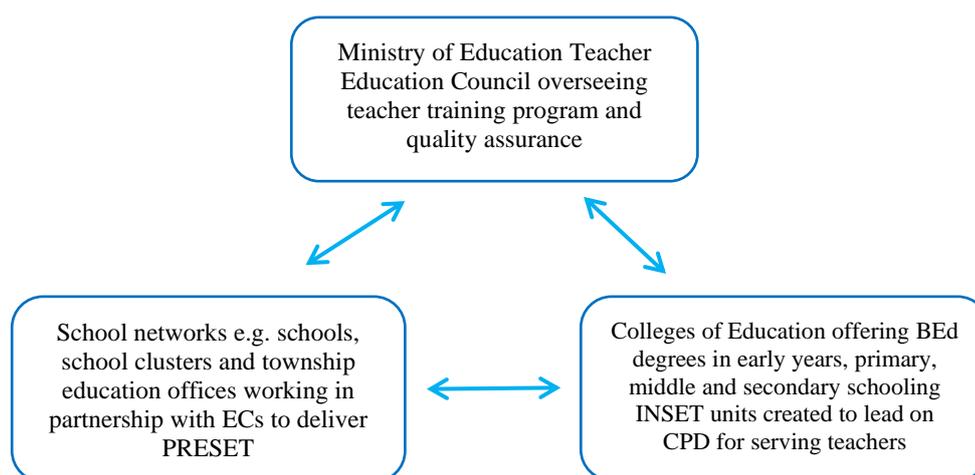
In 2015, the country situation changed after some political transfer and the country has been redirecting from decades of its international isolation (F. Hardman et al. 2016). At present, Myanmar is rebuilding and introducing reforms to expand trade and investment with global economy. With the rapid changes in every sectors of the country, Myanmar is also facing challenges. Among them, the education sector is facing the most challenges and is the sector which is currently doing much reform compared to other sectors. The country has also recognized the education sector as an essential role to rebuild the country.

3.4. School-university practices in Myanmar

As a developing country, Myanmar is rebuilding its education system and facing many challenges in education. The criticisms on education are emerging continuously and most critics go for improving the teacher education. Myanmar government has been initiating education activities and changes to solve the problems in education through upgrading teacher education curriculum and supporting teacher education with the belief that the teacher education is an essential component in improving and changing of the education system of the whole country (Walailak University and Ulla 2018).

There are three universities of education and twenty-five education colleges in Myanmar. Schools and universities are under pressure from the criticism of the public. Although there are informal collaboration between schools and universities, pre-service teachers' teaching practicum is the most significant collaboration between schools and universities.

With the notice that school-university partnership is very weak in Myanmar, recent education reforms considered to focus more on the collaboration between schools and universities in order to improve teacher education. A recent development for partnership is that "an enhanced partnership model" has developed in the communication between the Ministry of Education, teacher education institutions and schools in Myanmar (F. C. Hardman 2013). (See Figure 1)



Source: Hardman (2013)

Figure 1: Enhanced partnership model

4. Methodology

4.1. Participants

There are three teacher training universities and 25 teacher education colleges in Myanmar. One teacher training university has been investigated in the study. From this institution, five student teachers have been interviewed. Among them, two are male student teachers who are studying in their final year and three female student teachers are in their third year of studies.

One school where the student teachers do their practical teaching is also investigated under this study. Two mentor teachers were interviewed.

4.2. Data sources

Data sources include focus group interviews by the researcher. Five student teachers: two male and three female student teachers have been interviewed at different times. All of them are “bridged students” who join their third year at the University of Education from college of education after their two years studies at college. The students from education colleges can join the University of Education if they have required qualification in their studies at college.

Furthermore, two face-to-face interviews with mentor teachers were included as data sources.

5. Findings

The finding will be presented in two separate contents. The first is about “trust and closeness between partners” where the student teachers, the university teachers and the mentor teachers communication are investigated. The second content is the collaboration between universities and schools in specific function of evaluation of student teachers’ practical teaching.

5.1. Trust and closeness

According to interviewees, there is a weak communication between student teachers and mentor teachers. The results showed that the mentor teachers do not dare to let the student teachers teach their classroom because they think that they are not experienced.

“The time the student teachers come to the schools is very important time for children. The lesson is very important and includes many important concepts. So, I do not dare to give the whole classroom to student teachers.” (mentor teacher)

Moreover, the communication between mentor teacher and student teacher was very rare for discussing of lesson plan and reflecting and observing student teachers’ teaching was never happen.

“The student teachers do not come to me to ask about lesson. I have already told them that they can come to me whenever they want or whenever they have questions. They never come to ask me. I think they can handle it.” (mentor teacher)

The student teachers also mentioned the closeness between them and the mentor teachers.

“We do not usually communicate with mentor teachers. On the first day, they gave us lesson to teach and then we handle everything later on. We don’t have question to ask them. And we got a separate room, so we are disconnected”. (student teacher)

According to the student teachers, when a group of student teachers went to the schools for practical teaching, they got a separate room. Therefore, they are disconnected from teachers and school community.

5.2. *Communication between schools and universities in evaluation on student teachers' practical teaching*

Student teachers' practical teaching is evaluated by mentor teachers through "evaluation sheet" which is given by the university. The evaluation form is given to school mentors from the university through student teachers. Mentor teacher uses this evaluation form and assesses the student teachers' practical teaching. The results are confidential and student teachers are not allowed to see the evaluation results.

According to the student teachers, it is showed that there is no actual collaboration between universities and schools in discussing for evaluating student teachers.

"The university gave the evaluation sheet with student teachers and we evaluate the student teachers according to the form. We never discuss with university teachers for discussing what to assess, how to improve student teachers' practical teaching, etc." (mentor teacher)

Moreover, the results showed that there is no actual communication between mentor teacher and university teacher.

"University teaches visit to the schools when student teachers are doing their practical teaching, but we never talk to each other. They usually talk to principal and observe student teaches when they come to school. Then they leave." (mentor teacher)

According to student teachers, feedback and evaluation results are never showed to them. They rarely receive feedback from mentor teacher and also from university.

"We don't get feedback from mentor teacher and also from university. But we want it. If they can provide, it will be great. They have lots of experiences" (student teacher)

6. Conclusion

In Myanmar, for initial teacher education, there is a formal collaboration between schools and universities of Education. There are around 45 partner schools where the student teachers do practical teaching in their fourth year of studies. These schools have a formal and traditional collaboration with teacher training university since the universities offer practicum for student teachers as part of the bachelor studies. However, it is not usually recognized and significant as "school-university collaboration" as it has been a usual procedure each academic year.

According to this study, the school and university collaboration is very weak in preparing pre-service teachers. More communication and more closeness should be built between partners in order to provide the pre-service teachers' learning.

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**THE MATCHING OF EDUCATIONAL OUTCOMES WITH THE LABOR MARKET
SUCCESS OF HIGHER EDUCATION GRADUATES****Gabriela Păcurariu (Negoiță), PhD student**West University of Timisoara

Abstract

The paper explores the relationship between the use of graduates' human capital and the labor market success. It was analyzed the matching of the educational outcomes (abilities, skills, competencies) to the labor market demands of the higher education graduates in their early career. The research used the data from a questionnaire applied to the higher education graduates', bachelor's degree. The answers were collected using CAWI method (Computer-Assisted Web Interviewing) and returned around 850 valid graduates' responses. The questionnaire was applied in two stages, six months and one year after graduation. The results show that the insertion on the labor market was a success for most graduates. 83.9% graduates have a job one year after graduation. Many of them applied for a job just one time, and 50% are working in the same field of study. At the same time, we tested the impact of two series of predictors correlated with an index of labor market success. One set was aggregated from 8 predictors: internship, volunteering, mobility, parental education (mother, father), and social background factors. The other set of predictors was aggregated from the competencies and abilities provided by the school, resulting in 68% of impact on the labor market success.

Keywords: higher education graduates, educational outcomes, tracer study, human capital, success index

COST-OPTIMIZATION RESULTS OF MINIMUM ENERGY PERFORMANCE OF BUILDINGS DEPENDENCE ON INPUT CLIMATIC DATA VARIATIONS

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Abstract

For the purpose of designing an energy efficient building, comparative methodology framework for calculating the cost-optimal levels for building's minimum energy performance requirements should be included. Goal of comparative methodology framework is to achieve balanced energy budget for heating and cooling in a year cycle, by minimizing investment costs at the same time. Calculation methodology requires combined use of simulation programs and optimization algorithms. In this process different types of input data are used: geometrical inputs of the building, properties of envelope materials and systems and local climate data from the building's location. Main goal is to show how even small variations in input data can affect the result of the optimization. For purpose of the paperwork Podgorica (Montenegro) is used as the location example. Temperature values from the climate data used in cost-optimization process are gained from meteorological stations near airport which is around ten kilometers away from the city center where it can be couple of degrees higher. This is caused by the phenomenon called 'the local area heat island'. In order to get reliable optimization results, in terms of energy consumption for heating and cooling within a year cycle, it is necessary to consider this phenomenon. In this paperwork, goal is to present how 'the local area heat island' factor affects the annual energy consumption for heating and cooling by comparing parameters in both cases: when 'the local heat island' factor is included and when it is not. Variations of set-point temperatures are included in analysis. It is shown the significant effects of climatic data to cooling energy consumption calculation. It is concluded there are underestimations of energy needs caused by non-adequate treatment of input climatic data.

Keywords: cost-optimization, energy performance, building envelope, climate data, local area heat island

Introduction

In the EU buildings are responsible for the largest share of total energy consumption and greenhouse gas emissions which is about 40%, with tendency of growing. Reduction of energy consumption and the use of renewable energy sources are required to decrease energy dependency and CO₂-emissions.¹ In order to reach full potential of both, life cycle costs of a building should be considered, because evaluation of buildings' requirements is not related

¹ "Directive 2010/31/EU of The European Parliament and of The Council on Energy Performance of Buildings." In *Official Journal of the European Union* L 153, 13-35, 2010., 13.

only to the investment costs. It is necessary to take the operational, maintenance, disposal and energy costs into account as well. Calculating the life cycle costs for a building is based on different packages of measures applied to reference buildings and setting them in relation to both the energy use and CO₂-emissions.² Over the last years, this idea is followed by adequate policies in the European Union which are integrating several aspects like: energy, environment, finance, comfort, etc.

According to Energy Performance of Buildings Directive (EPBD) 2010/31/EU, EU Member States are obligated to introduce minimum energy performance requirements for buildings and set these requirements based on a cost-optimal methodology, in order to achieve nearly Zero Energy Building (nZEB).³ (Nearly Zero-Energy Building means a building that has a very high energy performance: The nearly zero or very low amount of energy required should be covered to a very significant extent by energy from renewable sources, including energy from renewable sources produced on-site or nearby.⁴) This methodology introduces the prerequisite to consider the global life cycle costs of buildings to determine their future energy performance requirements. As supplement of Directive, and for the purpose of designing an energy efficient building, Cost-Optimality Delegated Regulation (CODR) No. 244/2012 establishes comparative framework methodology to determine a cost-optimal level of minimum energy performance of buildings. The methodology specifies how to compare energy efficiency measures, measures incorporating renewable energy sources and packages of such measures in relation to their energy performance and the cost attributed to their implementation and how to apply these to select reference buildings with the aim of identifying cost-optimal levels of minimum energy performance requirements.⁵ Methodology is based on comparing minimum energy performance requirements with the calculated cost-optimal levels for a specific building, with allowed discrepancy of at most 15%, where recalculation is required in case of exceeding.⁶ This regulation provides a large degree of flexibility for all Member States when it comes to selecting the input data like reference buildings, energy cost, maintenance and labour cost required for the calculation of minimum energy performance.⁷ In this way comparative framework methodology allows estimation of different critical parameters influence.

Cost-optimal methodology and climatic data

Determination of cost-optimal levels is based on balance between investments and energy cost. Goal is to achieve balanced energy budget in a year cycle, by minimizing investment costs at the same time. To achieve this balance, it is necessary to take many aspects into the account. Calculations are done by applying varied combination of packages of measures on reference buildings, in terms of energy and financial performance. Energy performance calculations are based on national methodologies which should consider adequate European standards supporting the EPBD and should be defined in terms of climate data, performance of energy systems, etc. In purpose of doing the energy performance calculation, it is required to use following input data like: thermal characteristics, heating and cooling installations and passive elements, renewable energy sources application, indoor air quality,

² Implementing The Cost-Optimal Methodology in EU Countries: Lessons Learned From Three Case Studies, The Buildings Performance Institute Europe (BPIE), 2013., 5.

³ Implementing The Cost-Optimal Methodology in EU Countries, 5.

⁴ Directive 2010/31/EU, 18.

⁵ "Guidelines accompanying Commission Delegated Regulation (EU) No 244/2012." In Official Journal of the European Union 115/01, 1-28, 2012., 2.

⁶ Directive 2010/31/EU, 14.

⁷ Implementing The Cost-Optimal Methodology in EU Countries, 6.

natural light, shading, building design, etc. It is important to have in mind that reliable energy performance calculations methodology should be based not only on the season in which heating is required, but should cover the annual energy performance of a building, including requirements for cooling.⁸ Financial performance calculation for a chosen package should be assessed with European Standard EN 15459 and it results in discounted value of all costs. For the financial performance calculations required input data includes: investment, running and disposal costs, discount rates, energy prices, lifetime of materials and equipment, etc.⁹

Depending on the purpose of the energy analysis, and on the importance and complexity of the building, the legislation allows the use of simplified calculation methods or not. It is necessary to consider the consequence of this simplification on the energy performance of the building, which is influenced by construction characteristics and especially by the climatic parameters.¹⁰ For example, in majority of European standards and building codes only the energy uses for building operation like heating and ventilation are considered. Main reasons for ignoring user related energy consumption like energy use of appliances or lighting are uncertainty and lack of relevant data. This ignorance is unjustified because there is great potential in user related energy consumption for saving overall energy use, thus building economy as well. In order to define building energy use more precisely, it is also necessary to take some other factors under consideration: building materials characteristics and energy use for buildings' construction, renovation and demolition.¹¹

However, it is not enough to pay attention only to the faithful reconstruction of the building geometry, the description of the thermo-physical properties of materials composing its enclosure, and the definition of the energy parameters of the installations serving the building. In order to perform cost-optimal calculations it is important to use climatic data that is close as possible to reality, because climate data influences process of calculation more than it seems at first glance. One of the first parameters that must be implemented concerns the geographical location of the building, selected by the user, followed by the corresponding climatic database. The corresponding climatic database represents a typical year elaborated from data acquired at airport sites near the selected city, because airport sites usually have historical databases. Since airport databases are not representative of the conditions within a big metropolitan area, this approach introduces approximations that can affect poorly the quality of the calculations output, although theoretically correct.¹²

No single year can represent the typical long-term weather patterns. More comprehensive methods that attempt to produce a synthetic year to represent the temperature, solar radiation, and other variables within the period of record are more appropriate and will result in predicted energy consumption and energy costs that are closer to the long term average. This synthetic year representing local climatic data is a typical or reference climatic year. It can be derived from large, multi-year weather databases containing hundreds of thousands hourly records by procedure defined with EN ISO 15927-4 standard.¹³ Local

⁸ Directive 2010/31/EU, 14.

⁹ Implementing The Cost-Optimal Methodology in EU Countries, 14.

¹⁰ Ciancio V., Falasca S., Golasi I., Curci G., Coppi M., Salata, F. "Influence of Input Climatic Data on Simulations of Annual Energy Needs of a Building: EnergyPlus and WRF Modeling for a Case Study in Rome (Italy)" In *Energies*, 11, 2835, 2018., 2.

¹¹ Marszal, A., Nørgaard, J., Heiselberg, P., Jensen, R.L. "Investigations of a cost-optimal zero energy balance-A study case of a multifamily Net ZEB in Denmark." In *PLEA2012 28th Conference, Opportunities, Limits & Needs Towards an environmentally responsible architecture*, Lima, 2012., 1.

¹² Ciancio, Influence of Input Climatic Data, 2.

¹³ Grebović, M., Sindić Grebović, R.: „Generating Climatic Data for Calculation of Annual Energy Use of Buildings.” In *V International Symposium for Students of Doctoral Studies PhiDAC 2019 Proceedings*, pp. 280-287, ISBN 978-86-88601-43-6, Niš, 2019., 280.

climatic data either in form of vast hourly records or in form of typical year is available from multiple sources like Meteonorm, Weather Bank, Weather Source, National Center for Environmental Information, White Box Technologies, Weather Shift, Climate One Building.¹⁴

Influence of climatic parameters on optimization and simulation results

In accordance with regulations, design and analysis of buildings' operation should include more variables and meet more criteria. Different types of input data are used: geometrical inputs of the building, properties of envelope materials and systems and local climate data from the buildings' location. It is necessary to combine simulation programs and optimization algorithms to calculate cost-optimal levels of minimum energy performance requirements. However, simulation process with optimization in building performance assessment does not necessarily mean finding the absolute optimal solution, but achieving sub-optimal solutions through iterative process, based on use of adequate applications for simulation. Computer model designed to obtain optimal, or solution near optimal, in the shortest possible time, is based on iterative methods that generate sequences representing a better approximation of the desired solution. These methods are known as "numerical optimization" or "optimization based on simulation". Optimization of buildings' life-cycle cost with minimum energy performance is relying on use of genetic algorithms based software, like GenOpt.¹⁵

The first step in implementing energy optimization measures on buildings is to analyze their primary energy requirements. Technical regulations that standardize calculation procedures are allowing the assessment of energy needs by introducing some simplifying assumptions, such as expressing the climatic forcing as a function of monthly average data. In cases where such simplified methods cannot be applied in the quantification of the annual primary energy needs for air conditioning and production of domestic hot water, the legislation requires the use of a software able to simulate the behavior of the building system in a dynamic regime. Simulation tools are used for analysis of thermal and energy behavior of a building and for achieving specific targets as reducing energy consumption or improving of indoor climate condition. They involve a greater planning effort and a deep knowledge of all the parameters influencing the results.¹⁶ This approach that is known like „parametric simulation” can be used for advancement of buildings' energy characteristics. Through simulation process, parameters that affect performance are represented with variables. Basic idea is that with each input of these variables one of them changes its value, while the others remain unchanged. In that way it is possible to notice influence of each parameter to overall performance. This step is iteratively repeated for each variable, to get results for other parameters. Most common software used for parametric simulation is EnergyPlus.¹⁷ These dynamic calculations are based on climate data input with an hourly frequency, since this time step is considered satisfactory for an annual simulation of the transient thermal behavior of a building. In this way, it is possible to perform a simulation as precise as possible of the energy behavior of the building during a whole standard year.¹⁸

¹⁴ Weather Data for Simulation, EnergyPlus, 2019. <https://energyplus.net/weather/simulation>, 1-3.

¹⁵ Grebović, M., Sindić Grebović, R.: "Using of Computer Models for Cost-Optimization of Minimum Energy Performance of Buildings." In *UBT 6th Annual International Conference, Book of Abstracts*, pp. 117, ISBN 978-9951-437-54-7, Durres, 2017., 3.

¹⁶ Ciancio, Influence of Input Climatic Data, 2.

¹⁷ Grebović, Using of Computer Models, 3.

¹⁸ Ciancio, Influence of Input Climatic Data, 2.

Reference buildings and climatic data impact

Implementation of cost-optimal methodology starts with definition of reference buildings and of packages of measures applied to these buildings. Reference buildings are relying on several features like functionality and local climate conditions alongside with energy needs, energy efficiency measures cost. Calculated amount of energy delivered to meet the different needs associated with a standardized use of the reference building, may include energy used for heating, cooling, ventilation, domestic hot water, lighting and appliances.¹⁹ Member State's detailed application in practice, reflecting their national, regional or local conditions, and including a numerical indicator of primary energy use expressed in kWh/m² per year. Corresponding graphs can also be developed related to CO₂-emissions of assessed packages.

Main purpose of the reference building is to represent the typical and average building stock in a certain Member State, since it is impossible to calculate the cost-optimal situation for every individual building. Hence, the reference buildings are established to reflect the actual national building stock as accurately as possible, so that the methodology can deliver representative calculation results. Reference buildings can be defined by selecting a real example representing the most typical building in a specific category or by choosing a reference building to represent two or more categories at the same time.²⁰ Member States must define residential and non-residential reference buildings, both new and existing ones characterized by and representative of their functionality and geographic location, including specific climate zone and/or region conditions.²¹

Annual energy requirements of building may vary appreciably depending on internal and external temperature changes, which can affect optimization results, more or less. Outside temperature variations are caused by phenomenon called local heat island. This phenomenon appears in the situation when climate data used in process is gained from meteorological stations near airport which is around ten kilometers away from the metropolitan area, where it can be couple of degrees higher. It represents temperature anomaly in metropolitan areas caused by urbanization. Local heat island factor heavily affects the local microclimate, in terms of solar radiation absorbed and retained by traditional construction materials like cement or asphalt and released in the form of infrared radiation, which worsens conditions within buildings during the summer by increasing their energy needs for cooling. On the other hand, the contribution of the urban heat island effect on the mitigation of the outside temperature during the cold season does not counterbalance the major energy needs required for cooling.²²

An example of the results for different packages applied to a chosen reference building is shown in Figure 1 which depicts global costs of packages related to primary energy use. Influence of the amount of energy required for heating and cooling on the optimization result can be clearly seen from the diagram. If different climate data are taken into account, the shape of the optimization diagram for dissimilar packages will be different. If "packages" for data obtained at a meteorological station outside the urban core are formed and applied to a building in the urban core, there will be a change in the parameters as a goal function of the optimization. The actual minimum of the function will not correspond to the calculated minimum for the originally adopted climate data. Considering the examples from the literature, as well as the results of the calculation for the office building in Podgorica, it can be seen that the increase in

¹⁹ Implementing The Cost-Optimal Methodology in EU Countries, 14, 61.

²⁰ Guidelines accompanying Commission Delegated Regulation, 4.

²¹ Implementing The Cost-Optimal Methodology in EU Countries, 11.

²² Ciancio, Influence of Input Climatic Data, 2.

the cooling load reaches 50%, due to the influence of the urban heat island. Increase in the cost of cooling energy is significantly reflected in the result of total cost of the package.

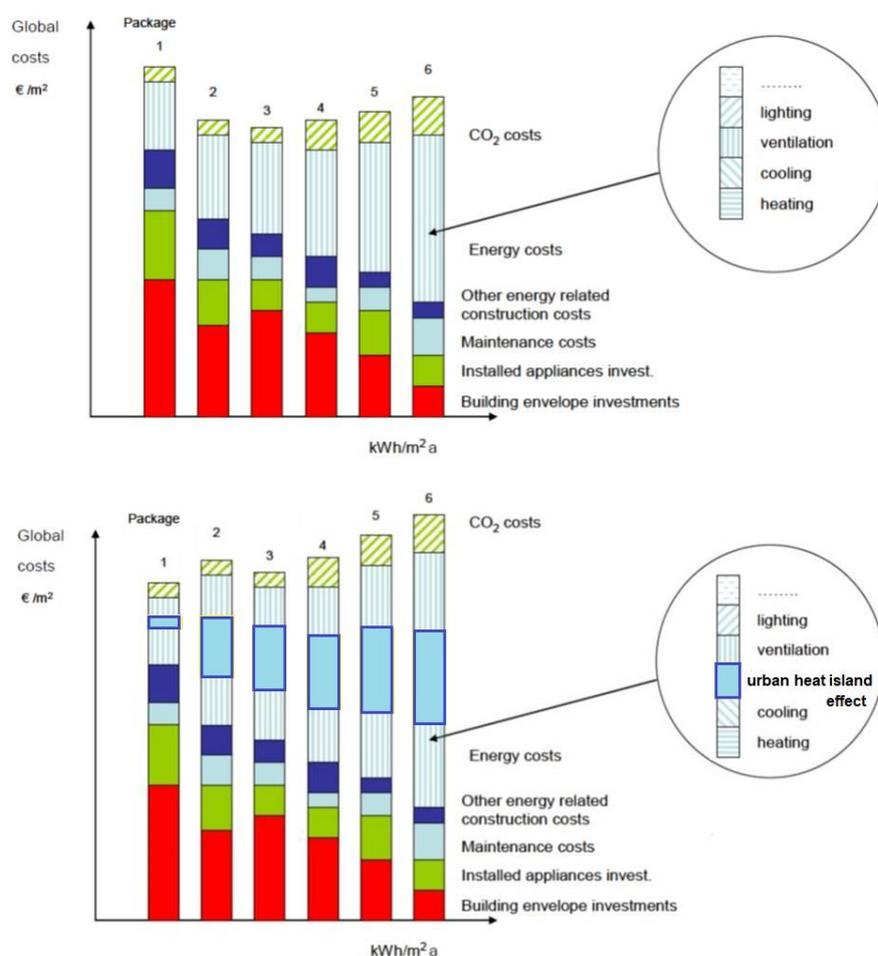


Figure 1: Possible change of costs of packages due to local heat island effects on example²³

How the amount of used energy depends on climatic factors, national requirements distinguish between different climate zones or regions of the country. Based on this, reference buildings should be representative of the specific climate zones and the energy consumption of the reference buildings should be calculated for each climate zone. To express this dependence of used energy on climatic factors, number of degree days for heating (HDD) or cooling (CDD) shall be used.²⁴ Heating/cooling degree days is a measurement designed to quantify the energy needs to heat/cool buildings.

Climatic data influence on example for building in Podgorica

Good example of the buildings' energy needs dependence on climatic data is Montenegro, where it is necessary to establish more different climatic zones and their reference buildings on fairly small space. The diagram on the Figure 2 shows number of cooling degree days (CDD), based on data (air temperature) measured in meteorological station nearby Podgorica Airport. This data is adjusted for calculations based on Finkelstein-Schafer statistics

²³ Boermans, T., Bettgenhäuser, K., Hermelink, A., Schimschar, S.: "Cost optimal building performance requirements", *European Council for an Energy Efficient Economy*, 2011,5.

²⁴ Guidelines accompanying Commission Delegated Regulation, 4.

for different reference year generating criteria²⁵. Results show that differences in climatic parameters of input data significantly change results of required energy calculations. This caused differences, from 20 to 60% in cumulative amount of CDD.

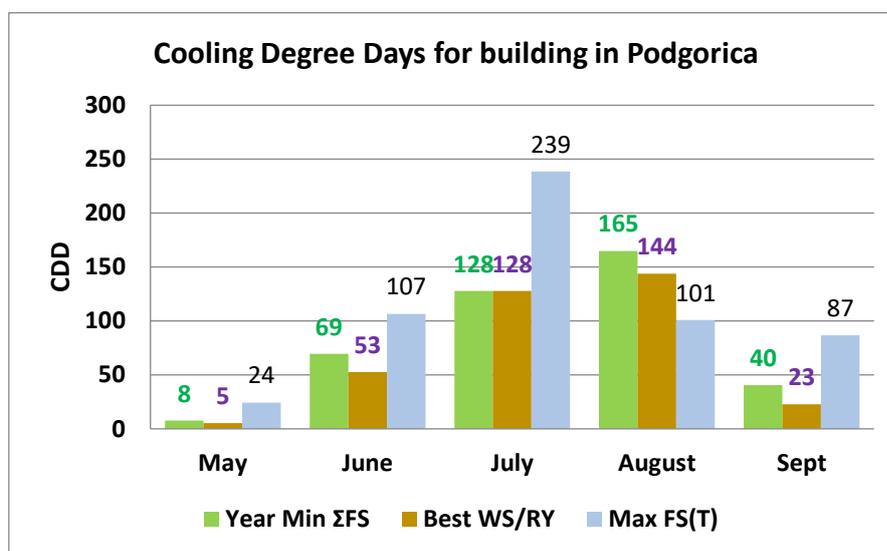


Figure 2: Differences of CDD caused by different criteria for RY by Finkelstein-Schafer statistic

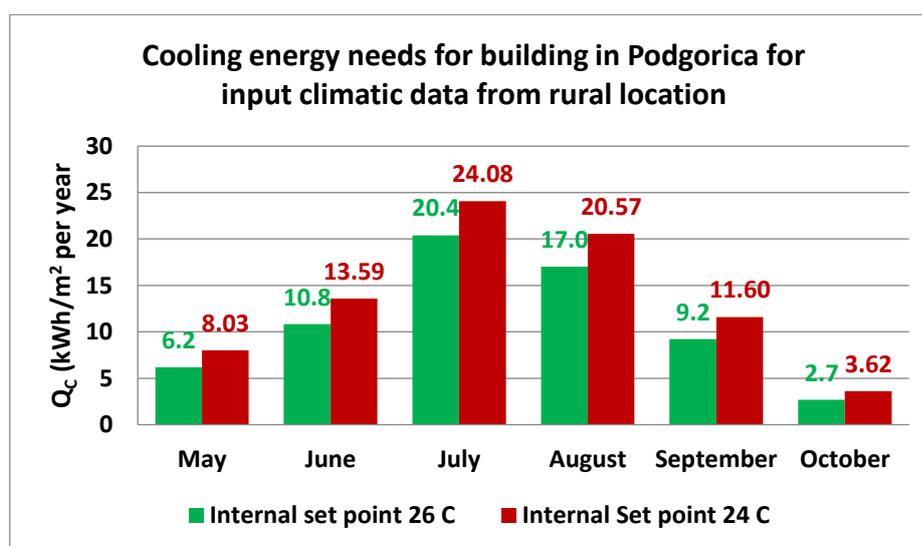


Figure 3: Two degree differences of internal set point causes energy needs increase of 23%

Results variations can be caused by differences of aimed internal set points. For the example from Podgorica, Montenegro showed on Figure, it is notable that internal set point difference of two degrees can cause average annual cooling energy needs increase of 23%.

Conclusion

Analysis of the primary energy needs of buildings for heating and cooling is the basis for the optimization processes of consumption in the residential building sector. If the target

²⁵ Grebović, Generating Climatic Data for Calculation, 285-286.

building has complex architectural peculiarities or a big size, the study of the behavior of its energy performance cannot rely on simplified calculation methods based on monthly averaged climatic data. It is necessary to simulate the performance in an hourly dynamic regime.

For the purpose of this simulation process several software environments are available. One of the most accredited software by the international scientific community is EnergyPlus. It allows simulations which are based on climate files available for all the major cities in the world, but also requires a user to insert all the inputs related to the three-dimensional model of the building and other required information. Climate data is chosen according to the location of the studied building. Usually, these data refer to measures sampled in airport areas, where useful long time series of weather data are typically available. However, climate data of an airport area do not take into account the urban heat island phenomenon typical of big cities. In fact, the microclimate of the metropolitan area is especially determined by the interaction of solar radiation with building materials and the replacement of urban green with paved or asphalted areas, and it is very different from that of the rural areas.

Because of different climatic conditions that occur in a small area, several issues need to be resolved. First of all, it is necessary to conduct more sensitive energy needs estimations for heating and cooling, because the heat island phenomenon affects both, particularly those for cooling during the summer. Due to different urbanistic areas in small distance, more types of reference buildings are needed. More detailed measuring of climatic parameters represented with data table containing higher frequency of measuring is needed. It is necessary to have an input climate database as close as possible to the real local microclimatic conditions. However, establishment of the database is more complicated due to different climatic conditions in relatively close settlements.

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Weather Data for Simulation, EnergyPlus, 2019. <https://energyplus.net/weather/simulation>

QUALITY ENHANCEMENT OF TEACHER EDUCATION: A REVIEW OF TEACHER PERFORMANCE APPRAISAL

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Abstract

Teacher performance appraisal is the evaluation of individual teachers to make a judgement about their competencies and performance and/or to provide feedback to support the improvement of their practice (OECD, 2013). The usage of performance appraisal has grown over the past 45 years and nowadays it has become a popular approach in educational management all over the world. Teacher Education is related to the development of teacher proficiency and competence which enable the teacher to meet the requirement of the profession and face the challenges in the profession. In a dynamically changing world, there is an absolute need for quality enhancement of teacher education so that the future of the world is secure. This study systematically reviews the literature to identify the interrelatedness of teacher performance appraisal and quality enhancement of teacher education with the purpose of providing a comprehensive perspective on the importance of performance appraisal. A qualitative research approach was employed to conduct a systematic literature review by analyzing the literature collected from various databases and the reviewed and selected literature were further analyzed by using a Content Analysis package (Atlas.ti software). The codes were applied into two main themes, which are teacher performance appraisal and quality enhancement of teacher education. The analysis shows that if done well, teacher performance appraisal can have a sustainable impact on teacher quality. Next to this, teacher evaluation is the best indicator of quality assurance within the existing education systems. Some research findings show that teacher appraisal is closely tied to teacher competency frameworks and standards. On the other hand, evaluation of teachers connects to many different policy measures within a complex system embedded into a concept of quality improvement.

Keywords: performance appraisal, quality enhancement

Introduction

Human resource management (HRM) is an essential tool for improving the performance of employees in their workplace. In a similar vein, schools, colleges and universities are using performance management techniques towards a competitive, performance culture (Soltani, Van Der Meer & Williams, 2005). Organizations measure and improve the value of their workforce (Kaplan and Norton, 2001; Venkatraman and Ramanujam, 1986) through regular performance appraisals (PA) that involve ongoing reviews of the performance of individual employees or of teams (Levy and Williams, 2004, cited in Camilleri, & Camilleri, 2018). Hence, performance appraisal (PA) is a key element in managing performance and productivity. Therefore, regular performance feedback or appraisal systems remain a crucial aspect of the performance management cycle (CIPD, 2017, cited in Camilleri, & Camilleri, 2018).

Over the years, teacher performance in higher institutions and secondary schools, in general, has been affected by the neglect of work, less individual initiative and low morale to teach that has been attributed to the inferiority complex attached to the poor performance of teaching faculty (Namuddu, 2010). In this light, it needs to develop teacher performance appraisal in a teacher education setting. This is in accord with OECD's approach stating that teacher evaluation is an assessment scheme set within a country's education structure, with an aim at evaluating individual teachers through gathering evidence that will support judgements related to their performance and competence, and in some cases to providing feedback to support improvement and professional growth.

One of the many challenges in teacher education is the struggle in producing quality teachers. Moreover, there is a limited choice in the recruitment and the poor structure of the teacher training programs. The teaching sector is being de-professionalized and often overlooked. As a way to improve education, there should be a shift in the current practices and the cycle of producing non-performing teachers should be stopped. Teacher training colleges should demand excellence from the student-teacher and they should design a program that could successfully produce good teachers who are able to teach and perform in schools. Teacher assessment is conducted with the purpose of regulating the quality of teaching performance, promoting good teaching practices, increasing teachers' skills, and as a method of appraising teachers for promotion.

Globally, the adoption of a robust and comprehensive teacher evaluation system has been growing. Teacher evaluation is closely tied to teacher competence frameworks and standards, but as research suggests evaluation of teachers connects to many different policy measures within a complex system embedded into a concept of school improvement.¹

On an individual basis, the European Commission defines teacher evaluation as a formation of a judgement about individual teacher's work in order to provide guidance and support in professional development. As such individual evaluation is received in verbal or written form and can occur during a school evaluation or as an individual procedure.² This is in accord with OECD's approach stating that teacher evaluation is an assessment scheme set within a country's education structure, with an aim at evaluating individual teachers through gathering evidence that will support judgements related to their performance and competence, and in some cases to providing feedback to support improvement and professional growth.³

Method

A review of literature exposes areas where studies are yet to be conducted and assists in theory advancement. This article is of the systematic review type, with the aim of identifying the interrelatedness of teacher performance appraisal and quality enhancement of teacher education. It is also aimed to provide a comprehensive perspective on the importance of performance appraisal.

2.1. Search strategy

Systematic reviews can provide a methodological approach to mapping the available research evidence on a specified topic, appraising that information, and synthesizing the results (Grant & Booth, 2009). The current study is considered a scoping review with the purpose of the preliminary assessment of the scope of available literature in the area of interest within given time constraints. The review was conducted according to the Preferred Reporting Items for Systematic Reviews and Meta-analyses Statement (PRISMA), which consists of an

¹ OECD. (2013). *Synergies for Better Learning*. OECD Publishing. <http://doi.org/10.1787/9789264190658-en>

² European Commission/EACEA/Eurydice. (2015). *The teaching profession in Europe. Practices, Perceptions and Policies*

³ OECD. (2013). *Synergies for Better Learning*. OECD Publishing. <http://doi.org/10.1787/9789264190658-en>

evidence-based set of items guiding the conducting and reporting of systematic reviews (Moher, Liberati, Tetzlaff, Altman, & The PRISMA Group, 2009). Three academic databases (ERIC, ProQuest, ACM Digital Library, SpringerLink, EBSCOHost, Web of Science) were searched using the terms performance appraisal* OR performance management AND quality enhancement* AND quality teacher education* OR teacher education reform* OR teacher education management*. The search was restricted to the date range of January 2000 to July 2019, with only English language peer-reviewed papers included.

2.2. Inclusion and exclusion criteria

The initial search yielded a total of 722 studies (Fig. 1). The first stage of screening involved a review of titles to exclude papers that clearly did not meet the inclusion criteria such as topic relevance. For example, titles such as [Balancing Centralization and Decentralization Management at University of Bahrain](#), [Managing School Internal Mechanisms for Performance Improvement in Secondary Education](#) and many others were clearly papers publishing specific research findings related to schools and student achievement rather than focusing on quality improvement in higher education sector. The second stage of screening involved careful review of paper abstracts again with reference to the inclusion criteria. In both of these stages a conservative approach was taken such that if there was any uncertainty about whether a particular paper should be included in either Stage 1 or 2 of screening it was retained until Stage 3. Stage 3 was conducted reach consensus and included a review of the full text of 78 articles. Inclusion criteria were: a) described a specific teacher performance appraisal designed to improve quality; b) had a clearly documented methodology. Papers were excluded if: a) there was no specific approach documented to relate appraisal and quality assurance but rather, b) papers were opinion or review pieces rather than primary studies. Stage 4 is confirming context of the research by full-text reading and finally, 15 papers were selected for this study.

2.3. Data extraction

Systematic reviews, apart from summarizing the current state of knowledge within an area, also clarify what remains to be examined [Petticrew and Roberts, 2006]. A total of 15 journal papers between 2000 and 2019 met the inclusion criteria and are included in this review (see Table 1). Data extraction was conducted using a predetermined data extraction form. The form completed for each paper included details for: author; year; country; research focus; research design / methodological approach; participants; key findings. This process provided confidence that sufficient and detailed data was extracted.

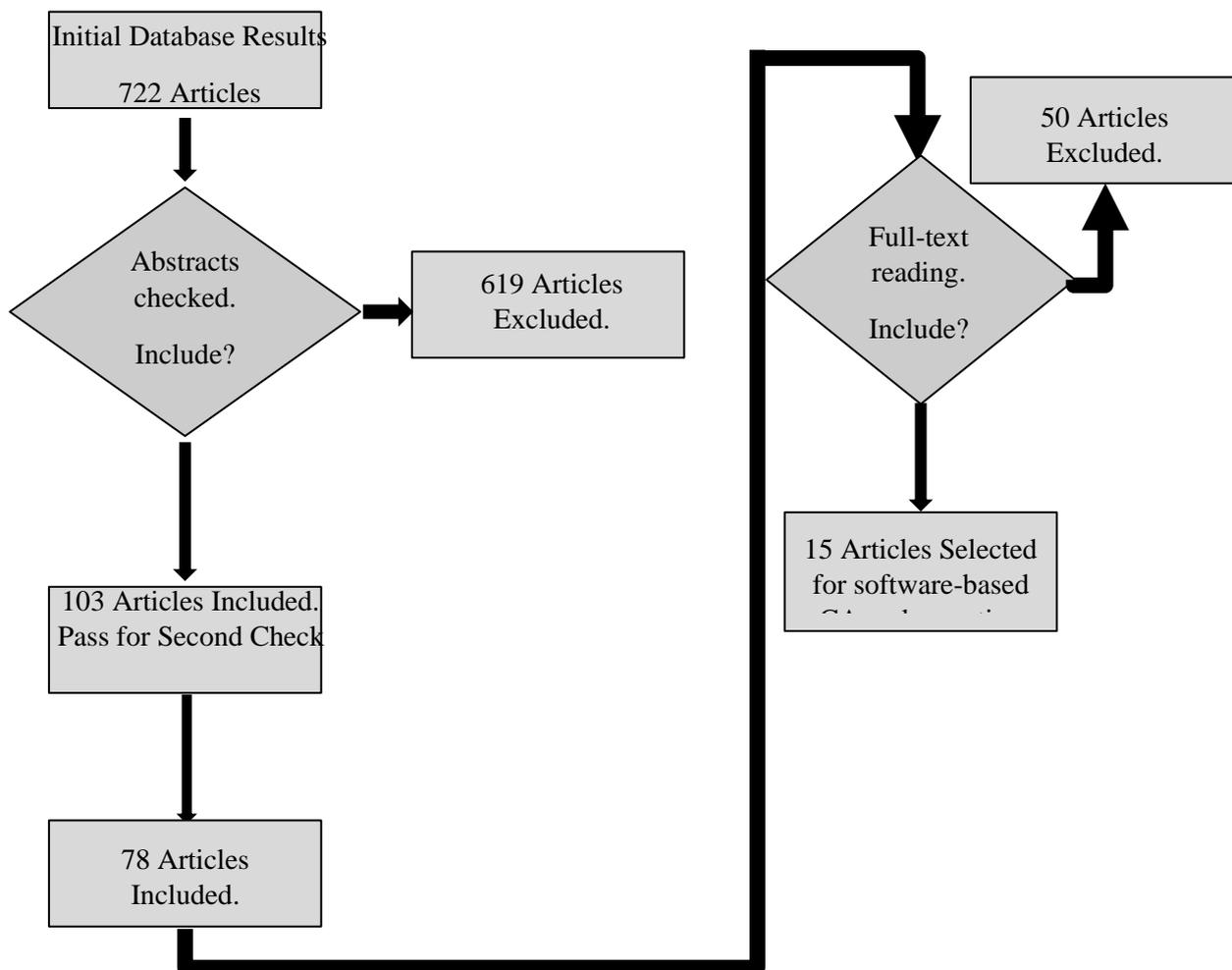


Figure 1 Systematic Review Process

Table 1 Details of paper included in the study

Author, year	Country	Study focus	Research design and methodology	Participants
Rosa Cintrón & Forrest Flaniken (2011)	USA	the appraisal of staff positions in American higher education.	Survey with questionnaire	the 108 colleges and universities that are members of the Council for Christian Colleges and Universities (CCCU)
Tarhan, Hakan et al. (2019)	Finland	the characteristics of the teacher	Qualitative Content analysis	reports and information briefs,

		evaluation model in Finland. highlighting value-added model (VAM)		articles in magazines and peer-reviewed journals, and relevant documents
Eric Gálvez Suarez & Ricardo Milla Toro (2018)	Peru	the development of a teaching evaluation model that integrates a new way of evaluation, from the perspective of teacher reflection and improvement of his performance	descriptive, empirical, interpretative and statistical methods	94 teachers and 6 managers of four public educational institutions
Suhartini Salingkat (2017)	Indonesia	certified teachers' performance at SMPN 6 Luwuk of Banggai Regency, with a focus on the teachers' performance in planning the lesson, implementing the lesson, and conducting the lesson evaluation.	Observation, documentation, open-ended interview	22 teachers at SMPN6 Luwuk of Banggai Regency.
Luis F. Gómez María G. Valdés (2019)	Peru	a critical review of the ways in which the performance of university teachers are usually evaluated.	Critical analysis	evaluation models of Rama (1989), Nevo (1983), and Gaytán (2012),
Huan Song Miao Xu (2019)	China	the policies related to the quality assurance system for university-based teacher preparation	Case study and interviews	5 teacher preparation programs In education colleges
Hee Jun Choi and Ji-Hye Park(2016)	Korea	Analysis of teacher evaluation systems and appropriate directions for	Comparative analysis	Three teacher evaluation systems in Korea

		designing an effective and efficient system.		
N. Jesus Silva ¹ , C. Costa Lobo ¹ , C. Santos Pereira, N. Seabra Durão (2017)	Portugul	Quality Indicators in Higher Education	Survey (descriptive analysis (frequency analysis, descriptive measures and association measures) and inferential analysis (ANOVA one-way, MANOVA one-way, MANOVA two-way and correlation analysis)	1751 students, 68 teachers
Virginia Lovison Eric S. Taylor (2018)	USA	key features of evaluation programs which may promote or hinder teachers' effectiveness in their work	Survey	teachers and principals in five California districts
Ruth R. Chung (2008)	USA	the impact of a performance assessment on preservice teacher learning and teaching practice as well as the assessment's contribution to teacher education programs.	mixed-methods design case-study (interview, observation) and Survey	23 teacher candidates, teacher candidates at Urban University (N=30) and teacher candidates across campuses (N=527)
Barbara Goodson et al. (2019)	USA	new teachers' preparation experiences related to teacher effectiveness	Survey	2,533 teachers

Stephanie L. Knight et al (2014)	USA	teacher educator practices and professional development	Critical analysis	7 articles about teacher education
Clive Fletcher (2001)	UK	The nature and context of appraisal	Literature review	Books on cultural differences and the impact of new technology.
Kerry Elliott (2015)	Australia	An enhanced understanding of performance appraisal	Literature review	Previous reform in Development Framework
Korina, P. Legaspi (2015)	Philippines	The performance evaluation of permanent and part-time faculty members	Survey	250 lecturers

Table 2 Outcomes of each review studies

Author, year	Findings	Comments
Rosa Cintrón & Forrest Flaniken (2011)	<p>It is important to understand the evaluation methods used because they can influence the usefulness of the appraisal system in an organization and the perceived or actual benefits gained from its use.</p> <p>There are several problems with objective measures and potential reasons why judgmental measures have been used instead by psychologists for evaluating managerial behavior.</p> <p>A successful performance appraisal system could be divided into three critical components: systems design, managerial practice, and appraisal system support, with each component containing several factors.</p>	The supervisor's personal values and bias can replace organizational standards in the evaluation process.
Tarhan, Hakan et al. (2019)	The core purpose of teacher assessment and evaluation should be to strengthen the knowledge, skills, dispositions, and	The Finnish model aims to understand the

	<p>classroom practices of professional educators.</p> <p>It is important to define standards for teacher certification and licensure, alongside the problem of how to assess whether these standards for teachers have been met.</p> <p>Value-added modelling is an umbrella term that encompasses several different approaches and estimate a teacher's contribution to students' progress in a certain period by implementing statistical analyses to control the effect of students' prior characteristics.</p>	<p>professional needs of teachers, enhance teacher empowerment, and underscore and encourage professional development endeavors.</p>
<p>Eric Gálvez Suarez & Ricardo Milla Toro (2018)</p>	<p>The evaluation system focuses on professional strengthening and development, favoring the social recognition of the profession. when teachers adopt reflective processes in their teaching practice, it will help to have an evaluating attitude towards their future that lead them to an introspection process about their own practice.</p> <p>To establish the evaluation model, a relevant legal framework that meets the educational needs of the country and considers the revaluation of the teaching career must be estimated.</p>	<p>The models must consider clear criteria to evaluate the teaching performance and that encourage pedagogical reflection and value the teaching career.</p>
<p>Suhartini Salingkat (2017)</p>	<p>Teacher as manager have to have sufficient competencies in mastering, and comprehending knowledge, skills, and attitude manifested in their roles as teachers.</p> <p>Educational evaluation is a systematic investigation activity on the adequacy and appropriateness of an educational objective.</p>	<p>The teacher's certification process has not yet positively contribute to the increase of certified teachers' performance in SMPN6 Luwuk based on the quality of their performance in managing the lesson activity.</p>
<p>Luis F. Gómez María G. Valdés (2019)</p>	<p>Teacher performance evaluation has been used to make important decisions on staff hiring and dismissal, promotions and salary determination; in any case, it will have to be considered whether evaluation is used as a way to better influence learning (formative</p>	<p>A well-built evaluation system should help teachers identify strengths and areas of opportunity in their pedagogical practices.</p>

	<p>evaluation) or as a way to rate, reward, or punish performance (summative evaluation).</p> <p>Teacher performance evaluation is a pending task in the higher education institutions because their preferred ways of evaluation tend to reductionism in the sense that they make invisible the political, social, and cultural context that forms part of the reality being evaluated.</p>	
Huan Song Miao Xu (2019)	<p>Performance standards-based teacher education refers to teacher education based on or driven by standards, with standards being the basis or driving force of teacher education; the curricula, the texts, the teaching methods, and the assessment are all in keeping with the standards, the goal being to meet or exceed them.</p> <p>A higher education quality assessment system where the “key content is institutional evaluation, professional accreditation and evaluation, international evaluation and regular monitoring of data on normal teaching status, with a foundation of self-evaluation by the institution”.</p> <p>self-research of teacher educators on their teacher preparation is also instrumental.</p>	<p>Colleges and universities themselves need to follow the path of potential-oriented development, and work on building up partnered cooperation between localities and schools, connect theory with practice, and together train professional, creative teachers.</p>
Hee Jun Choi, and Ji-Hye Park (2016)	<p>In order to elicit 360-degree feedback, students and their parents, as well as principals, vice-principals and peer teachers, participate in the process as evaluators.</p> <p>The performance rating for promotion system includes “qualification and attitude”, and the performance-based pay system involves two additional evaluation areas: “administrative contribution” and “efforts toward professional development”.</p> <p>Evaluation should be accompanied by useful feedback and connected to professional development opportunities.</p>	<p>Collaborative work among teachers for learning and exchanging new teaching strategies and skills may be a particularly effective and practical manner of professional development.</p>

<p>N. Jesus Silva¹, C. Costa Lobo¹, C. Santos Pereira, N. Seabra Durão (2017)</p>	<p>It is necessary to anticipate structural and functional changes that increase the quality and social equity of Higher Education. It is crucial to favor the development of strategies that can support the teaching staff in the management of students' motivations and expectations, captivating and progressively stimulating their interest in learning and effectively enhancing their academic adjustment and academic success.</p>	<p>It becomes explicit the pertinence of considering the construction of new instruments to evaluate the quality of pedagogical performance.</p>
<p>Virginia Lovison Eric S. Taylor (2018)</p>	<p>Rubric-based classroom observations programs <i>can</i> improve teaching. The consequences can also be negative: termination, denial or postponement of tenure, extra or more-intensive evaluation. The observing, scoring, devising suggestions for improvement, pre- and post-meetings, etc. together require considerable time and effort.</p>	<p>Evaluation may improve job performance by incentivizing teachers to give more attention or effort to specific teaching practices, or by providing objective feedback about teaching practices where an individual's needs to focus efforts to improve, or by providing a new setting to practice and deepen teaching skills</p>
<p>Ruth R. Chung (2008)</p>	<p>Teaching is pedagogical reasoning and action, which requires that teacher reasons and thinks through pedagogical decisions in order to investigate, analyze, and solve problems rather than merely enact "best practices." The experience of completing a TPA like the teaching event may serve to provide a more standard set of teacher preparation experiences across a program.</p>	<p>TPAs like have potential as learning tools in teacher education, and that the inclusion of a TPA as a component of teacher education (whether at the preservice or induction level) may contribute to the teacher preparation experience in valuable ways.</p>
<p>Barbara Goodson et al. (2019)</p>	<p>Improving the preparation that teachers receive is a potential strategy for increasing new teachers' effectiveness and for closing the student achievement gap.</p>	<p>The particular strategies within promoting analytic thinking skills that this study focused on may not be the most essential ones, and that</p>

	<p>Within each type of learning opportunity, teachers reported more preparation experiences with strategies for creating a productive learning environment than with strategies for promoting analytic thinking skills. Teacher preparation experiences with strategies for promoting analytic thinking skills were not related to teachers' effectiveness in the classroom.</p>	<p>other strategies not measured but aimed at improving students' analytic thinking may be effective.</p>
Stephanie L. Knight et al (2014)	<p>Standards-based curriculum and assessment (<i>Common Core State Standards for English/Language Arts and Mathematics</i> and the <i>Next Generation Science Standards</i>), and the accompanying accountability associated with their implementation, place considerable demands on acquisition of the kind of teaching skills that few teachers currently possess. Effective teacher educators will need to be good consumers of research as well as engage in rigorous self-study, which goes beyond stories. It is important to acquire of focal characteristics of teaching: (a) the learning goals for students target higher order skills, (b) teaching in this manner is partially improvisational so novices need to be trained to deal with uncertainty, and (c) the subject matter of the practices is a critical component of acquisition of the practices.</p>	<p>Defining the knowledge and skills that teacher educators will need to prepare teachers for the challenges of standards-based instruction is a necessary first step. Determining how teacher educators can acquire this expertise is a high-priority research task.</p>
Clive Fletcher (2001)	<p>PA has become a general heading for a variety of activities through which organizations seek to assess employees and develop their competence, enhance performance and distribute rewards. Contextual performance deals with attributes that go beyond task competence and which foster behaviors</p>	<p>Goal orientation works only indirectly on goal levels, through its relationship with self-efficacy.</p>

	that enhance the climate and effectiveness of the organization.	
Kerry Elliott (2015)	<p>When used for both accountability and instructional improvement, performance appraisal that identifies and enhances teaching quality may be considered the ideal quality assurance mechanism.</p> <ul style="list-style-type: none"> -opportunities for teacher self-reflection and goal setting -regular classroom observation and the provision of constructive feedback from school leaders or managers and peers -frequent feedback on classroom performance as an ongoing dialogue not an annual discussion -shadowing, coaching and mentoring from peers and leaders and -opportunities to contribute to and engage in teamwork, collaboration and action learning with other teachers 	It is necessary to have an enhanced understanding of performance appraisal as a discursive approach to building teaching quality
Korina, P. Legaspi (2015)	<p>Full-time employees are more committed to their employing organization than are part-timers, but others report no commitment differences</p> <p>Teaching effectiveness is measured through some form of a student questionnaire that has been specifically designed to measure observed teaching styles or behaviours.</p>	Institutions may implement disciplinary actions for both permanent and part-time faculty that have constantly obtained very low satisfactory performance.

Discussion

Teacher performance appraisal is an integral part of a continuum of professional learning that supports effective teaching, learning, and assessment practices by building on and complementing previous learning in pre-service teacher education programs. Teacher performance appraisal has two major purposes. First, it seeks to improve teaching practice that can impact personal goals and professional development. Second, it can enhance accountability by ensuring continuous student learning. Therefore, the PA has increased their motivation, job commitment and their performance.

This study revealed that teacher appraisal for improvement focuses on the provision of feedback useful for the improvement of teaching practices, namely through professional development. Teacher educators should hold accountable for their performance associating it to a range of consequences for their career. It must set incentives for teachers to perform at

their best such as salaries, bonus pay, or the possibility of sanctions for underperformance. It also includes providing recognition to teachers.

Most colleges and universities expect that faculty members will engage in educational research, as a formal requirement. The performance appraisal is an excellent opportunity for the appraiser and the appraisee to engage in a fruitful dialogue and the active cooperation of individual faculty members. It is also found that the PA should focus on the development and achievement of future objectives, rather than just assess their past performance. Yet, the PA is an essential tool that can provide the ongoing communications and coaching that is expected from the educational leaders, on a day-to-day basis.

Limitation

There are some limitations in this review. First, the search was completed in 2019 with only papers dated 2000–2019 included. That is why other relevant studies outside this timeframe is not included. The second point is that reporting may not follow established standards for good quality such as clear and transparent reporting. Future research efforts should aim to address this issue of good reporting.

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IMPROVING THE INTERNATIONAL IMAGE OF SERBIA: THE SMART USE OF THE SOFT POWER

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Abstract

In the time of geopolitical uncertainty and an eroding international order, the soft power as a tool of foreign policy has become more important than ever. Power has become more diffuse, moving not just from West to East, but also away from governments, as more non-state actors play larger roles in driving global affairs. That is why, the countries use the soft power that is based on communication and cooperation, as it enables them to peacefully position themselves as desirable partners in global contexts. The soft power contributes to building a positive attitude and image of the country among foreign audiences. Sources of soft power are found in national resources such as culture, education, global state engagement, entrepreneurship, government strength and digital development etc. Future work would analyze some of the key sources of the soft power of the Republic of Serbia and point to the need to use it more intensively by following domestic strategic interests and goals.

Keywords: soft power, Serbia, international relations, image, reputation

SCIENCE AND EDUCATION AS FACTORS FOR SUCCESSFUL DIGITAL TRANSFORMATION OF THE SERBIAN ECONOMY

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Abstract

The digitalization level of society and economy is grown in accordance with rising acceptance and implementation of digital technologies and with transfer of social and economic activities on internet. Serbia, being at the beginning of information society and digital economy development, has to define proper infrastructure-organization-human framework in order to tap all the advantages offered by new technologies for more competitive work of domestic enterprises and long-term sustainable development of national economy.

The aim of the analysis conducted in this paper is to highlight the role and importance of science and education for the successful realization of the digital transformation of the Serbian economy.

Knowledge represents soft infrastructure necessary for the realisation of digital economy. In this respect education of different social categories: youth, those business active and finally to all actively participating in the digital economy is an important way for Serbia to prepare itself for digitally connected world. Serbia should build education policies that encompass the following: 1) education of workers, managers and CEOs in order to enhance the technological absorptive capacity of domestic companies; 2) education of the general population will raise awareness of citizens about new digital reality and will enable them to use all offered digital services in order to make their life better, easier and with more quality; 3) education of youth to prepare them for the dynamic job market and the new digital business environment; 4) politicians and civil servants should also be properly trained in order to be able to create supporting environment and proper legal infrastructure for a digital economy.

Serbian government should also support research and knowledge development in different industries. It is necessary to create ICT innovation ecosystems across the whole economy by supporting policies that promote ICT innovation, developing local business incubation ecosystems, and by promoting light innovation as a bottom-up and user-centric ICT innovation approach.

Keywords: information-communication technologies, education, knowledge, development, digital economy, information society.

NEWS ANNOUNCEMENT VS SUSTAINABILITY INDEX: THE IMPACT OF DIFFERENT CSR VISIBILITY ON INVESTORS' RESPONSES

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Evidence from Japan

Abstract

Private firms have been increasingly required to focus on their corporate social responsibility (CSR) activities with increasing awareness toward firms' social responsibility, such as SDGs. Despite numerous studies examining the relationships between CSR and its financial performance, there is still a dearth of research discussing the difference of investors' responses toward a firm's CSR performance and the means with which they obtain the information. This paper aims to investigate if the investors' responses toward firms' CSR performance vary depending on media communication, Sustainability Index change and announcement of CSR-related news. For deeper implication, the differences of reaction by the type of shareholder is also examined. This comparative analysis employs the short-term event study method using a unique CSR dataset collected from newspapers for news announcement, and Dow Jones Sustainability Index change for Sustainability Index as well as firms' stock prices. The findings indicate that overall investors in the Japanese market responded positively to positive news announcements but negatively to addition to sustainability index, suggesting the difference of investors' attitude to firms' CSR performance in terms of media communication. It is also found that the difference is mainly caused by Japanese institutional investors. As for practical implication, the results suggest that managers and public relations officers may want to be aware of the difference in investors' reactions toward CSR performance announcements in terms of media communication. Managers are also advised to conduct different approaches according to the type of shareholders because of their various interests.

Keywords: corporate social responsibility (CSR), investors, firm value, media communication, visibility, event study

DEMYSTIFYING THE 21 CENTURY SKILLS THROUGH ACTIVE LEARNING APPROACHES

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Abstract

With almost two decades already into the new century, to the great pleasure of educators on all levels and everywhere, the accent on learning and equipping the individual for a life of soaking in knowledge and experiences, it is inevitable to pay due attention to the skills the learning individual, regardless of the age, needs to have to be a functioning contributing individual in the global society and position themselves on the global labour market.

In the age of information, even excessive information through the world's interconnectedness and interdependence, the skills a learner in the educational system needs to have fertile grounds to develop under proper mentorship are almost a dozen. They need to be capable of critical thinking, collaboration, creativity and communication skills, to mention the 4Cs, and all of that under the cloak of different kinds of literacy, all the while being a functioning and contributing individual through productivity and social skills in the global society.

Both sides of the stakeholders in the learning process are aware of the above mentioned; however, the process of getting to the destination needed is not always clear. We often hear about learning being personal and personalised in an environment of culture, respect, belonging, where students learn meaningfully and are being equipped to impact the world as a contribution, where professionals provide expert critique and guidance and where there is genuine audience. The path to the portrait of a graduate embracing the 21 century skills is not always clear.

This paper intends and attempts to demystify the tactics of the revised learning environment to fit this brave new world and enable students to not merely convert from students into numbers of workers with almost identical skills, but to "produce" critical thinkers with the idea of contributing to the global society, all the while actively using the knowledge and skills gained in the process of education under the mentorship and guidance of their educators on all levels.

Keywords: 21 century learning/skills, 4Cs, different kinds of literacy, active learning tactics, learner, educators.

CHAPTER 1: INTRODUCTION

We live in the world of the triple W, people claim that 'the World is flat' (Friedman, 2005), there are no borders and we are who we wish to be. All of that does not, should not and will not affect the academic environment in higher education institutions, these young adults are very much aware of their opportunities while studying and the improved employability on the global workforce market for years to come. But, how do we explain the road that took us to this state of improved education, to result in improved employability?

The initial drive for this paper was exactly the process that stakeholders in the education process need to initiate and undergo in order to help reach a level of uniqueness of the learning individual (the student) and their better employability in the global workforce market. So far, education in internationalised universities provides equal opportunities for students throughout their five years spent in higher education; however it is not always a case that the profiling that educators spark in students be unique, personal, personalised and creative in its own way (Bojadziev, Jolevska-Popov and Peshevska, 2018). Higher education is a case study in its own right. The stakeholders represent the main characters, and knowledge is the flowing matter that needs to be adapted to the learning styles of learners. It is the knowledge that needs molding, not the learner.

Today more than ever, education plays an integral part in preparing learners to become global and conscious citizens, and also to be prepared for challenges associated with the highly mobilised and technology-dominated society (Berry 2010; Castells, 2005). Scholars in the field of education have thus advocated the need for modifications to be made to the education system to support the development of the requisite skills and literacies (Dunning, 2000; UNESCO, 2003; Levy and Murname, 2004; Pigozzi, 2006; Kozma, 2008; Black, 2009). The global workforce market nowadays calls for a human workforce with expert thinking and excellent command of complex communication skills (Chu et al., 2016).

It is easy to theorise and hypothesise about the nature of the steps an educator needs to take in order to invoke an atmosphere where not just learning takes place, but information is retained from a place where it can be recalled and applied in real life (Bojadziev, Vaneva and Jolevska Popov, 2018). This paper looks at the particularity of the activities imposed on learners in higher education to the end of invoking a learning atmosphere where the 4Cs are practiced and applied to subject matter at hand. The 21st century skills or competences may sound new and modern; however, they are not new, just ‘newly important’ (Silva, 2009). Critical thinking and problem solving skills, being the vital functioning individual skills have always held paramount importance in education and life to follow, but due to the demands of economies currently, which are completely knowledge-based, they gain more grounds and are often the deciding factors between the candidate who gets a job and the one who does not. Since the roots for developing these skills or competencies are found primarily in education, this paper looks closely at the teaching process incorporating the skills through the process of previous educator preparation, trends in lesson plans and activities, learner awareness of the cognitive process and where they find themselves in the cognitive process (metacognition), and conclusions through cross-reference of information gained from experimentation and subsequent surveys.

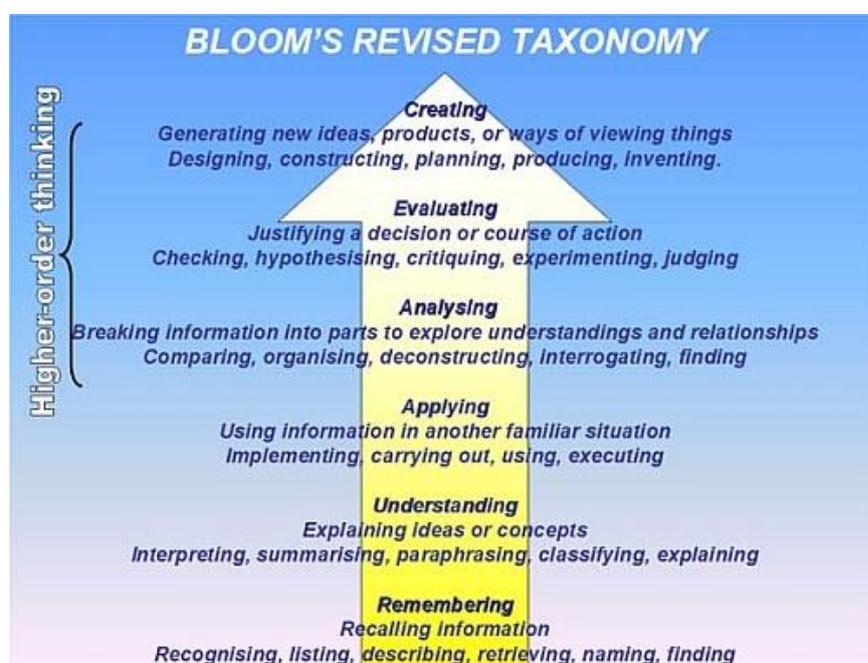
2. FRAMEWORKS AND THEORETICAL BACKGROUND

When thinking in terms of teaching to invoke the skills and competences of the 21st century, researchers and educators find themselves trapped in an oxymoron. How does one teach something which cannot be taught?

On this topic there are many issues of a universal nature that are left open, including the universality of teaching itself (Anderson, 2000; Armstrong, 1999). The picture of the graduate of the 21st century consists of huge amount of knowledge, but also of personal skills, as communication, critical thinking, problem-solving, ability for team work and perception of lifelong learning (Tomevska-Ilievska et al., 2017). These goals could not be achieved only by traditional class lectures and it is necessary to employ active learning, in the undergraduate and

graduate, and in the lifelong learning (LLL) programmes, as well (Anderson 2008; Petit *et al.* 2008).

It is exactly the aforementioned goals and the higher aim of reaching the image of the 21st century graduate that seek to employ active approaches in the process of teaching in order to refrain from calling it teaching as we soundly step into the second decade of the 21st century. An active approach in learning is far more demanding for the student, in the way that they have to assume and accept responsibility for their own learning (Gleason *et al.*, 2011). Benjamin Bloom spoke and wrote volumes on the topic of the learning pyramid (Bloom, 1956). It is at this point that Silva's claim about the longevity of the 21st century skills, mentioned earlier, actually materialises in full. With the necessity to invoke and rely on learning to attain the skills and competences of the 21st century, we refer to the peak of the learning pyramid, or rather the highest point of his revised taxonomy and that is the ability to generate new ideas and create new knowledge, products or ways of viewing things (Krathwohl, 2000). It refers to invention, most of all.



Source: Retrieved from: <https://faculty.chass.ncsu.edu/slatta/hi216/learning/bloom.htm>

The revised taxonomy of learning, originally compiled by Benjamin Bloom finds its connection and explanation in the UNESCO Delors Report of 1996 (p. 38), strongly suggesting that education sit soundly on four main educational pillars, those being: learning to know, learning to do, learning to live together and learning to be. Even a report created in the 90s, revisited two decades later by UNESCO will resound the need to successfully manipulate critical thinking, creativity, collaboration and communication. The pillars set in 1996 bear a very distinct similarity to the 4Cs of the 21st century skills. Coincidences are not assumed to bear any grounds by the authors of this research.

Before continuing on to describe the methodology and instrument, we need to note to the reader that the terms 'competence', used by some of the theorists on this topic, and the term 'skill' will be used interchangeably to refer to the needs of the 21st century learning.

3. METHODOLOGY AND INSTRUMENTS

“Those aims that are connected with the process of acquisition of knowledge require the least of changes on the part of the students, while the application of the acquired knowledge in the process of work requires the most complex of changes” (Walsh, 1997).

As it was very eloquently put by Walsh; this research aims at the most complex of changes, thus the application of acquired knowledge through the process of meaningful education, by coaching and not plainly monopolising the teaching environment. Our region is unfortunately still known for taking a type of ‘bulimic learning’ as a basis for education and assessment, meaning that the students will memorise information and forget most of it after the exam or any other form of evaluation (Zorek, 2010). Plain lectures are not counted even among the top ten most desirable methods of education (Tomevska-Ilievska et al., 2017), mainly because of the bulimic nature of subject matter retained (memorised), or rather not retained.

This research aims at the application of a heuristic¹ teaching and learning model that would allow for educators (coaches) to provoke critical thinking, creativity, collaboration and communication among the student body; however big or small it may be. The methodology of the research advocates for an active learning process proposing an exchange of experiences on a horizontal and vertical plain, which would, in turn, invoke the comparison of experiences, practical utilisation, action, and if needed the change of that practice, as well.

“It is a learning based on cooperation and partnership (cooperative learning, a relationship based on equality, complementariness, competence, respect and democratic procedure)” (Diamondstone, 1980).

In order to represent the two sides of stakeholders, and towards the goals of the paper, the authors of this work undertook research activities to uncover the practices of the teaching staff of the University American College Skopje (UACS), applied at undergraduate and graduate level at four different schools: School of Foreign Languages, School of Psychology, School of Political Science and School of Business and Economics. Primarily, the authors analysed the level of application of teaching practices in play towards the development of the primary 4C skills, critical thinking, creativity, collaboration and communication.

Additionally to that, beginning with undergraduate level, first year, and ending the range with students from graduate level programmes were asked to fulfill a lengthy and extensive questionnaire which was an adaptation of Honey and Mumford’s learning styles questionnaire from 1986 (Honey and Mumford, 1986). The addendum of the paper contains Honey and Mumford’s LSQ, but it does not contain the survey distributed among teaching staff, as it was compiled in Macedonian. The results of both surveys are commented in detail, in the following section of this paper.

As far as the instrument is concerned, Honey and Mumford’s Learning Style Questionnaire was compiled back in 1986, but, as previously noted, it refers to the moment of metacognition, or the awareness of a learner about the learning process and the different ways in which it could take place. Personalised and personal knowledge is only possible if and when a learner creates an image and awareness of themselves as conscious learners, and only then will they be able to practice critical thinking, creativity, collaboration and communication, or the 4Cs of 21st century learning.

¹ A method of learning or solving problems that allows people to discover things themselves and learn from their own experiences: *As a heuristic, it is a good test to ask the question: what might I do in this situation?*

Like any measuring instrument in scientific research, the Honey and Mumford LSQ has its drawbacks as well. In the review of the instrument, the LSQ compiled by Honey and Mumford, Ken Knight points out the ‘sting in the tail’, as he questions its face validity². According to Knight, out of the 80 statements that the LSQ is comprised of, only about a half refer to actual learning, whereas the other half refer to life situations. While that may be true, Knight publishes his review of the LSQ in terms of his domain, which is management. The LSQ is easily accessible, not restricted to use only by ‘experts’ in certain fields, and in Knight’s situation almost all of the managers tested matched in 40% of their answers, meaning that he found it difficult to discriminate between one learning type and another.

Referring back to the previous statement, it is truly the fact that the LSQ is not restricted and easily accessible that gives it a positive notion for use in this study. The range of schools tested (especially in subject matter and domain) and the skills and competences set that the LSQ applies to gives it the wider scope, negatively implied in Knight’s review. His comments are not unfounded, but can be used to the advantage of this study as well.

4. RESULTS AND DISCUSSION

In the following section we will discuss the statistical results from the LSQ which was distributed at three different levels (undergraduate studies year 1, 2 and 3), with specific clarifications and interjections from Honey and Mumford’s explanation of the LSQ and its peculiarities and use. The LSQ was distributed at the University American College Skopje in Skopje, Macedonia at four different schools: School of Foreign Languages, School of Psychology, School of Political Science and School of Business and Management. From the variation of schools, it is immediately evident that it is not the subject matter and learning domain that counts, but the identity of the educator (the facilitator in the learning process) and the learner, where it is important for the learner to turn within and get to know themselves and the potential that they have to be a functioning individual in the world and the modern labour market in the 21st century, applying the 4Cs of the 21st century skills and competences. The results represent the tendencies towards learning innovation and keeping with time in terms of modernising education of a single university in the heart of the Balkan Peninsula.

It is of paramount importance to note that the students tested belong to the modern ‘internet generation’ preferring to use technologies and interactive approaches in the classroom, instead of straightforward teaching of lectures where they are inevitably put in a position of passive listeners (Prensky, 2001; Oblinger, 2005). It is due to that interconnectivity and hyperconnectivity (Friedman, 2005) and the speed at which information flows and inevitably becomes obsolete, that education needs to be equipped with the appropriate background, information and meaningful professional development (as weary as any educator is to hear this phrase), in order to be able to create the learning conditions the 21st century skills as learning goals require.

² The degree to which a test, especially a psychological assessment, appears effective in terms of its stated aims.

Figure

1:

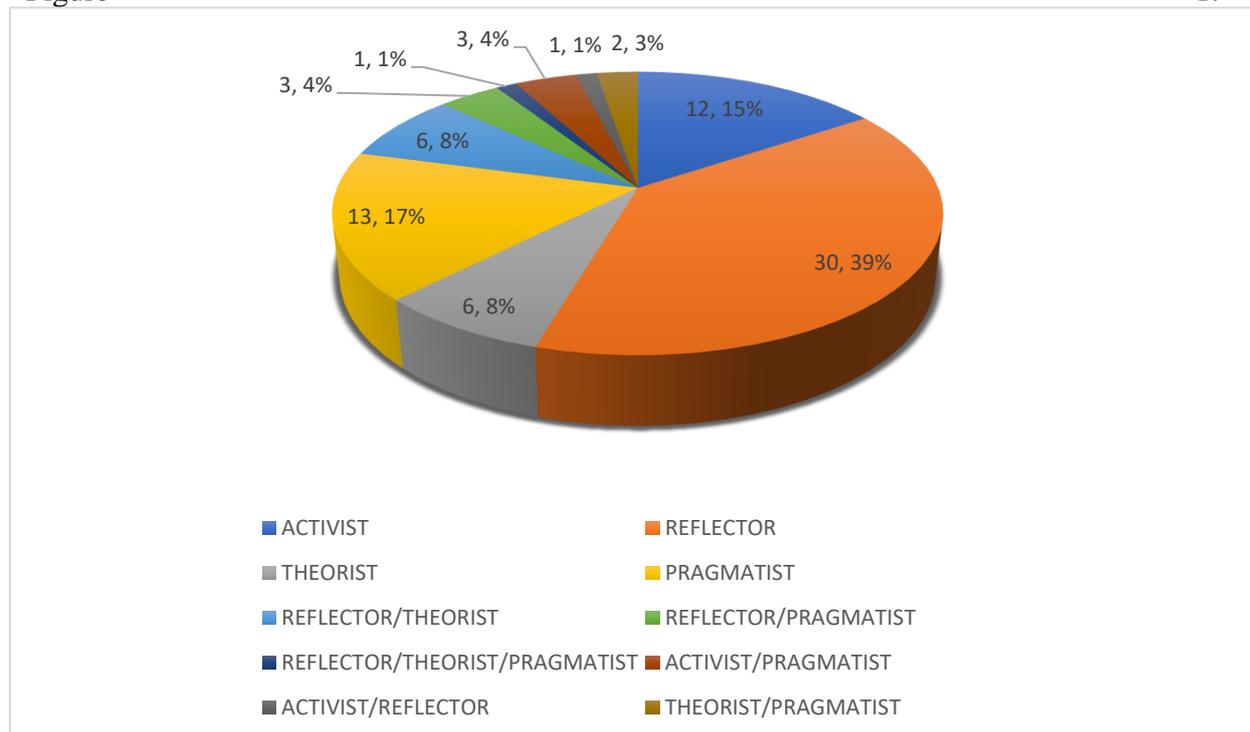
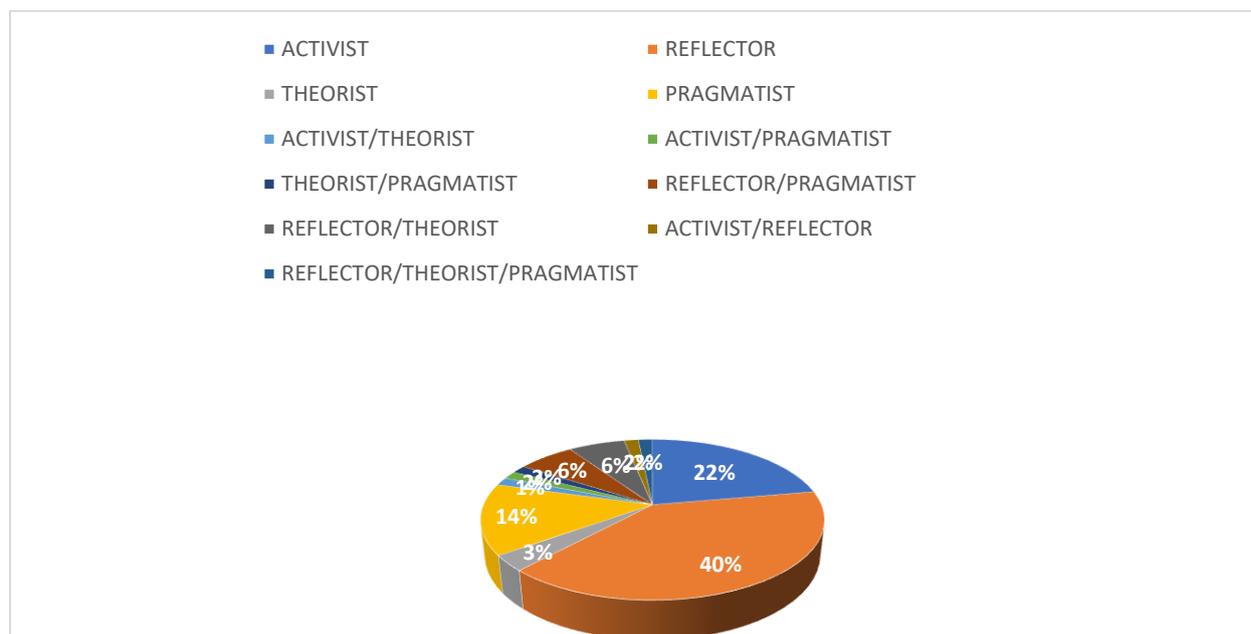


Figure 1 is a depiction of the situation of learning styles in the first year of undergraduate studies. It represents a combination of all four schools, and in this instance domain and subject matter are not a variable that is taken into account. From the pie chart we can clearly see that the leading learning style and trend among students in this group is the combination of activist and pragmatist. In reference to Addendum 1 it is evident that this combination is foreseen by the authors of the LSQ as one of the most common and most likely to occur among the control groups. With a staggering 30,39% of the examinees, first year students are pragmatic in their approach to new subject matter, but respond to it best when learning it through activities, rather than theory.

Following the winning combination, a pure pragmatist with 13,17%, wins by a hair in comparison to a pure activist. Even though the second and third most common learning styles do not occur in a combination, it is very safe to assume that a pragmatic approach with many activities, to aid acquisition over learning in a democratic learning environment will keep this level of students in higher education occupied and focused on learning subject matter at hand.

Figure 2:



In figure 2 we are faced with the results from the learning styles and practices applied by second year students from all four schools at UACS. The leading category at this educational level and age group is evidently the combination between reflector and pragmatist, scoring at a little less than a half of the pie chart, or 40%, with activist and theorist at 22% to follow, and to end with pragmatist at 14%. The first difference between the younger and older learners is that the activist style is a little less prominent to give way to the learning styles of a more mature learner, the pragmatic reflector, or simply put, the learner that will spend more time reflecting and internalising subject matter where it could be recalled from, and of course, altered for application in everyday life.

Figure 3:

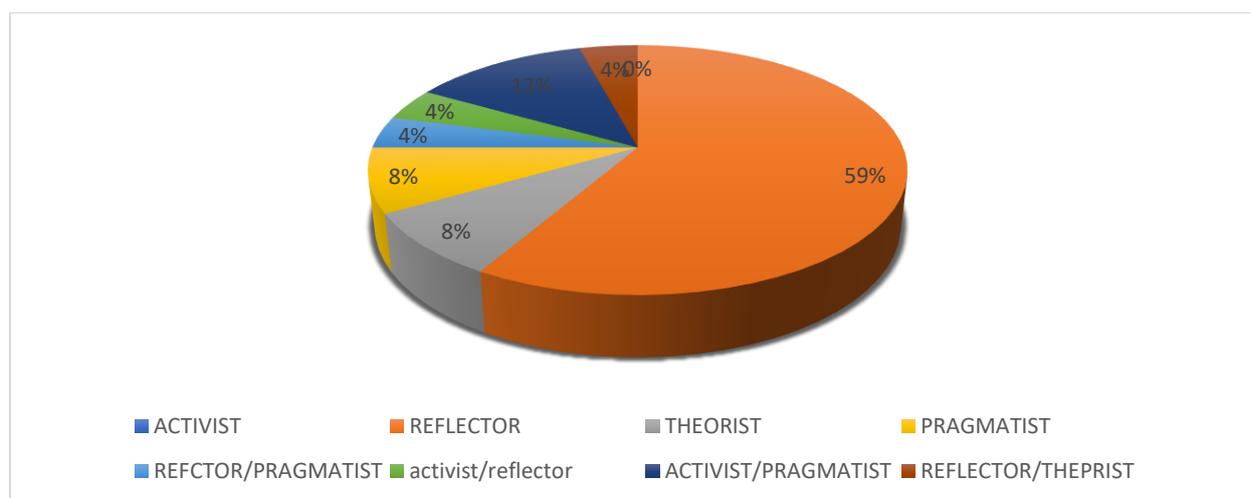


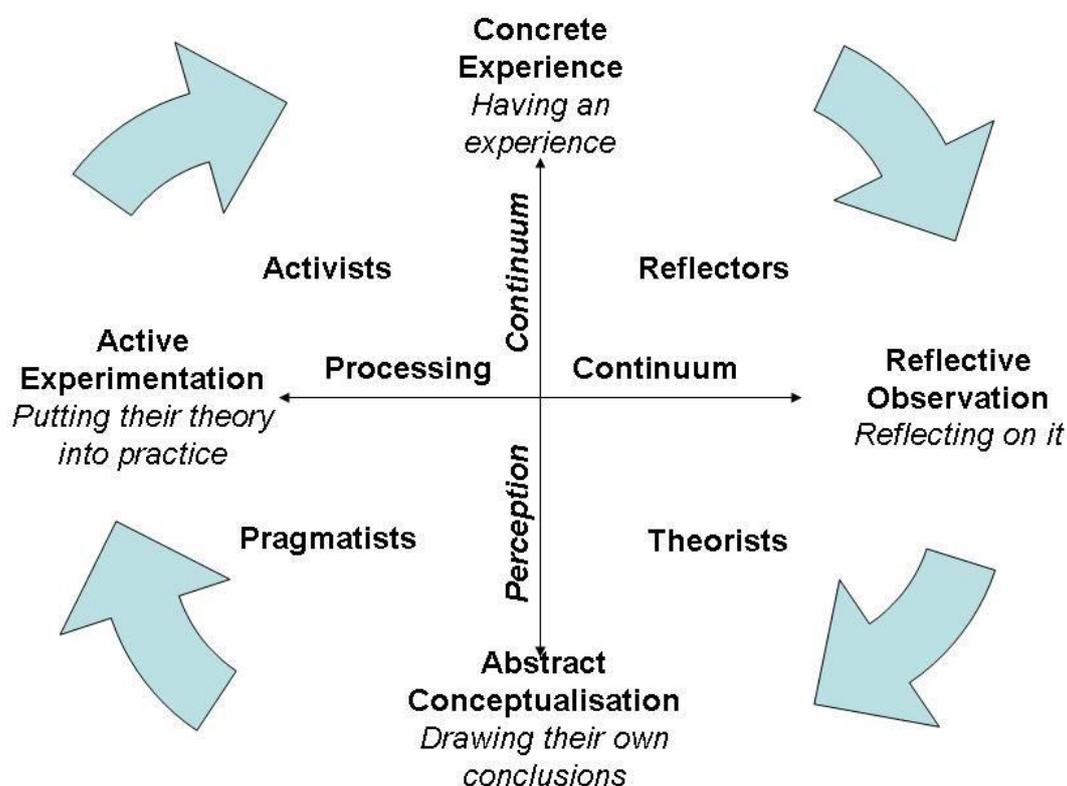
Figure 3 distinctly represents the growth of a learner, where after a certain amount of experience, students become predominantly reflectors in combination with theorists, with a jawdropping 59% of the students examined. This simply means that by manner of internalising

learning happens at a higher rate as students find themselves on the crossroads between graduate studies and employment.

Overall, this is not to say that by growing students will change their learning style completely, abandoning the previous stage altogether, but that it is a cumulative process of advancing knowledge of one's learning, as time makes them more conscious of the process of learning itself. Looking at the Honey and Mumford LSQ, and knowing their previous work on learning styles, none of the learning styles leading to life competences allows for speculation of a passive presence at monopolised lectures by an authoritarian lecturing figure. All of the characteristics assume a different learner approach to the subject matter or issue at hand, all the while counting on the educator as a collaborator and partner, rather than a central all-knowing figure leading the learning process. The categories treat the issue of what triggers the active thinking process and critical mind in a learner. They do not provide a recipe for the educators to serve up knowledge on a platter, rather to use different provocations to induce the inherent curiosity, especially of a generation that is insatiable for new and intriguing information, even though they are served copious amounts of it daily.

The representation of the learning categories calls for deepening the bond between them as characterising and the desired 21st century competences. In order to create the bond, we refer to the Kolb learning cycle, where he and other educational psychologists state the importance of using different learning styles in the learning process.

Figure 4:



Adapted from:

https://www.open.edu/openlearn/ocw/pluginfile.php/629607/mod_resource/content/1/t175_4_3.pdf

Figure 4 remarkably displays the process of learning as a never ending cycle, in the sense of LLL, where each learning experience begins at a different stage of the circle, and usually goes through all the stages in order to be successfully internalised and applied in real life situations. There is a very close association between the learning circle set by Kolb and the learning styles suggested by Honey and Mumford, to the extent that they find themselves on this never-ending continuum. Completing each stage is not important simply for itself, but because it provides improved learning for the next stage.

If a learner find themselves to be activists, they are providing plenty of new experiences, but failing to reflect on them and conclude from them. To be an effective learner and gain competences such as critical thinking, creativity in solving tasks, collaboration and communication, one needs to engage with every step of this cycle and that would mean choosing activities which are not normally the first choice.

The necessity for a 21st century learner in a modern day classroom calls for appropriate steps taken on the part of the academic staff and the steps that they take in order to ensure that their learning environment enables and equips students for the 4Cs of the 21st century. In a brief overview we will present some of the significant results from the teaching staff survey towards the 4C competences. Considering the structure of the semester, where according to the syllabi analysis educators usually teach 10 to 12 topics in a gives time frame, the data from our research shows that the teaching staff has the opportunity to apply the following methods and mental activities: analysis, synthesis, critical assessment of matter at hand and retained knowledge application in given situations, applicable to the 4Cs. A high percentage of 88% of the teaching staff considers graduate programmes display a higher sense of development of the 4C skills and, due to this; they are easily assessed on these competences.

In conclusion, educators are required to deliver bigger volumes of knowledge in very finite time periods, or semesters (Bennet et al., 1991; Careter et al., 1994), which makes the task of creating more chances to practice the 4Cs all the more challenging.

5. CONCLUSIONS AND FURTHER RECOMMENDATIONS

In an age of overflowing information through the world's interconnectedness, making it completely interdependent, the skills a learner in the educational system needs to have fertile grounds to develop under proper mentorship are countless. They need to be capable of critical thinking, collaboration, creativity and communication skills, and all of that under the cloak of different kinds of literacy, all the while being a functioning and contributing individual through productivity and social skills in the global society.

The 21st century skills are not new, just newly important and paid attention to more and more as educators tailor learning to fit the knowledge requirements of the 21st century knowledge-based industries, where profiling an individual will make all the difference in the world for that particular individual to actually become a contributor to society in a meaningful way. Lecturing, memorising, regurgitating and then forgetting subject matter has never been the preferred process of learning. Rather it has always been the case of preparation, realization and support (Tomevska-Ilievska, 2017), which needs to be initiated from the side of educators, only

enough to wake the curiosity in learners and in an almost partner-like relationship to gently steer the ship of learning through the turbulent waters of ignorance.

What inevitably needs to happen is for educators to refer to real-life scenarios to present an issue in a safe learning environment, from where the practicality will lead to converging rules and regulations about said subject matter.

The authors of this paper strongly believe in taking proactive steps towards equity of the positions of stakeholders in the classroom to the end of preparing to automatically apply the 4Cs in real-life situations, under the cloak of literacies and successful life skills.

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DEEP LEARNING AND CONVOLUTIONAL NEURAL NETWORK IN IMAGE CLASSIFICATION

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Abstract

The paper discusses the use of deep learning and convolutional neural networks in image classification. In the image classification, it is necessary to determine for each image a corresponding class from a fixed set of classes. One of the important problems in the field of computer vision is the problem of classification. Different computer vision problems (object recognition, segmentation) can be reduced to the problem of image classification. Successful solving classification problems open up possibilities for their wide practical application. Despite the existence of different methods for solving this problem, it has been shown that convolutional neural networks successfully solve the problems of detection, segmentation, and recognition of objects and regions in images. In the paper, we used the Python programming language and Keras as the Python deep learning library, training a convolutional neural network in classifying images into ten different classes. We tested the obtained model on an unused data set and considered the classification accuracy.

Key words: classification accuracy, convolutional neural networks, deep learning, image classification, machine learning.

1. Introduction

Looking at humanity over a long period of time, we can conclude that the idea of constructing intelligent machines, which would independently perform certain types of jobs instead of humans, goes far back in time. All forms of artificial intelligence so far have been limited to certain types of problems.

Many philosophical discussions concern the creation of conscious artificial intelligence, ie. the question is whether intelligence can be reproduced by a computer [1]. There are the following definitions of artificial intelligence:

- Scientific discipline dealing with the construction of computer systems whose behavior can be interpreted as intelligent [2].
- The science of how to make machines perform tasks that, if done by humans, would require intelligence [2].

Intelligence is a skill that characterizes human beings, although they do not always behave intelligently [3].

Artificial intelligence means any non-living system that demonstrates the ability to cope with new situations. Because such an approach requires a high degree of computer processing, its implementation was unsuccessful until the early 1980s.

The development of neural networks is based on existing knowledge of how the human brain works. Neural networks are a concept used in data analysis, whose wide application is reflected in the social, economic, technical sciences, as well as many other fields of application.

Although the development of neural networks does not go far in the past, the extremely high success rate of their implementation is reflected in the area of prediction and classification [4].

The neural network model is being developed through training on a number of examples. Most successful applications, developed for deployment of neural networks, come from groups with experience in academia and industry.

Theoretical development in this field has enabled neural networks to become technology suitable for application in various domains. Neural networks receive certain input information and then transform it into output. The goals of neural network research are to develop new network structures that would function analogously to the human brain or at least partially mimic its functions in order to solve practical problems.

Deep learning is a subject of interest for scientists and researchers, and it is a set of machine learning algorithms for training layered structures. The layers in these models correspond to different levels of concepts, so the same concepts at lower levels participate in the formation of different concepts at higher levels. Deep learning is a new field of machine learning, aiming to move machine learning closer to its original goal, namely artificial intelligence.

Computer behavior is considered intelligent if it has the capacity to draw conclusions based on certain facts. Operations such as detecting and classifying objects from everyday life, as well as other similar acts that man performs intuitively, for the computers are a problem. Since neural networks are characterized by a high degree of error tolerance, even in the case of analysis of unclear and incomplete data, a satisfactory solution can be obtained.

After introduction, which describes the basic concepts of artificial intelligence, neural networks, with special reference to deep learning, the second part of the paper deals with the theoretical settings of deep learning and image classification. The third part shows a set of images that will be used for classification. The fourth part presents the experimental research settings and results obtained. The final part of the paper provides concluding considerations.

2. Deep learning and images

Based on deeplearning.net (<http://deeplearning.net/>): "Deep learning is a new area of machine learning research, which has been introduced with the objective of moving machine learning closer to one of its original goals: artificial intelligence."

We can say that deep learning is a type of representation learning system, and as such is part of machine learning. Machine learning is part of artificial intelligence. The factors behind the shift from machine learning to artificial intelligence are: the exponential increase in available data, the existence of flexible models, the availability of large computing power at low cost, and effective a priori knowledge that can cope with the problem of dimensionality of data.

In the past decades, there has been an increase in training data sets used in machine learning, so that their size has increased exponentially over time. Over time, the complexity of neural models increased as the number of connections per neuron increased, following the period from 1950 to the present.

Studies of deep architecture have been motivated by the problem of slow training. During the last 10 years, a breakthrough has been made in this area. Success in training deep neural network structures has led to revolutionary changes in this area, as well as the formation of a new Data Science discipline.

Effective resolution of data dimensionality is possible using the principle of composability. In this principle, the meaning of a complex expression is determined by: the meaning of the components and the rules by which they are combined [5].

For example, when we want to gradually transform an input image into higher levels of representation, we do this on the basis of lower levels, such as edges, areas, shapes, etc.

In deep models, functional mapping of the input sensor level (pixels) to meaning (visual object identity) is learned by breaking this complicated mapping into a series of simpler nested mappings, each represented on a different layer of the model.

As an example, we can cite a deep learning model for identifying the identity of a visual object that may exist:

- Input, which is an observable visual layer;
- A series of hidden layers that extract an abstract hierarchy of image tagging with increasing complexity;
- First layer, edges;
- Second layer, corners and extended contours (sets of edges);
- Third layer, parts of the object as specific sets of corners and contours;
- Output layer, identifying an input object based on the set of its parts.

3. Data set for image classification

For the purposes of image classification, we used a set of data called Fashion-MNIST [6]. This is a collection of images Zalando clothing - which consists of a set of data for the training (60 000 examples) and test data set of 10 000 examples.

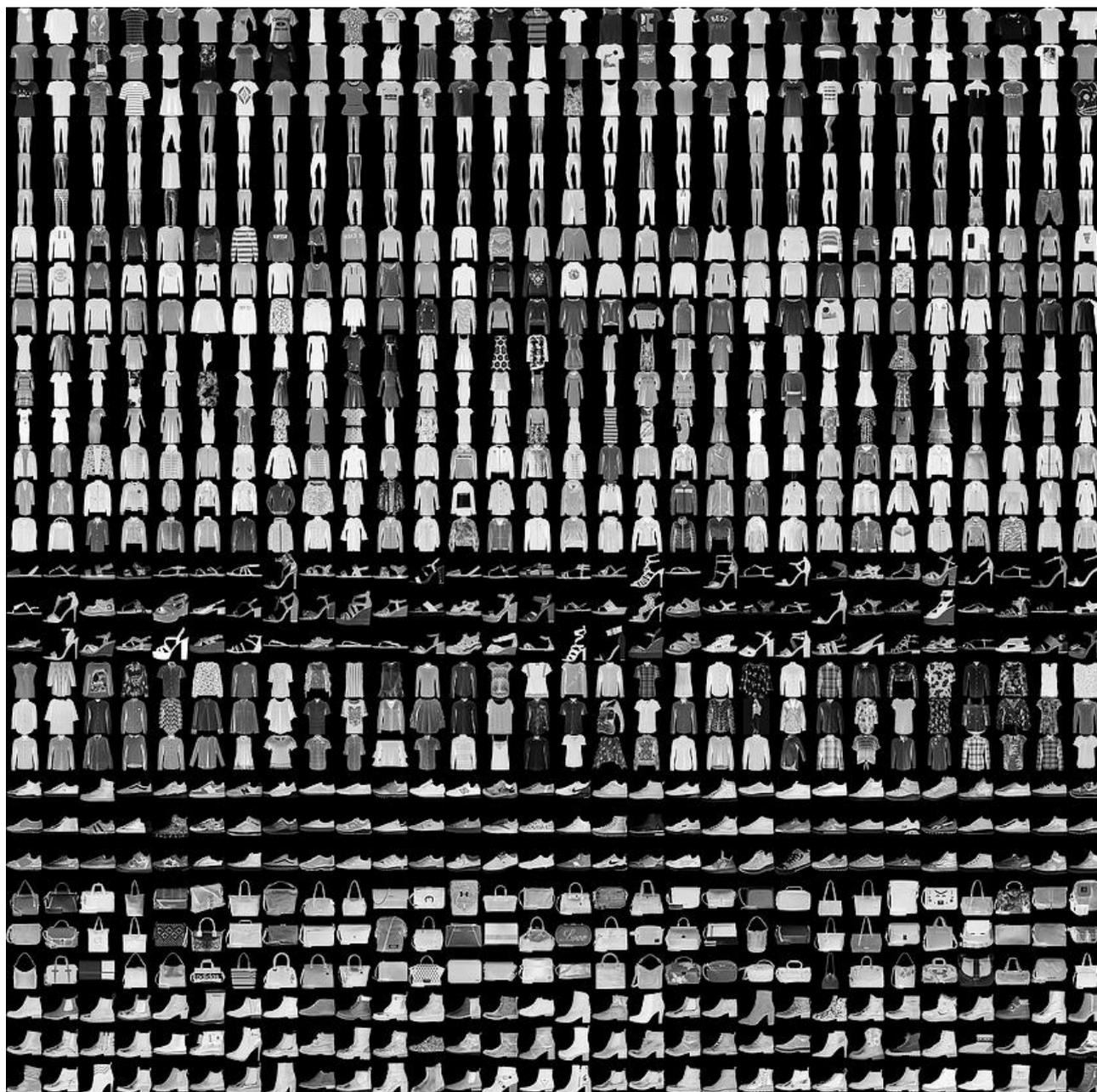


Figure 1: Sample images of Fashion MNIST [7]

In training and data set, each example is a 28x28 grayscale image. Each image belongs to one of 10 pre-known classes:

- A class with a value of 0 represents image of t-shirt/top;
- A class with a value of 1 represents image of trouser;
- A class with a value of 2 represents image of pullover;
- A class with a value of 3 represents image of dress;
- A class with a value of 4 represents image of coat;
- A class with a value of 5 represents image of sandal;
- A class with a value of 6 represents image of shirt;
- A class with a value of 7 represents image of sneaker;
- A class with a value of 8 represents image of bag;
- A class with a value of 9 represents image of ankle boot.

Figure 1 shows sample images from this data set. In this data set, each image is 28 pixels in height and 28 pixels in width, which means 784 pixels in total. Each pixel has an associated individual pixel value, which indicates the light or darkness of that pixel. and larger numbers mean darker. Higher pixel values mean a darker field in the image. The pixel value is an integer between 0 and 255.

We decomposed x as $x = i * 28 + j$, where i and j are integers between 0 and 27. In this way we can to locate the pixel in the image: the pixel is located on row i and column j of a $28 * 28$ matrix.

4. Experimental research and results

In experimental research was used on open-source software Jupyter Notebook and Python programming language. The Python programming language is often used to write code in artificial intelligence. We used TensorFlow as open source library to develop and train machine learning models. Also, we used Keras as the Python deep learning library.

We explore the performance of Convolution Neural Network (CNN) in image classification. In the paper we used different methods to measure the success of the classifier. In experimental research we use 25% of the train data as a validation set to optimize the CNN classifier. Also, we use test data to finally evaluate the accuracy of the CNN model. In the Keras we use the Sequential model, which is a linear stack of layers. Sequential model is created by passing a list of layer instances to the constructor, or simply add layers via the `.add()` method.

The CNN model needs to know what input shape it should expect. The first layer in a Sequential model needs to receive information about its input shape. Only the first layer receives this information, because following layers can do automatic shape inference. Our models are trained on Numpy arrays of input data and labels.

To create the convolutional base, we use a common pattern: a stack of Conv2D, MaxPooling2D layers, Dense, Dropout and Flatten. The major building blocks used in convolutional neural networks are convolutional layers. Convolutional neural networks apply a filter to an input to create a feature map that summarizes the presence of detected features in the input. 2D convolution layer (Conv2D) creates a convolution kernel that is convolved with the layer input to produce a tensor of outputs. To reduce the dimensions of the feature maps, we used Pooling layers. Max pooling is a pooling operation that selects the maximum element from the region of the feature map covered by the filter. After max-pooling layer, the output would be a feature map containing the most prominent features of the previous feature map.

Model: "sequential"

Layer (type)	Output Shape	Param #
conv2d (Conv2D)	(None, 26, 26, 32)	320
max_pooling2d (MaxPooling2D)	(None, 13, 13, 32)	0
dropout (Dropout)	(None, 13, 13, 32)	0
conv2d_1 (Conv2D)	(None, 11, 11, 64)	18496
max_pooling2d_1 (MaxPooling2D)	(None, 5, 5, 64)	0
dropout_1 (Dropout)	(None, 5, 5, 64)	0
conv2d_2 (Conv2D)	(None, 3, 3, 128)	73856
dropout_2 (Dropout)	(None, 3, 3, 128)	0
flatten (Flatten)	(None, 1152)	0
dense (Dense)	(None, 128)	147584
dropout_3 (Dropout)	(None, 128)	0
dense_1 (Dense)	(None, 10)	1290

=====
Total params: 241,546
Trainable params: 241,546
Non-trainable params: 0

Figure 2: The architecture of our model

In neural network, a dense layer is a classic fully connected layer: each input node is connected to each output node. A dropout layer is similar except that when the layer is used, the activations are set to zero for some random nodes. Dropout layer in this way prevent overfitting. Flatten layer convert the data into a 1-dimensional array for inputting it to the next layer. The architecture of our model is displayed on figure 2.

```
history = model.fit(X_train, y_train,
                    batch_size=batch_size,
                    epochs=epochs,
                    verbose=1,
                    validation_data=(X_val, y_val))
score = model.evaluate(X_test, y_test, verbose=0)
```

Figure 3: Training data and evaluate on test data set

The batch size is a number of samples processed before the model is updated, in our case is 256. The number of epochs is the number of complete passes through the training dataset, in our case is 50. As metrics for our model, we use accuracy. For training a model, we use the fit function.

Figure 3 shows the code that calls the function for the training model, and after that the code which calls the function for the model evaluates on the test data set. The test set was not used to obtain the model.

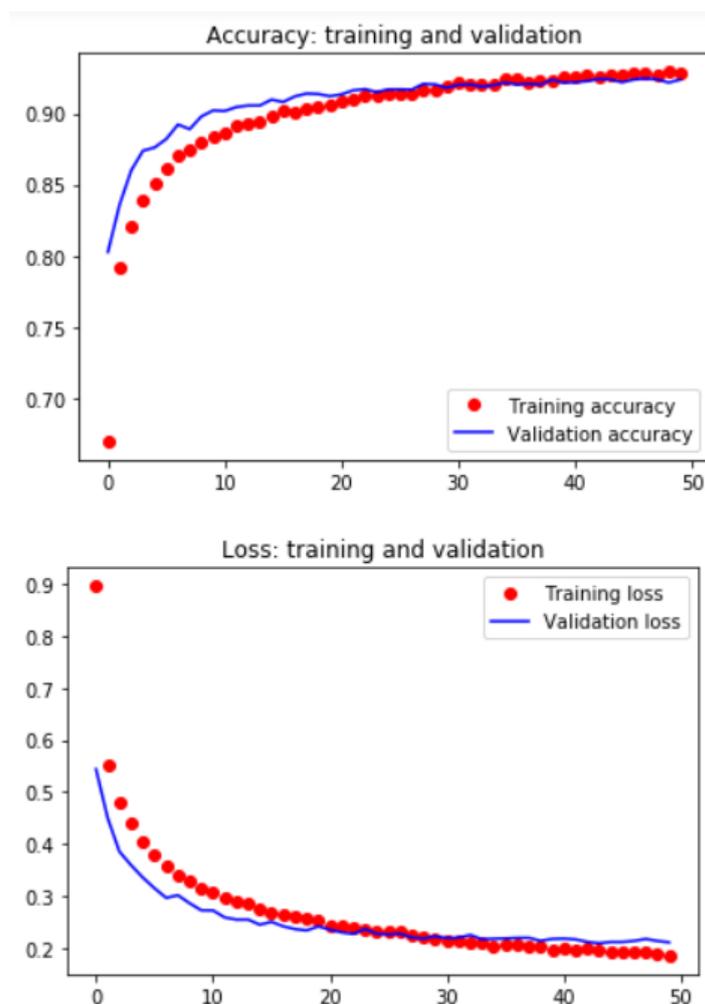


Figure 4: Accuracy and loss: training and validation

Figure 4 shows the values for accuracy and loss. These values were compared during training and on the validation data set. Epochs are shown on the horizontal axis, while accuracy and loss values are shown on the vertical axis. We can conclude that the accuracy of the classification increases with the increase in the number of epochs. We can see that after epoch 30, the model starts slowly overfitting. But, we kept the epoch results that had the best performance, to avoid overfitting.

	precision	recall	f1-score	support
Class 0	0.90	0.87	0.88	1000
Class 1	0.99	0.99	0.99	1000
Class 2	0.90	0.88	0.89	1000
Class 3	0.92	0.95	0.93	1000
Class 4	0.90	0.89	0.89	1000
Class 5	0.99	0.97	0.98	1000
Class 6	0.78	0.80	0.79	1000
Class 7	0.95	0.97	0.96	1000
Class 8	0.98	0.99	0.98	1000
Class 9	0.97	0.97	0.97	1000
accuracy			0.93	10000
macro avg	0.93	0.93	0.93	10000
weighted avg	0.93	0.93	0.93	10000

Figure 5: The performance of classifier

On figure 5 we summarize the performance of classifier. Our classifier is underperforming for class 6 (image of shirt) in terms of both precision and recall. Our classifier for classes 0 (image of t-shirt/top), 2 (image of pullover) and 4 (image of coat) are slightly lacking precision and recall.

A coat, a t-shirt/top, pullover and shirt has similar patterns: long sleeves (or not), buttons (or not), and so on. This is the reason for the slightly lower values obtained for classification accuracy.

The total test classification accuracy for all 10 classes is 0.9275. The total test loss for all 10 classes is: 0.1994. These are good results considering we have 10 classes in the data set.

5. Conclusion

Artificial intelligence can lead to better data analysis. Since there is no standardized approach that can solve the problem using neural networks, it is necessary to try a larger number of neural networks when examining each problem, in order to obtain the highest quality network, ie. networks with the highest reliability.

Neural networks will become a fully acceptable tool when standardizing the problem-solving approach in such a way that the network architecture, learning rules, number of hidden layers as well as the number of neurons in them are accurately defined, as well as the transfer functions to be used in solving them. Deep learning, which is applicable to neural networks, and which is now the subject of interest of scientists and researchers, aims to move machine learning closer to the original goal, which is artificial intelligence.

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THE FUTURE OF VIRTUAL MONEY

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Abstract

When we talk about money, first of all we mean the paper money or coins. However, in this paper, the word will not be about coins or the paper money, but about the cryptocurrencies or virtual money. Virtual money is actually the money of the future. We are witnessing that the world is changing faster and faster, and that technologies are advancing extremely fast, so cryptocurrencies themselves are extremely interesting and interest in them is increasing day by day. Many companies already trade and pay by virtual currencies. It is inevitable that the virtual currencies will play an extraordinary role in our lives and the financial world, as it represents a new concept of payment.

There are over one thousand cryptocurrencies in the world and, depending on the current market situation and adequate moment of investing in a certain cryptocurrency, it can be profitable but it also can be the lost. Cryptocurrencies have caused a real financial boom in recent years in the global financial market. The unstable value of virtual currencies and the fact that they are not supported by the state or the Central Bank causes a dose of distrust in their greater use.

The key task of this paper will be our attempt to answer the question of whether virtual money will replace coins and the paper money, whether we will raise loans in virtual money, and whether such money will change the way how the banking works. Will we be the witnesses of full digitalization? Whether this will happen soon or not, remains to be seen.

Keywords: virtual money, cryptocurrencies, the future of money, banking, digitalization

THE EFFECT OF THE CREDIT RATING VOLATILITY OF COMPANIES AND SPREADS ON THE PRICE OF INVESTMENT CAPITAL

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Abstract

Credit ratings are formed by Credit rating agencies with the aim of measuring and showing the creditworthiness, the ability to service the liabilities, of specific companies. This applies to companies appearing on the financial market for a loan application or for issuers of securities whose sale results in certain cash in the financial market. Cash, whether short-term or long-term, is needed by these companies for ongoing liquidity, further growth and development, and sometimes for survival in the market. Once formed, ratings, through a detailed quantitative and qualitative analysis of a company's business, significantly influence the determination of the market price of capital offered to them by different investors (banks, investment financial institutions, other legal entities, individuals), and therefore the amount of their returns. Changes in credit ratings and spreads over the period of the placements realization have an even greater influence on this price, which creates different interests. Debtors, issuers strive to do better business, have better credit rating, do not change their credit rating, especially not by reducing it and achieving the lowest price of the required capital. Investors want to maximize the return (price of the funds placed), but also minimize the risk of placement, reduce the uncertainty of the placement in an effort not to suffer the loss of capital and contracted return on equity. The research will rely on the usual economic research methodology, credit rating agencies rating methodology, foreign and domestic literature in this field in order to show in the closest possible way the effects of changing credit rating of companies and spreads on determining the real price of borrowed capital in the financial market .

Keywords: Credit rating, spread, volatility, price of investment capital

Uvod

Osnovni cilj formiranja kreditnih rejting agencija (CRAs) jeste da njihovi izuzetno stručni rejting analitičari formiraju, svojom metodologijom, fundamentalnom kvantitativnom i kvalitativnom analizom različitih entiteta (država, kompanija, banaka, osiguravajućih kuća,..) njihovu kreditnu rejting ocenu koja će prikazati nivo njihove sposobnosti i kreditne snage u kratkom ili dugom roku. Na taj način one upućuju sve investitore na zaključak kako oni funkcionišu, kakva se mogu imati realna očekivanja u pogledu prinosa i kakva je njihova sposobnost da servisiraju svoje obaveze u narednom periodu na kratkoročnom i dugoročnom nivou. Kreditni rejting, kao zvanično mišljenje koje CRAs daju investitorima o kreditnom riziku kome su izloženi, ima izuzetan značaj i za njih i za celokupnu nacionalnu ekonomiju sa aspekta sprečavanja mogućih gubitaka i višestrukih negativnih efekata u smislu mogućih lomova, krahova, pa i finansijskih i ekonomskih kriza. Ovakva vrsta izveštavanja CRAs datira još pd XIX veka kada su prvi put 1832. godine objavljeni ovakvi izveštaji u specijalizovanoj

finansijskoj štampi „Američke železničke novine“ u SAD. Vremenom, sve CRAs razvijale su svoje organizacione celine, svoj proces i metodologiju rada, svoje „proizvode“ i usluge koji su postajali sve širi u dijapazonu kako su se razvijale i potrebe i stepen razvoja poslovanja i finansijskog tržišta. Danas u svetu i u razvijenim i zemljama u razvoju posluje više CRAs, ali su i dalje ključne tri izuzetno moćne CRAs „Standard & Poor’s“, Moody’s i „Fitch“. Sve one nastoje da postignu svojim rejting ocenjivanjem adekvatne efekte, da njihove rejting ocene budu pravovremene i kvalitetne, što podrazumeva:

- njihov izuzetno pažljiv i odgovoran pristup pri njihovom formiranju i obelodanjivanju, da bi one bile objektivne, nezavisne, nepristrasne, tačne, jasno izražene razumljivim simbolima, znacima i skalama;
- obavezu da ih redovno prate, nadziru, po potrebi blagovremeno koriguju;
- da redovno objavljivanje njihovih izveštaja sa rejting ocenama da bi one bile javne i transparentne, dostupne svim učesnicima na finansijskom tržištu (investitorima pravnim i fizičkim licima, emitentima, korisnicima kredita, market mejerima, portfolio menadžerima, investicionim savetnicima, finansijskim analitičarima, vlasnicima kompanija, i sl.

Cilj istraživanja u ovom radu je da se prikaže formiranje kreditnih rejting ocena kompanija, kako one utiču na formiranje cene investicionog kapitala i vrednosti rejtingovanih kompanija, kao i da se spozna koliko je bitno da one odražavaju vremensku perspektivu kreditnog rizika, odredi stepen moguće promene rejtinga u dužem vremenskom periodu, bar do vremena dospeća plasmana, da bi se izbegla volatilnos rejtinga i spredova koja može izazvati oscilacije na celokupnom finansijskom tržištu.

Inicijalna područja korporativnog rejting istraživanja i rejtingovanje CRAs

Inicijalna područja korporativnog rejting istraživanja CRAs oslanja se na fundamentalnu analizu konkretnih pokazatelja poslovanja iz finansijskih izveštaja kompanije, sve češće, radi sigurnosti u njihove tačnosti, i revizorskih izveštaja nepristrasnih revizorskih kuća, kao i kvalitativne elemente poslovanja kompanije u smislu kvaliteta menadžmenta, politika, strategija i principa njihovog poslovanja, potencijala i sl. Svi navedeni pokazatelji mogu se grupisati na utvrđivanje finansijskog i poslovnog rizika poslovanja kompanije. Kod utvrđivanja finansijskog rizika CRAs uzimaju u obzir pre svega kvantitativne elemente koji se utvrđuju analizom i kvantifikacijom različitih racija kao odnosa bilansnih pozicija izraženih u matematičkoj formuli (kao što su: struktura aktive - osnovnih, obrtnih sredstava, pasive - kapitala, obaveza, adekvatnost Cash Flow-a, likvidnost, solventnost, profitabilnost, ekonomičnost, efikasnost, predviđanje verovatnoće bankrotstva kompanije, ostali pokazatelji koji mogu biti predmet finansijske analize) u zavisnosti na delatnost pravnog lica i industrije u kojoj posluje. Racija koja se formiraju predstavljaju važnu analitičku determinantu jer daju kompletan pogled na kompaniju: gde je ona sada, gde je bila i gde će biti u narednom periodu. Sa druge strane, pri utvrđivanju finansijskog rizika, kao što smo naveli, uzimaju se u obzir i kvalitativni elementi koji se odnose na vlasničku strukturu kompanije, njenu strategiju razvoja, politiku i filozofiju menadžmenta, njihovu disciplinu i posvećenost pri ostvarivanju postavljenih ciljeva kompanije, kadrovsku strukturu i promene i sl. Analiza poslovnog rizika CRAs se oslanja na sagledavanje rizika zemlje kompanije (ekonomsko, političko i zakonsko dejstvo), karakteristika industrijske grane (sektorsko istraživanje) u kojoj egzistira i njene konkurentne pozicije, profitabilnosti u odnosu na granu, praktično, jednostavno rečeno, kako i koliko dejstvo, direktno ili indirektno, operativno okruženje ima na poslovanje kompanije.

Pokazatelji Poslovnog i Finansijskog rizika

Biznis rizik	Minimalni	Skroman	Srednji	Agresivni	Rizičan
Odličan	AAA	AA	A	BBB	BB
Jak	AA	A	A-	BBB-	BB-B+
Zadovoljavajući	A	BBB+	BBB	BB+	B
Slab	BBB	BBB-	BB+	BB-	B-
Ugrožavajući	BB	B+	B+	B	
Finansijski rizik	minimalan	skroman	srednji	agresivni	rizičan
Cash flow/dug (%)	> 60	45-60	30-45	15-30	< 15
Uk.dug/kapital %	< 25	23-35	35-45	45-55	>55
Dug/ EBITDA	<1,4	1,4-2,0	2,0-3,0	3,0-4,5	>4,5

Izvor: Standard and Poor's,(2008), » Corporate ratings criteria«, New York

Rezultat ovako izvršene analize poslovnog i finansijskog rizika poslovanja kompanije dovodi do razvijanja zaključaka o nivou rejtinga na nivou „Komiteta“ za utvrđivanje rejtinga u okviru CRAs koji se izražavaju dalje sistemom bodovanja rizika i rangiranja kompanija. Bodovanje se vrši tako što rejting analitičar prvo izvrši kreditno bodovanje ispunjavanja obaveza od veoma niskog do veoma visokog rizika, zatim na isti način posebno boduje finansijski, posebno poslovni rizik, sve kvantitativne i kvalitativne pokazatelje. Nakon izvršenog bodovanja on kombinuje dobijene poene i bodove, kreira konačni rejting kompanije i izražava ih kao kratkoročne ili dugoročne kreditne rejtinge kroz skale kreditnog rejtinga investicionog ili špekulativnog karaktera, koristeći različite alfanumeričke simbole, oznake osnovne skale kao što su: redni brojevi, slova, različite dodatne matematičke simbole, naznake koje ukazuju na buduća rejting očekivanja, moguće promene rejtinga, oporavak (rejting skala oporavka), nivo prinosa (finansijska rejting skala), zatim traženost rejtinga i slično.

Bodovanje rizika u kašnjenju ispunjenja obaveza i određivanje prema rejtingu

Rizik neizvršavanja obaveza	Bod	Rejting
Veoma nizak rizik	1	AA
	2	
Nizak rizik	3	A
	4	
Umeren rizik	5	BBB
	6	
Visok rizik	7	BB
	8	
Veoma visok rizik	9	B
	10	

Bodovanje komponenata poslovnog i finansijskog rizika

Poslovni rizik	Bod	Finansijski rizik	Bod
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Veoma nizak rizik	1	Veoma nizak rizik	1
	2		2
Nizak rizik	3	Nizak rizik	3
	4		4
Umeren rizik	5	Umeren rizik	5
	6		6
Visok rizik	7	Visok rizik	7
	8		8
Veoma visok rizik	9	Veoma visok rizik	9
	10		10

Izvor: H. Langohr (2008) „The rating agencies and their credit ratings“, New York

Osnovnu skalu rednih brojeva CRAs koriste za određivanje kratkoročne ili dugoročne kreditne pozicije kompanije u odnosu na njenu kreditnu sposobnost i preuzete zakonske obaveze.

Generalan pregled mišljenja koja reflektuju rejting S&P-a		
↑	'AAA'	Ekstremno visok kapacitet za izmirenje finansijskih obaveza Najviši rejting
	'AA'	Veoma visok kapacitet za izmirenje finansijskih obaveza
Investiciona ocena	'A'	Visok kapacitet za izmirenje finansijskih obaveza, podložan promenama okolnosti
	'BBB'	Adekvatan kapacitet za izmirenje finansijskih obaveza, podložniji promenama okolnosti
↓	'BBB-'	Najniža investiciona ocena po mišljenju tržišnih učesnika
	'BB+'	Najviša špekulativna ocena po mišljenju tržišnih učesnika
Špekulativna ocena	'BB'	Manje ranjiva u kratkom roku, ali postoje ozbiljne nesigurnosti u pogledu poslovnih finansijskih i ekonomskih uslova
	'B'	Više ranjiva u pogledu poslovnih finansijskih i ekonomskih uslova, ali ima kapacitet da ispuni svoje finansijske obaveze
	'CCC'	Trenutno ranjiva i zavisi od povoljnih poslovnih finansijskih i ekonomskih uslova, kako bi ispunita svoje finansijske obaveze
	'CC'	Trenutno veoma ranjiva
	'C'	Započet proces stečaja, ali se obaveze i dalje ispunjavaju
	'D'	Prestanak plaćanja finansijskih obaveza

Izvor: Roberto Rivero, (2010), Presentation S&P ratings, New York

Oznakom „AAA“ do „BBB“ označavaju se kompanije najvišeg (investicionog) nivoa na rejting skali, koje mogu da odgovore na svoje kreditne i ostale obaveze, dok se oznakom od „BB“ do „D“ označavaju kompanije koje su nižeg i niskog (špekulativnog) nivoa, koje nemaju odgovarajući kapacitet za odgovaranje na svoje kreditne i ostale dospele obaveze. S tim da se oznakom „D“ („Default“) označava potpuna nemogućnost izvršavanja kreditnih i ostalih finansijskih obaveza, bez ikakve perspektive, onda kada je realno došlo do neispunjenja (obaveze), a ne kada je samo predviđeno da do takve situacije može doći. Moramo napomenuti da je u ovakvom slučaju moguća oznaka „SD“ („Selective default“) kada kompanija neizvršava neke od obaveza (selektivno neizvršavanje obaveza).

Finansijska skala sa tržišnim kreditnim spredovima kod rejtingovanja hartija od vrednosti, da bi se utvrdila fer cena hartija od vrednosti i projektovala na budućnost, uzima u obzir tržišne spredove koje čini premija za preuzet rizik formirana radi nadoknade troška od očekivanog i neočekivanog gubitka. Logično je da viši stepen rejtinga podrazumeva manji stepen rizika plasmana sredstava za investitora, a samim tim i niži spred, manju mogućnost zarade i obrnuto. U skladu sa navedenim možemo reći da je odnos kreditnih rejtinga i spredova uzajaman u smislu da su spredovi niži sa visinom rejtinga ili viši kod špekulativnog nivoa rejtinga.

Kategorizacija CRAs u odnosu na prinos hartije od vrednosti

5 jak kupi	prinosi znatno prevazilaze graničnu stopu („banchmark“), hartijama od vrednosti raste cena u apsolutnoj vrednosti.
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4 kupi	ukupni prinosi prevazilaze graničnu stopu, hartijama od vrednosti raste cena u apsolutnoj vrednosti.
3 drži	očekuje se da ukupni prinosi dostignu graničnu stopu, hartijama od vrednosti generalno raste cena u apsolutnoj vrednosti.
2 prodaj	ukupni prihodi neće moći da dosegnu očekivanu graničnu stopu, hartija od vrednosti neće ostvariti zaradu.
1 jak prodaj	očekuju se ukupni prihodi znatno ispod projektovanog nivoa, cena hartija od vrednosti pada u apsolutnoj vrednosti.

Izvor: : Roberto Rivero, (2010), »Presentation S&P ratings«, New York

Skala rejtinga kratkoročnih obaveza tri vodeće CRAs

Rejting kategorije CRAs			O p i s
S&P	Fitch	Moody's	
<i>Rejting investicionog stepena</i>			
A-1+	F1+		Izuzetno jak kapacitet za pravovremeno plaćnje kratkoročnih finansijskih obaveza
A-1+	F1+	P1	Jak/superioran kapacitet za pravovremeno plaćanje kratkoročnih finansijskih obaveza
A-2	F2	P2	Zadovoljavajući/jak kapacitet za pravovremeno plaćanje kratkoročnih finansijskih obaveza
A-3	F3	P3	Odgovarajuće prihvatljiv kapacitet za pravovremeno plaćanje kratkoročnih finansijskih obaveza
<i>Rejting špekulativnog araktera</i>			
B (B-1, B-2, B-3)	B	SGL-1 SGL-2 SGL-3	Špekulativni/ne prvoklasan. Minimum kapaciteta za pravovremeno plaćanje kratkoročnih finansijskih obaveza. Suočen sa najvećim tekućim neizvesnostima, ranjiv na kratkoročne promene u finansijskim i ekonomskim uslovima.
C	C	SGL-4	Visok rizik od kašnjenja. Kašnjenje u ispunjenju obaveza je stvarna mogućnost. Kapacitet za izvršenje finansijskih obaveza zavisi od održivog, povoljnog poslovanja i ekonomskog okruženja
SD/D	RD/D		Kašnjenje u plaćanju finansijskih obaveza

Izvori: (1) Moody's-ov servis za investitore, 2007, web stranica - definicije rejtinga, kratkoročni rejtinzi P (Prime) (2) S&P rejtinzi, 2004, Definicije rejtinga i terminologija, 18.mart, 1-12; (3) Fitch-ovi rejtinzi, 2007, Fitch definicije rejtinga: Međunarodni kratkoročni rejtinzi, *Bazična biblioteka*, 26. mart, 1-3.

Rejting naplate potraživanja / skale procene gubitka nastalog zbog neispunjenja obaveza (vodeće kreditne rejting agencije)

Standard & Poor's		"Fitch"		Moody's	
Rejting naplate	Opis naplate potraž.	Rangiranje naplate potraž.	Procena Gubitak	LGD	% potraž.
1+	Puna	100			
1	Vrlo visoka	90-100	Ističe se	91-100	LGD1 00-10
2	Solidna	70-90	Izuzetna	71-090	LGD2 10-30
3	Značajna	50-70	Dobra	51-070	LGD3 30-50
4	Prosečna	30-50	Prosečna	31-050	LGD4 50-70
5	Skromna	10-30	Ispod proseka	11-030	LGD5 70-90
6	Zanemarljivo	00-10	Neznatna	00-010	LGD6 90-100

Izvor: S&P Corporate ratings criteria, 2008

Rejting skala oporavka uključuje i očekivani gubitak kašnjenja u naplati plasiranih sredstava i očekivanu naplatu datog kašnjenja. U tom smislu očekivani gubitak datog kašnjenja

(ELGD) ne iskazuje se samo kao iznos kašnjenja, već kao proizvod iznosa kašnjenja i očekivane naplate datog kašnjenja.

$$ELGD = \text{iznos kašnjenja} \times (1 - \text{očekivana naplata datog kašnjenja})$$

Na kraju, nakon bodovanja i određivanja rejtinga oporavka, rejtingi se označavaju strelicama na gore (kada su pozitivna očekivanja) ili na dole (kada su negativna očekivanja). Jasno je da su stopa kašnjenja i stopa oporavka rejtinga asimetrični, u odnosu negativne povezanosti tako što ukoliko raste stopa kašnjenja stopa oporavka opada i suprotno.

Rejting skala oporavka i korišćeni rejting kriterijumi

Rejting oporavka	Opis oporavka	Očekivani oporavak (%)	Rejt..skala oporavka u odnosu na korpor.rejting
1+	Celokupan	100	+3
1	Veoma veliki	90-100	+2
2	Značajan	70-90	+1
3	Sa smislom	50-70	0
4	Prosečan	30-50	0
5	Skroman	10-30	-1
6	Zanemarljiv	00-10	-2

Izvor: Standard & Poor's (2008) »Corporate ratings criteria,“ New York

Maksimalno rangiranje dužničkih obaveza kao funkcija korporativnog kreditnog rejtinga

Agencija kreditnog rejtinga	Nivo kreditnog rejtinga	Maksimum rangiranja na gore	Maksimum rangiranja na dole
Standard & Poor's	≥BBB- (investicioni stepen)	2	-1
	≤BB+ (spekulativni stepen)	3	-2
Fitch	≥BBB- (investicioni stepen)	2	-2
	≤BB+ (spekulativni stepen)	3	-3
Moody's	≥ Caa1	3	-3
	≤ Caa2	4	-4

Izvor: Standard & Poor's (2008), »Corporate Ratings Criteria«, New York

Nakon definisanja izveštaja CRAs dobijene kreditne rejting ocene se objavljuju ili ne u zavisnosti od toga da li je rejting tražen ili ne, za koga je formiran i/ili kakva je odluka rejtingovane korporacije (nekada je to samo nivo obaveštavanja o rejting nivou rejtingovane kompanije). Ceo ciklus od prikupljanja podataka do donošenja kreditne rejting ocene traje najčešće od 6-12 nedelja, a dešava se da traje i duže u zavisnosti od složenosti, veličine same kompanije ili zahteva investitora.

Nadzor, revidiranje i promena kreditnih rejting ocena CRA

Nakon donošenja kreditne rejting ocene nadzor, kontrola, ispitivanje, ažuriranje i revidiranje rejtinga predstavlja obaveznu fazu rejting procesa. Ovakav pristup je veoma značajan i za investitore i za same kompanije koje se rejtinguju jer ih čini „budnim“ i spremnim da reaguju na bilo kakvu moguću promenu rejtinga, naročito, ukoliko dolazi do smanjenja rejtinga. Tek kada menadžment kompanije pokaže da je ponašanje kompanije u skladu sa njenim planovima i ciljevima ta kompanija kod CRAs stiče svoj kredibilitet da se određeni rejting nivo može održavati u kontinuitetu. Međutim, kreditna sposobnost kompanije kao i okruženje u kome ona posluje je dinamična kategorija, sklona stalnim promenama. U skladu sa tim, rejting analitičar

mora da ostane u stalnom kontaktu sa kompanijom, po potrebi organizuje sastanke i sastaje se sa menadžmentom kompanije, prati njene finansijske izveštaje i poslovanje. To se dešava, naročito ukoliko on uoči da se pokazatelji njenog poslovanja na osnovu kojih je izvršeno rejting ocenjivanje razlikuju od prethodnih, ili se razlikuju trendovi očekivanih pokazatelja, jer mora da razume, pre svega, zašto je došlo do takve promene. Deo procesa nadzora CRAs čini svakako i praćenje promena zakona, naročito računovodstvenih, koji mogu da utiču na informacije na osnovu kojih su formirane kreditne rejting ocene i njeni rejting izveštaji i dovedu do promene nivoa kreditne rejting ocene. Zbog mogućnosti promene rejtinga CRAs mogu pri formiranju kreditne rejting ocene oceniti i perspektivu rejtinga kroz odredbe koje ukazuju u kom pravcu se može kretati promena rejtinga kao što su:

- pozitívni rejting - koji znači da se u budućnosti rejting može podići,
- negativni rejting - koji znači da se u budućnosti rejting može sniziti,
- stabilni rejting - koji znači da se u budućnosti rejting verovatno neće menjati,
- rejting u razvoju - koji znači da se u budućnosti rejting može podići ili sniziti.

Dakle, projekcije rejtinga se vrše na duži period i određuju da li će rejting ostati ne promenjen, povećati se (»upgrade«) ili smanjiti (»down grade«) i nakon nadzora i revidiranja donetih rejting ocena rejting analitičari CRAs mogu sprovesti sledeće rejting radnje:

- Potvrditi rejting kada nije potrebna njegova promena (potvrđen – affirmed rejting),
- Preispitivati i dalje pratiti rejting (rejting je pregledan i status praćenja rejtinga vremenski produžen, u perspektivi ne mora da znači promenu rejtinga).
- Može promeniti rejting na sledeći način:
 - da ga ukloni (povučen rejting),
 - da traži dodatne podatke od kompanije radi određivanja novog rejtinga,
 - preformuliše rejting,
 - smanji rejting na skali (degradira rejting),
 - poveća rejting na skali (poboljša rejting),
 - dodeli status potrebne revizije kreditne rejting ocene u perspektivi.

Rizik promene kreditnog rejting ocena i spredova

Pored ostalih rizika koji egzistiraju u savremenom poslovanju kao što su: kreditni, tržišni (promene cene novčanih sredstava - kamatne stope, likvidnosti, deviznog kursa), strateški, operativni, rizik zemlje, može se navesti i rizik smanjenja kreditnog rejtinga (down grade risk) određene kompanije koji je sa jedne strane posledica prethodno navedenih rizika ali i dodatno utiče na kretanje prinosa investitora (spredove) i cenu novčanih sredstava na finansijskom tržištu koje mogu obezbediti te kompanije.

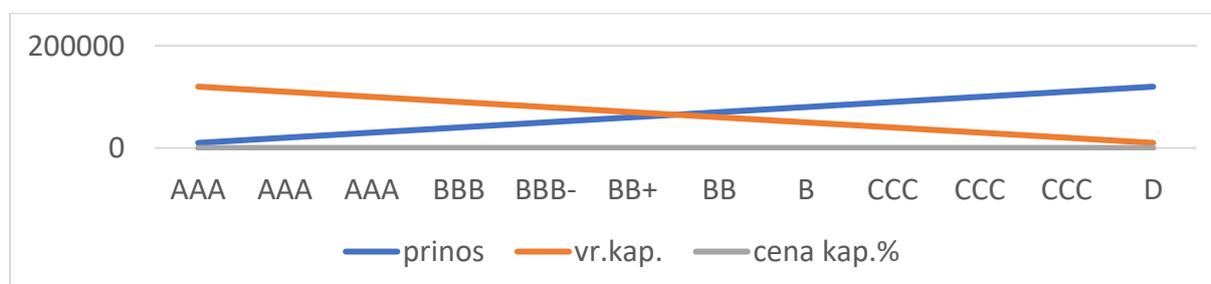
Praktično, finansijsko tržište predstavlja tržište na kome se svakodnevno susreću ponuda i tražnja novca i kapitala na osnovu koje se obavljaju i zaključuju različite finansijske transakcije. Ovakvom zaključivanju finansijskih transakcija na finansijskom tržištu prethodi donošenje odluka o investiranju (kreditiranju, kupovini hartija od vrednosti). Potpuno je jasno, da je investitor pri donošenju odluke o investiranju, istovremeno zainteresovan za prinos koji će mu ulaganje doneti, ali i za rizik svog investiranja, odnosno verovatnoću da će očekivani povraćaj uloženi sredstava i prinos biti ostvareni. Iz tog razloga on mora, pre nego što donese odluku o ulaganju, da bude u stanju da kvantifikuje kako visinu očekivanog prinosa tako i nivo

neizvesnosti (rizika) koji prati realizaciju njegovog investicionog ulaganja. Samo tako, imajući u vidu očekivani prinos i sve rizike vezane za svoje investiranje, investitor može upoređivati različite alternative ulaganja. Posle procene prihvatljivog rizika koji prati očekivani prinos, njegova odluka može biti i sklonost ka preuzimanju rizika uz adekvatnu cenu (prinos) zbog većeg rizika, sa ciljem realizacije većeg profita (ulaganje u špekulativne transakcije), kao i što se može opredeliti za manji prinos ulaganja koji može uključivati samo minimalne ili skoro nikakve rizike ulaganja. Pri pronalaženju profitabilne destinacije ulaganja sopstvenog novca investitori koriste različite strategije izbora. Osnov donošenja svake njihove odluke o investiranju novčanih sredstava i tržišnog komuniciranja, svakako predstavlja fundamentalno istraživanje i fundamentalna analiza. Ovakva analiza i istraživanje se vrši sa ciljem da se uoči trenutno stanje rejtingovanog entiteta, u čiju kupovinu hartija od vrednosti se vrši investiranje ili kome se odobrava kredit, kao i sagleda njegova pozicija u okruženju, istorijat i razvoj, planovi i vizija za budućnost. Na osnovu toga, može se reći, za investitore rejting ocena CRAs predstavlja putokaz gde investirati (identifikaciju dužnika), u kom obimu investirati, po kojoj ceni investirati, kakvu strukturu portfolija sačiniti (gde i u kom procentu) i koji nivo obezbeđenja da koriste za nenaplaćene izloženosti kreditnom riziku (u odnosu na regulativu i sopstveno opredelenje). Praktično, kreditni rejtinzi omogućavaju investitorima da uporede nivoe kreditnog rizika i bolje razumeju rizike i neizvesnost sa kojima se suočavaju dok investiraju. CRAs nastoje da rejting ocene budu stabilne što i afirmišu, zbog čega je izuzetno bitno da rejting ocenjivanje uključi sve informacije o preduzeću kao i dostupne javne informacije koje na najbolji mogući način mogu da odslikaju kako kvalitet dužnika, tako i sve tržišne i ostale „okidače“ koji mogu dovesti do smanjenja njihovog kreditnog rejtinga i promenu u očekivanim prinosima na dato investiranje. Na osnovu izvršenih analiza investitori sprovode, ukoliko procene da je potrebno, investitori mogu da pored praćenje rejtinga »dužnika« od strane CRAs i predviđanje njihove promene (posmatranje rejtinga na dugi rok, najmanje 1-2 poslovna ciklusa pa i za period od 5-10 godina) sprovedu i različite dodatne aktivnosti kao što su npr. aktivnosti: procena veličine rizika, njegove verovatnoće javljanja, veličine i mogućeg uticaja, diversifikovanja rizika, zaštiti od rizika, grupisanje rizika, kontrola rizika, izbegavanje ili zadržavanje rizika, prenos i osiguranje rizika (hedžing), finansiranje rizika, i sl.

Za kompanije dužnike (tražioce kredita, emitente ili izdavaoce hartija od vrednosti) željeni rejting predstavlja sastavni deo funkcionisanja kompanije jer kao mera dugoročne snage kompanije određuje kvalitet njihovih investitora. Njima je rejting potreban da informišu investitore o svojoj kreditnoj sposobnosti, što im daje pristup tržištu, širi obim alternative finansiranja u okviru njihove veličine i dužine dospeća, geografskog tržišta, raznovrsnosti instrumenata i sl. Kredibilitet i finansijska pozicija firme se brže uspostavlja kada postoji na raspolaganju nezavisno mišljenje jedne od CRAs naročito ukoliko je dobijen od nacionalno priznate rejting organizacije. Prepoznatljivo ime koju kreditna rejting ocena daje kompaniji je od neprocenjive vrednosti za nju, zbog mogućnosti pristupa različitim kategorijama investitora na različitim geografskim regionima (rejtinzi su ujedno preduslov izlaska kompanije na međunarodno finansijsko tržište) samim tim i dodatne kvalitativne diversifikacije investitora. Te kompanije imaju poverenje u rejting kao nezavisnu potvrdu svog boniteta i vrednosti njenog kapitala, izdatog instrumenta, pa im može poslužiti i kao interno sredstvo upravljanja koje pomaže finansijskom i strateskom planiranju kao i njenim optimalnim odlukama o izvorima finansiranja i strategiji daljeg razvoja, praktično da pri donošenju tekućih odluka o finansiranju, investiranju, očuvanju vrednosti imovine uključe dugoročne posledice svojih postupaka. Da bi bili korisni za njih i doprineli donošenju pravilnih odluka rejtinzi moraju da poseduju dovoljan stepen tačnosti u predviđanju i da istovremeno obezbede određen nivo stabilnosti na finansijskom tržištu odnosno da budu na tzv. „granici efikasnosti“ (granicama efikasnosti rejtinga

ekonomisti nazivaju nivo na kome rejting postiže za dati stepen stabilnosti maksimalno dostignutu tačnosti i za dati stepen tačnosti maksimalnu stabilnost). Koristeći kreditne rejtinge za procenu glavnih strateških poteza, odnosno simuliranje raznih scenarija poslovanja kompanija može da se takmiči za viši nivo rejtinga, pozitivniju ocenu kreditnog rejtinga. S obzirom na to da se kreditni rejtingi ne koriste samo kao vodič za kašnjenje u ispunjavanju obaveza dužnika, već i kao procenitelj mogućeg gubitka plasmana, on daje širi pogled o kvalitetu kompanije. Uz istovremeno osvetljavanje neizvesnosti okruženja oni pomažu da se na tržištu kapitala odredi prava cena duga kompanije (cena novčanih sredstava investitora na finansijskom tržištu), kao i cena kapitala same kompanije, njena vrednost. Logično je da je cena kapitala kompanije veća sa višim nivoom rejtinga kompanije, dok je cena novčanih sredstava investitora na finansijskom tržištu manja (ukoliko je rejting emitenta viši spred je manji i samim tim emitent će platiti niži prinos čime može uštedeti na troškovima kamate). Samim tim kompanije su zainteresovane da im rejtingi budu značajni jer time postižu veću vrednost svog kapitala u odnosu na onu koju bi imali bez rejtinga ili sa manjim nivoom rejtinga i nižu cenu novčanih sredstava za koje iskazuju tražnju. Nivo rejtinga utiče i na adekvatnu strukturu kapitala kompanije, postizanje optimalnog nivoa strukture kapitala u odnosu na aktuelnu situaciju na tržištu. U poslovnom svetu se može čuti konstatacija da dok emitent ima rejting on ga i neprimećuje, ali ukoliko ga nema ili se on promeni na niže to za njega može biti pogubno. To se dešava iz razloga što rukovodstvo ne može ni da zamisli tok budućih događaja gde ih prevođenje u nižu kategoriju rejtinga pokreće da konačno preduzmu dugo odlagani, a veoma potrebni korektivni postupak da sačuvaju i unaprede vrednost preduzeća. Kreditno nisko sposobna firma sa nižim rejtingom imaće podsticaj i biti spremna da otkrije svoj tip slabog rejtinga, i da učini sve da poveća svoje poslovanje i vrednost i smanji rizik ulaganja u nju. Neka preduzeća kao da ne mogu da shvate da bi sagledavanjem na vreme rizičnih elemenata, bez zakašnjenja, po cenu prevođenja u nižu kategoriju rejtinga, otkrilo pravo stanje kompanije i na vreme ih upozorilo da imaju lošiju poslovnu poziciju. Mada često kompanije nisu dovoljno svesne činjenice da im rejting pomaže da dobiju svoje pripadajuće mesto na finansijskom tržištu, kao i da bez dodeljenog rejtinga ne mogu izaći na tržište kapitala, dobijanje kreditnog rejtinga za njih vremenom postaje normalna, neizbežna potreba. Sve kompanije koje se pojavljuju na finansijskom tržištu, domaćem i međunarodnom, sa tražnjom za novčanim sredstvima, radi postizanja što kvalitetnije i tačnije rejting ocene koja neće iskazati svoju volatilitnost, naročito smanjenje, koriste usluge rejtinga dve i više CRAs i to tako da drugi rejting bude nezavisan od prvog i nikako njegova kopija. Istraživanja su pokazala da mnogi investitori ne žele da plasiraju svoja sredstva ukoliko nemaju bar tri rejtinga za istu kompaniju ili njenu emitovanu hartiju od vrednosti.

Grafički prikaz dejstva nivoa rejtinga na vrednost kompanija, cenu investicionog kapitala i prinos investitora (izvor: sopstvena obrada)



Zbog tih i takvih posledica, da bi izbegle volatilitnost kreditnih rejtinga i spredova, koji mogu imati posledice na sve učesnike na finansijskom tržištu kao i tržišne oscilacije na nacionalnom i međunarodnom finansijskom tržištu, CRAs sve više objavljuju rejting liste sa perspektivom

promene rejtinga gde, pored tradicionalne fundamentalne analize, uključuju i analizu tržišnih indikatora i cena (tzv. tržišnih okidača) kao korektivnih dijagnostičkih alata, vrše ciklično posmatranje u dužem vremenskom periodu, navode potencijalne promene, vremensku perspektivu kreditnog rizika, koja može dovesti do njihovih promena.

Zaključak

Značaj adekvatnog rejting ocenjivanja, za funkcionisanje savremenog finansijskog tržišta je praktično od neprocenjive važnosti. Osnov značaja rejting sistema ogleda se u postojanju i širenju finansijskih rizika, nastajanju novih oblika rizika, njihovoj kompleksnosti i nepredvidivosti, kao sastavnog dela aktivnog procesa funkcionisanja finansijskog tržišta. Takvi rizici mogu imati dalekosežne posledice ispoljene u materijalnom obliku (gubitak dela ili celokupnog iznosa plasmana kao i potencijalne zarade) i nematerijalnom obliku (gubitak poslovnog ugleda, reputacije, formiranje negativnog imidža i za investitora i za samu kompaniju koja se rejtinguje i potrebna su joj novčana sredstva na finansijskom tržištu). U tom smislu kreditne rejting ocene moraju da:

- imaju važnost da bi bile značajne svim tražiocima rejtinga, stvore vrednost za one koji plaćaju za rejtinge;
- imaju svoj učinak da bi bile od koristi: investitorima, praktično da izvrše dobra predviđanja sadašnjih kašnjenja u ispunjenju obaveza i izbegnu lažno predviđanje kašnjenja u ispunjenju obaveza koje se nikada neće desiti, za šta su zainteresovani investitori. Samo na taj način oni mogu doneti pravilnu odluku o svojim plasmanima i u pogledu rizika koji preuzimaju i u pogledu svojih očekivanih prinosa; kompanijama tražiocima novčanih sredstava bilo putem kredita ili emisije hartija od vrednosti jer žele da im rejtingi budu značajni i da im povećaju vrednost iznad one koju bi imali bez urađenog rejtinga. Oni zbog toga prihvataju troškove rejtinga i nadaju se da će njihova dobit preći troškove za dobijanje rejtinga CRAs jer za njih jedino tako dobijanje rejtinga ima svoj ekonomski smisao i doprinos jer utiču na smanjenje cene kapitala koji plaćaju na finansijskom tržištu.
- Imaju ulogu stabilizatora jer dnevno upravljaju stabilnošću celokupnog finansijskog sistema, zbog čega moraju biti kvalitativno takve da se svi njihovi korisnici mogu osloniti na njih.

Često je, u kratkoročnom periodu posmatranja, značaj rejting ocene za kompanije neprepoznatljiv, čak se smatra da je i negativan, do te mere da ne bi vršile rejtingovanje bez obzira koliko su rejtingi tačni. Takođe, kompanije nisu u mogućnosti ni da sagledaju da ne bi usled nedostatka monitoringa CRAs, mogle da preduzmu potrebne postupake u pravcu održavanja svoje kreditne rejting ocene, ili bi mogle sa zakašnjenjem, tek nakon perioda propadanja vrednosti kompanije. Ipak, dugoročno posmatrano, kompanije ipak shvataju da sled događaja sa povećanjem rizika ulaganja može imati negativno dejstvo ne samo na njihovo poslovanje, cenu njima neophodnog kapitala, već i na njihove investitore, celokupno finansijsko tržište i dodatno produbljanje kriznih elemenata zbog čega sve više pribegavaju rejting ocenjivanju.

Značaj rejtinga za poslovanje na finansijskom tržištu u smislu smanjenja potencijalnih rizika plasiranja sredstava na njemu i formiranje cena kapitala i hartija od vrednosti kroz procenu i utvrđivanje stepena očekivanog i neočekivanog rizika od strane CRAs je izuzetno veliki, indirektan i uzajaman.

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PUBLIC'S EXPECTATIONS ON ECONOMIC ISSUES INFLUENCE FUTURE PERSONAL DECISIONS

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Abstract

This paper discusses the relation between people's expectations (general public) towards the economy and factual data of social decisions as marriages and divorces during the expected period with the aim to find out if people's expectations on country's employment, business situation, and personal future income are reflected or not, on the decisions that people make on marriage and divorce. Data gathered by the general public during years 2014, 2015 and 2016 through an online survey on public's expectations on the actual and future situation of the economy are compared to the data taken by the Albanian Institute of Statistics (INSTAT) of the number of marriages and divorces during 2014, 2015, 2016. The main goal is to explain how perceptions on some economic issues as employment, business and incomes influence important future decisions in people's lives that has to do with the way they organize their families and their lives, which also affects the economy by creating so a spiral of influence. From literature review there is evidence that economic crises as The Great Recession in USA (December 2007 to June 2009) and the economic crisis in Greece during 2010 – 2013, influence different aspects of social life. The data we are using in this paper also support what is found in literature.

Keywords: expectations, perceptions, economy, social life, decision.

Introduction

According to International Encyclopedia of the Social & Behavioral Sciences, (2001), 'Expectations' in economics refers to the forecasts or views that decision-makers hold about future prices, sales, incomes, taxes, or other key variables. The importance of expectations is due to their often substantial impact on the current choices of firms and households, and hence on current prices and the overall level of economic activity. A central aspect of economic theories is that expectations influence the time path of the economy, and conversely one might reasonably hypothesize that the time path influences expectations.

In our everyday life, our expectations and perceptions affect the way we behave and also our decisions, both at economic and social level. According to Sanders (2000), the citizens' perceptions and subjective evaluations are more accurate than actual economic conditions in predicting their economic and political decisions – from buying expensive goods to voting for certain candidates.

Aggarwal and Zong (2008), argue that economic expectations at any level can be viewed on a continuum that ranges from pessimism (the economy will deteriorate) to optimism (the economy will get better). As economy can be seen as a very crucial element in peoples' feelings, the perception on it can guide the general feeling about life. Potential outcomes of

such expectations include—at the microeconomic level—further decrease in consumption and an upsurge in conservative financial savings (Galí, 1990).

Studies show that economic expectations are influenced by media and news. Hetsroni A. et al. (2014) attempt to establish a statistically significant relationship between TV viewing and economic expectations during recession in their research and conclude that “since economic optimism is negatively affected by TV viewing, heavy viewing may induce people to anticipate a further downturn in an already recessed economy.” According to Goidel et al. (2010), “As television serves as an important source of information on financial matters and a prominent storyteller of economic issues, TV viewing may affect the direction and the intensity of economic expectations”. (Goidel et al., 2010).

Moments in history, when there is a strong relation between economic and social indicators, are the times of economic crises. Prior research on the effects of Great Recession (December 2007 to June 2009) contribute to better understand the relation between economic indicators and social impact of these indicators. Bricker et al., (2011) reported that during 2007-2009, more than 60% of families experienced a decline in wealth and 25% lost more than 50% of their wealth. Grusky et al. (2011), argue that the social costs of the recession may extend beyond the obvious economic costs. According to Hurd and Rohwedder (2010), declines in economic expectations may affect individual divorce.

Philp N. Cohen (2014) analysed the divorce rate among a sample of about 2.8 million U.S. women in 2008-2011 which provided evidence for effects of the economic crisis on the odds of divorce. Cohen (2014) argues that the national divorce rate declined during the recession in these data, from 20.9 per 1,000 married women in 2008 to 19.5 in 2009, before rebounding to 19.8 in 2010, but “given these simple measures of state economic conditions, and the lack of additional factors associated with conditions across states – including policy responses, popular perceptions, and the dispersion of economic conditions within states – the lack of strong results should not be taken as clear indication that such effects do not exist. With additional variables and more detailed measures, such effects might indeed emerge.” Cohen, (2014). A reason of the low data on divorces at this time may be a result of postponing the divorce. History shows that fluctuations in divorce rates resulting from changing economic conditions may reflect the *timing* of divorce more than the odds of divorce for specific marriages or birth cohorts. [Schoen and Canudas -Romo, \(2006\)](#).

Authors Aspridis G., et al., (2014), studied the economic crises in Greece during 2010-2013, argue that economic crisis leads to job insecurity, unemployment, poverty and ultimately also to social exclusion; unemployment is also associated with an increase of daily alcohol consumption, increase in suicides, domestic violence, but also to reduce road fatalities by 1.4%. Another problem is the diminishing workforce, due to two main reasons, the low birth rate which fell by 10% in 2012 compared to 2007, and the migration of Greek, especially young people abroad. The same study shows that the initial effects are referred to mental health of workers where depression is increased significantly for women and men, respectively 57.6% and 42.9%, according to a study of the University Research Institute of Mental Health (2013).

With exception of cases when the economic crises is there, happening for real, there are also cases when the public in general, the citizens, expect certain economic conditions, influenced also buy news and media as explained above in this paper. Referring to the Self-Fulfilling Prophecy, these expectations are reflected to the everyday actions in life and become real, even if they were false in the time when they were created.

The self-fulfilling prophecy can be part of the process of turning economic expectations into economic reality and affect decision-making in other social aspects. Robert K. Merton wrote about this since 1948. He starts his paper “The self-fulfilling prophecy” by citing W. I. Thomas, the dean of American sociologists saying that “If men define situations as real, they are real in their consequences”. The self-fulfilling prophecy, is in the beginning, a false definition of the situation evoking a new behaviour which makes the originally false conception come true. Recently, studies in finance and communication research have presented empirical findings in line with the idea that media economic news are responsible for stimulating or attenuating effects in the larger economy. Akhtar S. et al. (2012). According to Petalas D. P. et al. (2017), by the large, these findings suggest that self-fulfilling prophecies may very well apply in the domain of economic decision-making: News provides people with a general belief on the direction of the economy, which in turn influences economic choice.

Methodology and Results

This research combines people’s expectations (general public) towards the economy taken through a survey made to general public in Albania during years 2014, 2015, 2016 and factual data of social indicators as number of marriages, divorces and births as reported by the Albanian Institute of Statistics (INSTAT). The main research question is: What relation is there between the publics’ perception on economy, income, employment, economic future expectations and the macro impact in decision-making on marriages, divorces and birth rates.

The survey is a tool that measures the Consumer Confidence in Albania, by using five questions which potentially can take as answers, “negative”, “neutral” or “positive”, which when manipulated take the respective values of “-1”, “0” and “1”.

These questions are:

1. In your opinion, which is the actual situation of the business?
2. In your opinion, which will be the situation of the business in the next 6 months?
3. In your opinion, which is the actual situation of employment?
4. In your opinion, which will be the situation of employment in the next 6 months?
5. How will be your family’s income in the next 6 months?

The five questions represent five variables, actual business, future business, actual employment, future employment, future income. An average value is calculated taking in consideration all answers. This values is between -1 and 1. For example, referring to this methodology, the Consumer Confidence Index in Albania for the year 2016, is -0.67. This means that the perception is negative 67%. The same survey has been applied in 2014, 2015 and 2016. The longitudinal approach can help us analyse how the tendency has changed during the years and if that tendency has affected marriages and divorces as two important decisions in social life.

The below field data show the Consumer Confidence Index in Albania for three consecutive years:

Data from the survey Consumers Confidence Index in Albania

Year	Total no of respondents	F	M	Total Average Perception
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2014	327	53%	47%	0.50
2015	527	57%	43%	-0.60
2016	213	58%	42%	-0.67

From the data we see that in 2014 Albania had a positive CCI of 0.5, which means that Albanians average perception was 50% positive on the economy in general. This perception is deteriorated during 2015 and 2016.

The aim of this article is to investigate if there is a relation between these perceptions and the decisions people have made in the next years (2015, 2016, 2017, etc.) regarding social life, marriages and divorces.

Data from the survey Consumers Confidence Index in Albania

Year	Total no of respondents	Total			Dif in		Dif in			
		F	M	Average Perception	Total Marriages	Total Divorces	Marriages %	Divorces %		
2014	327	53%	47%	0.50	23,769	4,240				
2015	527	57%	43%	-0.60	24,997	3,761	1,228	5%	-479	-11%
2016	213	58%	42%	-0.67	22,562	4,345	-2,435	-10%	584	16%
2017					22,641	4,508	79	0%	163	4%

We can assume that peoples' positive perception on economy in 2014 was reflected in 2015 by increased number of marriages of 5% and decreased number of divorces of 11%. At the same time the negative perception on economy of 2015 and 2016 is reflected in a decreased number of marriages by 10% in 2016 and is reflected in an increased number of divorces by 16% compared to 2015. The cumulative negative effect in perception on economy may be reflected in an extended time period more than a year, noted in literature as postponing decisions as divorces or marriages.

Conclusions

In our everyday life, our expectations and perceptions affect the way we behave and also our decisions, both at economic and social level. According to Sanders (2000), the citizens' perceptions and subjective evaluations are more accurate than actual economic conditions in predicting their economic and political decisions – from buying expensive goods to voting for certain candidates. Moments in history when there is a strong relation between economic and social indicators, are the times of economic crises. Prior research on the effects of Great Recession (December 2007 to June 2009) contribute to better understand the relation between economic indicators and social impact of these indicators. Bricker et al., (2011) reported that during 2007-2009, more than 60% of families experienced a decline in wealth and 25% lost more than 50% of their wealth. Grusky et al. (2011), argue that the social costs of the recession may extend beyond the obvious economic costs. According to Hurd and Rohwedder (2010),

declines in economic expectations may affect individual divorce. Authors Aspridis G., et al., (2014), studied the economic crises in Greece during 2010-2013, argue that economic crisis leads to job insecurity, unemployment, poverty and ultimately also to social exclusion.

From the data gathered in Albania for the years 2014, 2015 and 2016 there is evidence that when there is a positive perception on the economy from the general public, the next year of this positive expectations there is an increased number of marriages and decreased number of divorces. When there is a positive There is a negative effect in 2016 and 2017 on the number of marriages and divorces which is related to the negative perception people have on the economy in general.

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PSYCHOLOGICAL FACTORS – PREDICTORS OF SUICIDAL BEHAVIOR

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Abstract

In psychological and psychiatric point of view, suicide is an act determined by a psychic state with an ambivalent character which implies on the one hand the renunciation, and on the other hand the courage, being characteristic to those persons who cannot adapt to the psycho-social requirements.

The suicides are defined by a constellation of personality traits that cause them to resort to the suicidal act imperatively - affective frustration, inability to adapt socially, personal insecurity, close dependence on other people, different mental disorders.

Adaptive synapses, mainly due to primary vulnerabilities, acquired during childhood - adolescence, often lead to the structuring of personality elements with longitudinal echoes in the individual's behavior.

The general objective of this research is to identify a predictive model of suicidal behavior by establishing the most important predictors, focusing in particular on neuroticism, depression, introversion, impulsivity, stress, self-esteem and resilience.

207 people participated in this research, the collected data being processed by statistical methods, the design being a descriptive-exploratory cross-sectional type.

For the data collection tools were used the following instruments: Suicidal Behaviors Revised Questionnaire (SBQ-R), The Revised NEO Personality Inventory (NEO PI-R), Perceived Stress Questionnaire (PSQ), Zung Self-rating Depression Scale (SDS), Self-Esteem Scale (SES), Resilience Scale (RS).

Hierarchizing these predictors, we can say that the occurrence and development of suicidal behavior has a very important weight, impulsivity, followed by depression, neuroticism and last but not least a low self-esteem.

Keywords: suicidal behavior, depression, impulsivity, self-esteem, neuroticism

AN INTERDISCIPLINARY APPROACH TO JAMES JOYCE'S AND VIRGINIA WOOLF'S ONE-DAY CITY NOVELS

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Abstract

In this interdisciplinary approach we purport to tackle James Joyce's *Ulysses* and Virginia Woolf's *Mrs. Dalloway* as modernist one-day city novels in the context of a *Zeitgeist* of groundbreaking scientific discoveries, the advent of new arts (photography and the cinema) and aesthetics whose new principles drew on the most recent finds in physics and psychology: quantum mechanics, the workings of the human mind as governed by quantum movements and triggered by the persistence of memory. We argue that these transformations, which came as a shock to the very foundations of Newton's positivist and scientist model, occurred simultaneously in quantum waves, from concurring sides. Quantum physicists, who discovered a rather eerie realm, i.e. a polymorphous reality governed by the uncertainty principle, took an interest in cubism; the cubists used principles of quantum mechanics in their art, while the writers developed collage/montage techniques, borrowing from the cinema and photography. The modernist aesthetics and sciences were essentially based on the principles of simultaneity, superposition and entanglement, which led to the forging of innovative and experimental modernist artifacts: the one-day novel, the one-image poem, the counterpoint and polyrhythm in music, translated into musicalised fiction by Aldous Huxley. Likewise, Virginia Woolf, emulated by her sister Vanessa, wished to be a painter in the manner of the Postimpressionists, and craved for her androgynous mind to be "fertilised" by both sound and image, which, in her case, were two undivided and simultaneous ways of perceiving reality. Similarly, Joyce experienced sound and image in tandem, as he claimed to have used the fugue as a compositional pattern in the "Sirens" chapter of *Ulysses*. His one-day novel is also a literary "wormhole", able to encompass past, present and future through several instantaneous entanglements and superpositions of mythic events and urban settings.

Keywords and phrases: quantum mechanics, stream of thought, free association, duration, *flaneur*

Isaac Newton's Positivist and Scientist model (1687-1900)

Newton's *Mathematical Principles of Natural Philosophy* (known as *Principia*) (1687), based on clarity and intelligibility, proposed the model of a "unified, open, and comprehensible" world, "governed by entirely predictable forces."¹ As Crease and Scharff Goldhaber argue, Newton projected a "homogeneous" universe, where "everything has a distinct identity and is

¹ Robert P. Crease and Alfred Scharff Goldhaber, *The Quantum Moment: How Planck, Bohr, Einstein, and Heisenberg Taught Us to Love Uncertainty*, (New York: W. W. Norton & Company, 2015), 13-14.

located at a specific place at a specific time.”² This was a positivist and scientist model which dominated scientific reasoning for approximately 250 years, paving the way to and actually endorsing the Industrial Revolution.

The New Model of Quantum Mechanics and “a myriad impressions” Received by the Mind (1900-1927)

The quantum “shock” was a radically new model which shook Newton’s homogeneous and well-balanced blueprint. It came in 2 waves. The first wave occurred between 1900 and 1925, when Max Planck formulated the quantum hypothesis in 1900, followed in 1905 by Einstein’s quantum hypothesis that light is made of individual quantum particles. The main tenets of quantum mechanics were replicated, by virtue of the emergence of a new and revolutionary scientific model, by new finds in psychology and psychiatry.

The arts and literature followed suit, and in 1919, in her essay “Modern Novels,” Virginia Woolf argued, in a metaphorical language, that “the mind, exposed to the ordinary course of life, receives upon its surface a myriad impressions – trivial, fantastic, evanescent, or engraved with the sharpness of steel,” coming “from all sides” in “an incessant shower of innumerable atoms, composing in their sum what we might venture to call life itself.”³ Woolf’s metaphors were in keeping with the new quantum theory in physics, Henri Bergson’s duration (1889) and William James’s “stream of thought” (1890).

Arguably, between 1925 and 1927 a new model governed by “difference across scales,” “inhomogeneity,” “discontinuity,” “uncertainty,” “unpredictability” and “the inability to take oneself out of certain kinds of measurements” emerged.⁴

“On or about December, 1910, human character changed”

Alongside these shock waves in the sciences, Virginia Woolf’s essay “Mr. Bennett and Mrs. Brown,” published in 1924, announced a change in human character, at the same time arguing:

I am not saying that one went out, as one might into a garden, and there saw that a rose had flowered, or that a hen had laid an egg. The change was not sudden and definite like that. But a change there was, nevertheless; and, since one must be arbitrary, let us date it about the year 1910.⁵

The change in “human character” concurred with changes in the scientific model of the world, in politics, and aesthetics. Roger Fry, already an established art historian and painter associated with the Bloomsbury Group, of which Virginia Woolf was a pivotal member, took advantage of an open exhibition slot at London’s Grafton Galleries and organised the “Manet and the Post-Impressionists” exhibition between 8 November 1910 and 15 January 1911. It was the impact of that exhibition that made Woolf heed the change and speak prophetically about their generation of writers and the readers of their prose as “trembling on the verge of one of the great ages of English literature.”⁶

² Crease and Goldhaber, *The Quantum Moment*, 15.

³ Virginia Woolf, “Modern Novels”, *The Modern Movement: A TLS Companion*, ed. John Gross. (Chicago: The University of Chicago Press, 1992), 286.

⁴ Crease and Goldhaber, *The Quantum Moment*, 19.

⁵ Virginia Woolf, “Mr. Bennett and Mrs. Brown”, *Selected Essays*, ed. David Bradshaw, (Oxford: Oxford University Press, 2008), 80.

⁶ Woolf, *Selected Essays*, 95.

A New Epistemological View of the World based on the Uncertainty Principle (1927)

The uncertainty principle, published by Heisenberg in Germany in May 1927, set forth by Bohr at a conference at Como, Italy, in September, and initiating a lifelong debate between Bohr and Einstein in October 1927, made philosopher Ray Monk declare, adapting Virginia Woolf's statement, that "on or about September 1927 the physical world changed"⁷.

The impact of the uncertainty principle was so significant that surrealist painter Salvador Dali confessed that:

In the Surrealist period, I wanted to create the iconography of the interior world and the world of the marvellous, of my father Freud. Today, the exterior world and that of physics, has transcended the one of psychology. My father today is Dr. Heisenberg.⁸

Influences also worked the other way round, from the arts towards the sciences. Arthur Miller shows that physicist Niels Bohr read the book by Jean Metzinger and Albert Gleizes on cubist theory, *Du cubisme*, which helped him discover the model of a fractured and polymorphous reality. As cubist painters used superposition to present a scene from a diversity of angles and viewpoints on one canvas, so Bohr noticed "that the totality of an electron is both a particle and a wave, but when you observe it you pick out one particular viewpoint."⁹

The Theories of William James, Henri Bergson, Sigmund Freud, and Walter Pater's Impressionism

In Chapter 9 of *The Principles of Psychology* (1890) titled "Stream of Thought," William James uses analogies with physics, describing the stream as "mental atoms or molecules."¹⁰ In the same chapter, the psychologist argues that "Experience is remoulding us every moment, and our mental reaction on every given thing is really a resultant of our experience of the whole world up to that date."¹¹

Earlier in the century, Walter Pater (1868) had spoken in similar terms about "experience," which "seems to bury us under a flood of external objects, pressing upon us with a sharp and importunate reality, calling us out of ourselves in a thousand forms of action,"¹² while Henry James (1884) tackled its psychological nature in terms of physics and biochemistry when he argued that: "Experience is never limited and it is never complete; it is an immense sensibility, a kind of huge spider-web, of the finest silken threads, suspended in the chamber of consciousness and catching every air-borne particle in its tissue."¹³ Likewise, Henri Bergson's philosophy regarding "leaps" in temporality, which are random and unpredictable, parallels the leaps in quantum mechanics.

Freud's *Interpretation of Dreams* came out at the same time as Max Planck published his studies on the concept of Quantum (1900). Dr Andrea Coreggio argues that "Physics discovered that matter is substantially made of vacuum which is, however, filled with waves.

⁷ Ray Monk, *Robert Oppenheimer: A Life Inside the Center* (New York: Doubleday, 2012) quoted in Robert P. Crease and Alfted Scharff Goldhaber, *The Quantum Moment: How Planck, Bohr, Einstein, and Heisenberg Taught Us to Love Uncertainty*, (New York: W. W. Norton & Company, 2015), 88.

⁸ Salvador Dali, "Anti-Matter Manifesto", *The Collected Writings of Salvador Dali*, ed., trans. Haim Finkelstein, (Cambridge: Cambridge University Press, 1998), 366-367.

⁹ Arthur I. Miller, "What is a scientific creativity", *New Scientist*, Issue 2523, (October 2005): 44.

¹⁰ William James, *The Principles of Psychology, Volumes I and II*, (Cambridge, Massachusetts: Harvard University Press, 2007), 143.

¹¹ James, *The Principles of Psychology*, 145.

¹² Walter Pater, *The Renaissance: Studies in Art and Poetry*, (Oxford: Oxford University Press, 2010), 118.

¹³ Henry James, "The Art of Fiction", *Victorian Literature: An Anthology*, ed. Victor Shea and William Whitla, (Chichester: Wiley Blackwell, 2015), 97

Psychoanalysis discovered that the subconscious, a void filled with instincts and energies, is the foundation of behavior, thought and human physiology.”¹⁴

Freud developed the technique of the free association of thoughts between 1892 and 1895 while working with Miss Elisabeth, one of his early patients who complained about interruptions of her flow of thought.

In “The Mark on the Wall,” a short story published in 1917, Virginia Woolf’s narrator broods about her stream of thoughts, signalling the same obstacle in their flow:

I want to think quietly, calmly, spaciouly, never to be interrupted, never to have to rise from my chair, to slip easily from one thing to another, without any sense of hostility, or obstacle. I want to sink deeper and deeper, away from the surface, with its hard separate facts. To steady myself, let me catch hold of the first idea that passes....¹⁵

Charles Baudelaire’s “flâneur” and Georg Simmel’s New “metropolitan individuality”

A quintessential aspect of metropolitan individuality and city life is the uninhibited figure of the “flâneur,” personified by Charles Baudelaire in “The Painter of Modern Life” (1863) as an urban wanderer and spectator, a “citified” Ulysses. When Baudelaire portrays the flâneur as a “passionate observer” whose “dwelling” is “in the throng, in the ebb and flow, the bustle, the fleeting and the infinite,” and who “moves into the crowd as though into an enormous reservoir of electricity,”¹⁶ Baudelaire’s diction is redolent of the scientific jargon of his time.

The city, of course, was the multi-layered landscape that could encompass these deeply interwoven mutations and changes, recorded by the sciences and the arts. We also speak of a change of pace with the advent of what sociologist Georg Simmel called the “metropolitan” way of life, which had an impact on the human mind and its intellectual practices. In 1903, decades after the French poet Baudelaire had delineated his “flâneur,” the German sociologist Georg Simmel spoke about “the intensification of emotional life due to the swift and continuous shift of external and internal stimuli” and “the essentially intellectualistic character of the mental life of the metropolis.”¹⁷ Indeed, this may account for the intellectual nature of the modernist flâneurs’ habits of thinking their thoughts to themselves while walking the city’s streets and labyrinth of alleys.

The One-day Stream of Consciousness City Novel

Responding to the new reality of their times, James Joyce wrote his one-day novel *Ulysses* (1922), which he set in the Dublin of 1904. Three years later (1925), Virginia Woolf published *Mrs. Dalloway*, set in the London of 1923.

Why is “one day” such a remarkable case study? In the first place, it contains the whole of life, the measure of all human experiences, down to the most (apparently) insignificant. As Bergson argued, we carry the memorial baggage of who we are with us every single day. And every single day carries the preservation of previous days. As such, if our minds were explored during the scope of one day, we would find everything there, and one day may bring into focus

¹⁴ Andrea Coreggio, “Quantum Physics on Freud’s Couch”, *Cosmos and History: The Journal of Natural and Social Philosophy*, vol. 14, No. 2 (2018): 304.

¹⁵ Virginia Woolf, “The Mark on the Wall”, *The Mark on the Wall and Other Short Fiction*, ed. David Bradshaw, (Oxford: Oxford University Press, 2001), 5.

¹⁶ Charles Baudelaire, *The Painter of Modern Life*, trans. P. E. Charvet, (London: Penguin, 2010), 18.

¹⁷ Georg Simmel, “The Metropolis and Mental Life”, trans. Edward A. Shils, *On Individuality and Social Forms*, ed. Donald N. Levine, (Chicago: The University of Chicago Press, 1971), 325.

“moments of being” and epiphanies. Secondly, the apparently trivial episodes, the shortest units of time, the splinters of memory and experience may be as important as the most memorable ones for the simple reason that our perceptions of these manifestations of reality differ. What Joyce and Woolf explored in their one-day city novels was the very nature of perception, which is unstable, slippery and in a permanent process of change, like the universe described by quantum mechanics and experimental psychology.

Quantum Leaps, Quantum Waves, Free Association of Thoughts and Stream of Consciousness in the Opening of *Mrs. Dalloway*

In Virginia Woolf's *Mrs. Dalloway* we encounter almost interstellar voyages inside the characters' minds, free associations and quantum leaps into the past and future. The novel opens with the main character Clarissa Dalloway bursting the French windows of her Westminster flat open, and exclaiming:

What a lark! What a plunge! For so it had always seemed to her, when, with a little squeak of the hinges, which she could hear now, she had burst open the French windows and plunged at Bourton into the open air. How fresh, how calm, stiller than this of course, the air was in the early morning; like the flap of a wave; the kiss of a wave; chill and sharp and yet (for a girl of eighteen as she then was) solemn, feeling as she did, standing there at the open window, that something awful was about to happen; looking at the flowers, at the trees with the smoke winding off them and the rooks rising, falling; standing and looking until Peter Walsh said, "Musing among the vegetables?"- was that it? -"I prefer men to cauliflowers"- was that it? He must have said it at breakfast one morning when she had gone out on to the terrace - Peter Walsh. He would be back from India one of these days, June or July, she forgot which, for his letters were awfully dull; it was his sayings one remembered; his eyes, his pocket-knife, his smile, his grumpiness and, when millions of things had utterly vanished - how strange it was! - a few sayings like this about cabbages.¹⁸

Woolf plunges her readers into the orchestration of her stream of consciousness novel through a quantum leap, which she translates psychologically into the ability of her protagonist Clarissa's mind to travel in time and space from London to Bourton, from being 52 to being 18, and back again, with some references to letters written by Peter Walsh in the last five years, thus alternating between parallel worlds and realities in an interval that Bergson would call *durée* (i. e. duration). Clarissa's free association of thoughts is triggered by a synaesthetic mix of sound ("a little squeak of the hinges") and sight (the flowers and the trees with "the smoke winding off them"), whose combination evokes touch ("the kiss of a wave; chill and sharp"). This passage, whose fantastic rhythmical flow is given by the rhythm of the waves, is a compact metaphor which translates the quantum waves into Clarissa's mind as a continuous undivided and indivisible flux, capable of discrete motions of compression and rebound. In Clarissa's mind, whose thoughts are rendered in the fluidity of Debussy-style impressionistic music, which is mainly vibration, time and space are compressed and curved, and the result is a unified vision of her surrounding world, where the solidity of flowers and trees morphs and liquefies into waves, all vanishing into the "winding off" smoke.

¹⁸ Virginia Woolf, *Mrs. Dalloway*, (London: Penguin, 1996), 5.

Clarissa's Intuition, Time and Space Montage, Simultaneity, Mendelian Theory, Modern Technology, and Clarissa Transfixing the Moment

The novel's protagonist experiences the world through intuition, a different kind of knowledge which permits or *creates* access to various hidden doors within the self. Bergson explained that "By intuition is meant the kind of intellectual sympathy by which one places oneself within an object in order to coincide with what is unique in it and consequently inexpressible."¹⁹ In *Mrs. Dalloway*, Clarissa's "only gift was knowing people almost by instinct," and walking on, she thinks of herself that "If you put her in a room with some one, up went her back like a cat's; or she purred."²⁰

Through the use of cinematic montages, Woolf achieved an interesting effect of simultaneity in many episodes of the novel. Modern technology also plays an important part in this one-day novel, as it seems to reflect many of the uncertainties and fragmentations of reality. In her use of the cinematic technique of time and space montage in *Mrs. Dalloway*, Virginia Woolf achieved something similar to Aldous Huxley's "parallel contrapuntal plots,"²¹ which translated Einstein's notion of simultaneity.

The aeroplane episode in *Mrs. Dalloway* suggests a sense of uncertainty, which is related to the scientific theories of the time:

Away and away the aeroplane shot, till it was nothing but a bright spark; an aspiration; a concentration; a symbol (so it seemed to Mr. Bentley, vigorously rolling his strip of turf at Greenwich) of man's soul; of his determination, thought Mr. Bentley, sweeping round the cedar tree, to get outside his body, beyond his house, by means of thought, Einstein, speculation, mathematics, the Mendelian theory - away the aeroplane shot.²²

At many junctions in the novel's plot, for instance when she lays her brooch on the table, then "collecting the whole of her at one point"²³ which is the mirror, Clarissa manages to transfix the moment in order to attain Bergsonian "duration." While doing so, she is shown experiencing Freud's process of free association of thoughts and William James' "stream of thought," then recent discoveries in psychology translated by Woolf and Joyce in the literary technique of stream of consciousness. It is Freud's free association that triggers what William James called the "stream of thought" in one's mind, and that stream is actually the form taken by Bergson's "duration."

Quantum Principles in James Joyce's *Ulysses*

A kinship between quantum mechanics and James Joyce's writing might not, at first glance, seem tenable, given that Joyce held science in little esteem, considering it, as his brother Stanislaus put it, "a false religion, more inhuman and barren than the one he had left."²⁴ Yet, this so-called "inhumanity" played an important role in Joyce's writing, as it alluded to a possible "beyond/within" with which his novels were deeply preoccupied. Joyce's interest in

¹⁹ Henri Bergson, *An Introduction to Metaphysics*, (Cambridge: Hackett Publishing Company, 1999), trans. T. E. Hulme, quoted in Rui Freire Lucas, "The Quantum Unconscious and the Observant Consciousness", *Psychology*, vol. 7, no. 6 (June 2016): 836-863. DOI: [10.4236/psych.2016.76087](https://doi.org/10.4236/psych.2016.76087)

²⁰ Woolf, *Mrs. Dalloway*, 11.

²¹ Aldous Huxley, *Point Counter Point*, (London: Vintage, 1994), 384.

²² Woolf, *Mrs. Dalloway*, 32.

²³ Woolf, *Mrs. Dalloway*, 41.

²⁴ Stanislaus Joyce, *My Brother's Keeper: James Joyce's Early Years*. (New York: Viking, 1958) quoted in Daniel M. Shea, *James Joyce and the Mythology of Modernism*. (Stuttgart: ibidem-Verlag, 2017), 90.

post-Newtonian science is evident from various entries in his notebooks²⁵ and from his debates with luminaries such as Ezra Pound and Wyndham Lewis regarding the dimensions of space and time, debates which he included in his most experimental novel, *Finnegans Wake* (1939).²⁶ Though his stance on science may seem contradictory, it makes much more sense when one considers science from a different point of view. As Daniel Shea notes, “science is not a series of facts (...) but rather a frame/paradigm of mind that creates such artifacts of knowledge and the ability to use such knowledge in a meaningful way.”²⁷ Accordingly, while Joyce was not interested in the dogmatic instruments of science, he was fascinated with the paradigm shifts at the dawn of the 20th century and what they meant for the exploration of (human) nature in the written form. Jeffrey Drouin argues that Joyce was keen to draw “upon models of the mutual inclusion of contraries, including Albert Einstein’s relativity theories, which merge space and time, matter and energy.”²⁸

Joyce’s one-day novel, *Ulysses*, published in 1922, experimented with such “merges,” cleaving together myth and history, Object and Subject, as well as Inner and Outer World(s) so as to give the novel a sense of simultaneity in multiplicity – a sense that the inside and the outside are connected by a logic that defies reason and demands a re-evaluation of the Newtonian understanding of the world. In his influential essay, “The New Gnosticism: Speculations on an Aspect of the Postmodern Mind” (1973), Ihab Hassan argues that science and myth in the (post)modern age labour under similar premises and that neither “escapes the influence of imagination,”²⁹ since both science and myth cast projections into past and future: myth “projects far back into the sacred past and far forward into the sacred future,”³⁰ and similarly, science attempts to bind past events into future sequences. In *Ulysses*, myth and science converge: if the Odyssean quest is about the hero’s return home, the Joycean quest examines and deconstructs the very notion of “return.”

The one-day novel’s structure helps in this endeavour, as it acts as a literary “wormhole,” capable of presenting the past and the future as simultaneous, circuitous states of being. In the following grandiose and ribald hallucination, one of the novel’s protagonists, Leopold Bloom, envisions himself as Lord Mayor of Dublin and imagines the fall and rise of the city as a holy landmark, with himself as Messiah of the world. The hallucination is presented in the sequence *Circe* in the form of a play, and as such, the visuals of the reformation of the city are presented as stage directions:

BLOOM: My beloved subjects, a new era is about to dawn. I, Bloom, tell you verily it is even now at hand. Yea, on the word of a Bloom, ye shall ere long enter into the golden city which is to be, the new Bloomusalem in the Nova Hibernia of the future.

(Thirtytwo workmen, wearing rosettes, from all the counties of Ireland, under the guidance of Derwan the builder, construct the new Bloomusalem. It is a colossal edifice with crystal roof, built in the shape of a huge pork kidney, containing forty thousand rooms. In the course of its extension several buildings and monuments are demolished. Government offices are temporarily transferred to railway sheds. Numerous houses are razed to the ground. The inhabitants are lodged in barrels and boxes, all marked in red

²⁵ John Bishop, *Joyce’s Book of the Dark: Finnegans Wake*. (Madison, Wisconsin: Univ. of Wisconsin Press: 1993), 421.

²⁶ Jeffrey S. Drouin, *James Joyce, Science, and Modernist Print Culture: “The Einstein of English Fiction”*, (New York: Routledge, 2014), 5.

²⁷ Shea, *James Joyce and the Mythology of Modernism*, 17.

²⁸ Drouin, *James Joyce, Science, and Modernist Print Culture: “The Einstein of English Fiction”*, 1.

²⁹ Ihab, Hassan, “The New Gnosticism: Speculations on an Aspect of the Postmodern Mind”, *boundary 2*, vol 1, no. 3, (Spring, 1973), p. 546-570: 556.

³⁰ Hassan, “The New Gnosticism”, 557.

*with the letters: L. B. several paupers fill from a ladder. A part of the walls of Dublin, crowded with loyal sightseers, collapses.*³¹

The fast montage is almost cinematic in its instantaneous development and reminds one of CGI-constructed worlds that may be rendered and collapsed with a few clicks, like virtual houses of cards. The rapidly rising and falling visuals also have the effect of compressing time: the past, the present and the future are interchangeable destinations within the literal “duration” of the text, as well as in the character’s mind. Since the sequence is presented in the form of a play, we are encouraged to imagine the perpetual motion of “Bloomusalem” and the chaotic, interchangeable rhythm of ‘rise and fall’ on the world stage.

From here to quantum mechanics there is only a short “leap”, indeed. The unorthodox logic of quantum mechanics has much in common with the non-linear structure of Joyce’s one-day novel. As Mark Silverman argues, “the formalism of quantum mechanics reveals a strange and disturbing reality” because while a pattern builds before our eyes, “one electron at a time (...) every attempt to determine the specific path of an individual electron in that pattern is destined to end in futility.”³² Likewise, Joyce’s linguistic patterns build on a sense of presence and futility: the more one tries to grasp each “electron,” the more one is submerged under layers of contradictory meaning.

In quantum mechanics, “electrons behave singly as particles and collectively as waves,”³³ a paradoxical state that also characterizes the structure of *Ulysses*, with its mythical sequences-chapters that behave both as separate units and as collective waves, overlapping and cannibalizing each other, changing their nature even as we read them. As Stephen Dedalus, the novel’s second protagonist, tells us in the sequence *Proteus*: “Limit of the diaphane in. Why in? Diaphane, adiaphane. If you can put your five fingers through it, it is a gate, if not a door. Shut your eyes and see.”³⁴ Indeed, reading *Ulysses* is the experience of opening gates, of ‘passing through,’ of accessing the “diaphane” and seeing with one’s eyes closed. Such a reading is characterized by instability within perpetual motion.

To understand the way that quantum paradoxes are translated into *Ulysses*’ very fabric, we must look at two states within quantum mechanics: quantum entanglement and quantum superposition.

Quantum Entanglement

“When two quantum systems are correlated, it becomes impossible to describe them separately (...) whatever the distance that separates them,”³⁵ V. Scarani tells us in regards to the state known as quantum entanglement. Brice Scott explains that this phenomenon occurs when pairs or groups of particles are generated or interact in such a way that the quantum state of each particle cannot be described independently of the others, even when the particles are separated by a large distance – instead, a quantum state must be described for the system as a whole.³⁶

In layman’s terms, entanglement occurs when the particles cannot be taken separately, even if they *are* separated. When one tries to analyse such a particle individually, the whole system collapses. Essentially, we observe two separate objects which react in identical fashion across great distances.

³¹ James Joyce, *Ulysses*, (London: Penguin Books, 2000) 606.

³² Mark P. Silverman, *Quantum Superposition. Counterintuitive Consequences of Coherence, Entanglement and Interference*. (Hartford: Springer, 2008), 3.

³³ Silverman, *Quantum Superposition*, 10.

³⁴ Joyce, *Ulysses*, 45.

³⁵ Valerio Scarani, *Quantum Physics. A First Encounter*, (Oxford: Oxford University Press, 2006), 77.

³⁶ Brice Scott, *Elements of Quantum Optics*, (Essex: Ed-Tech Press, 2019), 90.

What we wish to contend, in the case of *Ulysses*, is that there is a literal entanglement of the outer and inner world, whereby the inner world of Joyce's marauders is indistinguishable and inseparable from their external world, with the city playing the connecting tissue of the atomized self. As Catherine Belsey notes, "modernism tends to treat place as an adjunct of consciousness in Leopold Bloom's Dublin (...) or Clarissa Dalloway's London"³⁷ and in that sense, *Ulysses* embarks upon an almost scientific quest of testing the limits of such symbiosis between consciousness and the world it perceives.

In the following passage taken from the *Ithaca* sequence, Leopold Bloom returns home after his peregrinations through Dublin, with Stephen in tow, and reminisces on the foibles of his youth:

Because in middle youth he had often sat observing through a rondel of bossed glass of a multicoloured pane the spectacle offered with continual changes of the thoroughfare without, pedestrians, quadrupeds, velocipedes, vehicles, passing slowly, quickly, evenly, round and round and round the rim of a round and round precipitous globe.³⁸

It is not just that Leopold has a refracted vision of the outside spectacle through the "bossed glass," but rather that the bossed glass and the multicoloured pane and the din outside (as well as its rhythms) reflect him too. They exist *for* him simultaneously with his existence in the world; they are entangled. The outside moves hypnotically, both quick and slow, "round and round" a globe that is both the Earth and the glass through which Leopold watches the outside. The hero creates a sweeping vision of past and present, encapsulated in the movement of pedestrians, animals, vehicles, and even matter. Such symbiosis of inside and outside also points to the fact that the object is changed merely by the viewer observing it, echoing the Heisenberg uncertainty principle in quantum physics.³⁹ Conversely, Alan David Perlis posits that objects in *Ulysses* change the viewer simply by *being*, because they "seem even to write novels in which we are the subject of their greatest interest."⁴⁰ To be the subject of an object and to be the object of a subject simultaneously is to be "entangled" and to blur the lines between such binaries, just as modern physics anticipated.

Another instance of entanglement can be observed in the *Telemachus* sequence, as Stephen Dedalus gazes out at sea while listening to a poem recited by his friend, Buck Mulligan, and his thoughts merge with the landscape:

White breast of the dim sea. The twining stresses, two by two. A hand plucking the harpstrings, merging their twining chords. Wavewhite wedded words shimmering on the dim tide. A cloud began to cover the sun slowly, shadowing the bay in deeper green. Iit lay behind him, a bowl of bitter waters.⁴¹

The landscape is poeticized, particularly in the alliterative sequence "wavewhite wedded words shimmering on the dim tide," and the poem seems almost to give birth to the landscape, the two "particles" acting as a unit, creating what Frederick Lang calls "a subjective encirclement (...) that radiates from Stephen's consciousness" whereby "language and landscape become one."⁴² However, it is not just Stephen's poetic vision that changes the landscape, but it is also the landscape which actively changes Stephen when the cloud begins to cover the sun, "shadowing the bay in deeper green,"⁴³ reminding him of the bowl of green

³⁷ Catherine Belsey, *Culture and the Real*, (New York: Routledge, 2005), 135.

³⁸ Joyce, *Ulysses*, 796.

³⁹ David Wood, "Heisenberg Uncertainty Principle: Importance & Background", Study.com, Chapter 20, Lesson 9, last accessed April 17, 2020, <https://study.com/academy/lesson/heisenberg-uncertainty-principle-importance-background.html>

⁴⁰ Alan David Perlis, "The Newtonian Nightmare of *Ulysses*", *The Seventh of Joyce*, ed. Bernard Benstock. (Bloomington: Indiana UP, 1982), quoted in Shea, *James Joyce and the Mythology of Modernism*, 17

⁴¹ Joyce, *Ulysses*, 9.

⁴² Frederick Lang, *Ulysses and the Irish God*, (Lewisburg: Bucknell University Press, 1993), 122.

⁴³ Joyce, *Ulysses*, 9.

sickness at his mother's deathbed.⁴⁴ These two events occur simultaneously and influence each other; they are entangled.

Such entanglements were described by Marshall McLuhan as part of an "analogical awareness," a sense that:

Joyce manipulates a continuous parallel at each moment between naturalism and symbolism to render a total spectrum of outer and inner worlds. The sharply focussed moment of natural perception in Joyce floods the situation with analogical awareness of the actual dimensions of human hope and despair.⁴⁵

Naturalism and symbolism combine to become what the physicists might call a separate quantum state, in which the natural particle cannot be separated from the symbolic, and vice versa, without collapsing the entire system.

Quantum Superposition

Quantum superposition posits the possibility of a particle existing in two places at once.⁴⁶ Instead of changing between states, particles "are thought of as existing across all the possible states at the same time."⁴⁷ We would argue that in *Ulysses*, the Odyssean myth exists across "all possible states" and that in fact, it is simultaneously ancient and modern. Not only is Dublin the mythopoetic counterpart of the Odyssean sea, it is also the *same* sea, the same instance: not a recurrence but an *occurrence* by superposition. Therefore, the mythopoetic "particle" exists in two places at once.

In his *Short Introduction* to James Joyce, Michael Seidel speaks of a "fourth-estate narration"⁴⁸ within the text of *Ulysses*. Seidel considers that there is another "layer" of narration in the novel, "more supplemental than sequential,"⁴⁹ which seems to work as a metatextual presence, a way for Joyce to "make his presence felt in the text beyond the narrative levels designed to advance the specific actions and thoughts of his characters during the day."⁵⁰ Seidel argues that one main feature of this "fourth-estate narration" is the overlapping of the Homeric *Odyssey* through commentary.⁵¹ It is this commentary that weaves through each section of the novel and shapes the characters' lives without their ever realizing that they are under the auspices of "a plot three thousand years old."⁵² Seidel gives the example of the appearance of the word "Usurper" at the end of the novel's first sequence, *Telemachus*, in which Stephen Dedalus is thinking about his mother and where he will sleep that night:

(...) I will not sleep here tonight. Home also I cannot go. A voice, sweettoned and sustained, called to him from the sea. Turning the curve he waved his hand. It called again. A sleek brown head, a seal's, far out on the water, round.
Usurper.⁵³

⁴⁴ Lang, *Ulysses and the Irish God*, 122.

⁴⁵ Marshall H McLuhan, "John Dos Passos: Technique vs. Sensibility," *Dos Passos: A Collection of Critical Essays*, ed. Andrew Hook, (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974), quoted in Desmond Harding, *Writing the City: Urban Visions and Literary Modernism*, (New York: Routledge, 2005), 111.

⁴⁶ Jay Bennett, "The Same Atoms Exist in Two Places Nearly 2 Feet Apart Simultaneously", popularmechnics.com, Dec. 28, 2015, last accessed April 17, 2020, <https://www.popularmechnics.com/science/a18756/atoms-exist-two-places-simultaneously/>

⁴⁷ "What is superposition?" [physics.org](http://www.physics.org/article-questions.asp?id=124), last accessed April 17, 2020 <http://www.physics.org/article-questions.asp?id=124>

⁴⁸ Michael Seidel, *James Joyce: A Short Introduction*, (Massachusetts: Blackwell Publishing, 2002), 88-89.

⁴⁹ Seidel, *James Joyce: A Short Introduction*, 88.

⁵⁰ Seidel, *James Joyce: A Short Introduction*, 89.

⁵¹ Seidel, 89.

⁵² Seidel, 89.

⁵³ Joyce, *Ulysses*, 28.

The Odyssean call could not be more obvious. As Seidel argues, it is natural for Stephen to think of Buck Mulligan as a “usurper” for demanding the key to the Martello Tower that they both share, yet at the same time, the word “usurper” is clearly an invocation of Telemachus’ plight, the son who has been burdened with the great responsibility of casting out his mother’s suitors, the “usurpers,” find Odysseus and restore the old order.⁵⁴ Thus, Seidel points out, the word “usurper” is part of the fourth-estate narrative which comments upon itself. We would also argue that the two meanings of “usurper” work concomitantly and are superposed. The meaningfulness of “usurper” is only attained in the simultaneity of these two events. Telemachus is preparing for his journey at the same time as Stephen hears the call from the sea and spots the brown head of the seal. As we know, Telemachus hears a story told by Menelaus of the slippery god of the sea, Proteus, who is also the protector of seals.⁵⁵ Such moments in *Ulysses* are not mere equivalences, but superpositions of the same event, in different forms. The mythopoetic particle is in two places or two states, at the same time. As Decklan Kiberd points out in his introduction to the Penguin edition of *Ulysses*, Joyce believed that “everything changed even as it remained itself,” and that it was “the differences [which] gave the repetitions point and purpose.”⁵⁶ More than a repetition, the Odyssean epic is a fictional “particle” which casts itself in two places at once.

Another example of fourth-estate narration where there is a superposition between myth and modern story is in the sequence *Eumaeus* towards the end of the novel, when Leopold Bloom accompanies and keeps watch over Stephen Dedalus as they make their way through the city. The title of the sequence refers to the swineherd Eumaeus who is the first person on Ithaca to see Odysseus return. He does not recognize his master who is in disguise, but treats him to food and shelter. In a similar fashion, Leopold guides Stephen towards a cabman’s shelter and offers him food and drink. To Leopold, Stephen *is* wearing a disguise, because he will not reveal his feelings about his father, Simon Dedalus. In fact, the two men are only tenuously friendly, yet there is a sense of deeper kinship as

(...) they passed the main entrance of the Great Northern railway station, the starting point for Belfast, where of course all traffic was suspended at that late hour and passing the backdoor of the morgue (a not very enticing locality, not to say gruesome to a degree, more especially at night) (...). Between this point and the high at present unlit warehouses of Beresford place Stephen thought to think of Ibsen, associated with Baird’s the stonecutter’s in his mind somehow in Talbot place, first turning on the right, while the other who was acting as his *fidus Achates* inhaled with internal satisfaction the smell of James Rourke’s city bakery, situated quite close to where they were, the very palatable odour indeed of our daily bread, of all commodities of the public the primary and most indispensable (...)⁵⁷

The presence of the morgue in their travels harkens back to Odysseus’ descent into the underworld but also to the pig sty. As John Gordon argues, the many “waste dumps” in the *Eumaeus* sequence echo the “reeking pigkeeper’s hut in which Odysseus sleeps before claiming his kingdom.”⁵⁸ Gordon notes that such detours into unpleasantness are necessary for great men and kings in order to be humbled.⁵⁹ The “daily bread” invoked by Bloom, has a religious but also very corporeal reality; it is indispensable and it gives off a “palatable odour.” In that sense, both the dead and the bread remind us of things being eaten and consumed, of the cyclical nature of consumption and waste. Yet it is the phrase “fidus Achates” that draws

⁵⁴ Seidel, *James Joyce: A Short Introduction*, 89.

⁵⁵ Homer, *The Odyssey*, trans. Ian Johnson, (Virginia: Richer Resources Publication, 2007), 79.

⁵⁶ Decklan Kiberd, “Introduction”, *Ulysses*, (London: Penguin Books, 2000) xxviii.

⁵⁷ Joyce, *Ulysses*, 706.

⁵⁸ John Gordon, *Joyce and Reality: The Empirical Strikes Back*, (Syracuse: Syracuse University Press, 2004), 219.

⁵⁹ Gordon, *Joyce and Reality*, 219.

our attention, because it does not belong in the *Odyssey*. “Fidus Achates” translates as “faithful friend or companion”⁶⁰ and its origin is to be found in a latter epic, Virgil’s *Aeneid*. In the *Aeneid*, Achates is indeed the trustworthy companion of Aeneas and follows him throughout his adventures, yet Odysseus has no such companion. Though at times he may be surrounded by men or gods or witches, he is, at heart, a solitary traveler, which makes the inclusion of this particular phrase in *Ulysses* a repetition with a difference.

The allusion broadens the mythopoetic particle’s quantum state, since it superposes a second epic, the *Aeneid*, whose kinship and inspiration derives from the *Odyssey*. Stephen and Bloom stand in for the ‘son and father’, Telemachus and Odysseus, yet also the “faithful companions”, Aeneas and Achates. Stephen finds in Bloom a potential father that could replace the painful memory of Simon Dedalus, yet he ultimately rejects his paternalistic influence, preferring him as a friendly shadow, a “fidus Achates”. Thus, we see a mythopoetic “particle” existing across multiple states and creating complicated relationships between these states. It bears noting, also, that Odysseus is disguised during his meeting with Eumaeus, just as Aeneas and Achates resort to disguises as they travel. The mythopoetic particle may look “disguised” in its various states, yet it is one and the same.

Our discussion on quantum superposition concludes with Stephen Dedalus’ thoughts on perception and being in the sequence *Proteus*, a sequence named after the ever-changing and mutable sea god, Proteus. As he is walking down the beach, Stephen thinks about and experiences a heightening of the senses:

Stephen closed his eyes to hear his boots crush crackling wrack and shells. You are walking through it howsomever. I am, a stride at a time. A very short space of time through very short times of space. Five, six: the *nacheinander*. Exactly: and that is the ineluctable modality of the audible. Open your eyes. No. Jesus! If I fell over a cliff that beetles o’er his base, fell through the *nebeneinander* ineluctably. I am getting on nicely in the dark.⁶¹

Stephen experiments with closing his eyes and listening to the sound of his boots cracking shells on the beach. He notes that, since he is obliged to sense the world through hearing, the modality of perception is “five, six: the *nacheinander*”, whereas if he opened his eyes, he would fall through “the *nebeneinander*” again. What does this mean?

The German prepositions, “*nacheinander*” and “*nebeneinander*” express two ways of seeing and being. “*Nacheinander*” means “one after another,” or in a sequence, whereas “*nebeneinander*” means “one next to each other” or in complementarity. When Stephen closes his eyes, he hears the sequence of his footsteps, one after another (*nacheinander*), but when he opens his eyes, he sees everything next to each other, the full picture of the world in simultaneity (*nebeneinander*). As such, we could make the case that the “*nachenainder*,” which implies sequence and chronology, represents traveling in a traditional time/space continuum, whereas the “*nebeneinander*,” which implies simultaneity, represents breaking the time/space continuum. The modality of being “one next to each other” cancels chronology and brings all possible events together in superposition. What is interesting, then, in this paragraph is the fact that Stephen fears opening his eyes precisely because living in the world and witnessing it with his eyes is overwhelming. The ancient epic of the sea is right before him, and he and Telemachus are “one next to each other,” which is frightening to contemplate. The characters never become aware of their Odyssean existence, but they can feel the breaks in the time/space continuum, therefore, Stephen prefers the sound of his ordered footsteps in the dark (“I am getting on nicely in the dark”). He also remarks that he is traveling “a very short space of time

⁶⁰ “fidus Achates”, dictionary.com, last accessed April 17, 2020, <https://www.dictionary.com/browse/fidus-achates>

⁶¹ Joyce, *Ulysses*, 45.

through very short times of space,”⁶² a description which echoes the scientific discoveries of the time, particularly regarding the intrinsic connection between time and space. Yet it also portrays the character of Stephen as an unstable “particle,” existing across all possible states, at the same time.

As mentioned previously, *Ulysses* is a literary “wormhole” that encompasses everything and beyond. All the cardinal points in space and time are experienced together, all at once, in a single day. The novel plunges into the depth of matter, into the mysterious action of particles invisible to the human eye. One day in Dublin is equivalent to years at sea precisely because time and space are compressed into a simultaneous state of existing “one next to each other” (nebeneinander). The quantum perspective reveals that the modern story was always included in the epic, and the epic was always safely ensconced within the modern story. In other words, the *Odyssey* has always contained *Ulysses* and *Ulysses* has always contained the *Odyssey*. Such an atemporal symbiosis is also hinted at visually in Joyce’s notebooks on the novel. In his recently discovered “Eumaeus” notebook, Joyce imagined the novel in a different dimension, showing points of connection in the form of vertical crossings. As Joe Armstrong writes for the *The Irish Times*:

There are big crosses in blue and red crayon through large chunks of the text. Indeed, almost everything in the draft has a cross or a line through it, although few of the lines are horizontal. That was Joyce’s way of checking everything was copied into a later draft. The effect of the crossings-out and the use of different crayons renders the appearance of the draft beautiful.⁶³

The draft’s vertical crossings break the three-dimensionality of the paper, just as *Ulysses* breaks the three-dimensional paper-world of its characters.

Conclusions

In our incursion into Virginia Woolf’s *Mrs. Dalloway* and James Joyce’s *Ulysses* we have attempted to show that the one-day novel’s structure allows for the observation of the hidden rhythms of science, art, literature, and the human psyche, not as separate aspects of life, but as contrapuntal, reciprocal and simultaneous threads of the same whole. In these works, the great leaps within and entanglements between the inner and outer world reveal that the modernist outlook did not attempt to divide, but rather to merge these worlds and examine deeper connections between them. Science and literature follow similar patterns of thought and experiment, just as quantum particles and epiphanic moments behave in the same way. There is a great communication between all of these fields of study, precisely because human life in these novels is a compound of everything we know and everything we do *not* know about ourselves.

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⁶² Joyce, *Ulysses*, 45.

⁶³ Joe Armstrong, “Joyce’s notebooks may alter the way we look at Ulysses”, *The Irish Times*, June 29, 2001, <https://www.irishtimes.com/business/joyce-s-notebook-may-alter-the-way-we-look-at-ulysses-1.315538>

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**EFFECTS AND IMPACTS OF THE BILATERAL DEVELOPMENT
COOPERATION BETWEEN THE REPUBLIC OF N. MACEDONIA AND
REPUBLIC OF SLOVENIA**

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1. Introduction

As part of its bilateral development cooperation, the Government of the Republic of Slovenia allots an annual budget for supporting the achievement of the development goals of the Republic of N.Macedonia. This mainly means support for the EU integration process and Government's agenda related to overall reform processes. Pursuant to the Resolution on International Development Cooperation of the Republic of Slovenia until 2015, the Republic of N.Macedonia was one of the highest geographical priorities of the Slovenian development cooperation. This was further corroborated by the fact that the Republics of N.Macedonia and Montenegro were the only countries with which the Republic of Slovenia has developed programme – based cooperation for several years, as contrasted with the project cooperation it has established with the remaining beneficiary states. The development cooperation between the Republic of N. Macedonia and the Republic of Slovenia is regulated by the Development Cooperation Agreement of 2004. The objective of the development cooperation regulated with this agreement is through the development cooperation, Republic of Slovenia to contribute to European aspiration and orientation of the Republic of N.Macedonia, with the aim to bring the Republic of N.Macedonia closer to the membership of the EU¹. This objective is to be contributed to through development cooperation in the areas defined with the Agreement:

- Sustainable economic development
- Basic social services
- Good governance
- Social security
- Environmental protection
- Research/knowledge development

As agreed in this Agreement the programmes and projects of development cooperation on the basis of the Agreement will be in compliance with the long-term programme of international development cooperation of the Republic of Slovenia and shall be agreed by both sides within the Joint Committee. The Joint Committee is composed of relevant government representatives, two per country, which is envisaged as main responsible body for proposal and adoption of priorities, programmes and projects of international development cooperation, as well as for monitoring of the implementation of the programmes and projects.²

Pursuant to this Agreement, the two countries conclude special Memoranda of Cooperation in order to implement the agreed-upon projects and programmes. The first Memorandum was

¹ Agreement on Development Cooperation between the Government of the Republic of N.Macedonia and the Government of the Republic of Slovenia, ratified by the Macedonian Parliament on 10.06.2005, Skopje

² The last meeting of the Joint Committee was held on 03.10.2012 in Ljubljana, Republic of Slovenia when the plans until 2015 were discussed

signed on 13 May 2011 and it provided financial resources amounting to 1,204,000 EUR from the development budget of Slovenia for supporting projects in the Republic of N. Macedonia. A pertinent example of a successfully implemented project within the 2011 Memorandum is the project “Construction of a modular elementary and secondary education school in the Municipality of Ilinden”. To this end, grants amounting to 500,000 EUR were provided. The implementation of this project has resulted in the construction of a new modular school with a maximum capacity of 420 students. It is an environmentally friendly and highly energy-efficient facility, the energy efficiency of which was achieved by installing a central heating and air conditioning system with geothermal heat pumps and by using renewable energy sources. The construction of the school began on 23 October 2011 and was terminated within eight months, on 27 June 2012. Among else, the construction of the school has created conditions for introducing secondary education in the Municipality of Ilinden. The project of a regional character related to the establishment of regional planning and a GIS system in the municipalities of the East Planning Region is also worth mentioning. The East Planning Region comprises 11 municipalities and represents 14% of the total area of the Republic of N.Macedonia. The implementation of this project provided not only planning documentation, but also cadastre infrastructure, which previously was neither established nor digitalised. The East Planning Region had the opportunity to use the invaluable experience of the Republic of Slovenia in this area and, by implementing the GIS system, to establish a solid basis for the sustainable economic and social development of its municipalities. This project was implemented with grants amounting to 120.000 EUR from Slovenia. This good practice, which testifies to the excellent cooperation between the two Governments, was repeated on 3 July 2012, when the second Memorandum of this type was signed. The 2012 Memorandum provided resources in amount of 552.107 EUR for supporting development and technical assistance projects in Republic of N. Macedonia. Part of these funds was allocated for completing the financial structure of the project “Construction of a drinking water treatment plant in the Municipality of Probishtip”. This project contributed to the improvement of the quality of life for the population of the Municipality of Probishtip by providing clean and high-quality drinking water for over 16,000 people. Taking into consideration the fact that some of its financial resources have been provided by a favourable YEN loan from the Japanese Organization for International Cooperation, this project may be cited as an apt example of cooperation between various donors for the purpose of achieving the goals of a large investment project. The construction of a drinking water treatment plant in the Municipality of Probishtip is a part of a larger capital project of our country – the construction of the Zletovica Hydro-System. Its implementation is multi-purpose directed to the following basic needs:

- Water supply for the inhabitants and water for the industry in the Municipalities of Kratovo, Probishtip, Stip, Karbinici, Sveti Nikole and Lozovo;
- Irrigation of 3 100 ha of agricultural area;
- Production of electrical energy;
- Maintaining the biological minimum of the Zletovica River;
- Decreasing the possibility of floods and
- Keeping the outflow in the accumulation space.

The Republic of Slovenia, by supporting the project in Probishtip, has become one of the partners contributing to the implementation of the overall Zletovica Hydro-System Project. The rest of the funds allocated for development projects in 2012 were earmarked for finalisation of the on-going GIS project in the East Planning Region. In addition to supporting socio-economic development and the protection of the environment, the Republic of Slovenia actively supports the reform process of N.Macedonia, which is an integral part of its European perspective. In this respect, the Republic of Slovenia provides technical support for strengthening the administrative capacities in the area of the European integration and the legislative

harmonisation of the Republic of N.Macedonia with the European Union, as well as the implementation thereof, which is enabled by the close cooperation of the Macedonian institutions with their Slovenian counterparts. This type of support is achieved through consultations and exchange of experiences between the two countries, as well as through exchange of materials, study visits, seminars and workshops. These activities are an exceptional opportunity for Macedonian administrative workers to put to use the experiences of their colleagues in the Republic of Slovenia when they are faced with the challenges posed by the European integration process. This technical cooperation provides numerous successful examples of collaboration and exchange of experiences within separate chapters of the European legislation, such as the following:

- The introduction and implementation of internal financial control legislation and responsibilities of the Finance Units;
- Planning and implementation of the budget, responsibilities and risks in the budget planning;
- System for controlling the movement of excise goods;
- Introduction of legislation on excise goods and practical implementation experience in Slovenia;
- Career planning system, methods of evaluation, improvement and training of customs officers;
- Technical assistance in consular affairs (practical experience in the operation of the Central Visa Centre and the SIRENE National Bureau in Slovenia), and many others.

Furthermore, numerous regional projects have been realized that included the non-governmental sector, activities of the implementing organizations of the Republic of Slovenia, as well as scholarships for education of Macedonian students at the universities in the Republic of Slovenia. As a successful cooperation of this kind is the cooperation of the Centre for European Perspective with the Macedonian Customs Administration, which continuously transfers its experiences to the Customs Administration in the area of work of the border authorities, in accordance with the EU regulations. Moreover, within the excellent cooperation between the Centre for Excellence in Finance and the Ministry of Finance in the area of public accountancy, trainings for certification of accountants in the public sector were implemented during several years where the participants were able to obtain certificate for accountant in the public finances after taking the final exam. In 2012 the donor announced programme planning for the upcoming period, i.e. for 2013-2015. As from N.Macedonia it was well accepted, since it was expected that it will contribute to timely and targeted planning of development funds, and at the same time, timely planning of national funds as co-funding of the activities, since the projects would be well in advance known. Important aspect of the planning of the support is the principles of identification and selection of the priority projects for proposal to the donor. In this process the Government (i.e. SEA) takes in consideration the following key criteria:

- The maturity of the project and the preparedness for a quick start of the implementation (depending on the time dynamics of the programme);
- Closed financial construction, i.e. ensured funds for co-funding by the beneficiary;
- Sustainability of the projects;
- Contribution towards balanced regional growth and protection of the environment, etc.
- Contribution the EU agenda

Importance of the Republic of Slovenia as a bilateral donor in the Republic of N.Macedonia was especially evident in the period 2010-2015, when many of the bilateral donors were in process of phasing – out from the country, already phased - out or were significantly decreasing the bilateral development funds for N. Macedonia. This period is marked as period of gradual phasing-out of substantial portion of the bilateral cooperation on one side and increase of the

European pre-accession funds on the other side. Whilst meeting the obligations for EU membership, it is of utmost importance that foreign assistance is directed towards specific sectors crucial for the country's development, with predetermined results. Therefore, the presence of Republic of Slovenia in N. Macedonia, as a donor and partner, was of substantial and crucial importance during this period

The Republic of Slovenia actively supports the European perspective of the Republic of N.Macedonia, its EU accession process and the adoption of EU standards and norms. The cooperation related to EU integration process is very important aspect of the bilateral cooperation with Slovenia, as a country which experience may be successfully transferred to N. Macedonia on a compatible way. This is the area on which special focus should be given in the period to come, as the Republic of Macedonia advances in the EU integration process. The Republic of Slovenia provides the Republic of N.Macedonia with technical assistance in the harmonisation of its national legislation with the European *acquis* and in its implementation. The Parties and their respective institutions cooperate closely with a view to accelerating the country's EU accession process and ensuring its effectiveness. Cooperation shall focus on the harmonisation of national legislation with the European *acquis*, with special emphasis on rural and regional development, the cohesion policy and structural instruments, financial and budget issues, statistics, taxes, entrepreneurial and industrial policies, customs, money laundering prevention, the judiciary, internal and consular affairs, elections, transport, the environment, health, food, veterinary medicine and plant protection, foreign affairs, and the fight against drugs.

Within the limits of its capabilities and at the request of the Government of the Republic of N. Macedonia, the Government of the Republic of Slovenia also provides technical assistance in other areas focused on the strengthening of the country's administrative capacities.

Technical assistance is provided mainly in the form of consultations and the exchange of experience among experts of the two Parties, the exchange of materials and expert opinions and the training of public officials through study visits, seminars and workshops.

2. Overview of financed projects in the Republic of N.Macedonia under the Agreement for development cooperation signed in 2004³

2007 - Allocation of 602.549 EUR ⁴	
2008 – Allocation of 1.071.932 EUR	
2009 – Allocation of 953.026 EUR	
2010 – Allocation of 740.000 EUR	
Project	Funds (EUR)
Third phase of the project for construction of waste water treatment plant in the municipality of GjorcePetrov	440.000
Preparation of a major mining project for opening, preparation and exploitation of coal from the locality "Mariovo"	190.000

³ This information is obtained from SEA, Ministry of Foreign affairs of Slovenia and signed MoU for 2011, 2012 and 2013-2015 between the two countries

⁴ The annual financial allocations of the development cooperation of Republic of Slovenia with the Republic of N. Macedonia in the period until 2011 were between 1-1.5 million EUR. These funds were not fully utilized during those years due to unclear procedures, absence of strictly defined percentage of national co-financing

Allocation of the development fund according to the Framework programme for international development cooperation and humanitarian assistance of the Republic of Slovenia for 2011-2012 and agreed with the MoU for 2011	
Development projects	
Project	Funds (EUR)
Construction of Modular school in the Municipality of Ilinden	500.000
Development of GIS in the East Planning Region, as a precondition for establishment of joint and sustainable development of the municipalities within the East Planning Region	120.000
Construction of water treatment plant for drinking water in the Municipality of Lozovo	291.950
Construction of waste water treatment plant in the Municipality of GjorcePetrov	135.000
Technical assistance related to EU integration process	150.000
Customs support through the Center for European Perspective	99.000
e-governance through the Centar for development of governance	20.000
NGO support	30.000
Support of micro-projects through the Embassy of the Republic of Slovenia in N. Macedonia(gender equality)	5.000
Total	1.204.000
MoU 2012	
Development projects	
Project	Funds (EUR)
Construction of a drinking water treatment plant in the Probištib Municipality	354,000
Establishment of conditions for sustainable development of the municipalities in the East Planning Region	35.000
Technical assistance related to EU integration	
Project	Funds (EUR)
Fight against organised crime involving drugs	3.380
Advancement of phytosanitary inspection, and preparation of handbooks and instructions on phytosanitary control	8.780
Groundwork for the establishment of a register of spatial units and economic public infrastructure	5.400
Technical assistance in early diagnosis of cancer (Breast Cancer Screening Programme "DORA")	5.000
Excise Movement and Control System (EMCS), a system for controlling the movement of excise goods	1.047
Capacity building in public sector accounting through the Center of Excellence in Finance	50.000
Creating a positive working environment to ensure a high level of professionalism and quality of work of	49.500

border authorities through the Centre for European Perspective	
NGO support (as other form of cooperation)	40.000
MoU 2013 - 2015	
Development projects	
The final stage of the construction and the start-up of a public waste water treatment plant in the GjorčePetrov Municipality	138.430
The construction and start-up of a public drinking water treatment plant in the Lozovo Municipality	291.956
The renovation of the drinking water treatment plant in the Štip Municipality	415.402
Technical assistance for support of the EU integration process	120.000
Implementation of the EU Acquis and the Schengen Acquis in the field of Police Cooperation	
Youth – Inter-Ethnic Tolerance and Sustainable Development through Sports and Ecology	
Meeting requirements within the scope of negotiations on Chapter 24 – Implementation of the EU acquis and the Schengen acquis in police cooperation	
Strengthening the Capacity of N. Macedonian Municipalities	
Improved Fight Against Smuggling and Illegal Immigration	
Centre for Excellence in Finance for a public accounting project in the amount of EUR	15.,000
Alignment with EU policies in the field of organised crime and serious forms of crime	
Other forms of cooperation	
Support for NGOs	85.000
through the United Nations Industrial Development Organization – UNIDO for development projects in tourism	220.000
Total	1.426.788
Implemented projects in 2016	
Training of Internal Auditors in Public Sector (TIAPS)	150.261 by Slovenia, 162.326 by USAID (US Challenge Fund)
Economic Empowerment of Women in the Vardar Region	80.000
Capacity – building for the effective prosecution of corruption	32.849
Preparation of revised feasibility study for establishment of E112	
Implemented projects in 2017/2018/2019	
Assistance with EU integration for N. Macedonia concerning Chapter 24 – Financial investigations	68.806
Equal power to women	105.000

The new Resolution on development cooperation and humanitarian assistance of the Republic of Slovenia was adopted by the Slovenian Parliament on 26.09.2017. This is a general legal document for the development cooperation of the Republic of Slovenia. This document recognizes the Western Balkan as a main priority for the Slovenian international development cooperation in the future period. The main areas of intervention will be:

- Promotion of peaceful and inclusive societies – good governance, equal opportunities, gender equality, quality education
- Dealing with the climate changes – sustainable management with the nature and with the energy resources

The model of implementation of the bilateral development cooperation between the Republic of N. Macedonia and the Republic of Slovenia for the period to come is something that needs to be additionally discussed among the relevant authorities. The transparency of the programming cycle and consultation with the relevant Government authorities must be strengthened in order national ownership to be preserved, as well effective, rational, and directed implementation of the programme to be ensured, aligned with the strategic priorities and needs of the country.

3. Brief Conclusions on the Bilateral Development Cooperation between the Republic of N.Macedonia and Republic of Slovenia

Based on the analysis of the development cooperation between the Republic of N.Macedonia and the Republic of Slovenia it is certain that the Republic of Slovenia has provided valuable assistance to the reform processes of the Republic of N.Macedonia, especially reforms related to EU integration process and harmonization of the national legislation with the *acquis*.

Republic of Slovenia is deemed as even more important partner of the Republic of N.Macedonia at this time when the date for start of the EU accession negotiations is expected. The experience of the Republic of Slovenia in this regards is very important for N.Macedonia and due to the historical connections this experience in the EU accession negotiations may be compatible and easily transferred to N.Macedonia.

Despite the amount⁵ of resources available for international development cooperation of Republic of Slovenia in Republic of N.Macedonia, Slovenia is considered to be an important donor in N. Macedonia as recipient country. The Macedonian counterparts find the implemented projects as very successful and important; they are especially satisfied with the efficiency of implementation and flexibility of Slovenian partners. An important added value of development assistance of Slovenia is also historical, linguistic, cultural and administrative proximity and relationship of the two countries, as well as responsiveness to local needs.

The key shortcomings of international development cooperation are systemic in nature. They include weaknesses in the areas of management, monitoring and evaluation, programme planning, and project selection. This is especially evident in the period until 2011. Improvements are achieved in the period 2011-2015, when the cooperation is implemented fully in accordance with the signed Agreement on development cooperation from 2004. During this time, the projects are selected in a more transparent manner, within the national mechanism for donor coordination of the Government of the Republic of N.Macedonia and agreed with the donor within the Joint Committee, the approved projects being part of the Memorandums of Understanding are predictable and provide necessary information on the donor activities

⁵ It is ungrateful to speak about big and small bilateral donors, it is more important the assistance to be efficiently and rationally used and directed to the real priorities

which are important for coordination of the foreign assistance and avoiding overlapping with other donors. The final beneficiaries may also well in advance plan their responsibilities in regards to the implementation since the assistance is predictable. At last, but not least the monitoring of the projects by both sides is easier.

In 2015 the Embassy and the CMSR announced more flexible and competition based implementation of this cooperation starting from 2016, meaning generally by-passing the procedures envisaged with the Agreement from 2004, like the Joint Committee, Memorandums of Understanding, etc. This model strengthens the role of the donor and its implementing agencies in the implementation of the cooperation against the recipient states's. This may lead to higher fragmentation of the cooperation and project based assistance which may not always contribute to the strategic goals of the Republic of N.Macedonia. The programme framework is herefore incomplete and not all projects and activities, despite their developmental orientation and foundation on local needs, contribute to common goals, nor do they create complementarity or follow a common vision of development cooperation of Slovenia in N.Macedonia. Public funds spent on co-financing development projects in N.Macedonia thus independently achieve desired results, but do not achieve optimum impact at the programme or strategy levels.⁶ The role of the Government of the Republic of N. Macedonia should be accordingly strengthened in the whole process of planning, implementation and monitoring of the development cooperation, and the Secretariat for the European Affairs as only national institution responsible for coordination of foreign assistance should remain the main national partner of the donor in the development cooperation, especially in the planning process.

The programme-based project selection procedure is the basis for achieving the overall objective of development cooperation. For projects approved by providers directly, the project assessment and selection processes may lead to fragmented assistance, unclear and, in several aspects, non-transparent procedures. The role of the SEA should be clear and respected throughout the whole programme cycle. The Secretariat for European Affairs has already invested significant effort into standardization of forms; however, this does not apply to all project funders. Both modes of selection – public tenders and direct project approvals – must thus be based on pre-defined conditions for participation, which include key selection criteria and tender rules. The Secretariat for European Affairs, as the custodian of the programme and its strategic documents, should be the competent authority in charge of final assessment and validation of all projects, irrespective of the chosen mode of selection.⁷

The selection criteria like level of inter-municipal or interregional participation, project sustainability, and minimal conditions for infrastructure projects (economic viability, impact on environment, maturity, feasibility, etc.) were basis on the selection process of SEA and the Government in 2011-2015 perspective. These criteria should remain as basis for future interventions and also strengthened with some cross – cutting objectives like human rights, gender equality, eradication of poverty, reduction of inequality, promotion of sustainable development in partner countries and environmental protection. Impact to the EU integration process/alignment with EU values should be seen as added value of the cooperation. Doing so can further enhance the long-term impact and added value of Slovenian development cooperation in N.Macedonia.⁸

⁶Similar to the findings in the Evaluation of Slovenia's development cooperation in Montenegro 2013-2016 – Summary of final report, available at http://www.mzz.gov.si/fileadmin/pageuploads/Zunanja_politika/ZDH/MRS/Evalvacije/2017_Crna_gora/Koncn_o_porocilo_MRS_RS_CG_ANG_Povzetek.pdf, visited on 16.02.2019

⁷ Ibid.

⁸Evaluation of Slovenia's development cooperation in Montenegro 2013-2016 – Summary of final report, available at

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AGRICULTURE AND NATURAL RESOURCES POLLUTION: BULGARIAN OUTLOOK

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Abstract

Bulgaria has a long term tradition in agriculture and the development of the sector is with high priorities for policy makers. The issues connected with scarcity of resources are reflection of intensive agriculture system and up to date this unfavorable practices should be solved. Agriculture is highly dependent on quality of the resources as soils, water and air. Furthermore, can be found reflection on the yields due to the Climate change. This article examines some statistical data and interpretations related to the impact of the pollution on agriculture, agriculture as pollutant and relation with the climate change. The first part presents basic theories showing the relationship between agriculture and some natural resources at the theoretical level, and the effect of their pollution. Based on the advances in theory, the main links between resources and pollutants have been identified.

The methodological part of the research involves the development of a specialized questionnaire that aims to assess the links between agriculture and its activities and the impact on natural resources. After summarizing the results and comparing them with statistics such as emission levels, contaminated lands and reservoirs, basic guidelines and recommendations are provided.

The results are part of scientific project DN 15/8 2017 Sustainable multifunctional rural areas: reconsidering agricultural models and systems with increased demands and limited resources funded by the Bulgarian research fund.

Key words: Bulgaria, pollution, climate change, agriculture, natural recourses

Relationship between agriculture and some natural resources at the theoretical level

Negative externalities related to agricultural production (such as air or water pollution) can reduce the quality of the environment and have a negative impact on the regional development. Management and technological practices in agriculture can lead to negative externalities such as soil degradation and surface water pollution, degradation of habitats, loss of biodiversity and higher level of greenhouse gas emissions. As a side effect of these factors can be found in lowering the quality of life of the population, the attractiveness of the area for new residents or visitors (OECD, 2010).

A number of researches address the specific impacts of agriculture on natural resources. Some of them present the relation between the agriculture and soil pollution (OECD, 2004)

(Kanianska, 2016) (Litterman et al, 2003) (Soane, Ouwerker, 1994). In the literature can be found studies where is examined the impact of the sector on climate change (IPCC, 2007) (Farauta et al, 2011) (Aluko et al, 2008) (Lenka et al, 2015) (Tubiello et al, 2013), others identify the risks to water resources from agricultural activities (Parris, 2011) (Wiebe, Gollehon, 2007) (Ivanov, 2015) (UNEP 2016). A number of researches present the negative effects on the air (Harizanova, 2015) (Mukherjee, 2017) (Szuba-Barańska, Mrówczyńska-Kamińska, 2016) and biodiversity (OECD, 2004) (Beringer, 2000) (Tilman et al, 2002), due to the agricultural activities. Agriculture has negative impact on the natural resources and on global environmental issues such as climate change, soil degradation, water pollution and loss of biodiversity. Increasing production must be considered in the context of growing scarcity of natural resources, including land, water and nutrients, such as waste and greenhouse gas emissions must be reduced (FAO, 2013). In this paper will be gathered theories concerning the most curtail resources affected by agriculture and the impact of polluted recourses on the agriculture.

One of the most important capital for agriculture is the land. In this point of view, is from higher importance to be revealed the related theories concerning soil pollution. The soil is subject of a number of degradation processes. Some of these processes are closely related to agriculture: erosion due to water, wind and tillage, compaction, reduction of organic soil carbon and soil biodiversity, salting and accumulation of exchanged sodium, and soil pollution (EC, 2009). Agricultural activities such as plowing slopes, removing vegetative soil, abandoning terraces, raising excessive numbers of livestock, mismanaging crops, and tamping down heavy machinery increase the erosion processes.

A serious threat to soil degradation is the erosion (including water erosion) that results from the land use, irrigation systems, the cultivation of the soil, which does not comply with its specific characteristics, the technology of crops cultivation, the application of unjustified crop rotations and anti-erosion measures.

Soiling is caused by repeated and prolonged pressure from heavy machinery or large livestock on wet terrains (Teoharov, 2015). Tamping reduces the porosity of the soil, which deprives the plant roots of sufficient air and water (Gerasimova et al, 2015). The roots penetrate the soil hardly and they could not absorb nutrients (Rousseva, 2015). Another consequence of the tamping is an increase in runoff from the surface water as it cannot be absorbed. This increases the risk of erosion and loss of nutrient topsoil.

The salinization of the soil is the result of irrigation with inappropriate irrigation systems, salt water from the seas and oceans, or the presence of saline sources. This process has a direct negative effect on soil biology and agricultural production.

The main pressure on soil biogenic resources comes from agriculture and in particular from the unbalanced use of fertilizers (OECD, 2004). The problem is anthropogenic acidification, which is found in intensive used soils with monoculture agriculture and unilateral unbalanced fertilization, especially with nitrogen fertilizers (Teoharov, 2015).

Water resource and water supply for irrigation is from significant importance for agriculture. The largest consumer of water is the agriculture: this sector accounts about 40% of the total annual amount of water used in Europe. Despite efficiency gains in the sector since the 1990s, agriculture will continue to be the largest consumer in the coming years, contributing to Europe's water scarcity.

Wastewater and industrial products not purified to the required state are a permanent source of contamination of water bodies with various toxic (Garzianova, 2011), and sometimes with radioactive substances. Domestic waters are a major source of organic pollution, wastewater and livestock products, as well as pesticides and fertilizers used in agriculture cause an increase in nitrite, nitrate, phosphate, ammonia, pathogen content micro-organisms, highly toxic pesticides and other water-degrading substances (Ignatova, 1992).

The agricultural activities are connected as well with the air pollution. Agricultural emissions, in particular methane and nitrous oxide, pose a risk to the environment through global warming and climate change (OECD, 2004). Many projects evaluate nitrogen management taking into account the full nitrogen cycle leading to quantifiable impacts on the reduction of harmful ammonia emissions from agriculture. Instruments developed from greenhouse gas metering projects can be expanded to include other pollutants such as ammonia. In this context, implemented projects under the LIFE program to address the challenges of ammonia emissions and its adoption by the farming community can help Member States put into operation ammonia codes by 2020.

In the long term, climate change affects agriculture through levels and changes in temperature and rainfall, which in turn puts pressure on adapting agricultural practices (OECD, 2004).

Modern pesticides are produced almost entirely from crude oil or natural gas. The total amount of energy input is the material used as feedstock and the direct energy resources (Lenka et al, 2015). The increase in emissions from agricultural activities is the result of the application of manure and mineral fertilizers. Globally, the use of synthetic fertilizers in agriculture has increased more than agricultural production, and emissions from the use of synthetic fertilizers have increased more than nine times from 1951 to 2010 (Tubiello et al, 2013).

The use of fossil fuels in agriculture results in the release of carbon dioxide. Non-traditional fuels that are sometimes used in the processing of agricultural products include scrap of rubber and biomass (Lenka et al, 2015)

Projects aimed at reducing the negative impact of agriculture on air quality have sustainable results, as they have created economically viable solutions to address the problems of agricultural communities and by actively engaging with farmers for the adoption of agricultural practices that improve air quality. Practices are connected with live demonstrations on farms, trainings and purposeful knowledge transfer.

Very often, air protection projects are related to the implementation of activities to reduce the negative impact of agriculture. The problems that need to be addressed through this type of project are directed to the production of black carbon from the incineration of agricultural waste, providing low-protein feeding strategies for livestock that help for the reduce of ammonia emissions, nitrogen management etc.

Agriculture is a sector that has impact not only on recourses, but as well on climate change, since it emits a significant share of greenhouse gas emissions, as agriculture emits 13.5% of global greenhouse gas emissions (IPCC, 2007). Agricultural production is entirely dependent on climatic conditions. Any climate change has both short-term and long-term consequences. Climate change is leading to increased risk and unpredictability for farmers due to warming and related to drought, changes in rainfall patterns and the increasing frequency of extreme weather events. (Kanianska, 2016).

Similarly, (Farauta et al, 2011) considers that climate change has contributed to the food price crisis and that its impact on agriculture in developing countries is expected to get more serious. Some researchers (Aluko et al, 2008) have argued that climate change has a significant impact on soil and traditional agricultural systems.

The carbon emissions associated with different soil cultivation practices are the result of the fuel used by agricultural machinery and the energy consumed in the production, transport and repair of the machinery (Lenka et al, 2015)

Agriculture includes two major sub sectors – livestock breeding and plant. Livestock has a direct and indirect impact on climate change through the emission of greenhouse gases such as carbon dioxide, methane and nitrous oxide.

Intensive animal husbandry is the cause of the release of methane and ammonia, which pollute the atmosphere. Large quantities of liquid manure are a major problem for modern livestock farms. The release of methane into the atmosphere associated with animal husbandry is considered to be a serious air pollutant. The negative effect of animal husbandry on air pollution is higher than that of crop production.

The use of fertilizers in agriculture and animal wastewater contribute significantly to the problems of eutrophication, leading to the depletion of oxygen in water (OECD, 2004). Water bodies and the wetlands could be polluted by the stock grazing through direct nutrient enrichment and bacterial contamination. Stock can also decrease soil stability. Stock near the areas with water could contribute large amounts of fecal matter directly to the catchment (ME, 2007). Stockbreeding and different types of agricultural enterprise as meat works, dairy factories, tanneries, stockyards discharge pollutants into the water catchments. Possible sources of organic pollutants are functioning slaughterhouses with sausage shops, pig farms and livestock complexes without sewage (Garzianova, 2011). EAOC notes that, despite the existence of technically and economically feasible measures, such as in the fields of agronomy, livestock or energy, they have not yet been adopted to the necessary scale and intensity to lead to a significant reduction in emissions (EAOC, 2017).

The other sub sector is plant sector, which influence on the levels of pollution on multiple ways. The technologies based on diesel and petrol fueled vehicles generate a wide range of pollutants (Honour et al, 2009). With rapidly growing mechanization of economical activities and lacking behind innovative fuels and technologies the plant sector is responsible for a big amount of emitted emission in the atmosphere as it was mentioned above in the findings. Related findings reveal the impact of climate change and investment on fruit crop development (Branzova & Ruscheva, 2019). The authors stress that the climate effect can have a positive and negative effect on the agriculture.

Methodology of the study

This article examines some statistical data and interpretations related to the impact of the pollution on agriculture, agriculture as pollutant and relation with the climate change. The first part presents basic theories showing the relationship between agriculture and some natural resources at the theoretical level, and the effect of their pollution. Based on the advances in theory, the main links between resources and pollutants have been identified. The methodological part of the research involves the development of a specialized questionnaire that aims to assess the links between agriculture and its activities and the impact on natural resources. The survey was held in 2019 and it includes the expertise of professionals related to agricultural and environmental related competences.

After summarizing the results and comparing them with statistics such as emission levels, contaminated lands and reservoirs, basic guidelines and recommendations are provided.

The results are part of scientific project DN 15/8 2017 Sustainable multifunctional rural areas: reconsidering agricultural models and systems with increased demands and limited resources funded by the Bulgarian research fund. The summarization of the study is visualized in methodological framework shown on figure 1.

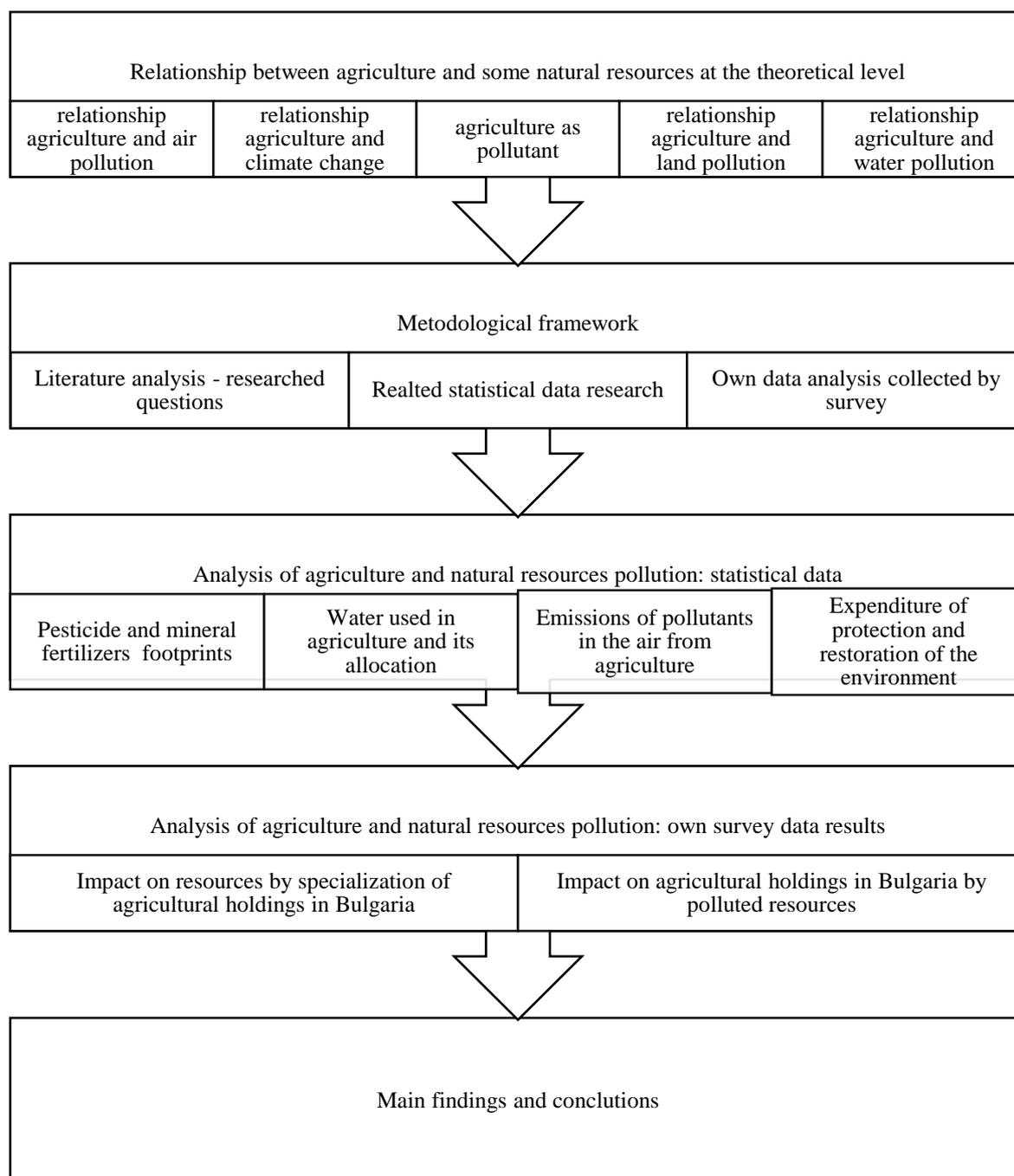
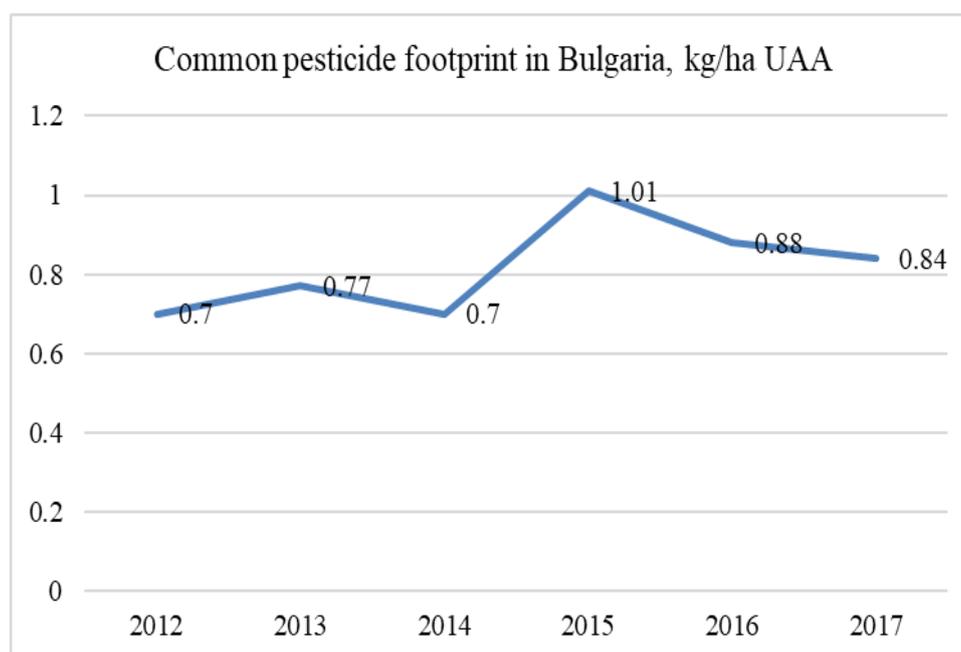


Figure 1 Methodological framework

Analysis of agriculture and natural resources pollution: Bulgarian outlook

Analysis of agriculture and natural resources pollution- statistical data

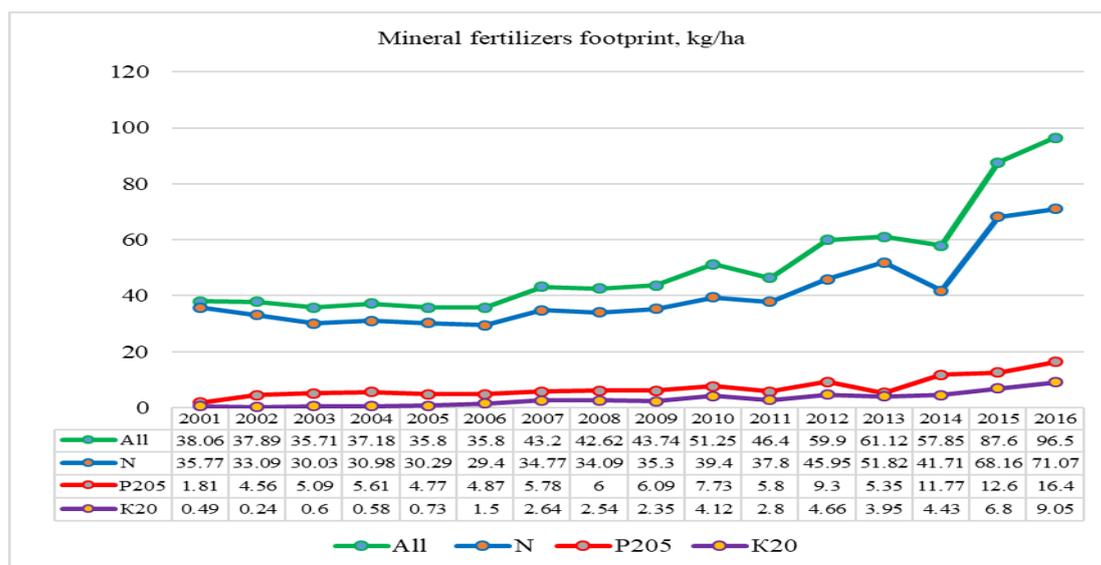
Pesticide footprint levels in Bulgaria increase until 2015, when is observed - the highest footprint - 1.01 kg / ha UAA (Figure 2). In 2012, pesticide use is 0.70 kg / ha, which places Bulgaria among the countries with the least quantity purchased pesticides in EU-28, a trend that continues till 2017, with an insignificant increase. Although the pesticide footprint has tended to decline since 2015, pesticide use levels from 2012 of 0.7 kg / ha have not been reached and the pesticide footprint is 0.84 kg / ha in 2017.



Source: NSI and EEA

Figure 2 Pesticide footprint, kg/ha UA

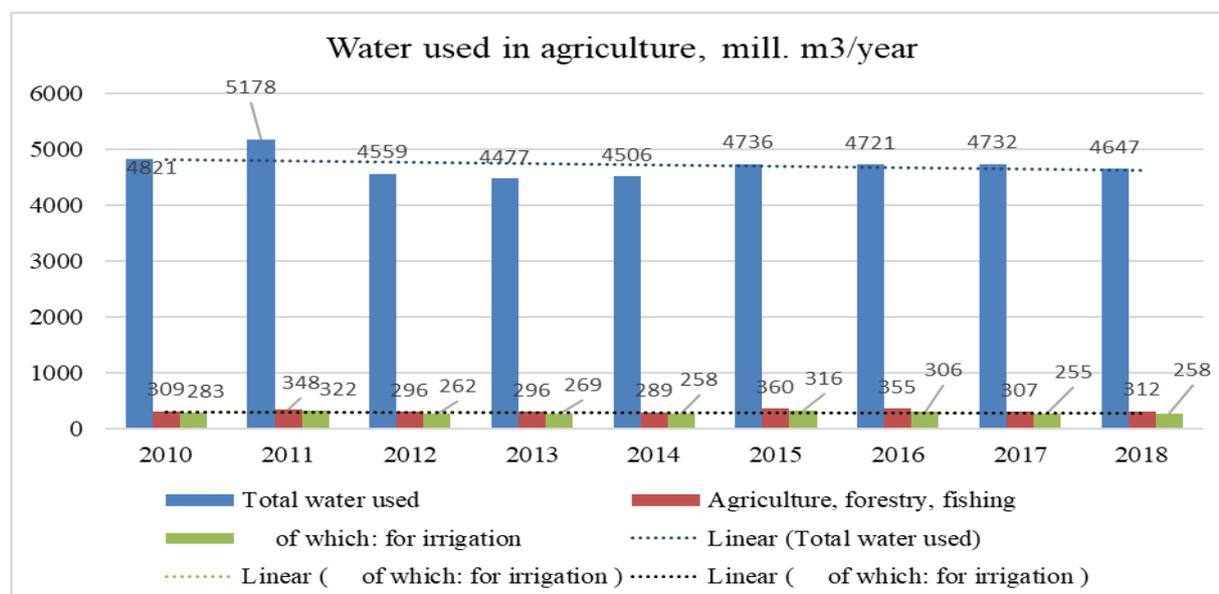
According to data from the Executive Agency for the Environment, the total amount of mineral fertilizers used in Bulgaria for the period 2007-2016 has increased by 54%. For the period 2001-2016, it increased by more than 2.5 times from 38.06 kg. /ha to 96.5 kg / ha. The usage of phosphorous fertilizers in the EU-28 decreased by 2% for the period 2008-2017 and for the same period the use in Bulgaria increased almost 3 times, compared to 2001 by more than 9 times. The amounts of nitrogen increase over 2 times and potassium fertilizers over 18 times (Figure 3).



Source: NSI and EEA

Figure 3 Mineral fertilizers footprint, kg/ha

In recent years, the highest water use is observed in 2011 (5178 million m³) and the lowest in 2013 (4477 million m³), (Figure 4). The decrease is mainly due to the water used for agriculture (by about 12% less than in 2013). For the period water used in agriculture varied from 289 mill m³ / year in 2014 to 360 mill m³ / year in 2015. Irrigation water ranges from 255 mill m³ / year in 2017 to 322 mill m³ / year in 2011.



Source: NSI and EEA

Figure 4 Water used in agriculture, mill m³ / year

The allocation of the share of used water from agriculture for the period 2010-2017 shows that it is in the range from 6.41 in 2010 till 7.59 in 2015 (table 1). The indicator increase from 2010 till 2015 and then there is a tendency for decrease, but the levels from 2010 have not been reached.

Table 1 Allocation of the share of used water from agriculture, %

Year	Share of water used in agriculture from the total water use
2010	6.41
2011	6.73
2012	6.49
2013	6.61
2014	6.42
2015	7.59
2016	7.52
2017	6.48
2018	6.71

Source: NSI and EEA

The quantities of emissions from the most pollutants from agriculture for the period 2011-2017 increase. Around 2 times increase nitrogen oxides. Carbon dioxide (CO₂), dinitrogen oxide (N₂O), ammonia (NH₃) are with increasing quantities. Insignificant is decrease of emissions non-methane volatile organic compounds and methane (Table 2).

Table 2 Emissions of pollutants in the air from agriculture (Tons)

Emissions	2011	2012	2013	2014	2015	2016	2017
Sulphur oxides	0	0	0	0	0	0	0

Nitrogen oxides	7938	9655	10584	13110	13911	14871	14270
Non-methane volatile organic compounds	12648	12252	12191	12313	12189	11979	11957
Methane	72711	70066	71678	72560	71526	70917	70164
Carbon oxide	23	25	26	25	26	25	24
Carbon dioxide	26283	31322	37209	30860	31269	35933	33423
Dinitrogen oxide	10945	11588	13048	14573	14822	16022	16017
Ammonia (NH ₃)	36300	37124	37927	41274	41932	42732	41533

Source: NSI

The allocation of the share of emissions of harmful substances from agriculture in 2017 shows that the agricultural sector emits more than 16% of nitrogen oxides and ammonia and over 15% of nitrogen oxides and dinitrogen oxide (Table 3). Agricultural emissions of sulfur oxides, carbon oxide and carbon dioxide are insignificant. The share of methane from agriculture is 9,92 %. According to EEA, microbial processes of nitrification and denitrification in agricultural soils produce nitrous oxide emissions. In 2017 this category generates 65,30 % of dinitrogen oxide emissions from agricultural sector. There is a decrease of 33,78% for this category from 1988 to 2017. The reasons are structural changes in agricultural holdings and decrease in arable land area.

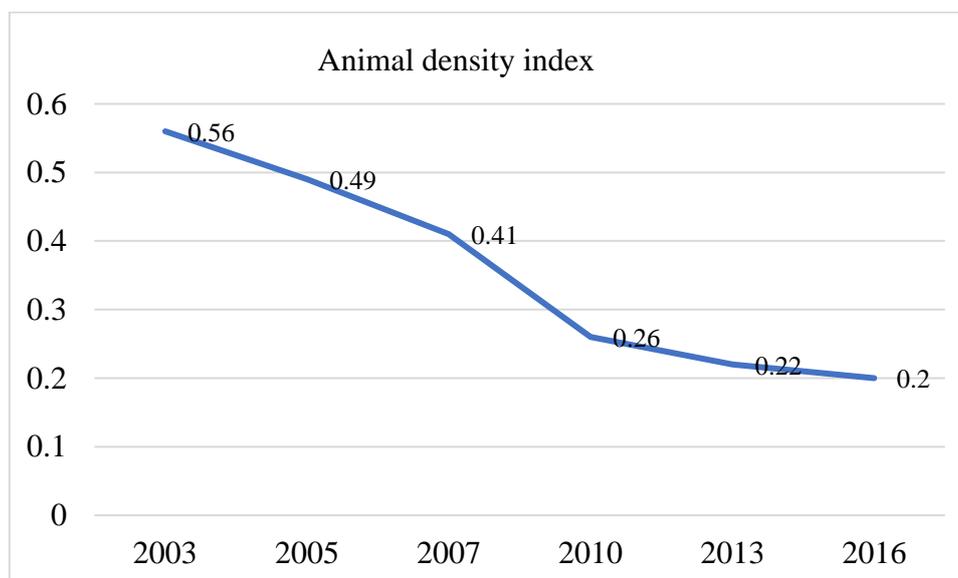
Table 3. Allocation of the share of emissions of harmful substances from agriculture in 2017, %

Emissions	2017
Sulphur oxides	0.00
Nitrogen oxides	15.81
Non-methane volatile organic compounds	16.61
Methane	9.92
Carbon oxide	0.01

Carbon dioxide	0.00
Dinitrogen oxide	15.81
Ammonia	16.61

Source: NSI and EEA

The animal density index is an important indicator that is used as a measure of agricultural intensification in animal husbandry. This includes the degree of pressure from the livestock on the environment that can have an impact on biodiversity, water quality, soil and landscape. The emission reductions in the sector for the period 1988-2017 are a direct consequence of the overall decline in the number of livestock. Animal density index is a decreasing indicator from 0.56 animal units per 1 hectare till 0.2 animal units per 1 hectare due to the decrease in the number of livestock (Figure 5).



Source: NSI

Figure 5 Animal density index, number of animal units per 1 hectare

Table 4 represents the expenditure for environmental services and the stress is given on Agriculture, Forestry and Fishing, Other activities. The information shows that more than 50% of total expenditure for collection and treatment of waste water and waste belongs to the studied sectors. 44.03 are used as expenditure for environmental services (for collection and treatment of waste water). The expenditure for environmental services for waste from agriculture are more than 54 %.

Table 4 Expenditure of protection and restoration of the environment in euro , 2018

Division	Expenditure for environmental services (for collection and treatment of waste water and waste)			
	Total expenditure for collection and treatment of waste water and waste	Expenditure for environmental services (for collection and treatment of waste water)	Expenditure for environmental services for waste	from which: annual municipal waste charge paid to municipalities
Expenditure for environmental services (for collection and treatment of waste water and waste) total for the country	177229	18179	159050	133986
Agriculture, Forestry and Fishing, Other activities	95062	8004	87059	80300
Share, %	177229	18179	159050	133986

Source: NSI and EEA

Analysis of agriculture and natural resources pollution- empirical data results

The following part of the paper represents results of empirical study by own research. The experts used for gathering the data had to evacuate the Impact on resources by specialization of agricultural holdings in Bulgaria. The stressed environmental recourses are soils, water, air and climate change. The gathered results are presented in table 5.

Table 5 Impact on resources in term of specialization of agricultural holdings in Bulgaria

Impact on resources by specialization of agricultural holdings in Bulgaria				
/1 low impact-5 high impact				
Holdings specialized in:/Resources	Soils	Water	Air	Climate change
Cereals, oilseeds and protein crops and Other arable crops	4.2	3.8	3.4	3.1
Vegetables, flowers and mushrooms	3.2	4.5	1.5	1.9

Vineyards	1.2	1.2	2.2	1
Orchards	2.3	2	3.1	1
Milk and meat cattle	4.3	4.1	2.5	3.9
Sheep, goats and other grazing livestock	3.4	3	3	2.2
Pigs, poultry and rabbits	4.5	4.6	3.2	2.5
Other crops and livestock	3	2.5	2.5	1

Source: own data and calculation

The data shows that all type of holding specializations are more or less harmful to the environment. Soils are mostly affected by stockbreeding - pigs, poultry and rabbits, followed by cattle breeding. The assessment is very close the maximum one, respective 4.5 and 4.3. On the third place as a polluter of the soils are all activities related with cropping - cereals, oilseeds and protein crops and other arable crops. The less impact on the soils are vineyards and orchards, where the impact is 1.2 and 2.3 from 5.

Water is other resource which is crucial for the agriculture, but it highly affected by agricultural activities. On first place the experts evaluate the pigs, poultry and rabbits (4.6) as a polluter, and on the second place are the producers of vegetables, flowers and mushrooms (4.5), and the third place is the cattle breeding. The less impact is observed by vineyards and orchards.

Air pollution is not so highly evaluated as the previous environment resources, but still the agricultural activities are having an impact on it. From the data of the table 5 is observed that the specialization related with produce of cereals, oilseeds and protein crops and Other arable crops are having the strongest negative impact on the air. Moderate to low impact of the quality if the air is almost all of the studied specializations.

Climate change is affected mostly by milk and meat cattle and cereals, oilseeds and protein crops, and other arable crops, where the assessment is 3.9 and 3.1. The other specializations are having low to moderate impact on the climate change by the opinion of the experts.

Other important issues are related to the polluted resources on the specializations in agriculture. Table 6 describe the given assessments by the experts related to effect of the resources on the different type of agricultural activities.

Table 6 Impact on agricultural holdings in Bulgaria by polluted resources

Impact on agricultural holdings in Bulgaria by polluted resources				
/1 low impact-5 high impact /				
Holdings specialized in:/Resources	Polluted Soils	Polluted Water	Polluted Air	Climate change
Cereals, oilseeds and protein crops and Other arable crop	4.8	3	2	3.8
Vegetables, flowers and mushrooms	4.9	4.8	3.5	4.2
Vineyards	4.6	2	1.5	4
Fruit trees	4.9	3	3	4.1
Milk and meat cattle	3	4.9	4.5	1.5
Sheep, goats and other grazing livestock	4.4	4.5	4	2.1
Pigs, poultry and rabbits	2	4	4.3	1
Other crops and livestock	4	4	4	3.5

Source: own data and calculation

All the specializations are highly depended on quality of the resources. The most of the assessments are from moderate high to very high. The most vulnerable specialization is related with the procurement of Vegetables, flowers and mushrooms, where is observed evaluations from 3.5 (polluted air) to 4.9 (polluted soil.). The crop specialization is very sensitive to climate change, waters and soils, and less sensitive to polluted air. The livestock specializations are less influenced by climate change and polluted soils, but highly affected by the polluted waters and soils.

Main conclusions

A connection between agricultural activities and pollution of natural resources is observed. The main conclusions and recommendations that could be made about the relation between agriculture and the natural resources are as follows:

- ✓ Land/soil pollution.

During the period 2012-2017 the pesticide footprint increase from 0.7 kg / ha to 0.84 kg / ha in 2017. The total amount of mineral fertilizers used in Bulgaria for the period 2007-2016 has increased by 54 %, the usage of phosphorous fertilizers for the period 2008-2017 in Bulgaria increased almost 3 times, the amounts of nitrogen increase over 2 times and potassium fertilizers over 18 times.

Soils are mostly affected by stockbreeding - pigs, poultry and rabbits, followed by cattle breeding.

To reduce soil degradation, different farming practices are possible. One of the ways to limit soil erosion and loss of nutrients, it is necessary to maintain the soil cover. The good state of soil cover can improve soil fertility and reduce the risk of erosion.

✓ Water pollution and water use.

For the period 2010-2018, the observed trends of water use is decreasing. The decrease is mainly due to the water used for agriculture. The allocation of the share of used water from agriculture for the period 2010-2017 increase.

Water is mostly affected by livestock breeding as pigs, poultry and rabbits, as well by the produce of vegetables, flowers and mushrooms.

In order to reduce water pollution, is necessary to develop policies which encouraging farmers to apply for good agricultural practices such as creating and maintaining buffer strips, creating run-off holding furrows in perennial crops and vines and planting crop strips as well as animal waste management.

Technologies and innovation are a driving force and an opportunity to reduce water pollution and the negative impact on agriculture;

Farmers may apply to mandatory practices as compliance with the national standards for good agricultural practices, Nitrate Directive requirements and to the voluntary mechanisms as erosion reduction activities, integrated pest management, irrigation water management, etc.

✓ Air pollution

The amount of the emissions from the most pollutants from agriculture for the period 2011-2017 increase. The highest level of pollutions from the sector is by methane, ammonia, carbon dioxide, and dinitrogen oxide. Animal density index is a decreasing indicator due to the decrease in the number of livestock. This lead to emission reductions in the sector for the period 1988-2017.

Produce of cereals, oilseeds and protein crops and other arable crops are having the strongest negative impact on the air quality.

✓ Climate change

Orchards and vineyards are the mostly influenced by the climate change. Livestock breeding is not high affected by climate change. Climate change is affected mostly by milk and meat cattle stockbreeding and produces as cereals, oilseeds and protein crops, and other arable crops.

Climate change mitigation can be achieved by improving manure management, improving manure storage, introducing low-carbon manure processing practices, for example composting, biogas processing under anaerobic conditions etc.

The main conclusion is that at this stage of development of Bulgarian agriculture, the impact on the natural resources is still significant, but in a collaboration with the applied policy and good practices used by the farmers this impact can decrease.

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PSYCHO-SOCIAL CHALLENGES OF THE CONTEMPORARY COUPLE

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THEORETICAL CONSIDERATIONS

The addressed topic is often encountered by psychologists in private practice, as more and more people seek career opportunities at a great distance from home.

A complex analysis on the psychological aspects involved in the dynamics of the conjugal dyad leads to the factors that affect the resilience of these couples with specific characteristics. A clear and objective view of the degree of their marriage's functionality helps partners cultivate the concept of "us" for a successful and lasting union.

In an individualized society, people have a multitude of options and the opportunity to choose their own life scenario. Instead of following a standardized model, life courses, including in the family, have become uncontrollable and chaotic and individuals can no longer resort to a solid, common set of meanings. They end by reflecting the trajectories of their life course to regain their sense of security. This phenomenon is called by Giddens "reflexive biography"¹.

The persistence of a relationship is felt on a psychological level like a commitment in which the following aspects are inventoried: satisfaction in the couple, perceived alternatives (attraction to available partners), and joint investments that may be lost if the relationship ends. These elements have an interdependent dynamic – higher marital satisfaction may diminish the importance of the other two.

The history of most couples has its sources in romantic love, which plays an important role in interpersonal attraction. Falling in love is dominated by intense emotions and sexual attraction. The spell of love makes the lovers play many roles on an unconscious level in their desire to be liked. The feeling of love breaks down barriers and the destinies of the two are intertwined in what will become the destiny of the couple.

Several factors contribute to selecting the life partner: social (age, origin and place of residence, socio-economic status, cultural development, and educational level), anthropological (partners' physical characteristics – the length of the limbs, the size of the pelvis, the shape and size of the head and sensory organs – nose, mouth, eyes, hair color), and psychological (intelligence, personality traits – cyclothymia, hypersensitivity, depressive tendencies, psychopathological traits; however, predominant is the likeness between partners.²

The basis of the choice has its roots in the life history of each partner and in the psycho-social factors that have marked its evolution, differing from one culture to another and from one historical period to another.³

In establishing modern conjugal partnerships, individuals, having equal positions, place intimacy, affection, and marital achievement to the forefront.

In the conjugal couple, the two partners interact on the principle of cooperation, rivalry, or confrontation in order to solve sexual-affective problems, make decisions, and establish plans and the direction of future actions. The marital interaction models are:

- The cooperative model is defined by a coordinated effort towards reaching a common goal, established by the two partners of the couple;

¹ Giddens, A. *Transformarea intimității: sexualitatea, dragostea și erotismul în societățile moderne* (2000)

² Enăchescu, C. *Tratat de psihosexologie* (2003).

³ Schützenberger, A. A. *Psihogenealogia: Vindecarea rănilor familiale* (2014).

- The competitive model is expressed by the rivalry between the couple's partners in order to achieve in some way a common purpose;
- The conflict model can be explained by mutual opposition and aggression in order to obtain a reward that can be affective, moral, or sexual or to obtain respect; the conflict may arise from an exaggerated exercise of sex-role components.

The factors that lead to a good interaction in the couple are: communication between partners; mutual tolerance, understanding and acceptance; constructive recombination of the positive elements of the psychological endowment with which each partner arrived in the couple in order to obtain a common model that will lead to the optimal functioning of the relationship.

The way partners adapt to the couple's relationship by continuously adjusting their behavior leads to an agreement between them. Marital adjustment takes place on an emotional-affective, sexual, and decision-making level and has as a consequence the achievement of the common goal in establishing the balance in the couple and reaching the common aspirations.

Couple adaptation is a psychological (emotional-affective and behavioral) continuum of coexistence with the chosen partner. In order to create a climate based on trust, partners offer each other safety and signs of affection. Partner trust leads to couple stability and is essential for the process of couple adaptation.

In psychology, consensus, displays of affection, satisfaction, dyadic adaptation, and marital interaction are concepts related to dyadic success. The way each member of the couple perceives the partner and the stability of the couple influences dyadic satisfaction.

The dyadic accommodation, seen as a daily psychological approach to living with a partner, might take forms from merger to autonomy, the process ending with the development of couple awareness.⁴ Stability in the couple, based on trust, stimulates the process of dyadic adaptation (partners offer each other gratifications).

The dynamics of marital adaptation involve overcoming the conflict by resolving the tensions early, by self-adjusting the behavior and offering concessions⁵ The dyadic adaptation⁶ can be analyzed from two different perspectives by a qualitative evaluation of the couple at a certain moment or as a process. The procedural perspective of dyadic adaptation involves a longitudinal study as opposed to a qualitative evaluation which assesses the quality of the relationship at the time of evaluation.

In psychology, consensus and dyadic adaptation have emerged as barometers in the analysis of couples' functioning. Halford and Markman suggest that the success of a marital dyad is strongly correlated with couple satisfaction and dyadic consensus⁷. These concepts, taken from DAS. - Dyadic Adjustment Scale⁸, refer to mutual agreement between partners on important aspects of the functioning of the marital relationship and consists of the high frequency of agreement between partners, which can be measured by the incidence of quarrels, discussions about separation or divorce, and of negative interactions⁹.

- (Dyadic Consensus) - represents the degree of understanding between the partners regarding the important factors in the relationship (money, religion, leisure, friends, household chores, management of the time spent together);

⁴ Gordon, C. L., Baucom, D. H. *Examining the individual within marriage: Personal strengths and relationship satisfaction* (2009).

⁵ Bumpass, L., L., & McLanahan, S. (1988). *Intergenerational consequences of family disrupting*

⁶ Spanier, G. B. *Assessing the strengths of the Dyadic Adjustment Scale* (1988).

⁷ Halford, W. K., & Markman, H. J. *Clinical handbook of marriage and couples intervention* (1997).

⁸ Spanier, G. B. *Measuring dyadic adjustment: New scales for assessing the quality of marriage and similar dyads* (1976).

⁹ Kurdek, L. A. *Dimensionality of the Dyadic Adjustment Scale: Evidence from heterosexual and homosexual couples* (1992).

- (Dyadic Satisfaction) - measures the level of tension in the relationship and the level at which the individual believes that the relationship has ended;
- (Affective Expression) - measures the satisfaction with the affective-sexual expression in the relationship;
- (Dyadic Cohesion) - assesses common interests and activities in the couple.

The deterioration of a romantic relationship between two partners through temptations from outside the couple leads to jealousy. The jealous person has to face the psychological reality of a rival.

The model proposed by Pfeiffer and Wong¹⁰ includes the underlying, irrational elements - in many cases, emotion follows the cognitive evaluation, but jealousy may appear as a conditional response to certain stimuli.

The authors of the multidimensional model of jealousy underline the paranoid concerns and suspicions about the partner's infidelity that need not necessarily follow the threat assessment, as it is possible for people to fantasize about the existence of potential rivals in the relationship. Jealous behaviors are conceptualized as the protective measures that a person takes when rivals are perceived in the relationship (real or imaginary). Protective strategies consist of a kind of intervention to check whether the intimacy between the partner and the rival takes place or not - the investigation actions could involve interrogation, verification, search of the partner's goods, and even the interposition between the partner and the rival if they are engaged in a conversation.

Pfeiffer and Wong believe that emotions and behaviors can occur simultaneously and these components can interact with each other. Each of the components of jealousy, in the model proposed by the two authors, can include both pathological and normal jealousy.

Normal jealousy can have both positive and negative consequences. A small dose of normal jealousy can lead to an improvement of the relationship between partners but also frequent experience of the normal feeling of jealousy as a result of repeated flirting of the partner can have negative consequences and can turn into pathological jealousy¹¹

Maintaining a healthy couple relationship is a constant and joint effort by both partners and involves adaptive strategies, communication, and dispute resolution. The persistence of a relationship feels psychologically as a commitment.

Although quantitative studies by Guldner and Swensen show that no significant differences were found between the commitment of partners in long-distance relationships compared to partners of couples who do not have problems due to geographical distance, in the case of long-distance relationships, trust is undermined by negative cognitions that lead to unpleasant feelings¹².

Trust in the relationship and implicitly in the partner refers to the expectations that a person has from their partner to behave benevolently and receptively. Numerous studies show that trust is very important for long-distance couples' partners¹³.

APPLIED STUDY

The main objective of the study is to investigate the important psychological aspects that define the couple relationship (dyadic adaptation, marital interaction, jealousy, trust in the relationship) in order to establish the relevant factors involved in couple dynamics, the

¹⁰Pfeiffer, S. M., & Wong, P. T. P. *Multidimensional jealousy* (1989).

¹¹ Mullen, P. E. *Jealousy and violence* (1995).

¹² Guldner, G., & Swensen, C. *Time spent together and relationship quality. Long-distance relationships as a test case* (1995).

¹³ Couch, L., & Jones, W. H. *Measuring levels of trust* (1997).

existence of actor-partner effects, and the existence of potential differences between couples with different characteristics (couples experiencing *Long Distance Relationships – LDR* and couples whose partners are not separated for work or study – *Close Distance Relationships – CR*).

The study involved 168 married couples (of which 62 couples were engaged in long-distance marital relationships). After explaining the purpose and objectives of the research and agreeing to participate in the study, participants were handed envelopes containing the research tools:

1. Dyadic Adjustment Scale (DAS) - Graham B. Spanier (Dyadic Consensus represents the degree of understanding between the partners regarding the important factors in the relationship (money, religion, leisure, friends, household chores, management of the time spent together); Dyadic Satisfaction measures the level of tension in the relationship and the level at which the individual believes that the relationship has ended; Affective Expression measures the satisfaction with the affective-sexual expression in the relationship; Dyadic Cohesion - assesses common interests and activities in the couple.
2. The Multidimensional Evaluation Scale of the Marital Interaction Style (SEMSIM), author Iolanda Mitrofan¹⁴;
3. Multidimensional Jealousy Scale - MJS (Susan M. Pfeiffer and Paul T.P. Wong);
4. Confidence (insecurity / security) in the relationship will be assessed by two questions (Likert scale 1 - 7: from 1 - strongly disagree, to 7 - strongly agree, to the first question; inverse score for the second question - by at 7 - strongly disagree, at 1 - strongly agree):
 - Do you think your relationship with your partner is stable?
 - Do you consider that your relationship with your partner will end in the future?

CR-type couples have a mean age of husbands $M = 41.35$ (minimum - 22 years, maximum - 7 years) and wives $M = 38.30$ (minimum - 21 years, maximum - 61 years). The mean age of husbands for LDR couples is $M = 39.26$ (minimum - 26, maximum - 63) and of wives is $M = 36.32$ (minimum - 21, maximum - 59). 32 couples are from rural areas, and the remaining 136 couples from urban areas.

The study variables are: Total Jealousy (Emotional Jealousy, Cognitive Jealousy, Behavioral Jealousy); Dyadic Adjustment; Dyadic Consensus; Dyadic Satisfaction; Affective Expression; Dyadic Cohesion; Duration of the relationship; Time gone; Frequency of communication; Demographic data.

The statistical procedures used in the data analysis were descriptive statistics (mean, standard deviation, flattening and asymmetry), correlations and comparisons between means using the t-Test for independent samples in order to find the differences between the two types of couples (CR-type couples - which do not experience long-distance relationships and LDR-type couples - who experience long-distance relationships), and the t-Test for paired samples to highlight differences between partners.

To study the actor-partner effect, the database was analyzed with the APIM-SEM application (Actor-Partner Interdependent Model, method of Structural Equations Modeling) which uses the lava program (Rosseel, 2012)¹⁵ after the model in figure IV.2, where $X1 / X2$ are independent variables, and $Y1 / Y2$ are dependent variables.

- $X1 \rightarrow Y1 / X2 \rightarrow Y2$ ($a1 / a2$ actor effect) represents the effect of the independent variable $X1$ for the first role (husband) on the own dependent variable $Y1$, respectively $X2$ (wife) on $Y2$ (wife).

¹⁴ Mitrofan, I. (1989). *Cuplul conjugal - armonie și dizarmonie*.

¹⁵ Kenny, D. A. (2015). *An interactive tool for the estimation and testing mediation in the actor-partner interdependence model using structural equation modeling*

- $X1 \rightarrow Y2 / X2 \rightarrow Y1$ ($p1 / p2$ partner effect) represents the effect of the independent variable $X1$ for the first role (husband) on the dependent variable $Y2$ for the second role (wife), respectively $X2$ (wife) on $Y1$ (husband).

Results and conclusions

To highlight the differences in the averages of the variables “total jealousy” (“cognitive jealousy”, “emotional jealousy” and “behavioral jealousy”) and “relationship trust” between LDR couples and CR couples, the SPSS t-Test for independent samples was used.

T Test Results show there is no differentiation CR vs LDR except Trust H/W – $tH(160.56) = -1.940$ ($p = .013 < .05$), $tW(148.51) = -1.150$ ($p = 0.030 < 0.05$); Emotional Jealousy H – $tH(154.90) = .360$ ($p = .005 < 0.05$) and Total Jealousy W – $tW(166) = .251$ ($p = 0.217 > 0.05$).

The study of the actor-partner effect of jealousy on dyadic satisfaction highlighted the existence of two patterns (Table 1):

1. For the influence of the independent variables "cognitive jealousy" and "behavioral jealousy" on the dependent variable "dyadic satisfaction" the actor effect and the partner effect for both roles are negative and statistically significant;
2. For the influence of the independent variables “emotional jealousy” and “total jealousy” on the dependent variable dyadic satisfaction ”the actor effect for the first role (husbands) and the partner effect for the second role (wives) are negative and statistically significant.

Suspicious cognitive scenarios are often put into practice, with partners trying to control the relationship through behaviors that alter the balance and the well-being felt at the couple level. The jealousy of the husband has an impact on his own marital satisfaction but it also affects the wife.

Relational conflicts based on the mismatch of the partners' perception of a problem or because of jealousy have implications on the dyadic satisfaction and on the confidence in the couple's future.

Table 1: The actor-partner effect of total jealousy - GT (cognitive jealousy - GC, emotional jealousy - GE, behavioral jealousy - GCo) on dyadic satisfaction - SD, for CR-type couples

Variabile		Efect	p	95% CI	β	r parțial
Gelozie cognitivă						
actor	GC1→SD1	-.355	.004	[-.597, -.113]	-.322	-.269
	GC2→SD2	-.314	.022	[-.633, -.049]	-.265	-.217
partener	GC2→SD1	-.266	.046	[-.526, -.005]	-.224	-.191
	GC1→SD2	-.255	.022	[-.255, -.526]	-.214	-.176
Gelozie emoțională						
actor	GE1→SD1	-.357	.008	[-.662, -.091]	-.273	-.248
	GE2→SD2	-.204	.193	[-.511, .103]	-.137	-.138
partener	GE2→SD1	-.205	.151	[-.486, .075]	-.149	-.125
	GE1→SD2	-.353	.017	[-.644, -.063]	-.250	-.226
Gelozie comportamentală						
actor	GCo1→SD1	-.327	.020	[-.603, -.052]	-.236	-.220

	GCo2→SD2	-.317	.039	[-.617, -.016]	-.202	-.197
partener	GCo2→SD1	-.361	.015	[-.652, -.070]	-.246	-.230
	GCo1→SD2	-.509	.000	[-.793, -.224]	-.343	-.322
Gelozie totală						
actor	GT1→SD1	-.317	.000	[-.428, -.206]	-.527	-.478
	GT2→SD2	-.013	.805	[-.112, .087]	-.023	-.024
partener	GT2→SD1	-.066	.896	[-.085, .098]	.012	.013
	GT1→SD2	-.323	.000	[-.444, -.202]	-.496	-.453

Table 2 The actor-partner effect of total jealousy - GT (cognitive jealousy - GC, emotional jealousy - GE, behavioral jealousy - GCo) on dyadic satisfaction - SD.

Variabile		Efect	p	95% CI	β	r parțial
Gelozie cognitivă						
actor	GC1→SD1	.007	.953	[-.214, .227]	.008	.008
	GC2→SD2	-.236	.111	[-.604, .078]	-.198	-.189
partener	GC2→SD1	-.240	.130	[-.535, .055]	.208	-.198
	GC1→SD2	.055	.674	[-.200, .309]	.005	.053
Gelozie emoțională						
Actor	GE1→SD1	-.008	.957	[-.311, .294]	-.007	-.007
	GE2→SD2	-.152	.519	[-.464, .159]	-.130	-.121
Partener	GE2→SD1	-.089	.337	[-.362, .183]	-.088	-.082
	GE1→SD2	-.050	.776	[-.396, .296]	-.038	-.036
Gelozie comportamentală						
Actor	GCo1→SD1	-.091	.611	[-.442, .260]	-.079	-.065
	GCo2→SD2	.006	.410	[-.421, .434]	.004	.004
Partener	GCo2→SD1	-.155	.978	[-.525, .021]	-.128	-.104
	GCo1→SD2	-.218	.292	[-.624, .188]	-.165	-.133

Gelozie totală						
Actor	GT1→SD1	-.031	.694	[-.187, .125]	-.057	-.050
	GT2→SD2	-.093	.215	[-.259, .073]	-.159	-.138
Partener	GT2→SD1	-.091	.272	[-.235, .053]	-.178	-.155
	GT1→SD2	-.039	.673	[-.1.98, 2.81]	-.061	-.054

The analysis of the actor-partner effect of jealousy on dyadic satisfaction shows that there is no statistically significant effect (actor or partner) for spouses. The partners of those who have left for a long time have a clear picture of what is happening at the husband's workplace, and jealousy, even if it exists, does not influence dyadic satisfaction (Table 2).

The study of the actor-partner effect of total jealousy (cognitive jealousy, emotional jealousy and behavioral jealousy) on relationship trust took into account 2 models: model 1 without covariates and model 2 with covariates (Table 3).

Table 3: The actor-partner effect of total jealousy on relationship trust for LDR-type couples (model 1 - without covariates and model 2 - with covariates)

Model	Variabile	Efect	p	95% CI	β	r parțial	
1	Actor	GT1→ÎR1	.027	.087	[-.004, .057]	.246	.213
		GT2→ÎR2	-.029	.099	[-.064, .006]	-.237	-.205
	Partener	GT2→ÎR1	-.023	.112	[-.051, .005]	-.228	-.198
		GT1→ÎR2	.008	.693	[-.030, .045]	.057	.050
2	Actor	GT1→ÎR1	.011	.430	[-.016, .038]	.100	.231
		GT2→ÎR2	-.010	.598	[-.046, .026]	-.078	-.205
	Partener	GT2→ÎR1	.006	.640	[-.020, .033]	.063	-.198
		GT1→ÎR2	-.001	.976	[-.037, .036]	-.004	.050
	Covariate: Interacțiune maritală, Timp plecat, Frecvența comunicării						
		IM→ÎR1	-.086	.245	[-.231, .059]		
		IM→ÎR2	-.234	.019	[-.429, -.039]		
		P→ÎR1	.075	.627	[-.228, .397]		
	P→ÎR2	.229	.272	[-.180, .637]			
	FC→ÎR1	1.330	.000	[.733, 1.927]			
	FC→ÎR2	.596	.146	[-.208, 1.400]			

The results revealed that there is no actor-partner effect for the two roles (husband / wife) in any of the proposed models without covariates and with covariates - "marital interaction",

“time away” and “frequency of communication”. Marital interaction has a strong negative effect for the second role and the frequency of communication has a positive effect for the first role. The time interval in which the spouse is away has no influence on the relationship trust.

LIMITATIONS AND GENERAL DISCUSSIONS

The dynamics of any type of couple is complex; the partners must face the internal and external challenges of daily life and unexpected life situations. The way in which the partners adapt to life together also depends on the individual particularities, on the personality of each one, aspects that were not taken into account by the present research. Participants' responses may be affected by the phenomenon of desirability.

The generalization of the results to other types of couples must be done with caution; the partners of the couples who were part of the research come from married couples, who have already made a long-term commitment.

The limitations of the research also come from the inhomogeneity of the situations in which the tests were administered. The partners of the participating couples did not complete the questionnaires during the same period of the cycle together / separated. In some couples both partners were at home, in others the test results were communicated by email and discussed with the partners when the couple reunited.

The first part analyzes theoretical aspects of couple dynamics (extending to LDR couples) that refer to the choice of partner, intimacy in the couple, marital interaction, marital roles and family functions, adaptation and dyadic satisfaction, the experience of jealousy.

Analysis of possible differences between CR-type and LDR-type couples in terms of total jealousy (cognitive jealousy, emotional jealousy, and behavioral jealousy) and marital interaction showed that there were no significant differences between the two types of couples except for emotional jealousy husband and total jealousy wife.

Important differences were also obtained for trust in the relationship: LDR-type couples have higher values in terms of trust — high levels of dyadic satisfaction lead to high levels of trust in the relationship.

The analysis of the partner effect of jealousy on dyadic satisfaction shows that there are differences between the two types of couples: while for LDR couples it was not possible to outline a model in which the actor-partner effect is valid, in CR type couples the actor-partner effects of cognitive jealousy and behavioral jealousy are statistically significant and strongly negative.

The results of the analysis of the actor-partner effect of total jealousy and its subscales on the relationship trust for the 2 proposed models, without covariates and with the covariates “marital interaction”, “time gone”, “frequency of communication”, revealed that there is no actor-partner effect for the two roles (husband / wife) in none of the models.

Maintaining a conjugal relationship at optimal standards involves many factors and is also a continuous process for the couple's partners. To these factors is added, in the case of couples experiencing long-term relationships, the stress of repeated separations. Cyclical adaptations and readjustments to life together and separated require additional effort. The husband's departure “leaves a gap” that the wife must “fill” by taking over part of the household chores and sometimes for couples with children, taking over part of the parental role of the father. When the husband returns, the process of negotiating household chores and parental roles begins, a difficult process in many situations, which requires a “buffer” period until the balance is re-established.

Understanding the partner, empathy, positive emotions, good communication and last but not least the realization of joint projects improve the couple's life.

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THE IMPACT OF GLOBALIZATION AND ECOLOGY ON TOURISM

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Abstract

The basis of the globalization process is to spread awareness of belonging to the global society and to realize that acculturation, enculturation and consumer ethnocentrism, however antagonistic and exclusive at first glance, can be gradual and even synchronized.

The natural (physical) environment is of general social interest and is a global concern for humanity. The natural environment in tourism is made up of the natural resources that tourism companies need as a basis for planning visits to certain destinations, and the dominant feature is the preservation of the environment. In this sense, many environmental issues are becoming increasingly important and sustainable development is becoming the basis for tourism development.

Therefore, countries that understand the importance of environmental performance and globalization are much more likely to promote tourism as an industry and achieve far better results than countries that do not pay enough attention to these issues. Starting from the above, the main purpose of the paper is to point out the importance of improving eco-efficiency and inclusion in the process of globalization in order to develop tourism. The paper uses methods of analysis based on the available relevant domestic and world literature and practices, as well as methods of induction, deduction, and synthesis. Based on the experience from the available literature, the initial hypothesis that tourism, viewed in the context of globalization, shows cause-effect relationships and interdependence was confirmed. On the one hand, tourism is a factor of economic and regional development and a major branch at the global level, and on the other hand, due to the increasing annulment and deletion of borders, it is one of the leading sectors in many national economies precisely because of the increase in the number of tourism trips in more remote areas and beyond the borders of nation states.

Keywords: globalization, ecology, tourism, development, natural environment.

Sažetak: Osnova procesa globalizacije je širenje svesti o pripadnosti globalnom društvu kao i shvatanje da akulturacija, enkulturacija i potrošački etnocentrizam, koliko god na prvi pogled delovali antagonistički i isključivi, ipak mogu da budu postepeni pa čak i sinhronizovani.

Prirodno (fizičko) okruženje je od opšteg društvenog interesa i predstavlja globalnu brigu čovečanstva. Prirodno okruženje u turizmu čine prirodni resursi koji su neophodni turističkim preduzećima kao osnov za planiranje poseta određenim destinacijama a čija je dominantna karakteristika: očuvanost ambijenta. U tom smislu, sve više na značaju dobijaju mnoga ekološka pitanja a održivi razvoj postaje baza za razvoj turizma.

Dakle, zemlje koje shvataju važnost ekoloških performansi ali i globalizacije, imaju mnogo veće šanse da unaprede turizam kao privrednu granu i postignu mnogo bolje rezultate od zemalja koje ovim pitanjima ne posvećuju dovoljno pažnje. Polazeći od navedenog, osnovna svrha rada je da ukaže na značaj unapređenja ekološke efikasnosti i uključenja u proces globalizacije u cilju razvoja turizma. U radu su za izvođenje zaključaka korišćene metode

analize na bazi raspoložive relevantne domaće i svetske literature i prakse, kao i metode indukcije, dedukcije i sinteze. Na bazi iskustava iz raspoložive literature potvrđena je i početna hipoteza da turizam, posmatran u kontekstu globalizacije, pokazuje uzročno-posledične relacije i međuzavisnost. Naime, s jedne strane, turizam predstavlja faktor ekonomskog i regionalnog razvoja i glavnu granu na globalnom nivou, a sa druge strane, zbog sve većeg anuliranja i brisanja granica, zauzima mesto jednog od vodećih sektora u mnogim nacionalnim ekonomijama upravo zbog porasta broja turističkih putovanja u udaljenija područja i van granica nacionalnih država.

Ključne reči: globalizacija, ekologija, turizam, razvoj, prirodno okruženje.

Faktori razvoja procesa globalizacije

Kako mnogi autori navode, (Ljajić, Meta, i Mladenović, 2016, 57). svet je postao “globalno selo”, u kome se preporučuje da čovek misli globalno, a deluje lokalno. Svet je postao globalno selo zahvaljujući ubrzanom razvoju telekomunikacija, (pre svega interneta), kao i pojeftinjenju transporta, ogromnim migracijama ljudi, ali i zahvaljujući i ukрупnjavanjima na teritorijalnom, tržišnom i ekonomskom planu. Kao posledica toga, informacije, roba, ljudi i kapital se neometano kreću. Različite kulture dolaze u dodir jedna sa drugom, deluju jedna na drugu, menjaju se i dopunjuju. Razvija se kosmopolitski identitet, multikulturalnost i tolerancija. Samim tim se sve češće nameću pojmovi: *akulturacija*, *enkulturacija* i *potrošački etnocentrizam*. Koliko god na prvi pogled ovi pojmovi delovali antagonistički i isključivi, ipak mogu da budu postepeni pa čak i sinhronizovani. Osnova procesa globalizacije je širenje svesti o pripadnosti globalnom društvu a samim tim i davanje sve većeg značaja relativizaciji, pa čak i brisanju granica.

Na afirmisanje globalizacije utiču i sve relevantne svetske i regionalne organizacije kao što su: Organizacija Ujedinjenih Nacija (OUN) i svi njeni organi, Svetska Banka (SB), Međunarodni Monetarni Fond (MMF), Svetska Trgovinska Organizacija (STO), Evropska Unija (EU) i njeni organi, kao i sve ostale politički i finansijski moćne svetske i regionalne organizacije i asocijacije. Sve ove organizacije i asocijacije su propisale i kodifikovale brojne globalizovane propise i pravila tržišnog i uopšte poslovnog ponašanja, koji se primenjuju i u poslovanju turističkih organizacija. (Milojević i Mikić, 2019, 80),

Pored ovih, koje imaju nemerljiv značaj za razvoj procesa globalizacije uopšte, treba navesti i neke organizacije koje su usmerene na razvoj procesa globalizacije u turizmu: Svetska turistička organizacija Ujedinjenih nacija (World Tourism Organization - UNWTO), agencija UN koja je zadužena za promociju odgovornog, održivog i univerzalno pristupačnog turizma. To je vodeća međunarodna organizacija u oblasti turizma koja promovise turizam kao pokretača ekonomskog rasta, inkluzivni razvoj i održivost životne sredine. Ona širom sveta nudi podršku sektoru u unapređenju znanja i turističke politike. UNWTO posvećuje veliku pažnju razvoju turizma u zemljama u razvoju (Chang, 2007, str.26-31). Veliki značaj ima i Svetski savet za turizam (World Travel&Tourism Council – WTTC). To je međunarodna organizacija koja ima za cilj da u saradnji sa vladama podigne svest o značaju razvoja turizma za jednu zemlju. (Isto, str.31-35).

Prema nekolicini autora: Perić (2005); Brdar, et al. (2015), globalizacija u turizmu ima određene karakteristike koje se mogu podeliti u nekoliko grupa:

1. Ekonomija

- Horizontalne i vertikalne integracije turističkih preduzeća;
- Strana ulaganja;
- Globalni turistički menadžment;
- Globalna konkurencija.

2. Tehnologija

- Globalni sistem za rezervacije;
- Standardizovana tehnologija u transportnim sistemima.

3. Kultura

- Svetski turista: uniformno ponašanje putnika;
- Stvaranje „svetskog turističkog sela“.

4. Ekologija

- Turizam kao „sindrom ekoloških problema“;
- Klimatske promene i njihov efekat na destinacije.

5. Politika

- Povišena značajnost međunarodnih turističkih organizacija;
- Neophodnost svetske koordinacije i regulacije protoka turista i dr.

Uticaj globalizacije na razvoj turizma

Kao što je u prethodnom delu rada već istaknuto, uporedo sa procesom globalizacije svetske ekonomije, dešava se i proces globalizacije turističke industrije (Brdar, 2015). Globalizacija se pokazala kao veoma važan faktor u rastu međunarodnog turizma na svetskom tržištu. Ono što je proces globalizacije doprineo u ekonomskom, političkom i kulturnom smislu, direktno se odrazilo na porast broja turističkih putovanja u udaljenija područja i van granica nacionalnih država. Globalizacija ima važnu ulogu u rastu međunarodnog turizma na svetskom tržištu. **Bitniji faktori globalizacije sa pozitivnim dejstvom na razvoj turizma** su:

- Ulaganja u infrastrukturu, kapacitete i formiranje turističkih proizvoda (ta ulaganja su najčešće stranog porekla),
- Razvoj brzih transportnih sredstava,
- Internacionalizacija standarda poslovanja,
- Savremeni uslovi tržišne ekonomije,
- Kompjuterska tehnologija (postala je osnovna pretpostavka globalizacije)
- Tehnološke inovacije posebno u komunikacionim tehnologijama (rezervacije i bukiranje),
- Globalne elektronske mreže specijalizovane za različite oblasti poslovanja.

Od faktora sa negativnim dejstvom se izdvajaju:

- Porast političkih neizvesnosti (koje će smanjivati obim putovanja).
- Porast terorizma (koji će usloviti pooštavanje sigurnosnih mera, viznih režima, kontrola na ulasku, a samim tim će i destimulativno delovati na preduzimanje putovanja).
- Razvoj epidemija, pandemija i sl. (u skorašnje vreme je baš izraženo, mada je bio i ranije „ptičiji grip“ i neki drugi virusi) što na duži vremenski period menja trendove u turizmu i, pre svega zbog rizika, zatvara granice, smanjuje razvoj međunarodnog turizma i uopšte deluje destimulativno na turizam.
- Tehničko tehnološke krize gde može biti ugrožena bezbednost.
- Ekonomske krize, pre svega finansijskog karaktera.

- Sociokulturne krize (sa izraženim neslaganjem između turista i domicilnog stanovništva).
- Krize u životnoj sredini i ekološke krize. Ove krize mogu biti podeljene u 3 kategorije: prirodne katastrofe, klimatske promene, zagađivanje i degradacija životne sredine od strane ljudskog faktora.

Ovi faktori mogu da se analiziraju i kroz *pozitivne i negativne posledice i rezultate globalizacije* (Nedeljković, Jovanović i Đokić, 2013, pa su tako neki od *najvažnijih pozitivnih*:

- Nagli porast potencijalne turističke potražnje za brojnim destinacijama, (što uslovljava da ceo svet postaje potencijalno odredište);
- Konkurencija između turističkih destinacija postaje sve jača pa destinacije međusobno konkurišu za dobijanje statusa globalnih atrakcija;
- Ekologija dobija na značaju kao faktor konkurentnosti i kao faktor razvoja ekoturizma itd.;

dok su neke od *glavnih negativnih* posledica globalizacije:

- Narušavanje životne sredine usled velikih migracija turista, (često se ograničava broj posetilaca).
- Promena kulturnih obrazaca i gubitak nacionalnog i kulturnog identiteta, (važno je shvatiti da akulturacija, enkulturacija i potrošački etnocentrizam, koliko god na prvi pogled delovali antagonistički i isključivi, ipak mogu da budu postepeni pa čak i sinhronizovani (prihvatanja globalnog uz očuvanje lokalnog).

Razvoj ekološkog turizma

Turizam se javlja u uzročno-posledičnom odnosu sa globalnim sindromom ekoloških problema. Sve brži i intenzivniji razvoj privrede na globalnom nivou izaziva visok i dosta zabrinjavajući stepen zagađenosti životne sredine. Dolazi do globalnog zagrevanja, otapanja, gubitka šuma i zelenih površina uopšte, nastanka ozonskih rupa... Razvoj turizma takođe dovodi do ovih posledica, odnosno predstavlja uzrok tome jer i on koristi prirodne i druge resurse. Upravo zato mora da pretrpi (kao posledicu toga čemu je i sam doprineo), promenu trenda u svom daljem razvoju. Veliki apsurd je da turizam nanosi štetu životnoj sredini a upravo zavisi od nivoa njenog kvaliteta i stepena njene očuvanosti. Ovo nameće kao jednu od alternativa **koncept održivog razvoja u turizmu, na globalnom nivou**. Nužnost globalne koordinacije i regulacije prometa putnika je sve češća, sve češće se turistički poslenici opredeljuju da ograniče broj posetioca po vremenskim jedinicama po skoro svim destinacijama **strategijom limitiranja klasičnog masovnog turizma**.

Još jedan apsurd na globalnom nivou je i činjenica ubrzanog planetarnog ekonomskog i socijalnog raslojavanja (masovne nezaposlenosti) i da se tražnja javlja upravo od strane bogatijih slojeva ka proizvodima koje nude siromašniji. Tehnološki i ekonomski slabije razvijene zemlje, a time i siromašnije, obično raspolažu boljim prirodnim okruženjem, prirodno očuvanim ambijentom. Okreću se ka seoskom turizmu, etno turizmu, eko - turizmu, pa time, uprkos globalizaciji i tendenciji „kloniranja“ uspevaju da sačuvaju i nešto od svojih folklornih kulturnih običaja a samim tim obogate ponudu turističkog proizvoda.

Zaštita fizičke okoline od štetnih uticaja povezanih sa proizvodnjom i marketingom proizvoda i usluga, od primarnog je značaja u današnjem društvu. Nekoliko ekoloških pitanja je od posebne važnosti. To su: upotreba sastojaka koji doprinose očuvanju životne sredine, korišćenje ambalaže koju je moguće reciklirati, zaštita ozonskog omotača, testiranje novih proizvoda na životinjama, zagađenje i očuvanje zaliha energije.[Jobber, D., & Fahy, J. (2006), str.31] .

U tom smislu, od značaj mogu biti sledeći faktori:

- neprestani monitoring prirodnog okruženja radi preventivnih akcija u slučaju njegovog narušavanja;
- edukacija svih starosnih struktura u populaciji o značaju, održanju i unapređenju kvaliteta prirodnog okruženja;
- preduzimanje odgovarajućih aktivnosti kako bi se unapredio kvalitet životne sredine (npr. prečišćavanje fabričkih otpadnih voda, ugrađivanje filtera na dimnjake i prevozna sredstva, poribljavanje rečnih ili jezerskih vodenih površina u kojima je došlo do narušavanja bio-diverziteta i sl).
- očuvanje kulturno–istorijskog nasleđa, antropogenih resursa koji su integrisani sa prirodnim ambijentom, a koji su predmet turističkih poseta, itd.(Cvijanović, 2016, str. 53-54 .

Korelacija između procsa globalizacije i razvoja turizma Srbije

Do skora je među stanovnicima Srbije bilo prihvaćeno i usvojeno mišljenje da se pod pojmom „međunarodni turizam“ podrazumeva „odlaženje“ na inostrane destinacije. U skorije vreme je taj pojam počeo da podrazumeva i dolazak stranih turista kod nas u Srbiju. Šta više, za većinu nas je turizam uopšte bio nešto što je povezano sa odlaskom u inostranstvo, a tek od skora to sve više postaje nešto što je vezano i za destinacije Srbije, čemu svedoči i tabela br. 1: **Noćenja domaćih i stranih turista po vrstama turističkih mesta.** Podaci su preuzeti iz Statističkih godišnjaka Republičkog zavoda za statistiku, za period 2017-2018.

Naime, prema podacima Republičkog zavoda za statistiku, u 2018. godini u Republici Srbiji boravilo je ukupno 3,430.522 turista, što je za 11% više u odnosu na 2017. godinu, od čega je domaćih bilo 1,720.008 (+ 8%) ili 50% od ukupnog broja gostiju, a inostranih 1,710.514 (+ 14%), odnosno 50% od ukupnog broja gostiju.

Tabela br. 1: Noćenja domaćih i stranih turista po vrstama turističkih mesta.

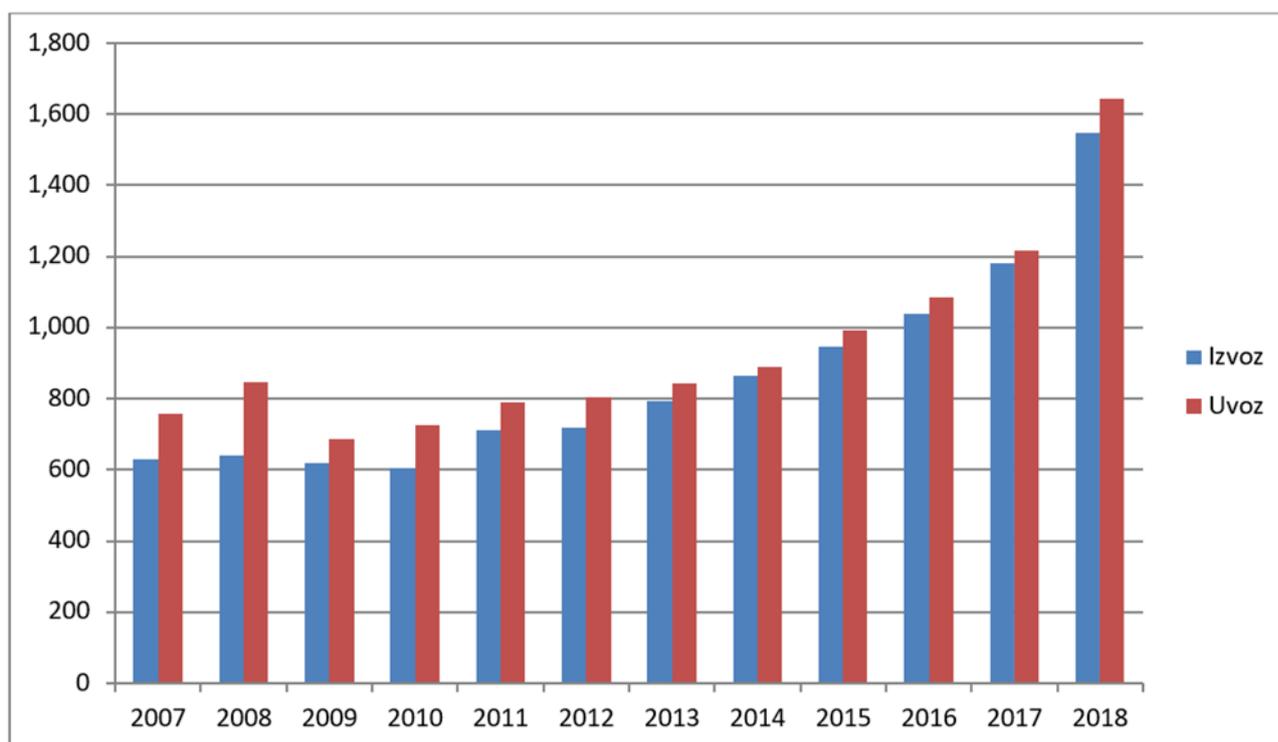
	Ukupno	% 2018/2017.	Domaći turisti	% 2018/2017.	Strani turisti	% 2018/2017.
Republika Srbija	3,430.522	+ 11 %	1,720.008	+ 8 %	1,710.514	+ 14 %
Beograd- gradska naselja	1,111.745	+12 %	173.297	+10 %	938.448	+ 12 %
NoviSad- gradska naselja	196.893	+ 10 %	67.368	+ 2 %	129.525	+ 15 %
Banjska mesta	596.884	+ 15 %	487.302	+14 %	109.582	+22 %
Planinska mesta	596.313	+ 7 %	474.464	+4 %	121.849	+20 %
Ostala turistička mesta	769.201	+ 9 %	437.061	+7 %	332.140	+ 12 %
Ostala mesta	159.486	+21 %	80.516	+ 13 %	78.970	+ 31 %

Izvor: www.stat.gov.rs; <https://talas.rs/2019/09/19/kako-ogroman-rast-turizma-utice-na-privredu-srbije/>

Prema podacima Narodne Banke Srbije (NBS) platni bilans u oblasti turizma nam je ujednačen, tj. prihod od stranih turista kod nas (knjiži se kao izvoz) otprilike je jednak rashodima domaćih turista u inostranstvu (knjiži se kao uvoz). Kao što je prikazano na grafikonu br. 1 Platni bilans turističkih usluga – uvoz i izvoz

Ipak, treba naglasiti da turizam (masovni dolazak) i u Srbiji, nema samo ekonomske, već i šire društvene koristi, pre svega komunikaciju ljudi sa pripadnicima drugih kultura i naroda, kao i razmenu ideja. Bez kontakta sa širim svetom, do čega kod nas ne dolazi u dovoljnoj meri jer mladi ljudi ne putuju koliko i njihovi vršnjaci iz EU, (prvenstveno usled manjih ekonomskih mogućnosti), nema kritičkog pogleda na naše društvo i na to koje su njegove dobre i loše osobine. Nema racionalnog osvrta i sagledavanja bilo kog fenomena koji je rasprostranjen i u svetu. Dolazi i do gubljenja onih tradicionalnih bazičnih kulturoloških odlika. Utiče na „stvaranje sličnog ukusa“ i „modnih klonova“. (Norman, R., (2001),56), čime utiče na veći obim robnog prometa na globalnom nivou.

Platni bilans turističkih usluga – uvoz i izvoz. Izvor: NBS.



Grafikon br. 1: Platni bilans turističkih usluga – uvoz i izvoz

Zaključak:

Sve više na značaju dobijaju mnoga ekološka pitanja a održivi razvoj postaje baza za razvoj turizma. Prirodno fizičko okruženje je od opšteg društvenog interesa i predstavlja globalnu brigu čovečanstva. Za svaku zemlju su to prirodni resursi koji su neophodni turističkim preduzećima kao osnov za planiranje poseta određenim destinacijama. Dakle, zemlje koje shvataju važnost ekoloških performansi ali i globalizacije, imaju mnogo veće šanse da

unaprede turizam kao privrednu granu i postignu mnogo bolje rezultate od zemalja koje ovim pitanjima ne posvećuju dovoljno pažnje. Izuzetno je važno poštovati komparativne prednosti i ne pokušavati sa konkurencijom zemljama koje su tehnološki naprednije. Tu treba ići na razvoj turizma i to onog „što zelenijeg“ uz širenje portfolija ponude organskom hranom, etno-konacima, folklornim i živopisnim tradicionalnim običajima i sl.

Sa druge strane, treba koristiti sve blagodeti globalizacije i formirati globalno turističko tržište. To je sad, zahvaljujući pre svega, savremenoj IT tehnologiji, moguće kroz globalne rezervacije, online prezentacija, kupovine i plaćanja. Javlja se „nova kategorija turista“: **globalni svetski turist** sa ujednačenim i kodeksiranim ponašanjem. Treba prihvatiti rastuću ulogu i značaj međunarodnih turističkih organizacija, nužnost globalne koordinacije. Potvrđena je i početna hipoteza da turizam, posmatran u kontekstu globalizacije, pokazuje uzročno-posledične relacije i međuzavisnost. Naime, s jedne strane, turizam predstavlja faktor ekonomskog i regionalnog razvoja i glavnu granu na globalnom nivou, a sa druge strane, zbog sve većeg anuliranja i brisanja granica, zauzima mesto jednog od vodećih sektora u mnogim nacionalnim ekonomijama upravo zbog porasta broja turističkih putovanja u udaljenija područja i van granica nacionalnih država.

Ideja vodilja treba da bude: „**Održivi razvoj kao kvalitet**“.

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CONSUMER BEHAVIOR AND ITS IMPACT ON THE ECONOMY

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Abstract

The aim of this paper is a theoretical discussion on the current state of a globally functioning society, one of whose main features is consumerism. The main interest of the work is to present and highlight possible negative impacts that are the result of a global society operating on the principle of consumption and in their connection with the impact on the economy. Consumption comes first. The consumer company has gone so far that the consumer does not need more or less his own money for consumption. At least not immediately. With consumer loans, while on the go, and all kinds of installment services, the bag literally tore apart. Consumer society can be understood both positively and negatively, given whom we are on. If we are on the side of producers, a consumer society means reducing costs by dissolving in mass production.

Key words: consumer behavior, consumption, economy, consumer society

Introduction

The economically strong environment, combined with a high degree of globalization, results in increasing product production, increasing consumption by customers, and increasing waste management problems. People are already buying to meet the necessary needs, but they buy because they enjoy it, the goods are cheap, there is enough, and because everyone is doing so. In the consumer society, people are beginning to lose inner values that they exchange for material ones. The goal of this paper is a theoretical discussion on the current state of a globally functioning society, one of whose main features is consumerism. The main interest of the paper is to present and highlight possible negative impacts that are the result of a global society operating on the principle of consumption and in their connection with the impact on the economy.

Consumer society can be understood both positively and negatively, given whom we are on. If we are on the side of producers, a consumer society means reducing costs by dissolving in mass production. Overproduction as well as over-consumption leads to higher profits. Business comes first. From the people's point of view, the consumer society brings the availability of any kind of goods and in any volume. This aspect is positive, but its accompanying phenomena are negative - debt growth, deteriorating health, and impending environmental disasters caused by large amounts of waste and pollutants in nature.

Consumer society

Consumer society defines, for example, the academic dictionary of foreign words, where we read that "consumer society is a type of modern industrial society in which decisive social functions are determined by consumption" (Petráčková, Kraus, 1998, 420). Giddens defines a consumer (or consumer) society as "a type of society that promotes the consumption

of mass-produced goods. In consumer societies, an ideology of consumerism is also emerging, based on the belief in the benefits of ever-increasing consumption ”(Giddens, 2013, 983). The consumer society is built on the principle of consumer greed and follows the logic: "the new is better". The consumer is constantly striving to improve all aspects of his life. The whole period of society of consumption, especially its last part, is accompanied by the pursuit of "better life" (Lipovetsky, 2007). Consumer Culture Theory (CCT) views consumption as a cultural phenomenon, and this is what distinguishes it from other consumer research (Cova et al., 2009 in: Bajde, 2014). However, it is not a single large theory, but rather a set of different theoretical approaches to the relationship between consumers and their consumer activities and consumer behavior in the market and culture.

Consumer behavior

Consumer behavior refers to buyers who are purchasing products for personal, family, or group use. Over time, marketers have turned to the work of behavioral scientists, philosophers, economists, social psychologists, and others to help them understand consumer behavior. As a result, there are many different theories and models used to explain why consumers act as they do. Consumer behavior is the study of how individuals, groups, and collective entities choose, purchase, utilize, and discard ideas, goods, or services to satisfy needs and wants. The relationship between the customer (also called the buyer) and the provider (the seller) forms through a phenomenon called a market exchange (Vysekalová, 2011). During the exchange process, each party assesses the relative trade-offs they must make to satisfy their respective needs and wants. On the part of the seller, the trade-offs are guided by company policies and objectives. The consumer is stimulated by stimuli (Stimulus Input Variable), which are based on the quality, price, individuality and availability of the product or service. Externally Variable as a family, belonging to a social class, time pressure, the financial situation affects shopping behavior as an influence of the social environment (environment). Finally, the consumer's behavior is expressed by a step-by-step process (Output - Variable) starting with attention (leading to attention), leading through purchasing intentions to the purchase itself (Vysekalová, 2011). When determining the behavior of the customer and the consumer, we must start from their personalities. Each person is unique and behaves differently in specific situations. But people have similar character traits, according to which we can assume their reactions at given moments. The features shown in the picture help us determine the type of personality.

Big 5 Trait	Definition
<i>Openness</i>	The tendency to appreciate new art, ideas, values, feelings, and behaviors.
<i>Conscientiousness</i>	The tendency to be careful, on-time for appointments, to follow rules, and to be hardworking.
<i>Extraversion</i>	The tendency to be talkative, sociable, and to enjoy others; the tendency to have a dominant style.
<i>Agreeableness</i>	The tendency to agree and go along with others rather than to assert one's own opinions and choices.
<i>Neuroticism</i>	The tendency to frequently experience negative emotions such as anger, worry, and sadness, as well as being interpersonally sensitive.

Figure 1. Example behaviors for those scoring low and high for the big 5 traits (Goldberg, 1990; McCrae & John, 1992; McCrae & Costa, 1987)

Traits are important and interesting because they describe stable patterns of behavior that persist for long periods of time (Caspi, Roberts, & Shiner, 2005). Importantly, these stable patterns can have broad-ranging consequences for many areas of consumer behavior (Roberts, Kuncel, Shiner, Caspi, & Goldberg, 2007). However, not only personal but also cultural traits affect the consumer and his behavior. When acting as cultural features, let us remember that it is mainly nationality, ethnic group, religion, family, education, profession, social class.

Marketing and its impact on the consumer

An understanding of the target audience's influences, psychological process, and the stages of a consumer's purchase decision process are critical to achieving organizational sales and marketing objectives. Consumer buying behaviour is affected by cultural, social, personal and psychological characteristics. Obviously, marketers cannot change or control these factors. However, they must be aware of them, in order to design their offerings in a way that is attractive from the viewpoint of these factors.

According to most marketing research, the consumer is a „black box“ for a marketer. Marketing as well as other stimuli enter the consumer's black box and create reactions. The whole process is presented in the model of consumer behavior, which is shown in the next figure:

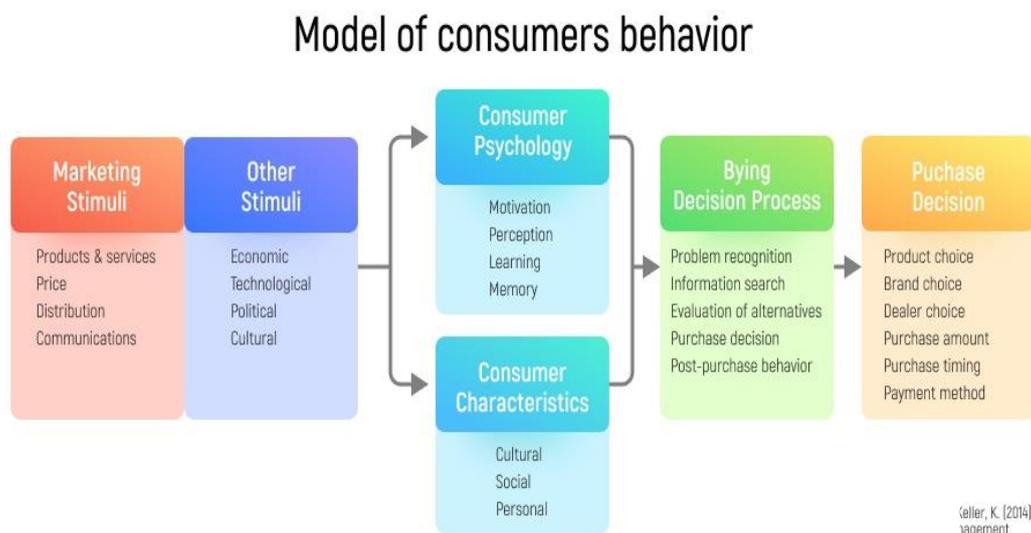


Figure 2 Model of consumer behavior (Kotler and Keller, 2014)

This model was created by Philip Kotler. Let's consider all parts of the consumers behavior model closer. Kotler (2014) identifies 2 types of stimuli: marketing and others. Marketing stimuli are products and services, price, distribution, communications. In other words, it's a marketing mix (4P). This is a group of incentives that marketers can directly manage. Therefore, you need to remember that all 4 components must be in balance. Other stimuli include economic, technological, political, and cultural factors. Unfortunately, it is quite difficult to influence these factors, and we can only take them into account. The black box he has split into 3 parts: consumer psychology, characteristics, and the buying process.

Consumer characteristics is a group of factors that affect the mindful behavior of the consumer. They change over time. This group includes:

- **Personal factors:** age, stage of the family life cycle, profession, income per family, lifestyle, etc.
- **Social factors:** membership groups, reference groups, family, social roles, and status.
- **Cultural factors:** culture, subculture, and social class. (Kotler, 2007)

Psychological factors are often hidden. Sometimes even customers themselves cannot analyze them. They include:

- **Motivation.** There are 3 groups of motives: rational, emotional, and irrational.
- **Perception.** This is the way we interpret information and analyze it.
- **Learning.** This is the previous experience and knowledge that affect customers' behavior.
- **Memory.** If customers have remembered your brand via advertising and they had a great experience, they will more likely make repeat purchases (Kotler, 2007).

Marketing as a tool of control enabling more effective influence of customers in their consumer decisions only supports "power structures in society", strengthens their already strong position and "serves elites" (Tadajewski, 2009). Furthermore, it might be appropriate to mention social or socially responsible marketing, where it is possible that it could be possible to use a marketing technique to eliminate possible and harmful societal phenomena (alcohol consumption, etc.) (Tadajewski, 2009). Frank's approach „limit attitude“ looks at the issue of marketing with new eyes. Frank further disputes the claim that the main motive for consumption in a consumer society is to satisfy the desires and needs created by marketing activities. He proves this by example with new, better housing. A person who buys a new and better house will be very happy for a while. But sooner or later, however, that new luxury will become commonplace. Another drawback is the possibility that someone in the neighborhood will build an even bigger and better house. Whether it becomes commonplace or the neighbor does better, both will stimulate consumers to want bigger and better (Kotler, 2007).

Frank attributes this to ostentatious consumption and the "keep up with the Joneses" syndrome. He concludes that the consumer society as a whole would be happier if it spent less on luxury goods, that is, if it chased less for money, which would mean a decrease in the need to spend long hours at work and an increase in time spent with family (Frank, 1999 in: Tadajewski, Brownlie, 2008, 193-194). Joseph Heath describes Frank's approach as a liberal critique of consumerism. Heath does not fall within the scope of Critical Marketing Studies, but nevertheless deals with the issue of consumer society, and in my opinion his conception of criticism is justified and relevant here, as it concisely deals with the topic outlined above. Heath does not see the problem of consumerism, unlike others, in manipulating the consumer in order to evoke a desire for something new (and unnecessary) (Heath, 2001). As an example, the situation with buying a new luxury car gives consumers less time spent on work to buy a better car, less weight than the amount of humiliation at the time the consumer's neighbor would buy the luxury car.

The aim of marketing is to meet and satisfy target customers' needs and wants. The field of consumer behavior studies how individuals, groups, and organizations select, buy, use, and dispose of goods, services, ideas, or experiences to satisfy their needs and desires. Understanding consumer behavior is never simple, because customers may say one thing but do another. They may not be in touch with their deeper motivations, and they may respond to influence and change their minds at the last minute till, all marketers can profit from understanding how and why consumers buy.

Consumer behavior and its impact on economy

A thriving and growing economy is only possible if people have enough money to spend. In order to achieve a sufficient amount of money for the economy to flourish, countries need to work harder, which in turn deprives them of the time they compensate by buying goods and holidays.

Currently, the consumer society has gone so far that even its own money is not enough for the consumers of its consumers. Today, there is an inexhaustible amount of various consumer loans, waiting loans and all sorts of other repayment services, which consumers very often use to satisfy their needs.

One way to understand how the economy affects consumer behavior is to look at economic cycles in terms of the nine basic business sectors of the economy. Obtain your marketing insight on what consumers are doing with their money by identifying which sectors are currently posting good earnings and stock price gains. Consumer money flows to different business sectors as the economy changes, and sector analysis gives a clue about what to expect next (Lisý et al., 2007, 396) When the economy is in recession, consumers conserve their money. They stop buying non-essentials and focus on saving money and getting out of debt. The business sectors favored at this time are consumer services companies, utilities and finance companies. The next move in the economy is recovery, so start marketing to consumers who are about to start buying and companies that are about to start increasing their manufacturing and marketing efforts. As the economy recovers, employment rises and consumers feel they have a little more money to spend. Favored sectors are consumer cyclicals, technology and industrials. Consumers and businesses at last feel they can safely spend money on purchases they have been putting off during the recession, so consumers buy new automobiles and clothes. *The expansion phase* is characterized by accelerating real GDP growth and GDP growth above potential output. If we talk about the impact of this phase of the economic cycle on consumer shopping behavior, it can be argued that the expansion increases the income of the population, which is a prerequisite for increasing consumer demand, especially for consumer durables. The *peak* is characterized by the highest level of real GDP, growth in demand, which is reflected in an increase in the price level, which is a sign of the onset of the recession (Lisý et al., 2007). The economic situation of a country determines the living standards of its inhabitants, their purchasing power, influences their social behavior and within it also shopping behavior. The country's economy and its tendencies can therefore be considered as a factor that affects the purchasing power of demand and the structure of consumption.

Conclusions

Consequences of a consumer society We can understand a consumer society in both a positive and a negative sense. It always depends on which side we are. If we are on the side of producers of certain products or services, then a consumer society can mean a reduction in costs for us due to dissolving in mass production. If producers are in overproduction and at the same time in overconsumption, this phenomenon will lead to increased profits. On the other hand, from the point of view of people as consumers, the consumer society brings the availability of any kind of goods, in any volume. I dare say that we can take this aspect in a positive sense, but its accompanying phenomena can be negative. Under these negative phenomena we can imagine for example: debt growth; deteriorating health of the population.; imminent environmental disasters (large amounts of waste and pollutants in nature). In short and simply, consumption comes first.

Consumption is an activity inherent in every person since the beginning of the world. In order to survive, we have to consume. However, in the last few decades, consumption has ceased to function only simply meeting the biological needs of humans. Consumption is extended by the consumption of a wide range of services, the consumption of freetime and fun. In today's society, which, under the influence of these changes, acquires the adjective consumer, goods and services become bearers of a certain significance. Through the selected type of consumption so we can express our attitude to life, present our interests, build our own identity, find your place in society. Concerning the nature of current consumption, Michael Featherstone (1991) states: „...social groups try to classify and organize their social conditions and use cultural goods as means of demarcation, as mediators of information which they set out against certain people borders and build bridges to others (Featherstone 1991, 63). But it's not just that consumption of a certain type and brand of goods, which connects us to some and separates us from others. This the consumer activity as such also has a characteristic. Consumption is a bridge and a border in itself - it is an important social act because it has become a means of social inclusion and exclusion in a consumer society.

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MOTIVATION AS A CONTEXTUAL CONCEPT AND ITS IMPACT ON LEARNING FRENCH AND ITALIAN AS A FOREIGN LANGUAGE

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Abstract

Motivation plays an important role in learning a foreign language. It is a decisive factor that affects the success and speed of second language acquisition. Much of the recent literature, as well as current theoretical paradigms on second language motivation, are based on research dealing with English language learning and teaching (Ushioda&Dörnyei, 2017). The reason for this is the dominant status of English which prevails in second language motivation research (Dörnyei& Al-Hoorie, 2017). Boo, Dörnyei and Ryan (2015) noted a remarkable increase in published studies in this area. They stated that from 2005 to 2014 most of the motivation studies (over 70%) were dedicated to analysing the English language learning process. Recent European studies have explored the impact of English on the motivation to learn other (EU) languages and the competition between English and these languages. Al-Hoorie (2017) points out the latest findings from researchers who have observed that the dynamics of the motivation to learn English can be quite different from that of learning languages other than English (LOTEs). Therefore, research focused on the motivation to learn other (EU) languages is particularly valuable and significant.

Research was carried out among secondary school students with the purpose to look into the motivation for learning French and Italian as foreign languages within the Croatian context. The aim of this research was to observe the student's motivation as a dynamic process arising from the interaction of various factors emerging from their school, family and social environment. Particular attention was paid to the following: the instrumental component of motivation, the impact of modern technologies on motivation and the cultural interest in the target language.

Key words: language learning motivation, LOTEs, French as a foreign language, Italian as a foreign language, language learning environment

Introduction

What is motivation? Motivation entails all factors that drive us toward a goal and is a result of interaction between an individual and the environment. Generally, motivation is a set of processes that are responsible for the intensity, direction, and persistence of pursuing one's goal (Rijavec, Miljković, Brdar, 2008). It is a complex process that involves language as a communication system of coding. It has its social dimension, but is also an integral part of one's identity embedded in their mental constructs. Motivation plays an important role in learning a foreign language. It is a crucial determinant that affects the success and speed of foreign language acquisition and is one of the most important components that has an effect on learning

outcomes (Mihaljević Djigunović, 1998). Additionally, if a person has well-defined goals for which he or she wants to learn a language, and a willingness to persevere in it and to work, then it results in a motivational basis that is indisputably crucial in language learning (Karlak, Šimić, 2016).

The self-determination theory distinguishes two basic types of motivation: intrinsic and extrinsic (Deci, Ryan, 2000: 55). Intrinsic motivation implies a sense of uneasiness, a need for achievement, self-concept, and aspirations (Mihaljević Djigunović 1998: 25), according to Schwartz 1972). Intrinsic motivation is a personal, internal urge to act in response to one's needs (e.g. curiosity). Since it originates within oneself, it is not particularly affected by the surroundings and therefore it lasts longer. We perform intrinsic activities because we love them and because they make us happy, they are an expression of positive emotions, hence additional external influence is not crucial for success. On the contrary, extrinsic motivation arises from the external stimuli and is driven by visible signs of appreciation or reward (Rijavec, Miljković, Brdar, 2008). An extrinsic motive can be a sociocultural influence placed upon an individual such as expectations of wider community or parents (Mihaljević Djigunović 1998: 25 according to Schwartz 1972). It must be pointed out that motivation can be acted upon, especially in a classroom setting. It can be stimulated, developed and enhanced; therefore, research on motivation has significant practical implications (Karlak, 2014: 19).

Motivation is not only a strength that emanates from the individual, but is a social construct that arises from interaction with other people. Motivation should therefore be viewed through a contextual concept. It implies the interaction between the personality traits and the context in which one lives and works (Mariani, 2011).

The fact that a person simultaneously belongs to different contexts significantly influences their identity in the process of foreign language acquisition (Mariani, 2011). Language is an instrument of human sociability: it is part of one's identity and the basis for establishing social communication. Learning a foreign language involves much more than merely adopting the rules or grammar; it acts upon the positive changes in self-esteem, the adoption of new social and cultural behaviours and modes of action, and thus significantly affects the social attributes of students (Karlak, Šimić, 2016). Mariani points out that people are motivated by a wide range of different, sometimes conflicting, reasons that are all useful for learning and that together make up one's individual motivational profile. Taking into account this complex motivational profile of each individual, the question that arises here is not how much something motivates us but what is it that motivates us (Mariani, 2011).

Dörnyei's (1994: 280) three-level framework of L2 motivation takes into consideration contextual influence on motivation. In his theoretical framework, he defined three components of motivation: "*language level* (Integrative Motivational Subsystem, Instrumental Motivational Subsystem), *learner level* (Need for Achievement, Self-Confidence: Language Use Anxiety, Perceived L2 Competence, Causal Attributions, Self-Efficacy), *learning situation level* (course-Specific Motivational Component: Interest, Relevance, Expectancy, Satisfaction; Teacher-Specific Motivational Components: Affiliative Drive, Authority Type Direct Socialization of Motivation (Modelling, Task Presentation, Feedback); Group-Specific Motivational Components: Goal-orientedness, Norm & Reward System, Group Cohesion, Classroom Goal Structure)". They simultaneously reflect the social, personal and educational dimensions of language. The *language level* represents the socio-cultural dimension of language, and refers to the affective, integrative, communicative, instrumental reasons for learning, the interest and desire to learn, the very status of a particular language in society, the trends in society, and the parental attitudes. The *learner level* represents a personal dimension, whereby the motivation that takes place within oneself comes to the fore. The *learning situation level* is the educational dimension of student's motivation that is part of the formal learning context – i.e. teachers, teaching methods, teaching materials, classroom atmosphere (Karlak,

Velki, 2015: 655). However, there is also out-of-class exposure to the target language, which in terms of learning situation is as important as the formal environment.

When foreign language learning is restricted to the classroom and out-of-class exposure to the language content in various informal settings is minimal, this will negatively affect the student's motivation (Ishikawa, 2009: 52). The aim of this research was to look at motivation as a process resulting from the interaction between various factors occurring in student's environment. Particular attention was paid to the instrumental component of motivation, the impact of modern technologies on motivation and the cultural interest in target language. Against this background, it is crucial to maintain contact with the target language and culture, which was also analysed in this research.

Due to the globalization processes, English has become the world's lingua franca. This spilled over into research devoted to foreign language learning and teaching that focused mostly on English and even overshadowed the research on languages other than English (LOTEs) (Dörnyei, Al-Hoorie, 2017: 455). There was a significant increase in studies focusing on English. Hence, from 2005 to 2014 most of research studies (over 70%) addressed the motivation for learning English (Boo, Dörnyei, Ryan, 2015). Therefore, the current theoretical paradigms concentrating on L2 motivation are based on research concerned with the English language learning and teaching (Ushioda, Dörnyei, 2017). Al-Hoorie (2017) points out that the dynamics of motivation for learning English can be quite different from the motivation for learning other languages. Consequently, research focusing on this issue is particularly valuable.

Methodology

A questionnaire divided into two parts was used as a measurement tool. In the first part, in addition to the demographic data, respondents answered the following questions: have you ever resided in the French / Italian speaking countries, do you have access to the French / Italian language content outside of class, how useful will these languages be in your future profession. They were asked the following open-ended question: what reasons motivated you to learn French and Italian.

The second part is a customized version of the Questionnaire that measures both the type and intensity of motivation in an FL learning context by Jelena Mihaljević Djigunović (1998), adapted to the Croatian educational context. The questionnaire contains a total of 38 statements which measure motivation related to the *Language properties* (22 items) and motivation related to the *Teaching properties* (16 items). Motivation related to the language properties consists of three components: *the affective component, the integrative component, and the pragmatic-communicative component of motivation*. For each item (statement) respondents indicated a degree of agreement on a 5-point Likert scale (1 - I strongly disagree to 5 - I strongly agree).

The results were analysed by means of descriptive statistics using the SPSS software platform. Descriptive statistics is based on the calculation of arithmetic means of students' total responses. The results of the first part of the questionnaire will be presented and complemented by one part of the results of the second part of the questionnaire in order to respond to the aim of this research.

The study was conducted on a sample of 270 students (N = 270) of secondary vocational school in Dubrovnik, of which 124 students of French and 146 students of Italian.

Results and discussion

Only a small proportion of respondents could choose a language to learn, with English being a compulsory subject. For most of them it was determined by their field of study. Thus, of the total number of students learning French, only 37.10% were given the opportunity to

choose the language, while in case of Italian the proportion was 47.26% (Table 1). For those who could choose, the reasons for choosing were based on several factors: their interest in the chosen language and culture, their experience of that language and culture, but also the student's surroundings, the needs of society, or a potential benefit.¹

Table 1. The number of students that learn French and Italian as a compulsory or elective course

		f	%
French	Elective course	46	37.1
	Compulsory course	78	62.9
	Total	124	100.0
Italian	Elective course	69	47.3
	Compulsory course	77	52.7
	Total	146	100.0

The reasons for choosing French or Italian were given by our respondents in their answer to the open-ended question: What are the reasons that motivate you to learn French / Italian? This is an overview of some of the answers provided by the French language learners.

“Because I am interested in it and I will need it.”

“Because I really like the language.”

“By accident.”

“Because it seemed appealing.”

“I learn French because there are so many French people where I live.”

“I love learning languages and want to know as many foreign languages as possible.”

“To avoid learning German.”

“Because I love the language.”

“So I can visit Paris.”

“Because I have to.”

“Because it is a beautiful language.”

“Because I want to.”

“To be able to communicate with the French.”

“Because I think it is good to know as many languages as possible and I think it will help me in the future.”

¹ Unlike other authors for whom the reasons for learning a foreign language make up the motivation, Gardner and Lambert (1959) distinguish between motivation and orientation. According to their theory, orientation is a type of reason why one learns a foreign language while motivation is the sum of intensity, desire and positive attitudes. According to Gardner (1985), in addition to integrative and instrumental orientation, a number of reasons for learning emerge in the contextual educational area, mainly of affective provenance, such as personal challenge, emphasizing and encouraging tolerance, and the like (see also Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model*. New York, NY: Peter Lang).

“Because I learned it in elementary school and I have basic knowledge, so it would be foolish to waste it and it seems like an interesting subject.”

“Because I will need it in the future.”

“Because it is one of the three world languages and I think it will prove to be useful in the future.”

“I have always been interested in French so I chose it even though I knew it was difficult. ”

“I like to listen to the French when they speak. The grammar is difficult, and it is a challenge.”

“I like the French language and it is very interesting, but the French language doesn’t seem to like me.”

“It seemed nicer than Spanish.”

“Because I have a good teacher whom I like.”

“It sounds nice, it is refined, and I find the French culture fascinating.”

“It is a beautiful language and I wish to live in France.”

“Because my teacher is interesting, creative and excellent.”

“I think that it is a special language.”

Students learning Italian stated the following:

“Because I will need it.”

“Because it is a compulsory course and I had no choice.”

“To be better in my future job because the more languages we know the better.”

“To communicate with guests.”

“Because it is an important language.”

“Because it is an interesting and easy-to-learn language. I would like to travel around Italy.”

“Because I am interested in it and I will need it in my future profession.”

“I had no choice.”

“Because I prefer Italian to German.”

“It is easier to learn than German or French and this is the reason I chose it.”

“Because I love all Romance languages, and Italian is not difficult to learn.”

“It is interesting for me to learn languages.”

“Because it is a musical, melodious and interesting language.”

“Because I love Italy and I like the language.”

“Because I learned it in elementary school.”

“Because it is a useful language to know.”

“Because there are a lot of Italian words in Croatian, so the language seems easy to learn.”

“Because I like foreign languages.”

“Because my cousin is Italian, so I’m interested in the language.”

“Because I have to.”

“It can be learned fast and easy and it is important for our tourism.”

“Because I have a good teacher and I learned it in elementary school.”

“I would like to live in several countries, and in Italy as well.”

“Because I like it, I am good at it and I will study it.”

“To pursue my dream job.”

“My mom says it is a good language.”

“I am an Inter fan.”

“Because Italy is a neighbouring country and there are a lot of Italianisms in our speech, so it is not difficult.”

“I have cousins in Italy and I want to go there.”

“My grandpa instilled the love of Italian in me.”

The following motives can be detected from the respondents' answers. First of all, motivation is related to the characteristics of the language, with a positive image of French and Italian culture and language. It is followed by the awareness of usefulness of that language, which represents the instrumental motivation for learning. Some responses point to the important role of teachers in the language acquisition process. For some, choosing these foreign languages is a way of avoiding other subjects, and some have started learning these languages in elementary school, so it makes sense for them to continue. It is important to note that students regard French as a difficult language, which represents a challenge for them. On the contrary, Italian is perceived as an easy-to-learn language, which is why some students prefer it.

Communicative and socio cultural use of language

Intercultural contact is a very important component in second language (L2) acquisition. Dornyei and Cziser state that there are two reasons for this: “One of the main aims for learning second languages is to establish meaningful contact across cultures, because L2 proficiency creates the medium of communication between members of different ethno-linguistic communities. Moreover, “interethnic contact creates opportunities for developing language skills and acts as a powerful influence shaping the learners’ attitudinal/motivational disposition, thereby promoting motivated learning behaviour“ (Dornyei, Cziser, 2005: 328). The study of the effects of intercultural/intergroup contact has a long history in social psychology (Dornyei, Cziser, 2005: 328). The theory is based on the understanding that interpersonal contacts change the attitudes and behaviour of groups and individuals, and these changes affect their further contact. The contact alone does not guarantee the development of positive attitudes towards members of a particular socio-cultural group (Dornyei, Cziser, 2005: 328 according to Allport, 1954).

There are different ways to establish contact with a foreign language speaker. One way is to travel to countries where that foreign language is spoken. Only 10% of French learners have visited a French-speaking country (Figure 1). Only one student spent 60 days in a French-speaking country, while others stayed there for two to seven days. It was expected that there would be a small proportion of students who have directly heard and experienced the French language and culture. The most likely reason for this is the significant geographical distance between these two countries. Hence, they either indirectly experience this language or in contact with foreigners who visit Croatia.

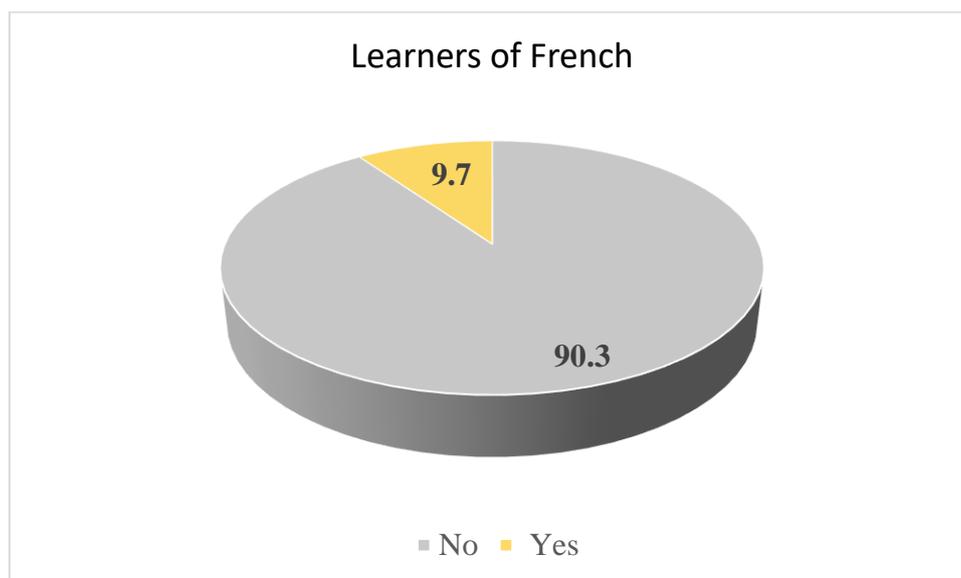


Figure 1. The proportion of learners who travelled to the French speaking countries

The situation with the Italian language is different. Significantly higher mobility was observed. Over half of Italian students visited Italy (Figure 2). There are several possible reasons for this. One of them is certainly the geographical proximity of Italy and the transport links, while the second reason may be family ties as they have been consolidated and expanded over the centuries by maritime shipping routes and through commercial activities. In their answers students indicated that their family members of Italian descent encouraged and inspired them to develop their interest in the language. As for the length of stay, it was short. The largest proportion of students spent up to 7 days in Italy. Two of them spent there one month, one student three weeks, two students two weeks and two students 10 days.

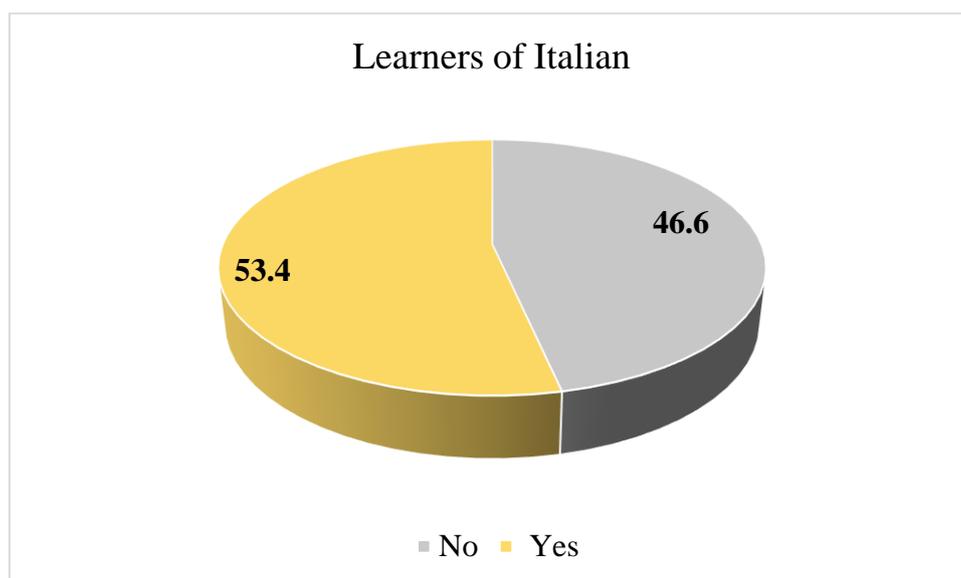


Figure 2. The proportion of learners who travelled to the Italian speaking countries

In the second part of the questionnaire on the scale of the pragmatic and communicative motivation, the French language learners showed the lowest degree of agreement with the statement *I often use French to talk to foreigners* ($M=1.66$). The students of Italian also showed

a very low degree of agreement with the statement *I often use Italian to talk to foreigners* (M=1.83).

These results show that students rarely make direct contact with speakers of these languages and rarely use these languages to establish contact with the foreigners.

Out-of-class exposure to the foreign language

The fact not to be neglected is that not only innate abilities are sufficient for successful learning, but also the way in which students apply them in everyday life, including spurring the student's interest in a particular subject and developing logical reasoning based on known facts. Against this background, exposure to the out-of-class content is of utmost importance. It fosters motivation for language acquisition in general, without merely implying to the internal and external stimuli for learning, but also to the processes and mechanisms for their activation, direction and reinforcement, and to the ways and outcomes of learning. For these reasons, motivation as a whole could be defined as a combination of biological and socio-cultural factors in which physiological conditions pervade with subjective experience (Potkonjak, Šimleša: 1989: 68). Therefore, according to Gardner (1985), there are four most important elements in the second language acquisition - the social and cultural environment, individual differences, the environment in which learning takes place, and linguistic outcomes.

Out-of-class exposure to a foreign language content translated into the mother tongue (e.g. television content) has a significant positive effect on foreign language acquisition (Karlak, Šimić, 2016: 76, according to Munoz, Lindgren, 2011). Karlak and Šimic argue that greater exposure to a foreign language would lead to enhanced motivation to learn that language. Likewise, increased motivation would result in a greater exposure to a foreign language in the out-of-class context. They conclude that students would want to engage in a language interesting to them, because it gives them a sense of satisfaction (Karlak, Šimić, 2016: 77).

Our research showed that only one quarter of students (27%) were exposed to the out-of-class content in Italian or French (Table 2).

Table 2. Exposure to the out-of-class content/activities

		f	%
French	No	91	73.4
	Yes	33	26.6
	Total	124	100.0
Italian	No	107	73.3
	Yes	39	26.7
	Total	146	100.0

Smartphones are most and computers least used by students to access this content. Students learning French mostly use smartphones, while television and computers are somewhat more used by students learning Italian (Figure 3).

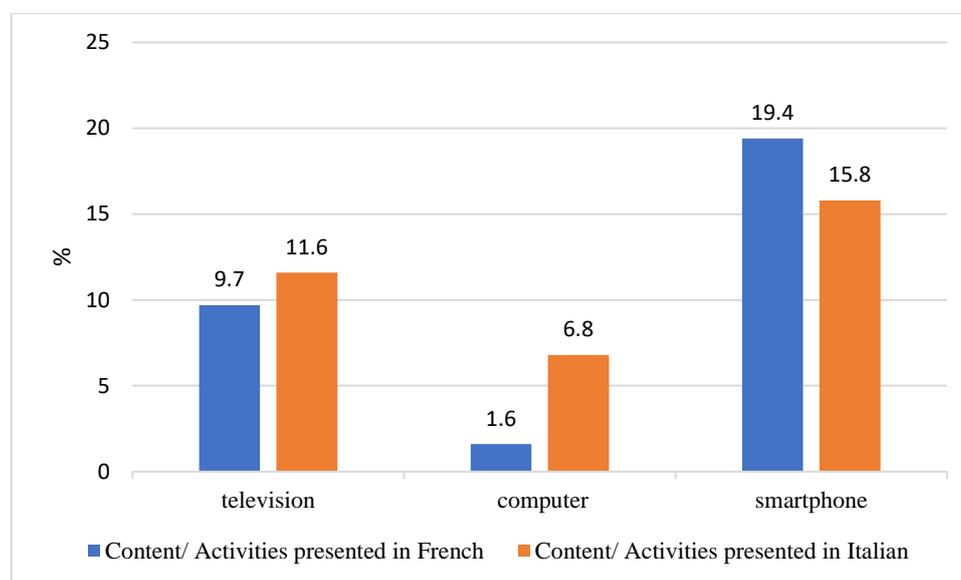


Figure 3. Exposure to the out-of-class content/activities

The availability of the out-of-class content in French and Italian in the Croatian environment is much less present than in English, which prevails in all aspects of everyday life: television, Internet, social media, mass media etc. In view of this fact, it is teachers who play a significant role. They should instruct students where and how to access such content and constantly encourage them to do so. A wholehearted commitment to guide students towards activities important for the achievement of a positive goal fosters an instrumental dimension of motivation which consists of external stimuli that may have an effect on the willingness to learn: for example, job opportunities or personal and social benefits (Mariani, 2012: 5). The affective component of motivation is spurred by using a variety of multimedia tools and by increasing instrumental motivation which, in a correlative manner, creates a higher value of inner, intrinsic motivation in students with the end result being better grades and greater satisfaction.²

The instrumental use of language

There is a similar level of awareness regarding the use of French and Italian in their future profession (Table 3).

² The process of language acquisition is always a combination of external and internal factors. At younger age there is an element of expectations and demands imposed by significant others (e.g. parents). This is corroborated by students' statements "I try to improve my French otherwise my dad won't buy me a tablet", or "I'm learning languages because I don't want to leave a bad impression or make my parents sad" (Mariani, 2012:8).

Table 3. Future occupation benefits

	N	Min	Max	D	C	Q ₁	Q ₃	Q ₃ - Q ₁
French	122	1	4	4	3	2	4	2
Italian	146	1	4	3	3	2	4	2

As many as 70% of Italian learners believe that their knowledge of Italian will be *very* and *somewhat helpful* in their future careers, while 65% of French learners share this opinion (Figures 4, 5).

Differences are noticeable in the answers *very helpful* and *not at all helpful*. Compared to the Italian language, a slightly higher proportion of French learners believe that this foreign language will be *very helpful* in their careers and a slightly higher proportion consider it to be *not helpful at all*.

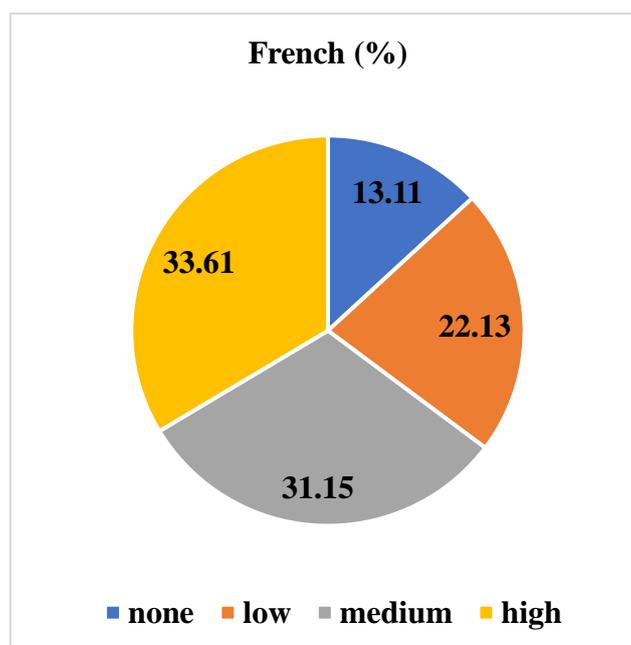


Figure 4. Future occupation benefits - French

The largest proportion of Italian students think that this language will be *somewhat helpful* in their future careers. It can be concluded that the awareness of the usefulness of these languages in the future is relatively well developed.

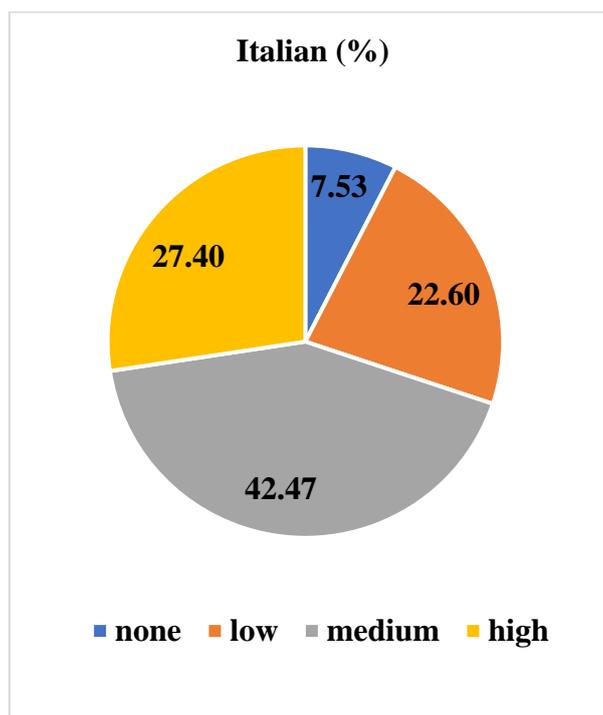


Figure 5. Future occupation benefits - Italian

These findings were confirmed by the results of the second part of the questionnaire. Students showed the highest degree of agreement with the following statements: *Being fluent in French will be useful for my future occupation* ($M = 3.38$), *I can expand my general knowledge by learning French* ($M = 3.37$), *Being fluent in French will be useful for my further education* ($M = 3.25$). As for Italian, students showed the highest degree of median agreement with the following statement: *I can expand my general knowledge by learning Italian* ($M = 3.68$). Most students believe that Italian will be useful for their future occupation ($M = 3.31$) and for their further education ($M = 3.31$). There was a rather low level of agreement with the statements: *Knowing the language helps me understand music and films in Italian* ($M = 2.24$), even lower for the same statement among French language learners ($M = 1.99$). There was a low level of agreement with the statements: *Understanding French allows me to read foreign magazines* ($M = 1.84$), *Understanding Italian allows me to read foreign magazines* ($M = 1.72$). These statements confirm that students do not read magazines, listen to music, or watch movies in these foreign languages.

The perception of a foreign language

Since the first theoretical assumptions dealing with motivation, it was acknowledged that language acquisition cannot be equal to learning any other school subject because of the influence that languages create on attitudes and a sense of personal identity, and also due to their close connection to sociocultural factors. This viewpoint immediately led to the conceptualization of the specifics of language motivation and its differentiation from more general psychological-pedagogical models. The socio-educational model of Gardner and Lambert (1972), which was updated several times (Gardner, 1985; Gardner, 2001), has greatly contributed to the popularization of two determinants that influence language motivation. Gardner (2001) emphasizes the interpersonal/affective or integrative dimension of motivation which reflects a positive attitude towards the target language and culture, a desire to establish

contact with the speakers of that language, and even an effort to achieve various degrees of integration into the linguistic community. He also refers to the already mentioned instrumental dimension of motivation which derives from external influences. (Mariani, 2012: 5).

The aforementioned findings of affective motivation are corroborated by the results of this research. This is visible in the already presented answers to the question dealing with the reasons that motivate students to learn these foreign languages. This was confirmed by descriptive statistics in the second part of the questionnaire. The results show that students like French and Italian very much. The respondents strongly agree with the claim that *The French language has a lovely sound* ($M = 3.67$) and that *French is a very lovely language* ($M = 3.63$), while for Italian these values are even higher *Italian is a very lovely language* ($M = 4.10$) and *Italian has a lovely sound* ($M = 4.06$).

Conclusion

Students of French and Italian have a positive perception of France and Italy, i.e. their culture and civilization. They learn these languages because they are attractive, interesting and sound good to them. Learners have a strong instrumental motivation. They believe that these foreign languages will be useful for their future occupation or education.

A study concerned with the motivation to learn French in Sweden (Axell, 2007: 15) found that students read books to a great extent, use the internet, watch television to improve their French language skills. Likewise, they use every opportunity to make contact with French speakers. Our research has shown that students have almost no contact with speakers either of Italian or French. Generally, they do not visit French speaking countries, they do not use these languages outside of the educational context, and do not communicate with speakers of these languages. If that happens, which is very likely since they live in an environment where fluctuations in French and Italian speakers are significant, they will probably turn to using English.

It is striking how little they read magazines and books, listen to music, watch movies, or access the Italian or French language content in digital form. But they strongly agree with the claim that their knowledge of French or Italian will expand their general culture, because they subconsciously have the idea of Italian and French as two important languages with rich culture and historical heritage.

Exposure to a foreign language is an important factor with a positive impact in the process of successful language acquisition. Research studies have shown that the out-of-class exposure allows students to acquire the language unconsciously as well, while at the same time inciting the automatic language production (Mihaljević Djigunović, Geld 2003; Bagarić 2001; Mihaljević Djigunović, Bagarić 2007). As it is explained “automatised, unconscious production results in a feeling of success, which is one of the most significant factors contributing to an increase and maintenance of motivation for further language learning” (Mihaljević Djigunović, Bagarić (2007: 275) according to Bagarić (2003).

Our research has shown poor exposure to French and Italian at multiple levels. Therefore, it is in this segment that we see significant room for progress. The results of this research have some practical implications, such as the need to make contacts by organizing the visits of native speakers, planning trips, exchanging or encouraging written communication with native speakers. All these activities intensify motivation. Showing students how to find and use a variety of interesting and useful content in French and Italian, either by using modern technologies, or by reading newspapers, books, listening to music or watching movies in different contexts, both in formal, educational environments and in different daily activities would boost students' motivation.

It is possible that greater exposure to a foreign language enhances the motivation to learn these languages. Intensive use of a foreign language results in a sense of confidence and independence. This brings about the intrinsic motivation, a very important form of motivation, through the development of inquisitiveness, curiosity and interest in learning the language for the language itself.

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